

To view this meeting, the livestream link is: <https://vimeo.com/event/729428>

To make a public comment the call in number is (US) 1-513-816-1249
The PIN is 905 182 867#

Board of Education
March 1, 2022

Council Chambers
7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

A G E N D A

- Item 1 PLEDGE OF ALLEGIANCE
- Item 2 CELEBRATION OF EXCELLENCE
- Item 3 CONSENT AGENDA
- Donation to Hawley School
 - Correspondence Report
- Item 4 **PUBLIC PARTICIPATION
- Item 5 REPORTS
- Chair Report
 - Superintendent's Report
 - Committee Reports
 - Student Representatives Report
- Item 6 PRESENTATIONS
- SAIL Program
 - World Religions Curriculum
 - Economics Curriculum
- Item 7 OLD BUSINESS
- Second Read and Possible Action on English II Curriculum
 - Second Read and Possible Action on Composition Through Contemporary Issues Curriculum
 - Second Read and Possible Action on Policies:
 - 4000 Concepts and Roles in Personnel
 - 4100 Certified Personnel
 - 4112.5 / 4212.5 Employment and Student Teacher Checks
- Item 8 NEW BUSINESS
- Discussion and Possible Action on 2022-2023 School Calendar
 - Action on Minutes of February 11, 2022
 - Action on Minutes of February 15, 2022
- Item 9 **PUBLIC PARTICIPATION
- Item 10 ADJOURNMENT

***During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to not more than three minutes. The Board of Education does not discuss personnel items or student matters in public. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the BOE: NewtownBOE@newtown.k12.ct.us*

To: Dr. Lorrie Rodrigue
From: Christopher Moretti
Date: 2/22/2022
Re: Private Donation



TheClover Imaging Group has donated \$19.40 to Hawley School for the purchase of classroom supplies and books.

I am requesting that the Board of Education accept this generous gift on our behalf.

9303R6 (08/16)



Clover Imaging Group
DBA Clover Environmental Solutions
4200 Columbus St
Ottawa IL 61350

888-883-8237 Funding Factory 0000349088

February 10, 2022

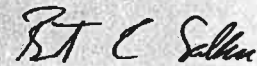
56 - 389 / 412

Pay To The Order Of: Hawley School
29 Church Hill Rd
NEWTOWN, CT 06470

VOID AFTER 90 DAYS

*****\$19.40***

Amount: NINETEEN DOLLARS 40/100



Authorized Signer

PNC Bank, N.A. 070/Ashland OH

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World Religions (Pending Approval)

6 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		1 2 3 4 5	6 7 8 9	10 11 12	13 14 15 16	17 18 19 20	21 22 23 24	25 26 27 28 29	30 31 32	33 34 35 36	37 38
An Introduction to World Religions	0	█									
Judaism	0	█	█								
Christianity	0		█								
Islam	0			█							
Hinduism	0			█	█						
Buddhism	0				█	█					

Previous Year



Unit Planner: An Introduction to World Religions

World Religions

Thursday, February 3, 2022, 2:01PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions
(Pending Approval) / Week 1 - Week 2

Last Updated: Monday, April 5, 2021
by Amy Deeb

An Introduction to World Religions

Deeb, Amy; Dieter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth;
Parvis, Martha

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: stereotypes, religion, culture, identity, perspective, bias, tolerance, respect

Lens: Origins

G

Generalizations / Enduring Understandings

1. Individuals' exposure to religion can enrich their lives and contribute to their culture and identity.
2. Religious stereotypes affect people's perceptions of others and create bias and intolerance.
3. Knowledge engenders respect and tolerance.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. Do people find expressions of religion in towns/cities, the media, sports and the arts? (F)
 - b. How does exposure to religion contribute to culture and identity? (C)
2.
 - a. What is a stereotype? (F)
 - b. How do stereotypes affect people's perceptions of others? (C)
 - b. Why do stereotypes not function as accurate representations of whole groups? (C)
 - c. What is the danger of stereotyping individuals or groups? (C)
3.
 - a. What are the key concepts and attitudes necessary to incorporate when studying about religion in a public school? (F)
 - b. What are the Constitutional issues and legal questions to consider when there are practices involving religion and public schools? (F)
 - c. How does knowledge about religion create respect and tolerance for others? (C)
 - d. How does religion unite/divide humans? (C)

Provocative Questions: Should religion and politics be separate? (P)

Standard(s)

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Content:

objectivity, distinguishing between the ideal and the reality, tolerance and respect, constitutional issues of the First Amendment, First Amendment, Three-Part Lemon Test, *Schempp vs. Abington*, *Lee vs. Weisman*, maps, stereotypes

Skills

Students will:

- Brainstorm about bias and stereotypes;
- Analyze stereotypes and research their origins;
- Identify and evaluate different perspectives/points of view;
- Use geographic tools and technologies to pose and answer questions about spatial distributions;
- Identify and evaluate different perspectives/points of view;
- Analyze primary sources to draw conclusions, and
- Read and analyze historical events for bias, point-of-view, and context, and apply findings to relevant topics.

Core Learning Activities

Core learning activities:

Students will analyze and interpret the 3 part Lemon Test. Students will then read and analyze various historical violations of constitutionality in our country and how these cases did not pass the Lemon Test. For example:

Schempp vs. Abington, *Lee vs. Weisman*

[Schempp v Abington Court case](#)

[Lee v Weisman Court case](#)

[Lemon v Kurtzman Court case](#)

[Court Cases.pdf](#)

[Constitutional or not.pdf](#)

Assessments

The Good News Club Essay

Formative: Expository Essay

Students will take a position to agree or disagree with the Supreme Court's decision to allow the Good News Club to meet in a local elementary school. They will

Resources

Professional & Student

Student Resources:

- Religious symbols/meanings
- Student selected/generated Current events

<p>write a persuasive essay to their local newspaper supporting their position.</p> <p>Stereotype group project Formative: Group Project</p> <p>Students in groups will brainstorm the origins of stereotypes for a certain religion. Each group will be assigned one of the 5 major religions we are studying in the course. After research, students will explain the origins of the stereotypes and try to debunk these in a classroom presentation.</p> <p>Stereotypes.pdf good news.pdf</p>	<ul style="list-style-type: none"> • Unit vocabulary <p>Optional Activities:</p> <ul style="list-style-type: none"> • Brainstorm religious expressions- in groups students will list various examples of religious expression within society • During class discussions students will identify examples of reasons to study religion in a public school classroom. • Complete geographic maps of location/population of the 5 major religions • Students will brainstorm stereotypes of the 5 major religions we will be studying and then debunk these. <p>Religions Map.pdf Vocab Unit 1.pdf Symbols.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p> <ul style="list-style-type: none"> • Written Performance <p>Stereotypes rubric.pdf Written Performance.pdf</p>	<p>Interdisciplinary Connections Government-Judicial Branch</p>



Unit Planner: Judaism

World Religions

Thursday, February 3, 2022, 2:03PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions
(Pending Approval) / Week 3 - Week 6

Last Updated: Monday, April 5, 2021
by Amy Deeb

Judaism

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth; Parvis, Martha

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: beliefs and values, religion, history, continuity and change, conflict and compromise, sacred literature, sacred places, sacred times, rituals, faith

Lens: Identity

G

Generalizations / Enduring Understandings

1. The continuity and change of history shapes people's religious views and influences their way of life.
2. Sacred literature and sacred places provide foundations for the faith and express beliefs and values of religious people.
3. Sacred times and rituals unify a people and reinforce their personal and communal beliefs and values.
4. Conflict and compromise within a group develop a variety of beliefs and practices.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. What threats existed to the survival of the Jews and in what ways did they overcome these? (F)
 - b. What ideas did leaders introduce that shaped and refined the beliefs of the Jews? (F)
 - c. How is a group's survival dependent on the development of their identity and traditions? (C)
2.
 - a. What is the importance of the Torah in the Jewish community? (F)
 - b. How does the organization of the Torah and Talmud help Jews understand and practice their faith? (F)
 - c. How do the synagogue and the home help Jews maintain their faith? (F)
 - d. What is the role of the Promised Land in Jerusalem in the faith of the Jews? (F)
 - e. Why do religious groups have sacred texts and why are they a central focus? (C)
3.
 - a. What are the traditions observed during Jewish holy days? (F)
 - b. Why do Jews maintain a sacred calendar? (F)
 - c. How do life-cycle rituals help the Jews maintain their identity? (C)
4.
 - a. What are the three branches of Judaism? (F)
 - b. What are the similarities and differences among the three branches of Judaism? (F)
 - b. How do various branches within religious groups cause conflict and develop pride/identity? (C)

Provocative Question:

a. In what ways has the persecution of the Jews affected their identity? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Reading: History/Social Studies

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

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Critical Content & Skills

What students must KNOW and be able to DO

Content:

monotheism, ethical world view, Abraham, covenant, The Promised Land, Moses, Exodus, David, Solomon, Babylonian Exile, diaspora, Theodor Herzl, Zionist movement, The Holocaust, The Torah, The Talmud, Solomon's Temple, synagogues, Israel, The Sabbath, Rosh Hashana, Yom Kippur, Sukkot, Hanukkah, Purim, Passover, Shavuot, circumcision, bar/bat mitzvah, wedding, death, Orthodox Judaism, Conservative Judaism, Reform Judaism, anti-semitism, Midrash, Mezuzah, Tefillin, Issac, Tallit, 613 Laws, Shofar, Canaan, Kosher

Skills

Students will :

- Recognize what makes a religious group unique to others;
- Analyze various traditions and norms of religious groups;
- Identify and evaluate different perspectives/points of view within a religion;
- Investigate, critique, and present findings on religious holidays/customary days;
- Identify and evaluate different perspectives/points of view;
- Detect bias in visual and/or print materials;
- Evaluate the validity of information and/or positions in oral, print, visual, and other resource materials, and
- Evaluate and interpret sacred texts.

Core Learning Activities

- Jewish historical timeline- Students will take important dates in Jewish history and create a chronological timeline with art to visualize the complex history of this religion.

- Students will investigate and draw conclusions on each of the 3 main branches within Judaism.

[Branches of Judaism.pdf](#)
[Judaism Timeline.pdf](#)

Assessments

End of Unit Quiz/Test

Summative: Written Test

End of unit test may require a response to the provocative question.

Jewish Holidays

Formative: Group Project

In groups students research information about Jewish holidays and present their findings to the class.

[Judaism Quiz.pdf](#)
[Judaism project.pdf](#)

Resources

Professional & Student

Professional Resources:

- **Basic tenets of the Jewish Faith**

Student Resources:

- **Unit vocab sheet**
- **Marriage and death customs of the Jewish faith**
- **History of Judaism**

Optional Activities:

- Religions of the world video with video sheet
- Investigate Palestinian/ Israeli relations in the current day
- Analyze Hasidim and separate fact from fiction

[History of Judaism.pdf](#)
[Death and Mourning.pdf](#)
[Marriage Customs.pdf](#)
[Judiasm Basics.pdf](#)
[Unit 2 vocab.pdf](#)
[Religions of the World Video Sheet.pdf](#)
[Zionism and Palestinian relations.pdf](#)
[Hasidism](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)
[Critical Thinking](#)
[Spoken Communication](#)
[Written Performance](#)

- Written Performance

[Judaism Project Rubric.pdf](#)

Interdisciplinary Connections

Western Studies- Holocaust

Middle Eastern Studies- Zionism/ creation of the state of Israel



Unit Planner: Christianity World Religions

Thursday, February 3, 2022, 2:04PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions
(Pending Approval) / Week 7 - Week 9

Last Updated: Monday, April 5, 2021
by Amy Deeb

Christianity

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth; Parvis, Martha

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: beliefs and values, religion, history, continuity and change, conflict and compromise, religious rituals, faith, sacred literature, sacred places, sacred times, rituals

Lens: Identity

G

Generalizations / Enduring Understandings

1. The continuity and change of history shapes people's religious views and influences their way of life.
2. Sacred literature and sacred places provide foundations for the faith and express beliefs and values of a religious people.
3. Sacred times and rituals unify a people and reinforce their personal and communal beliefs and values.
4. Conflict and compromise within a group develops a variety of beliefs and practices.
5. Historical events that affect the public's view of a religion can impact the practice of the faith and the religion's identity.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. How did the life and teachings of Jesus form the foundation of the new religion of Christianity? (F)
 - b. How did Christianity impact the Middle Ages? (F)
 - c. How did the Renaissance encourage changes in people's views of Christianity? (F)
 - d. What ideas justify the teachings of Christianity? (C)
 - e. In what ways does history shape people's religious views and way of life? (C)
2.
 - a. How is the Christian Bible organized? (F)
 - b. How does the Bible guide Christians to an understanding of their faith? (F)
 - c. How does the architecture of churches and cathedrals reflect the beliefs of Christians? (C)
 - d. What does it mean to be Christian? (C)
3.
 - a. What do Christian holidays commemorate and how are they observed? (F)
 - b. What are the life-cycle rituals associated with Christianity and how do they help Christians maintain their identity? (F)
 - c. How do rituals unify people and reinforce their beliefs and values? (C)
4.
 - a. What are the similarities and differences among the three branches of Christianity? (F)
 - b. What are the stereotypes and misconceptions associated with denominations that took root in America in the beginning of the 18th century? (F)

c. How does Christianity continue to exist and thrive among the conflicts that arise between sects? (C)
d. What type of compromise has to be made to allow the different beliefs within Christianity? (C)

5.
a. What are the events and practices that strengthen Christianity? (F)
b. What are the events and practices that cloud the understanding of the faith and its identity? (F)
c. How does history affect people's view of Christianity?(C)

Provocative Questions:

Why/How does Christianity survive? (P)
Can people be good Christians without reading the Bible? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Reading: History/Social Studies

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Content:

Jesus, nativity, disciples, Sermon on the Mount, crucifixion, resurrection, Pentecost, Paul, Edict of Milan, Schism of 1054, the Reformation, Christian Bible, houses of worship, Christian holidays, sacraments, rites of passage, Orthodox, Roman Catholic, Protestant, Pharisees, miracles, Roman occupation, Constantine, Apostles, Crusades, New Testament, redemption, Good Friday, Easter, Christmas, Holy Thursday, Lent, Palm Sunday, Ash Wednesday

Skills

Students will:

- Analyze the teachings of Jesus;
- Draw and analyze Christian architecture;
- Analyze religious symbolism;
- Research primary and secondary texts, and
- Assess the validity of researched information.

Core Learning Activities

- Students will analyze the teachings of Jesus found in the Sermon on the Mount and identify children's stories/movies that illustrate these Christian values.
- Based on video visuals of the insides of various churches, students will distinguish major differences between branches.

[Sermon on the Mount](#)

[Sermon on the Mount](#)

[Catholic church](#)

[Congregational Church](#)

[Orthodox Church](#)

[Lutheran Church](#)

[Mega Church](#)

[Anglican Church](#)

Assessments

Christian Groups- Research

Formative: Other written assessments

Students will research information about eight Christian groups to analyze the effect on the followers' lifestyles and dispel stereotypes associated with each group. The eight groups are Christian Science, The Church of Latter Day Saints, Jehovah's Witness, the Amish, Mennonites, Pentecostal, Quaker, and Evangelicals.

End of Unit Test

Summative: Written Test

End-of-unit test will require a response to the provocative question.

[Christianity Project.pdf](#)

Resources

Professional & Student

Professional Resources:

- **Biography of Jesus**
- **Basic Beliefs of Christians**

Student Resources:

- **Christianity in the Roman Empire and how the acceptance changed the world**
- **3 main branches of Christianity**
- **The origins of Christianity and how they played out after the death of Jesus**
- **Unit 3 vocab**
- **Analyze parables of Jesus**

Optional Activities:

- **The conversion of Constantine the Great: political or religious?**
- **The geographic spread of Christianity**

[Christinity in Rome.pdf](#)

[Branches Of Christianity.pdf](#)

[Biography of Jesus.pdf](#)

[Constantine's Conversion.pdf](#)

[Branches](#)

[Basic beliefs.pdf](#)

[Christian beliefs.pdf](#)

[Origins of Christianity.pdf](#)

[Unit 3 vocab.pdf](#)

	<u>geographic spread</u> <u>Good Samaritan parable</u> <u>Prodigal Son parable</u> <u>Parable of the Lost Sheep</u>
Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u> <ul style="list-style-type: none"> • Critical Thinking • Written Performance <u>Christianity Project Rubric.pdf</u>	Interdisciplinary Connections Philosophy Western Studies-Roman Catholicism



Unit Planner: Islam

World Religions

Thursday, February 3, 2022, 2:05PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions
(Pending Approval) / Week 10 - Week 12

Last Updated: Monday, April 5, 2021 by Amy Deeb

Islam

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth; Parvis, Martha

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: beliefs and values, religion, faith, history, conflict and compromise, sacred literature, sacred places, sacred times, rituals

Lens: Identity

G

Generalizations / Enduring Understandings

1. Religions provide a guide to living which help the followers maintain their identity.
2. Sacred literature and sacred places provide foundations for the faith and express beliefs and values of a religious people.
3. Sacred times and rituals unify a people and reinforce their personal and communal beliefs and values.
4. Conflict and compromise within a group develops a variety of beliefs and practices.
5. Historical events that affect the public's view of a religion may impact the practice of the faith and the religion's identity.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. How did the life of Mohammed and the revelations he received form the foundation of the new religion of Islam? (F)
 - b. What are the Five Pillars? (F)
 - c. How do the Five Pillars encourage unity among Muslims? (F)
 - d. How does the concept of Jihad influence the behavior of Muslims? (F)
 - e. How does Sharia law impact Muslims? (F)
 - f. How effective are the Five Pillars in guiding the Muslim people and establishing their identity? (C)
 - g. In what ways does this history affect how Muslims live their lives? (C)
2.
 - a. What are the *Quran* and *The Hadith*? (F)
 - b. How are the *Quran* and *The Hadith* organized? (F)
 - c. How do the *Quran* and *The Hadith* provide a foundation for the Muslim identity? (F)
 - d. Why are Mecca, Medina and Jerusalem important to understanding the foundation of the Islamic faith? (F)
 - e. How does the architecture of a mosque support the elements of worship found in Islam? (C)
 - f. How are the Kaaba, Prophet's Mosque and Dome of the Rock central to an understanding of the beliefs and values of Islam? (C)
 - g. In what ways do these sacred texts and places contribute to the development of the Islamic beliefs and values? (C)
3.
 - a. How does the lunar calendar impact the observance

of sacred times? (F)
 b. How do Ramadan, The Hajj, Eid al-Fitr and Eid al-Adha promote individual discipline and unity? (F)
 c. How do life-cycle rituals reinforce the beliefs and values of the faith? (C)

4.
 a. What are the similarities and differences between Shi'ites and Sunnis? (F)
 b. What role does culture play in the different practices of Islam? (C)

5.
 a. What are the events and practices that strengthen Islam? (F)
 b. What aspects of Islam make it unique among faiths of Abraham ? (F)
 c. What are the events and practices that make adherence to the faith challenging? (C)

Provocative Questions:
 Why can't the Shi'ite and Sunni practice their religion peacefully? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

Critical Content & Skills

What students must **KNOW and be able to DO**

Content:

Mohammed, Mecca, revelations, Hegira, Medina, Jerusalem, Five Pillars, jihad, Shariah, Quran, Hadith, mosques, Kaaba, Prophet's Mosques, Dome of the Rock, Ramadan, the Hajj, Sunnis, Shia, Sufi, Allah, Bedouin, Hafiz, Halal, Imam, Muezzin, Eid al Fitr, Gabriel, Ismael, Wudu

Skills

The student will:

- Explain challenges in following the faith;
- Read and analyze primary sources, and
- Compare and contrast aspects of Islam with aspects of Christianity and Judaism.

Core Learning Activities

- Students will explain the challenges Muslims in America have when following the Five Pillars.
- In groups, students will read selected surahs from the Quran citing evidence indicating their origin in Mecca or Medina.
- Identify similarities to Jerusalem and Christianity.

Five Pillars of Islam

Surahs from the Quran

Assessments

Muslims in the World

Summative: Written Report

Students will research Muslims in a country outside the United States. Students will analyze the opportunities and challenges Muslims face in that country and write a magazine story.

End of Unit Test

Summative: Written Test

End of unit test may require a response to the provocative question.

Resources

Professional & Student

Professional Resources:

Student Resources:

Optional Activities:

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking
- Written Performance

Interdisciplinary Connections

Asian Studies



Unit Planner: Hinduism

World Religions

Thursday, February 3, 2022, 2:07PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions
(Pending Approval) / Week 13 - Week 15

Last Updated: Monday, April 5, 2021 by Amy Deeb

Hinduism

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth; Parvis, Martha

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: beliefs and values, religion, guide to living, history, faith, sacred literature, places and times, rituals, ultimate goal

Lens: Identity

G

Generalizations / Enduring Understandings

1. People adhere to a variety of individual religious beliefs and practices which take them on different paths to the ultimate goal.
2. Religions provide a guide to living which help the followers maintain their identity.
3. Sacred literature and sacred places provide foundations for the faith and express beliefs and values of a religious people.
4. Sacred times and rituals unify a people and reinforce their personal and communal beliefs and values.
5. Historical events that affect the public's view of a religion can impact the practice of the faith and the religion's identity.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. What is the ultimate goal for Hindus and how is it described? (F)
 - b. What is the role of gods in the beliefs and practices of Hindus? (F)
 - c. How can Hinduism be monotheistic and polytheistic? (F)
 - d. What are the characteristics of three paths to nirvana? (F)
 - e. Why might Hindus believe in the axiom of 'one truth, many paths'? (C)
2.
 - a. Why do Hindus respect all living things? (F)
 - b. What is non-attachment? (F)
 - c. Why do Hindus value lives of non-attachment? (C)
 - d. How does the caste system affect the lives of some Hindus? (F)
 - e. What are the four stages of life and the expectations in each one? (F)
 - f. How might rites of passage and ritual activities reinforce Hindu beliefs and identity? (C)
3.
 - a. How does Hinduism's sacred literature explain its beliefs and values? (F)
 - b. What is the significance of the Ganges River and Varanasi? (F)
 - c. How do Hindu temples differ from Western houses of worship? (F)
 - d. How do Hindus use household shrines in the practice

- of their faith? (F)
- e. In what ways does Hindu scripture shape the practices and mentality of a Hindu? (C)
- f. To what extent does geography play a role in the spiritual life of a Hindu? (C)
- 4.
- a. What are the holidays observed by many Hindus and how are they celebrated? (F)
- b. What are the life-cycle rituals associated with Hinduism? (F)
- c. How do rituals strengthen Hinduism's identity? (C)
- 5.
- a. What are the events and practices that strengthen Hinduism? (F)
- b. What are the events and practices that have clouded the understanding of Hinduism? (F)
- c. How does history affect people's view of Hinduism in the modern world? (C)
- Provocative Questions:**
- a. Which elements of Hinduism have allowed it to endure its longevity in the modern world? (P)
- b. Must all practitioners be polytheistic in order to be called Hindu? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Reading: History/Social Studies

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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Critical Content & Skills

What students must KNOW and be able to DO

Content:

nirvana, Brahman, atman, moksha, reincarnation, polytheism, the Tri-Murti, path of works, path of knowledge, path of devotion, ahimsa, caste system, four stages of life, the *Vedas*, the *Upanishads*, the *Ramayana*, the *Bhagavad-Gita*, sacred places, Holi, Diwali, birth customs, the sacred thread ceremony, weddings, death customs, Samsara, Maya, Avatar, Dharma, Karma, Puja, Ganges, Guru, Yoga, Murti, Mandir, Mantra

Skills:

The student will:

- Recognize what makes Hinduism unique to the world's great faiths;
- Analyze various traditions and norms;
- Identify and evaluate different perspectives/points of view on paths to Nirvana;
- Investigate, critique, and present findings on Hindu deities;
- Analyze how the world's oldest religion has evolved to remain relevant in modern times;
- Evaluate and interpret sacred texts;
- Connect the ancient teachings of yoga to the lifestyle and outlook of modern Hindus

Core Learning Activities

- Students will read about paths to nirvana, illustrate one path and present it to the class.
- Students will perform a skit based on the *Ramayana* and analyze the lessons of the story.
- Students will read about Hindu weddings and create a guide for non-Hindu guests.

Upload resources and documents

[Introduction to Ramayana](#)

Assessments**Hindu Deities****Summative: Visual Arts Project**

Students will research stories associated with a Hindu god or goddess and create a booklet or poster which explains the role of this god or goddess in Hinduism's identity.

End of Unit Test**Summative: Written Test**

Students will respond to the provocative question.

[Hindu Deity Project.docx](#)

[Hinduism Introduction.doc](#)

[Hindu Caste System .doc](#)

[Hindu and Sanskrit Vocabulary .docx](#)

Resources

Professional & Student

Professional:

- *Many peoples, Many Faiths* by Robert Ellwood and Barbara McGraw;
- *Bhagavad Gita* translated by Stephen Mitchell;
- *Religions of the World* by Huston Smith, and
- *Autobiography of a Yogi* by Paramahansa Yogananda

Student:

- *Religions of the World*, by Huston Smith
- Passages from the *Bhagavad Gita* translated by Stephen Mitchell

Optional Activities:**Student Learning Expectation & 21st Century Skills**

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Critical Thinking
- Written Performance

Interdisciplinary Connections

Asian Studies



Unit Planner: Buddhism

World Religions

Thursday, February 3, 2022, 2:08PM

Newtown High School / 2021-2022 / High School / Social Studies / World Religions
(Pending Approval) / Week 16 - Week 18

Last Updated: Monday, April 5, 2021 by Amy Deeb

Buddhism

Deeb, Amy; Dietter, Candace; Eberts, Ryan; Franklin, Gary; Metz, Anthony; Meyer, Lisa; Mouchantat, Elizabeth; Parvis, Martha

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: beliefs and values, religion, tradition, culture, religious rituals, goals, faith, practices, sacred literature, sacred texts

Lens: Identity

G

Generalizations / Enduring Understandings

1. Influential people and religious practices can provide experiences that shape the religious views of a people and impact their way of life.
2. Sacred literature and sacred places provide foundations for the faith and express beliefs and values of a religious people.
3. Religious rituals reinforce communal and personal values drawing believers closer to their ultimate goal.
4. The culture and traditions of a religious people develops their beliefs and values and reinforces their identity.
5. Amidst broad common understandings, a variety of beliefs and practices may develop within the religion.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. How did the life and teachings of Siddhartha Gautama form the foundation of Buddhism? (C)
 - b. What are the similarities and differences in the beliefs of Hinduism and Buddhism? (F)
 - c. In what ways could Buddhism be considered an evolution of Hinduism? (C)
 - d. In what ways is the life and teachings of the Buddha in relation to Hinduism similar to the life and teachings of Jesus in relation to Judaism? (C)
2.
 - a. How is the *Tripitaka* organized? (F)
 - b. How does the *Tripitaka* help Buddhists understand the expectations of their faith? (F)
 - c. How do Buddhist temples and shrines enhance the worship experiences of a Buddhist? (C)
3.
 - a. What is karma? (F)
 - b. What are acts of merit a Buddhist can perform to gain good karma? (F)
 - c. What are the roles of meditation and prayer in Buddhism? (F)
 - d. How do meditation and prayer enhance the Buddhist experience and bring believers closer to their ultimate goal? (C)
 - e. How do rites of passage strengthen Buddhist identity? (C)
 - f. How is the Buddha's birth remembered? (F)

4.
 - a. What are the differences between Theravada and Mahayana Buddhism? (F)
 - b. What is the emphasis of Zen Buddhism and how is it practiced? (F)
 - c. What is the appeal of Pure Land Buddhism? (F)
 - d. How is Tibetan Buddhism practiced? (F)
 - e. How have the differences of each branch molded the history of Buddhism? (C)

5.
 - a. What are the events and practices that strengthen the practice of Buddhism? (F)
 - b. What are the events and practices that cloud the understanding of the faith and its identity? (F)
 - c. To what extent does the Buddhist identity depend on its flexibility to complement regional customs? (C)

Provocative Questions:

- a. Is Buddhism a philosophy or religion? (P)
- b. Which religion, Hinduism or Buddhism, offers a more direct path to nirvana? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Reading: Science & Technical Subjects

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Critical Content & Skills

What students must KNOW and be able to DO

Content:

Siddhartha Gautama--the Buddha, the four sights, the Night of Great Renunciation, the Deer Park, the Middle Way, the Four Noble Truths, the Eightfold Path, the ten precepts, the *Tripitaka*, temples, shrines, stupas, pagodas, wats, acts of merit, worship practices, initiation into the monastic community, Buddhist festivals, Theravada Buddhism, Mahayana Buddhism, bodhisattvas, Zen Buddhism, Pure Land Buddhism, Tibetan Buddhism, the Dalai Lama, 3 Jewels, Asoka, Mandir, Mantra, Sangha, Mara, Sutra

Skills

Students will:

- Identify and analyze relevant source material for their work;
- Analyze and create illustrations showing understanding;
- Compare and contrast the tenets of different religions and/or branches, and
- Critique common understandings of religion

Core Learning Activities

- In groups students will create illustrations for each step of the Eight Fold Path, exchange sets of pictures and put them in the correct sequence.
- Students will connect the precepts of Buddhism to its precursor of Hinduism, and analyze how it is similar to Christianity coming from Judaism.
- Students will differentiate between the various branches of Buddhism, comparing their teachings and rituals.
- Students will critique the assertion that Buddhism can be considered a philosophy and not just a religion, analyzing what makes it unique from other religions

The Eight Fold Path

Assessments

Hinduism/Buddhism

Summative: Narrative Writing Assignment

Based upon their understanding of Buddhist concepts students will compare and contrast these with the beliefs, practices and values of Hindus.

Buddhist Culture Project

Formative: Group Project

Students will investigate and present various aspects of Buddhist Culture to present to the class. Topics include diet, architecture, monastic life, pilgrimage, Buddhist texts, major branches, realms of rebirth, and prayer wheels/ prayer beads.

[Buddha Questions.docx](#)

[The Origins of Buddhism.docx](#)

Resources

Professional & Student

Professional Resources:

- *Many Peoples, Many Faiths* by Robert Ellwood and Barbara McGraw;
- *Religions of the World* by Huston Smith;
- *In the Buddha's Words: a Translation of the Pali Canon* by Bhikkhu Bodhi
- *What the Buddha Taught* by Walpola Rahula
- Writings from the Dalai Lama, and
- Thich Nhat Hanh

Student Resources:

	<ul style="list-style-type: none"> • <i>Passages from the Tripataka</i> • <i>Passages from What the Buddha Taught</i> • <i>Many Peoples, Many Faiths</i> by Robert Ellwood and Barbara McGraw; • <i>Religions of the World</i> by Huston Smith; • BBC Documentary <i>Life of the Buddha</i> <p>Optional Activities:</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> • Spoken Communication • Written Performance 	<p>Interdisciplinary Connections</p> <p>Asian Studies-Buddhism in politics, Issues in Tibet</p>



Newtown Public Schools Economics (Pending Approval)

Browse Unit Calendars > Newtown High School / Grade 12 / Social Studies / Economics (Pending Approval)

5 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		1 2 3 4 5	6 7 8 9	10 11 12	13 14 15 16	17 18 19 20	21 22 23 24	25 26 27 28 29	30 31 32	33 34 35 36	37 38
Fundamentals of Economics	0	1-5									
Demand	0	4-5	6-9								
Supply	0		8-9	10-11							
Markets and Market Interference	0			10-11	13-14	17-18					
Comparative Economic Systems	0				13-14	17-18					
American Business, Finance, and Investment	0	1-5	6-9	10-11	13-14	17-18	21-22	25-26	30-31	33-34	37-38

Previous Year



Unit Planner: Fundamentals of Economics

Economics

Friday, February 4, 2022, 6:52PM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 1 - Week 4

Last Updated: Today by
Randi Kiely

Fundamentals of Economics

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts:

Decisions/Choices, Scarcity, Trade off, Opportunity Cost, Economic Systems, Efficiency, Growth, Norms, Free Market System, Interdependence, Needs and Wants, Producers, Consumers

Lens:

Scarcity

G

Generalizations / Enduring Understandings

1. Scarcity forces people to make decisions.
2. People must make decisions to satisfy their needs and wants.
3. Every decision involves a trade-off and an opportunity cost.
4. The quest for efficiency leads to economic growth.
5. Economic Systems evolve based on societal norms.
6. In a free market system producers and consumers demonstrate interdependence.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. What is scarcity? (F)
 - b. What are the six principles of economic reasoning? (F)
 - c. What is the relationship between scarcity and choices? (F)
 - d. How is scarcity a driving force in society? (C)
2.
 - a. What are the different types of goods (consumer, capital, etc)? (F)
 - b. What are the steps of the decision-making process? (F)
 - c. How do incentives influence decision making? (C)
 - d. In what ways do the basic principles of decision-making stem from the concept of scarcity? (C)
3.
 - a. What are trade off and opportunity cost? (F)
 - b. What is a production possibility frontier? (F)
 - c. How can a production possibility frontier help people/businesses make decisions? (C)
 - d. How do individuals and societies weigh the costs and benefits of decisions? (C)
4.
 - a. What is efficiency? (F)
 - b. What is specialization? (F)

- c. What is productivity? (F)
 - d. What is the difference between comparative and absolute advantage? (F)
 - e. In what ways does efficiency lead to economic growth? (C)
 - f. Why should individuals and societies trade? (C)
- 5.
- a. What are the 3 basic economic questions that all societies must answer? (F)
 - b. What is an economic system? (F)
 - c. Why do societies answer the 3 basic economic questions differently? (C)
 - d. How do societal goals and values impact its economic system? (C)
- 6.
- a. What are the four factors of production? (F)
 - b. What is interdependence? (F)
 - c. What is the circular flow of economics? (F)
 - d. How do businesses and individuals interact? (C)
 - e. How are producers also consumers, and consumers also producers? (C)
- Provocative Questions:**
- 1. Is it possible to have a world without scarcity?
 - 2. Are there any right answers to what a society should prioritize?
 - 3. What is a "good" decision?
 - 4. Is there ever a situation where there really is no choice?
 - 5. Is anything in life free?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 11-12

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1. Write arguments focused on discipline-specific content.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Economics

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.

Critical Content & Skills

What students must **KNOW and be able to DO**

Content:

Decisions/Choices, Opportunity Cost, Trade Offs, Economic Systems, Factors of Production, Consumer, Resources, Capital, Entrepreneurship, Productivity, Specialization, Efficiency, Trade, Incentives, Growth, Consequences, Comparative Advantage, Absolute Advantage, Norms, Free Market System, Interdependence, Command System, Traditional System

Skills:

Students will:

- Develop critical thinking skills and self-direction;
- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources;
- Read and analyze primary sources, and
- Apply information to issues of national importance and propose a reasoned solution.

Core Learning Activities

- Students will read and analyze a handout on the 6 Basic Economic Principles.
- Students will participate in a simulation of the Circular Flow of Economic Activity through the Earning a Living Game.
- Students will use the decision-making model, to complete "Cassandra Goes to College," in which they analyze the decisions of an individual person.
- Students will identify the 4 factors of production in action when given a hypothetical good or service.
- Students will draw and explain the circular flow of economic activity.
- Students will interact with a Production Possibilities Curve demonstrating the concepts of scarcity, opportunity cost, and efficiency.

[The Six Basic Principles of Economic Reasoning.doc](#)

[Earning a Living Game.pdf](#)

[PPC Jerry.pdf](#)

[Casandra goes to college.pdf](#)

Assessments

Historical/Individual decision making

Summative: Other written assessments

- Students will investigate aspects of the introductory economics and apply them to concepts in writing. There are several options:
 - Students will write an analytical essay of either a current or historical event that illustrates scarcity and the economic principles of decision-making. The analysis should show how scarcity caused the situation and weigh the choice made in terms of cost and benefit.
 - Students will make a decision about the next year of their life, i.e., where they will go to college, what they will do for a living. The decision should use all parts of the decision-making process.

Unit 1 Quiz/Test

Written Test

- Students will complete an examination of major unit concepts, by answering objective questions in several formats including true/ false, multiple choice, short answer, and essay questions.

Resources

Professional & Student

Professional Resources:

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

Student Resources:

Economics: Principles and Practices, Glencoe

Optional Activities:

- Students will analyze, in groups, a famous historical decision/current event decision using the six principles of decision-making.
- Students will participate in a classroom discussion over famous epithets i.e. "the best things in life are free" in order to promote economic thinking.

	<ul style="list-style-type: none"> • Students will examine various economic concepts of scarcity, opportunity cost, trade offs, and resources through reading and discussing "An Economic Problem in Bangladesh." • Students will analyze an island scenario in which they must determine the 3 Basic Economic Questions and the factors of production. • Students will be given various situations where they must make a decision and identify the opportunity cost. • Students will report on the news of the day and make connections to the Economic unit of study. • Students will play the "Resource Scarcity Game" to practice unit one concepts. • Students will read Adam Smith's "Wealth of Nations" excerpt and identify unit one economic concepts within. <p> Economics in the News.docx Resource Scarcity Game..pdf Opportunity Costs.pdf Wealth Of Nations.pdf Bangladesh.pdf </p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Critical Thinking 	<p>Interdisciplinary Connections</p> <p>Linking Historical events to 6 Principles of Economics and other Economic concepts. Production Possibility Curve connects to general math graphing concepts. General concepts of Government and what role government plays in Economic decision making.</p>



Unit Planner: Demand Economics

Friday, February 4, 2022, 6:53PM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 5 - Week 8

Last Updated: Today by Randi Kiely

Demand

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts:

Demand, Law of Demand, Demand Determinants, Elasticity, Consumers, Goods, Services, Price

Lens:

Consumer

G

Generalizations / Enduring Understandings

1. Consumers consider their willingness and ability to purchase goods and services based on price.
2. The Law of Demand guides the quantity of goods and services people will purchase.
3. Demand Determinants cause change in quantity demanded at each and every price point.
4. The degree to which goods and services are necessary determines elasticity of demand.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. What is Demand? (F)
 - b. What is a demand schedule and how is one created? (F)
 - c. What is Diminishing Marginal Utility? (F)
 - d. What do consumers consider when they make purchases (income, substitute)? (F)
 - e. How do values impact consumer decisions? (C)
2.
 - a. What is the law of demand? (F)
 - b. How is demand demonstrated graphically? (F)
 - c. Why is price a large consideration for consumers? (C)
3.
 - a. What are demand determinants? (F)
 - b. How are shifts of demand represented graphically? (F)
 - c. How do consumer tastes and preferences, market size, income, the price and availability of substitutes and complements, and expectations about future changes in price and income influence demand? (C)
 - d. What is the difference between a change in demand versus a change in quantity demanded? (C)
4.
 - a. What is elasticity of demand? (F)
 - b. What factors influence demand elasticity? (F)
 - c. What is the relationship between demand elasticity and total revenues for businesses? (F)

- d. How is elasticity of demand measured? (F)
e. Why is elasticity of demand an important consideration for individuals, producers, and governments? (C)

Provocative Questions:

1. Can a consumer ever truly be satisfied?
2. Does the law of demand always hold true?
3. Does the quest for material possession benefit American society?
4. Why must the "buyer beware"?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Functions

Linear, Quadratic, and Exponential Models

HSF-LE.A. Construct and compare linear and exponential models and solve problems.

HSF-LE.A.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Economics

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Content:

Law of Demand, Demand Curve, Marginal Utility, Elasticity of Demand, Total Revenue Test, Consumers, Producers, Goods, Services, Price, Necessity, Luxury, Demand Determinants, Income, Compliments, Substitutes, Expectations, Consumer Tastes, Market Size, Demand Graph and Graph characteristics

Skills:

Students will:

- Develop and use models;
- Analyze and interpret data;
- Read and analyze primary sources;
- Apply knowledge to new problems, and
- Work with others to solve problems.

Core Learning Activities

- Students will participate in collecting class-wide data on the demand for movie tickets. Afterwards they will create a demand schedule and plot a demand curve from the data they acquired.
- Students will apply the knowledge of demand determinants to complete a handout in which they must determine the impact of a headline on the demand curve for that product.

- Students will apply their knowledge of demand elasticity to complete a handout in which they determine whether a series of items are elastic or inelastic. They will then discuss the answers with a particular focus on the concept of necessity.

[Elasticity Notes.pdf](#)
[Demand Elasticity Practice.pdf](#)
[Demand Schedule.pdf](#)
[Intro to Demand Curve Shift Handout.pdf](#)
[Demand Terminator 2 Handout.pdf](#)
[Demand Determinants activity.docx](#)
[Total Revenue Test.pdf](#)

Assessments

Demand Unit Quiz/Test

Summative: Written Test

- Students will complete an examination of major unit concepts, by answering objective questions in several formats including true/ false, multiple choice, graphing analysis, and short answer.

Build Your Own Demand Handout

Summative: Other written assessments

- Students will choose a product/good or service and create their own graphing handout using a variety of demand determinants to create graphing problems for their chosen product.

Resources

Professional & Student

Professional Resources:

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

Student Resources:

Economics: Principles and Practices, Glencoe

Optional Activities:

- Students complete a case study on a product and its demand, in which they effectively create and demonstrate the major concepts of demand, including the demand schedule, demand curve, the law of demand, demand curve shifts, and elasticity of the item. This analysis may include market research, product survey, and statistical data.
- Students should choose various products that they have purchased recently and create a chart in which they identify the product as either elastic or inelastic, they should be able to support their decision.
- Students will practice demand curve shifts using extra headlines.
- Students will report on the news of the day and make connections to the Economic unit of study.
- Watch video "Affluenza" and connect to demand concepts.

[Economics in the News.docx](#)
[Demand Practice lots.pdf](#)
[Affluenza](#)
[Viewing Guide Affluenza.doc](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)
[Critical Thinking](#)
[Spoken Communication](#)
[Written Performance](#)

Interdisciplinary Connections

Demand concepts relate to Business and Psychology class in regards to general human behavior rationale.

<ul style="list-style-type: none">• Critical Thinking	
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Unit Planner: Supply Economics

Tuesday, February 22, 2022, 9:51AM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 8 - Week 11

Last Updated: Friday, February 4, 2022 by Randi Kiely

Supply

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts:

Law of Supply, Supply Determinants, Elasticity, Producers, Goods, Services, Price, Production, Costs

Lens:

Producer

G

Generalizations / Enduring Understandings

1. Producers consider their willingness and ability to produce based on price.
2. The Law of Supply guides the quantity of goods and services that will be produced.
3. Supply Determinants cause change in quantity supplied at each and every price point.
4. Elasticity of Supply depends on suppliers' ability to adjust production.
5. Businesses base pricing and production decisions on an evaluation of fixed, variable, and marginal costs.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. What is supply? (F)
 - b. What is a supply schedule and how is one created? (F)
 - c. How are price and production levels related? (C)
2.
 - a. What is the law of supply? (F)
 - b. How is supply demonstrated graphically? (F)
 - c. Why is price a large consideration for producers? (C)
3.
 - a. What are supply determinants? (F)
 - b. How are shifts in supply represented graphically? (F)
 - c. How does a change in the cost of resources, technological advances, productivity, taxes/subsidies, expectations, regulations, number of suppliers, and price of related goods influence supply? (C)
 - d. What is the difference between a change in supply and a change in quantity supplied? (C)
4.
 - a. What is elasticity of supply? (F)
 - b. What factors influence supply elasticity? (F)
 - c. How is elasticity of supply measured? (F)
 - d. Why is supply elasticity an important consideration for individuals, businesses, and governments? (C)
5.
 - a. What are fixed costs? (F)
 - b. What are variable costs? (F)
 - c. What are marginal costs? (F)
 - d. How does considering fixed, variable, and marginal

costs impact pricing and production decisions? (C)

Provocative Questions:

1. Is greed good for society?
2. Does the law of supply always hold true?
3. Should producers have a responsibility to society/consumers?
4. Do businesses knowingly put profits ahead of the health and safety of their consumers?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Functions

Linear, Quadratic, and Exponential Models

HSF-LE.A. Construct and compare linear and exponential models and solve problems.

HSF-LE.A.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Economics

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.

ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Content:

Law of Supply, Supply Curve, Elasticity of Supply, Consumers-Producer Interaction, Goods, Services, Price, Necessity, Luxury, Supply Determinants, Cost of Resources, Productivity, Technology, Expectations, Number of Producers, Taxation/Subsidies, Government Regulations, Price of Related Goods, Supply Graphs and Graph characteristics, Marginal Analysis

Skills:

Students will:

- Develop and use models;
- Analyze and interpret data;
- Apply knowledge to new problems, and
- Work with others to solve problems.

Core Learning Activities

- Students will participate in creating a class wide supply curve for babysitting. Afterwards they will create a supply schedule and plot a supply curve from the data they acquired.
- Students will apply the knowledge of supply determinants to complete a handout in which they must

determine the impact of a headline on the supply curve for that product.

- Students will apply their knowledge of supply elasticity to complete a handout in which they determine whether a series of items are elastic or inelastic in relation to supply.
- Watch Debeers Diamond

[Elasticity of Supply Practice Worksheet.docx](#)

[Supply Determinants Activity Babysitting Hours.docx](#)

[Supply Change Twilight T Shirts.pdf](#)

[Supply Autos.pdf](#)

Assessments

Supply Quiz/Test

Summative: Written Test

Students will complete an examination of major unit concepts, by answering objective questions in several formats including true/ false, multiple choice, graphing analysis, and short answer.

Make Your Own Supply Handout

Summative: Other written assessments

Students will choose a product/good or service and create their own graphing handout using a variety of supply determinants to create graphing problems for their chosen product.

Resources

Professional & Student

Professional Resources:

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

Student Resources:

Economics: Principles and Practices, Glencoe

Optional Activities:

- Students will complete a case study on a product and its supply, in which they effectively create and demonstrate the major concepts of supply, including the supply schedule, supply curve, the law of supply, supply curve shifts, and elasticity of the item. This analysis may include market research, product survey, and statistical data.
- Students will simulate a business production scenario in which they "produce" an item under different parameters to determine aspects of efficiency within a production process.
- Students will report on the news of the day and make connections to the Economic unit of study.
- Students will practice additional Supply curve shifts based on the product of Wheat.
- Students will compare and contrast the positives and negatives of providing subsidies to electric car makers.
- Watch Frontline video on the Diamond Industry and connect to both demand and supply concepts

[Economics in the News.docx](#)

[Pro and Con Electric Car Subsidies.pdf](#)

[Supply Changes Wheat Worksheet.pdf](#)

[Frontline Video - Diamond Industry](#)

[Video Diamonds.docx](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

Interdisciplinary Connections

Supply concepts relate to Business and Psychology classes in regard to general human behavior rationale. Supply concepts and supplier decisions relate to Culinary and Greenery production and sales.

Written Performance

- Critical Thinking



Unit Planner: Markets and Market Interference Economics

Friday, February 4, 2022, 6:56PM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 11 - Week 14

Last Updated: Today by
Randi Kiely

Markets and Market Interference

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts:

Shortage, Surplus, Markets, Equilibrium, Price, Supply, Demand, Producers, Consumers, Costs, Benefits, Externalities, Government, Efficiency, Goods and Services, The Price System

Lens:

Dependence/Interdependence

Generalizations / Enduring Understandings

1. In markets, changes in supply and demand cause temporary shortage and surplus conditions.
2. A shortage prompts prices to rise to equilibrium; a surplus prompts prices to fall to equilibrium.
3. The price system facilitates efficient communication between buyers and sellers with benefits and limitations.
4. Production of goods and services creates external costs and benefits not paid for or enjoyed by the producer.
5. Governments often interfere with the price system to alleviate societal problems.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. What is a shortage? (F)
 - b. What is a surplus? (F)
 - c. Under what circumstances do shortages/surpluses occur? (F)
 - d. How do suppliers and demanders respond to shortages/surpluses? (C)
2.
 - a. What is equilibrium? (F)
 - b. What happens in a market when supply or demand changes? (F)
 - c. How can graphs be used to represent changes in supply or demand? (F)
 - d. Why do prices adjust after a change in supply or demand? (C)
3.
 - a. What is meant by the price system? (F)
 - b. How does the price system help consumers and producers make decisions? (C)
 - c. What are the various benefits and limitations to the price system? (C)
 - d. How does allowing a free market to establish prices facilitate efficiency? (C)
4.
 - a. What is an externality? (F)
 - b. How would correcting for externalities be represented graphically? (F)
 - c. How does the market fail to assign costs to producers where negative externalities occur? (C)

d. How does the market fail to reward the producers where positive externalities occur? (C)

5.

a. What societal problems are associated with allowing markets to distribute goods and services? (F)

b. Under what circumstances has government fixed prices by establishing price floors and ceilings? (F)

c. What is a public good? (F)

d. Why has government deemed it undesirable to allow the market to establish prices for certain goods and services? (C)

e. How can a government correct for the problems associated with fixing prices? (C)

f. How and why does government interfere with markets in relation to "what to produce"? (C)

g. How and why does government interfere with markets in relation to "how to produce"? (C)

h. How and why does government interfere with markets in relation to "for whom to produce"? (C)

i. Why does a government provide public goods? (C)

j. What are the problems associated with providing public goods? (C)

k. How do unions facilitate government intervention in the workplace? (C)

Provocative Questions:

1. In which markets should the government interfere?

2. Are markets best at answering the three basic economic questions?

3. Who should pay for a public good?

4. Are price floors or ceilings fair?

5. Can businesses be trusted to police themselves where societal health and safety are concerned?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: HS: Functions

Linear, Quadratic, and Exponential Models

HSF-LE.A. Construct and compare linear and exponential models and solve problems.

HSF-LE.A.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Economics

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.

ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Content:

Shortage, Surplus, Markets, Equilibrium, Pricing, Supply, Demand, Price Floor, Price Ceiling, Producers, Consumers, Costs, Benefits, Public Good, Monopolies, Externalities, Regulations, Government, Unions, Safety, Human Rights, Environment, Immigration, Health, Taxation, Efficiency, Black Markets, Trade Restrictions, Quotas, Tariffs, Bans, Consumer Protection

Skills:

Students will:

- Develop critical thinking skills and self-direction;
- Distinguish relevant from irrelevant information;
- Demonstrate active listening by raising questions, summarizing positions, and/or evaluating presented positions;
- View visual presentations critically by raising questions, summarizing or evaluating presented materials;
- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources, and
- Identify and evaluate different perspectives/points of view.

Core Learning Activities

- Students will choose a product and create headlines for their product using the determinants of both demand and supply. Using each headline, explain and use graphs to show what the affect on either demand or supply would be.
- Students will apply the knowledge of equilibrium, demand determinants, and supply determinants to complete a handout in which they must determine the impact of a headline on the market for that product.
- Students will complete several handouts involving government interventions: "Big Football U", "Price Floors and Ceilings", "Externalities Worksheet."
- Students will participate in an in-class discussion on the merits and problems from the government interfering in the price system. Price Floors, Ceilings, Public goods, and externalities could all be topics in the conversation.

[Big Football U and Price Floors Ceilings.pdf](#)

[Externalities Worksheet.pdf](#)

[Discussion Questions Min Wage Price Floors Price Ceilings.pdf](#)

[Supply and Demand Interaction Practice.pdf](#)

[Supply and Demand Interaction Scented Candles.pdf](#)

Assessments

Market Quiz/Test

Summative: Written Test

Students will complete an examination of major unit concepts, by answering objective questions in several formats including true/ false, multiple choice, graphing analysis, and short answer.

Market Interference Project

Summative: Oral Report

Students will present a major issue in the world today to the class in which markets are being interfered. The emphasis of the issue should be on economic connections with the issue. The students will research the issue and create a presentation (and an essay if they choose).

[Interference Rsch-Lens Project F14.doc](#)

[Gov in Economy Rsch S18.docx](#)

[Gov in Economy Rsch F19 \(HonS18\).docx](#)

Resources

Professional & Student

Professional Resources:

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

Student Resources:

Economics: Principles and Practices, Glencoe

Optional Activities:

	<ul style="list-style-type: none"> • Students will investigate the impact on supply and demand interaction on certain societal issues such as abortion, gas prices, file sharing, gun control, alternative fuels, etc. Students will use graphs in their explanations. • Students will watch "125,000 Dollar Teacher" from 60 Minutes as an introduction to union and public goods. • Students will watch the PBS documentary, "Is Walmart Good for America" and answer discussion questions. • Students will explore the issues of price fixing and bid rigging through a class handout and video on generic drug pricing. • Students will read and discuss the "Sex, Booze, and Drugs" chapter from <i>The Economics of Public Issues</i>. Alternatively, students could select a chapter from this book, read, and discuss in small groups. • Students will read and analyze an excerpt from <i>Super-Freakonomics</i> by Stephen Dubner and Steven Levitt involving externalities. • Students will report on the news of the day and make connections to the Economic unit of study. <p> Charter Schools 125,000 Economics in the News.docx PBS Is Walmart Good for America Video Planet Money Makes a T-Shirt Price Fixing in Generic Drugs Superfreakonomics Externalities Reading.pdf Price Fixing Handout from FTC website.pdf Sex, Booze, and Drugs reading.pdf Government Bans Activity.docx Video Viewing Guide for \$125,000 Teachers.docx </p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy</p> <p>Critical Thinking</p> <p>Spoken Communication</p> <p>Written Performance</p> <ul style="list-style-type: none"> • Critical Thinking 	<p>Interdisciplinary Connections</p> <p>Equilibrium concepts relate to Business and Psychology class in regards to general human behavior rationale.</p>



Unit Planner: Comparative Economic Systems Economics

Friday, February 4, 2022, 6:57PM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 14 - Week 17

Last Updated: Today by
Randi Kiely

Comparative Economic Systems

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts:

Societies, Scarcity, Resources, Values, Prosperity, Broad Social Goals, Economic Systems, Needs, Wants

Lens:

Systems

G

Generalizations / Enduring Understandings

1. Societies strive for prosperity.
2. In a world of scarce resources, economic systems are installed to best meet the wants and needs of the people.
3. Economic systems develop based on peoples' values, to meet their needs and wants.
4. Universal or broad social goals can evaluate economic systems.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. How is prosperity measured? (F)
 - b. How does prosperity help society achieve social goals? (C)
 - c. In what ways is the United States prosperous and how did it become so prosperous? (C)
2.
 - a. What is meant by scarce resources? (F)
 - b. How are societies similar and different in terms of their needs and wants? (C)
 - c. How do cultural norms impact peoples' decisions? (C)
 - d. How does geography impact peoples' decisions? (C)
 - e. How does a country's history impact its peoples' decisions? (C)
 - f. How do societies strive to achieve their goals? (C)
3.
 - a. What are the characteristics of the basic economic systems: traditional, command, and market? (F)
 - b. What are the characteristics of three mixed economies: capitalism, authoritarian and democratic socialism? (F)
 - c. How does the United States incorporate elements of all three of the basic economic systems? (F)
 - d. How do each of the basic economic systems answer the questions of "what to produce, how to produce, and for whom to produce?" (C)
 - e. Why are idealistic social goals difficult to realize? (C)
- 4.

- a. What are the seven broad social goals of society? (F)
- b. What statistics are used to measure the achievement of social goals? (F)
- c. How and why do different societies value the broad social goals, differently? (C)
- d. To what extent does the United States achieve the Broad Social Goals that it values? (C)
- e. What are the strengths and weaknesses of each economic system in action, in achieving the broad social goals? (C)

Provocative Questions:

- 1. Is one economic system best?
- 2. To what extent does culture predispose nations to prefer certain economic systems?
- 3. Should the failure of Soviet Communism be attributed to inherent economic flaws?

Standard(s)

Connecticut Core Standards / Content Standards

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Economics

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Content:

Scarcity, Social Welfare, Cultural Traditions, Prosperity, Markets, Capitalism, Socialism, Communism, Freedom, Equity, Efficiency, Security, Stability, Growth, Environment

Skills:

Students will:

- Communicate their findings in a logical cohesive manner;
- Research and evaluate information, and
- Use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks.

Core Learning Activities

- Teacher will present material in a variety of formats for the various pure economic systems; Traditional, Command, Market
- Teachers will present material in a variety of formats for the various mixed economic systems; Capitalism, Communism, Market Socialism
- Students will read the handout "Broad Social Goals of Society" and prioritize them for various systems.

- Students will read and analyze excerpts from Adam Smith's "Wealth of Nations."
- Students will read and analyze excerpts from the "Communist Manifesto."

How Economic Systems answer the 3 basic economic questions

Wealth of Nations Source.pdf

Communist Manifesto Source.pdf

Broad Social Goals Handout.pdf

Types of Economic Systems Chart.pdf

Features of Socialism, Capitalism, and Communism.pptx

problems w communism.pptx

Assessments

Economic Systems Research

Summative: Other oral assessments

- Students will research the economy of a society that is predominantly either command or traditional, and judge the degree of their success in meeting their peoples' wants and needs.

Economic Systems Rsch.docx

Research abbreviated S17.docx

Economic Systems Test/Quiz

Summative: Other written assessments

- Students will complete an examination of major unit concepts, by answering objective questions in several formats, including true/ false, multiple choice, matching, and short answer.

Resources

Professional & Student

Professional Resources:

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

Student Resources:

Economics: Principles and Practices, Glencoe

Optional Activities:

- Students will watch the *Smurfs* movie and compare the elements of the Smurf village to the elements of the Communist system.
- Students will write a short essay on why they are getting an education and participate in a classroom discussion that centers on the principle that economic systems influence incentives and decisions.
- The students will debate on a variety of questions surrounding the U.S. economic system and its effectiveness in regard to the Broad Social Goals, for example "Is U.S. society equitable/ fair?" and "Is the U.S. economically secure?"
- Students will apply the Broad Goals to NHS culture.
- Students will report on the news of the day and make connections to the Economic unit of study.
- Students will read and investigate the historical rise and economic reforms of Muammar Gaddafi in Libya.
- Students will analyze photos from the Soviet Union to determine how they revise history
- Students will read the characteristics of Pure Capitalism in Theory.
- Students will read "Russia Moves Toward Free Enterprise" and discuss the positives and negatives of the way communism operated in Russia.
- Students will compare capitalism to socialism in terms of how and why they decide "what to

	<p>produce, how to produce and for whom to produce."</p> <p>Economics in the News.docx Big Brother's Photoshop.pdf The Muammar Gaddafi story.docx Pure Capitalism in Theory.pdf Goals of a Society Assessing NHS.docx Russia Reading.pdf Socialism.pdf Communism 3 readings.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p> <ul style="list-style-type: none"> • Critical Thinking 	<p>Interdisciplinary Connections</p> <p>Western Studies- Development of Communism Government- Political systems as they relate to the Economic Systems</p>



Unit Planner: American Business, Finance, and Investment Economics

Friday, February 4, 2022, 6:58PM

Newtown High School / 2021-2022 / Grade 12 / Social Studies / Economics (Pending Approval) / Week 18 - Week 20

Last Updated: Today by
Randi Kiely

American Business, Finance, and Investment

Deeb, Amy; Dietter, Candace; Foss, David; Kiely, Randi; Pattison, Robert

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts:

Entrepreneur, Business, Market structure, Business Organization, Corporation, Financial Capital, Investment, Business Fluctuations, Banking, Fiscal Policy, Monetary Policy, Risk, Reward, Globalization, Government

Lens:

Competition

G

Generalizations / Enduring Understandings

1. Entrepreneurs establish the business organization that best suits their situation.
2. In order to expand, businesses incorporate to access a larger pool of financial capital.
3. The type of market in which a business operates impacts its decisions on pricing and product development.
4. A banking system provides individuals and businesses access to financial capital for investment.
5. Governments employ fiscal and monetary policy to stabilize business fluctuations that occur within a market economy.
6. To improve their financial situation individuals, businesses, and governments consider the risks and rewards of making various investments.
7. As corporations grow in size and influence they expedite globalization.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1.
 - a. What are the characteristics of a sole proprietorship? (F)
 - b. What are the characteristics of a partnership? (F)
 - c. What are the characteristics of a corporation (F)
 - d. What are the characteristics of an LLC? (F)
 - e. What are the advantages and disadvantages of each of the business organizations? (C)
 - f. How do entrepreneurs decide which organization works best in their situation? (C)
2.
 - a. What methods do corporations use to raise capital? (F)
 - b. What are the advantages and disadvantages of seeking financial capital through stocks, bonds, venture capital, and business loans? (C)
 - c. Why is it beneficial for businesses to have a large pool of financial capital? (C)
3.
 - a. What are the characteristics of the four different types of market structures (monopoly, oligopoly, perfect competition, and monopolistic competition ? (F)
 - b. How does the market structure impact the strategies of businesses within those markets? (C)
 - c. What are the benefits and drawbacks of the various market structures for businesses and consumers? (C)
 - d. How and why do governments regulate businesses within certain market structures? (C)

- 4.
- a. What is a bank? (F)
 - b. Why do individuals and businesses borrow from banks? (F)
 - c. What role does the Federal Reserve play in the United States banking system? (F)
 - d. How does a bank act as an intermediary between those who wish to hold money and those who wish to access money? (C)

- 5.
- a. What is fiscal policy? (F)
 - b. What is monetary policy? (F)
 - c. How and why is fiscal policy used to manage the economy? (C)
 - d. How and why is monetary policy used to manage the economy? (C)

- 6.
- a. What are stocks, bonds, options, mutual funds, futures, short selling, commodities, etc? (F)
 - b. How do stock and bond markets operate? (F)
 - c. How and why does the government regulate the stock market and other investing? (F)
 - d. What are the risks and rewards of investing in stocks, bonds, mutual funds, and other financial investments? (C)
 - e. Why do speculative bubbles form in relation to investing? (C)

- 7.
- a. What is a multinational corporation? (F)
 - b. What is globalization? (F)
 - c. What are the pros and cons of globalization? (F)
 - d. How and why do businesses continue to grow through acquisitions and consolidation? (C)
 - e. What are the advantages and disadvantages that arise from the growth of large corporations? (C)
 - f. Why do nations want to restrain but have difficulty restraining large international corporations? (C)
 - g. How and why do large corporations have a global impact? (C)

Provocative Questions:

- 1. Should corporations be considered "persons" as in the *Citizens United* case?
- 2. Is it good to regulate corporations?
- 3. Is capitalism good for the poor?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 11-12

Reading: History/Social Studies

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Reading: Science & Technical Subjects

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Civics

Processes, Rules, and Laws

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

Dimension 2: Economics

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.

ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

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Critical Content & Skills

What students must KNOW and be able to DO

Content:

Exchange, Business, Market structure, Business Structure, Monopoly, Corporation, Money, Financial Capital, Stock Market, Commodities, Currency, Investment, Stock Indices, Business Fluctuations, Federal Reserve, Bear vs. Bear Market, Insider Trading, Banking, Fiscal Policy, Spending, Taxation, Options, Futures, Short selling, Liability, Monetary Policy, Risk

Skills:

Students will:

- Develop critical thinking skills and self-direction;
- Read and analyze primary sources;
- Evaluate data;
- Distinguish relevant from irrelevant information, and
- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources.

Core Learning Activities


- Teacher will present material in a variety of formats for the different forms of business structure; Sole Proprietorship, Partnership, LLC, and Corporation.
- Teacher will present material in a variety of formats for the different forms of market structure; Perfect competition, Monopolistic Competition, Oligopoly, Monopoly.
- Students read and analyze stock news.

- Students evaluate a stock, where each student researches then shares information about a corporation listed in the N.Y.S.E., explaining whether the company currently is a good investment.

[Stock Scavenger Hunt.docx](#)

[example of market structure diagram](#)

[example of a business structure chart](#)

 [Initial Investment Worksheet](#)

Assessments

Stock Market Game

Summative: Exhibition

- Students will play the "Stock Market Game," where they purchase an imaginary stock portfolio. The students will continuously evaluate their portfolio, and other stocks that they may or may not purchase. The final results will be graded by the "Stock Market Game Rubric."

Unit Test

Summative: Written Test

- Students will complete an examination of major unit concepts, by answering objective questions in several formats including true/ false, multiple choice, graphing analysis, and short answer.

Resources

Professional & Student

Professional Resources:

Teaching strategies: High School Economics Courses, Master Curriculum Guide in Economics created by the Joint Council on Economic Education

Capstone Exemplary Lessons for High School Economics created by the National Council on Economic Education

Student Resources:

Economics: Principles and Practices, Glencoe

Optional Activities:

- Students complete "What Business Form Would You Recommend Sweet Opportunities?" in which they read a scenario for a beginning business and evaluate each business's alternatives.
- Students play the online game "Lemonade Tycoon," where students will create an imaginary business, making all the decisions of business ownership
- Students will participate in the Wheat Market activity in which the market is affected by both buyers and sellers who try to manipulate the market to their own advantage. (Materials with other Economics Teachers).
- Students will select from a variety of topics that deal with economic vocabulary that students might encounter in the news, ie the dollar, fiscal policy, monetary policy, national debt, etc.
- Students will watch the movie Tommy Boy and analyze it in relation to business structure and market structure.
- Students will report on the news of the day and make connections to the Economic unit of study.
- Students will read and analyze the historical development of Anti-Trust legislation in the United States.
- Students will draw a corporation and then read about the history of Corporate Personhood.
- Students will watch the PBS documentary, "Is Walmart Good for America" and answer discussion questions.

[Economics in the News.docx](#)

[Description of the Wheat Market Game](#)

[Tommy Boy.docx](#)

[Corporate Personhood.pdf](#)

	Sweet Opportunities Business Scenarios.pdf Fiscal vs Monetary Policy Quick Handout.pdf Anti-Trust Timeline and Resource.pdf Economic Terms in Real Life Presentation.docx PBS Is Walmart Good for America Video Walmart Video Viewing Guide 2020.docx
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Critical Thinking 	<p>Interdisciplinary Connections</p> <p>Connects to Business in regards to the Stock Market and Banking, Connects to Government in regards to government action towards Monopoly as well as Fiscal and Monetary Policy</p> <p>Government - Judicial Branch</p>



Unit Planner: Conventions & the Unconventional in Storytelling English II

Wednesday, January 19, 2022, 11:36AM

Newtown High School / 2021-2022 / Grade 10 / English Language Arts /
English II (Pending Approval) / Week 1 - Week 8

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Conventions & the Unconventional in Storytelling

Marks, Abigail; Swift, Kathleen; Talluto, Theresa; Thomas, Jacob; Toby, Michelle; Zukowski, Tammy

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Structure and Form

Theory of Process Concepts: selecting text evidence, close reading, making inferences, emotional/critical reactions questioning, predicting, imagining, reflecting, planning, drafting, revising

English Microconcepts: universal elements of fictions, plot, pace, characterization, character motivation, direct/indirect dialogue, diction, connotation, tone, mood, types of conflict (human vs. human, human vs. society, human vs. nature, human vs. self, internal, external), allusion, theme, claim, story, narrative arc, author, resolution, story teller

Theory of Knowledge Concepts: power, justice, morality, empathy, humanity, culture, perspective, cultural bias, beliefs, and values

Generalizations / Enduring Understandings

1. Stories complete the story arc through many forms.
2. Authors develop a narrative arc to tell a story effectively.
3. Compelling stories capitalize on universal elements.
4. Characters' motivation drives plot and influences theme.
5. Resolutions to conflict in stories reinforce theme.
6. Storytellers choose a structure to elicit emotional and critical reactions and manipulate that form to impact the audience's experience.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. What forms do authors use to tell their stories? (F)

1b. How does medium impact meaning?(C)

1c. What qualifies as a story? (P)

2a. What are the core elements to a story? (F)

2b. What is a the narrative arc? (F)

2c. How does narrative structure change to form a story? (C)

3a. What are the universal techniques writers use to enhance a story? (F)

3b. What makes a story worthwhile for the audience? (C)

3c. What makes a story compelling? (P)

4a. What is character motivation? (F)

4b. How does character motivation shape a story? (C)

4c. How does character motivation reveal theme? (C)

5a. What can an audience learn from different types of resolutions to stories? (C)

5b. What makes a story's resolution satisfying and/or effective? (P)

5c. Do all stories need resolution? (P)

- 6a. What structures and forms are available to storytellers? (F)
- 6b. What are the limitations and strengths of different structures and forms of stories? (C)
- 6c. How do writers manipulate structure and form to evoke a response and impact the audience's experience? (C)
- 6d. Can the same message/story be effectively conveyed across different structures and forms? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will know:

plot (narrative structure), pace, characterization, character motivation, direct/indirect/interior dialogue, diction, connotation, tone, mood, allusion, theme, imagery
types of conflict (human vs. human, human vs. society, human vs. nature, human vs. self, internal, external)

Students will

analyze text and then select and integrate text evidence to support claim.
close read to infer and evaluate text for meaning and bias.
engage in active reading through questioning, predicting and imagining.
create quality pieces, fiction and narrative, through the writing process: reflecting, planning, drafting, revising (including precision of language).

Core Learning Activities

Formative Assessments

Complete close reading and annotating of fiction texts
Evaluate character arc and motivation
Infer during reading opportunities
Look at word selection for connotation
Define subject-specific vocabulary: exposition, rising action, climax, falling, resolution, character, motivation, irony, character, setting, theme
View Stanton Video with note-taking, and discussion
Research time period of short story
Create pieces of a short story (formative)

Summative (see assessment)

Create Original Short Story

[throughthetunnel.pdf](#)

[Vocabulary for The Monkey's Paw \(1\).pdf](#)

[Vocabulary for The Storm .pdf](#)

[Plot and theme charts.pdf](#)

[Charts for "Lamb to the Slaughter".pdf](#)

[Gender Roles in 1950.pdf](#)

[Big conceptS Accuracy, Completeness, Literary Terms Cohort B and D.pdf](#)

[Doris Lessing "Through the Tunnel" by .pdf](#)

[Narrative Structure The Monkey's Paw Activity.pdf](#)

[Mary Maloney Victim Villain or Someone In Between Organizer for Debate.pdf](#)

[Andrew Stanton's Clues to a Great Story Activity 2021.pdf](#)

Assessments

Narrative

Summative: Narrative Writing Assignment

Resources

Professional & Student

All resources are suggestions- teachers aim for 1 full length text per quarter. Teachers are encouraged to

Students will compose a narrative to develop a theme or message in which they:

- purposefully select and manipulate form/structure
- use techniques and elements taught in the unit

Teachers will have discretion to provide choice in genre, length, etc. so long as it is a process writing piece and is assessed on the common rubric. Teachers will also integrate a reflection component in which students explain how they accomplished the objectives listed above.

[Sophomore Narrative Writing Rubric.docx](#)

Analytical Writing

Formative: Other written assessments

All students will complete two short analytical pieces.

Teachers will have discretion to choose which texts students are writing about and to determine the prompt (For example, "Identify a place in the text where the author made a compelling choice in the use of direct and indirect dialogue; analyze the impact that this choice had on you as a reader and on the text as a whole."). All teachers will use the focus and analysis strands as written on the attached

Close Reading Analysis (Formative)

Formative: Extended Essay

[Close Reading Rubric \(1\).pdf](#)

[Conventional and Unconventional Stories Formative Assessment \(1\).pdf](#)

choose from the variety of texts listed to meet needs of students and to reflect cultural diversity.

Short Stories:

"Lamb to the Slaughter" by Roald Dahl
"A Temporary Matter" by Jhumpa Lahiri
"Clinical Notes"- by Liz Moore

"Genesis and Catastrophe" by Roald Dahl
"Monkey's Paw" by W. W. Jacobs
"The Storm" by McKnight Malmar

"Black Enough" by Varian Johnson
Ch 4 of *Zenzele* by J. Nozipo MORAIRE
"American Horse" by Louise Erdrich
"Daughter of Invention" by Julia Alvarez
"Ruth" by Laura Silverman
"Parker Outside the Box" by Ray Stoeve
*Warning: Color may Fade" by Leah Henderson
"Apollo" by [Chimamanda Ngozi Adichie](#)

Other short stories:

"Through the Tunnel" by Doris Lessing
Flash Fiction: "The Last Stop"
"Fish Cheeks" by Amy Tan

Six-word stories (assorted)

"Clues to a Great Story" TED Talk by Andrew Stanton

Non-fiction excerpt

"The Storytelling Animal" by J. Gottschall

Art:

"Ordeal by Cheque" Wuther Crue
Heider-Simmel Experiment (short video,
<https://youtu.be/76p64j3H1Ng>)

Poetry:

"Baby Shoes" (six-word story)
"Abandoned Farmhouse" by Ted Kooser
"Kansas" by Naomi Shihab Nye
"Swan and Shadow" by John Hollander
"Telephone Conversation" by Wole Soyinka





Films:

Smoke Signals
In the Heights

This I Believe -NPR

Dance:

Excerpts from *So You Think You Can Dance* such as
"Fix You" choreographed by Travis Wall
(<https://www.youtube.com/watch?v=9iurjDa1hpQ>)
and "I'm Going Down" choreographed by Tabitha and Napoleon D'Umo ()

	<p>Novels: <i>House on Mango Street</i> by Sandra Cisneros <i>Of Mice and Men</i> by John Steinbeck <i>Zenzele</i> by J. Nozipo Maraire</p> <p><i>The Odyssey</i> by Homer</p> <p>Optional Activities: "Lamb to Slaughter" debate: victim or villain</p> <p> "The Storytelling Animal" Excerpt  "Lamb to the Slaughter" Roald Dahl Kansas-NaomiShihabNye.pdf Ordeal by Cheque.pdf Abandoned Farmhouse (Kooser) The Storm mcknight malmar.pdf SwanandShadow-JohnHollander.pdf Clinical Notes  Whole reading of "The Monkey's Paw".mp4  Audio of Genesis and Catastrophe.webm Jason Reynolds On Power of Story Jason Reynolds' Story Starters a temporary matter.pdf throughthetunnel.pdf Amercian Horse.pdf The Test.pdf This I Believe Website the storm reality spectrum.docx This I Believe Essay Directions and Cover Sheet _2020-2021 (1).pdf This I Believe Essay Rubric 2020-2021.pdf The storm reading roadmap.pdf _2021 genesis and catastrophe questions.pdf Ordeal by Cheque questions.pdf Apollo By Chimamanda Ngozi Adichie.pdf Telephone Conversation Wole Soyinka.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>Art and music Sociology</p>



Unit Planner: Why We Tell Stories

English II

Wednesday, January 19, 2022, 11:32AM

Newtown High School / 2021-2022 / Grade 10 / English Language Arts / English II (Pending Approval) / Week 9 - Week 20

Last Updated: [Sunday, November 21, 2021](#) by Kathleen Swift

Why We Tell Stories

Marks, Abigail; Swift, Kathleen; Talluto, Theresa; Thomas, Jacob; Toby, Michelle; Zukowski, Tammy

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Voice and Identity

Theory of Process Concepts: making meaning, selecting text evidence, close reading, making inferences, questioning, predicting, imagining, reflecting, planning, drafting, revising

English Micro concepts: story/narrative, storytelling, pace, characterization, character motivation, direct/indirect dialogue, diction, connotation, tone, mood, allusion, theme, claim, audience, purpose, bias, perspective

Additional Theory of Knowledge Concepts: voice, identity, culture, empathy, understanding, humanity, catharsis, change, experience, power, justice, beliefs and values

Generalizations / Enduring Understandings

1. The need to make meaning compels humans to construct narratives because stories help people to understand self and others.
2. Stories and narratives serve multiple purposes, including to inform, entertain, connect, inspire, empower, provide catharsis, and provoke reflection.
3. Stories reveal the humanity that exists beyond the audience's experiences (historical, cultural, geographical, etc.) and evoke empathy.
4. Stories both preserve culture and facilitate change.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What is inference? (F)
- 1b. What is the relationship between prior knowledge and inference? (F)
- 1c. How does an author use language and patterns of language to create the opportunity for the audience to infer? (C)
- 1d. Why do people tell stories? (C)
- 1e. How do stories shape and express identity? (C)
- 1f. Is storytelling often the preferred mode of communication? (P)
- 2a. What are the purposes that stories fulfill? (F)
- 2b. What is catharsis? (F)
- 2c. What is self reflection? (F)
- 2d. How can stories change the audience? (C)
- 2e. Why do people read, watch, and listen to stories? (C)
- 3a. What is the value of stories (for their creators and their audiences)? (C)
- 3b. Do all stories help an audience access or empathize with experiences beyond their own? (P)
- 4a. What is culture? (F)
- 4b. How do stories reflect and influence culture? (C)
- 4c. How do the language and use of language in stories reflect the values of a culture? (C)
- 5a. What is voice? (F)
- 5b. How does storytelling impact one's voice? (C)

5. Storytelling empowers the creator to develop and express their voice to impact the audience's understanding and experience.
6. Stories reinforce or challenge bias, beliefs, and values.
7. While power can be misused or abused, it can also be leveraged to protect justice and humanity.

5c. How does the author's voice and perspective influence the reader's experience? (C)

6a. How do storytellers wield power? (C)

6b. How do authors' biases, beliefs, and values influence the way they tell stories? (C)

6c. How do audience's biases, beliefs, and values influence the way they hear and interpret stories? (C)

6d. Do stories provoke change in the attitudes and beliefs that shape culture? (P)

7a. What are different types of power? (F)

7b. How does power impact people as individuals and societies? (C)

7c. Why are there so many stories about power and/or justice? (C)

7d. Does a reader's relationship with power influence their perception of power in a story? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will know:

pace, characterization, character motivation, direct/indirect dialogue, diction, connotation, tone, mood, allusion, theme, claim, audience
voice, identity, culture, empathy, humanity, beliefs and values, justice and power

Students will

select text evidence,
close read fiction non-fiction texts,
make inferences,
apply reading strategies, including questioning, predicting, imagining,
apply the writing process of reflecting, planning, drafting, revising and editing.
write a narrative story
write an analysis of a text

Core Learning Activities

Close read texts
Annotate texts
Prepare for and participate in text-based seminar
Engage in class discussion
View of "The Danger of a Single Story" (TedTalk by Chimamanda Ngozi Adichie)
Read a variety of "This I Believe" essays and write one
Analyze and create Brush stroke writing
Write an analytical essay that addresses one (or more) of the unit guiding questions (to be determined by teacher discretion). Teachers will assess on the attached rubric

[Sample Text Based Seminar.pdf](#)
[CITR Brushstroke Writing Activity.pdf](#)

Assessments

Midterm

Written Test

The midterm examination will be a close reading analysis, in line with the attached.

[Sophomore Final Exam Cover Sheets 2017.pdf](#)
[Sophomore Final Exam Graphic Organizer 2017.pdf](#)
[Sophomore Final Exam Rubric 2017 .pdf](#)

Close Reading of Key Text Summative: Extended Essay
[Close Reading Rubric 2021 \(1\).pdf](#)

Resources

Professional & Student

The House on Mango Street by Sandra Cisneros
Fahrenheit 451 by Ray Bradbury
The Catcher in the Rye by JD Salinger
The Odyssey as told by Homer
The Tempest by William Shakespeare
Of Mice and Men by John Steinbeck
Oedipus the King by Sophocles translated by Bernard Knox
Zenzele by J.Nozipo Maraire
Things Fall Apart by Chinua Achebe

"The Danger of a Single Story" (TedTalk by Chimamanda Ngozi Adichie)
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Film

In the Heights
Minority Report - Steven Spielberg

Teachers may use supplemental texts to compare voice, such as: "Slight Rebellion Off Madison" (Salinger), different translations of *Oedipus the King*, excerpts from *The Penelopiad* by Margaret Atwood, poetry by Louise Gluck

	<p>Non-fiction "In Search of Our Mothers' Gardens" by Alice Walker "The Boy that Created a Disturbance"-John McNally "Holden's Goddam War"-Kenneth Slawenski <i>Born a Crime</i>-Trevor Noah</p> <p>Optional Assignments . Comparing movie and text and write a paper</p> <p>Of Mice and Men Comparing Book to Movie 2021.docx This I Believe Essay Directions and Cover Sheet 2020-2021 (1).pdf This I Believe Essay Rubric 2020-2021.pdf Why We Tell Stories Analytical Rubric (1).pdf Byron continuum chapter 4 14 (1).pdf Zenzele Chapter 4 Lesson assimilation.pdf TFA pre-reading partner work (1).pdf</p>
<p>Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>Art Music Theater</p>



Unit Planner: Beyond Winning the Argument

English II

Wednesday, January 19, 2022, 11:38AM

Newtown High School / 2021-2022 / Grade 10 / English Language Arts / English II (Pending Approval) / Week 21 - Week 30

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Beyond Winning the Argument

Marks, Abigail; Swift, Kathleen; Talluto, Theresa; Thomas, Jacob; Toby, Michelle; Zukowski, Tammy

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Purpose and Perspective

Theory of Process Concepts: close reading, rhetorical analysis, visual analysis, selecting evidence, considering alternative perspectives, developing arguments, discourse

English Microconcepts: claim, counterclaim, argument, concession, refutation, evidence, rhetorical appeals, rhetorical context, credibility, bias, intention, audience, voice, efficacy (of argument), exchange of ideas, medium/genre, appeal, relevance

Theory of Knowledge Concepts: perspective, purpose, responsibility, accountability, ethics, collaboration, truth, understanding

Generalizations / Enduring Understandings

1. Effective argumentation requires selecting a medium and presenting claims, counterclaims, and evidence to convey purpose.
2. Readers engage in close reading and rhetorical analysis to understand and evaluate an author's purpose and bias.
3. An effective argument considers a wide range of perspectives to broaden its appeal and relevance.
4. Writers select relevant and varied evidence to substantiate their claims.
5. Respectful and appropriate discourse enables participants to deepen and revise original understanding.
6. Authors strengthen their claim through concession and refutation.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What are claims and counterclaims? (F)
- 1b. What are the types of evidence? (F)
- 1c. What media can be used to convey arguments? (F)
- 1d. How and why does an author make choices (claim, counterclaim, evidence, media, rhetorical appeal) based on their audience? (C)
- 1e. What makes claims, counterclaims, and evidence effective and relevant? (C)
- 1f. Is the purpose of argument always to win? (P)
- 2a. What is rhetoric? (F)
- 2b. What is the rhetorical triangle (ethos, pathos, logos)? (F)
- 2c. What is the relationship among speaker, audience, purpose? (F)
- 2d. What is bias? (F)
- 2e. What is rhetorical analysis? (C)
- 2f. How does one use close reading to conduct rhetorical analysis? (C)
- 2g. Why is it valuable to discern bias as a reader and as an author? (C)
- 2h. Does a writer's purpose necessarily impact how the audience understands the argument? (P)
- 3a. What is perspective? (F)
- 3b. How does an effective writer take their perspective and the perspective of their audience into consideration while writing? (C)

3c. How does a writer's understanding of perspective strengthen their argument? (C)

4a. What resources are available to authors to develop argument? (F)

4b. What criteria do sources need to meet to be credible sources? (F)

4c. What makes evidence relevant? (C)

4d. How do writers choose relevant and substantial evidence to support their arguments? (C)

4e. Why is a variety of evidence (types, sources, etc.) effective in argumentation? (C)

5a. How should individuals engage in discourse? (C)

5b. What qualifies as discourse? (C)

5c. Is there value in revising one's initial understanding? (P)

6a. What is concession? (F)

6b. What is refutation? (F)

6c. Why is it important to acknowledge and address counterclaims? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

6. Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(Not applicable to literature)**

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.9-10.9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will know:

Parts of argument (claim, arguments, counterclaim, concession, refutation evidence, conclusion)

Rhetorical Appeals (Ethos, Pathos, and Logos)

Rhetorical Triangle (Aristotle) (Speaker, Audience, Purpose & Occasion)

Types of Evidence (anecdote, statistic, facts, testimony, experts and authorities, allusions, illustration, scenario, etc.)

Discourse (place/venue, medium, tone, evidence-based, content, emotion and logic, purpose)

Students will

develop an argument

create a commercial

analyze arguments

analyze commercial

Core Learning Activities

Learn rhetorical appeal and rhetorical triangle

Verify use of databases

Review MLA citation and Works Cited

Develop an argument

Create a commercial

Analyze Rhetoric of texts (may include essays, speeches, visuals, ads, etc.)

[10th Commercial Rubric 2021-Pathos Ethos and Logos.pdf](#)

[Creating a Commercial Cover Sheet 2021.pdf](#)

Assessments

Rhetorical Analysis

Formative: Other written assessments

Students will identify rhetorical context, occasion, claim, and appeals used in a text.

Teachers can adapt the attached sample assessment to fit the text(s) they are using.

[Rhetorical Analysis Formative Assessment Sample \(2\).pdf](#)

Research Project

Summative: Other oral assessments

[English II Research Assignment 2021.pdf](#)

[Copy of 21st Century Written Rubric.pdf](#)

Resources

Professional & Student

Oedipus the King by Sophocles

Of Mice and Men by John Steinbeck

Julius Caesar by Shakespeare

Macbeth by Shakespeare

Tempest by Shakespeare

The Catcher in the Rye by J.D. Salinger

Twelve Angry Men by Reginald Rose

Fahrenheit 451 by Ray Bradbury

1984 by George Orwell

Things Fall Apart by Chinua Achebe

"Jury of Her Peers" by Susan Glaspell

<https://nmi.org/wp-content/upl...>

"Ain't I A Woman" Sojourner Truth

<https://thehermitage.com/wp-co...>

Text sets to be built from *Everything's An Argument with readings Fifth Edition*

Chapter 21: How Does Popular Culture Stereotype You?

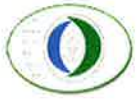
Chapter 22: How Many Friends Have You Made Today?

Chapter 27: What Are You Working For?

Text sets to be built from *Everything's an Argument with readings Seventh Edition*

Chapter 24: What's Globalization Doing to Language?

	<p>Chapter 27: How Has the Internet changed the Meaning of Privacy?</p> <p>Optional Activities: Class Debate Practice Research</p> <p>Noodle Tools Practice Research Activity 2.pdf practice research articles.pdf An Introduction to Your Project (Part 1 of the Proposal).pdf How to write a Counter argument Persuasive monologue assignment.pdf Questions to use for Rhetorical Analysis of Ain't I A Woman.pdf F451 Sick Day Speech Rhetorical Analysis.pdf Twelve Angry Men Argument Organizer Pathos Ethos Logos 2020-2021.pdf How to Use Databases.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p> <ul style="list-style-type: none"> • Critical Thinking • 	<p>Interdisciplinary Connections</p> <p>Social Studies Personal Business Law Health- PSA</p>



Unit Planner: Agency in Writing and in Life English II

Wednesday, January 19, 2022, 11:39AM

Newtown High School / 2021-2022 / Grade 10 / English Language Arts /
English II (Pending Approval) / Week 31 - Week 38

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Agency in Writing and in Life

Marks, Abigail; Swift, Kathleen; Talluto, Theresa; Thomas, Jacob; Toby, Michelle; Zukowski, Tammy

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Agency

Theory of Process Concepts: close reading, selecting evidence, synthesizing, planning, revising, strategies for timed writing, participating in a text-based seminar, interpretation, communication

English Microconcepts: symbolism, motif, metaphor, plot structure, allusion, characterization, character motivation, diction, connotation, tone, mood, imagery, evidence, argument, claim, synthesis,

Theory of Knowledge Concepts: blindness, leadership, power, justice, morality, fate, predestination, free will, identity, hubris, prophecy, purpose, responsibility, decisions, actions, cultural contexts, human nature, experience, self awareness, ignorance, understanding

Generalizations / Enduring Understandings

1. A sense of agency enables a person to make decisions and take actions to impact themselves and their world.
2. Interpretation of a text requires consideration of cultural context (text's, author's, reader's).
3. Culture, experience, and personal interest impact an individual's sense of morality, which complicates justice.
4. Awareness or belief in predestination leads to one's acceptance of responsibility to bring it to fruition or to reject any personal responsibility.
5. Human nature desires free will as an expression of identity and agency.
6. Figurative blindness and lack of experience obfuscate self awareness.
7. Ignorance and hubris imperil leadership.
8. Synthesizing a variety of texts leads to a deeper understanding of complex ideas and issues.
9. Writers cultivate and exercise agency through the powerful communication of their ideas.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What is agency? (F)
- 1b. What is a sense of agency? (F)
- 1c. Is a sense of agency enough to compel an individual to action? (C)
- 1d. How does a decision-maker balance impact on self and world? (C)
- 1e. Should a decision-maker prioritize the impact on the world over self? (P)
- 2a. What is cultural context? (F)
- 2b. What factors contribute to cultural context? (F)
- 2c. What is inference? (F)
- 2d. When the author's cultural context differs from the reader's, how does it impact interpretation?(C)
- 2e. How does a reader's experience influence their interpretation? (C)
- 2f. What makes an interpretation valid? (C)
- 2g. How can an understanding of cultural context shape interpretation? (C)
- 3a. What is justice? (F)
- 3b. How does personal interest and experience shape decision making? (C)
- 3c. How does culture influence a person's understanding of justice or of morality? (C)
- 3d. What is the relationship between justice, morality, and culture? (C)
- 3e. Is what is just always moral? (P)

3f. How does a person know the difference between right and wrong? (P)

4a. What is predestination? (F)

4b. How is fate constructed/defined in ancient and modern texts or societies? (F)

4c. How does one's understanding of fate shape their identity and action? (C)

4d. Does fate/predestination absolve an individual of responsibility? (P)

5a. What is free will? (F)

5b. When and why do individuals value free will? (C)

5c. How does an individual develop or exercise (a sense of) agency? (C)

5d. Does an individual need a sense of agency to exercise free will? (P)

6a. What is figurative blindness? (F)

6b. How do different types of blindness impact individuals? (C)

6c. Why do authors choose to create figuratively blind characters? (C)

6d. How does one become aware of one's own figurative blindness? (C)

7a. What is hubris? (F)

7b. What does a good leader do? (C)

7c. What is effective leadership? (C)

8a. What is synthesis? (F)

8b. How does one synthesize? (C)

8c. What is the value of synthesis? (C)

8d. How does one select sources to synthesize? (C)

9a. How do writers develop agency? (C)

9b. What is the relationship between agency and writing? (C)

9c. How do writers choose the most powerful way to communicate their ideas? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

6. Assess how point of view or purpose shapes the content and style of a text.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will know: Agency, Cultural Context (when, where, by whom, biographical information, understanding necessary allusions), Symbolism, motif, metaphor, plot structure, allusion, characterization, character motivation, diction, connotation, tone, mood, imagery, evidence, argument, claim, synthesis, archetype
Blindness, leadership, power, justice, morality, fate, free will, identity, hubris, prophecy

Student will be able to

Close read
select evidence,
synthesize,
plan and revise to use the writing process
complete timed writing,
participate in a text-based seminar

Core Learning Activities

Embed quotes effectively and according to MLA standards
Select evidence to support position
Prepare for and participate in Text-based seminar
Express agency in a chosen written format
Practice timed-writing
[Text Based Seminar Rubric.pdf](#)

Assessments

Synthesis Essay

Summative: Extended Essay

Students will answer a provocative essential question from the unit guiding questions in a synthesis essay. All teachers will score the processed writing piece on the provided rubric but have discretion in selecting which essential question(s) to provide and in text set.

[Agency in Writing and in Life Synthesis Rubric \(2\).pdf](#)

[Exercising Agency.pdf](#)

[Agency in Writing and in Life Synthesis Rubric \(2\).pdf](#)

Resources

Professional & Student

Full-length texts
Plays
Oedipus the King by Sophocles translated by Bernard Knox
Twelve Angry Men by Reginald Rose
Medea by Euripides
Macbeth by Shakespeare
Things Fall Apart by Chinua Achebe
Of Mice and Men by Steinbeck
The Catcher in the Rye by JD Salinger
All American Boys by Jason Reynolds and Brendan Kiely
Field Guide to the North American Teenager by Ben Phillipe
Secret Lives of Bees by Sue Monk Kidd
Invention of Wings by Sue Monk Kidd
With The Fire On High by Elizabeth Acevedo
Patron Saints of Nothing by Randy Ribay
The Skin I'm In by Sharon Flake (lower reading level)

Poems

"To a Mouse" by Robert Burns
The Odyssey as told by Homer

Resources for synthesis work (teachers may supplement):

"The Appointment in Samarra" retold by W. Somerset Maugham
"Scars" by Peter Meinke
"The Real Oedipal Complex" by Jeffrey Rubin
"Oedipus Rex as the Ideal Tragic Hero" by Marjorie Barstow
"Steinbeck's Letter to Claire Luce"

	<p>"What Work Is" by Phillip Levine "Holden Caulfield's Goddam War" by Kenneth Slawenski "The Boy That Had Created the Disturbance: Reflections on Minor Characters in Life and <i>The Catcher in the Rye</i>" by John MacNally "Slight Rebellion off Madison" by Salinger</p> <p>Films for synthesizing with texts: <i>Minority Report</i> directed by Spielberg <i>Million Dollar Baby</i> directed by Eastwood <i>Macbeth</i> - Rupert Gold <i>Salinger</i> documentary- Shane Salerno <i>The Graduate</i>, 1967 Michael Nicholas</p> <p>"To a Mouse" letter to Clare Luce "The Real Oedipal Complex" by Jeffrey Rubin What Work Is Philip Levine.pdf boy who had created the disturbance.pdf "Holden Caulfield's Goddam War" by Kenneth Slawenski "Oedipus Rex as the Ideal Tragic Hero" by Marjorie Barstow Oedipus Rex as the Ideal Tragic Hero.pdf Link to "Holden Caulfield's Goddam War" Scars by Peter Meinke-Oedipus Connection.pdf The Appointment in Samarra with Guiding Questions.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p> <ul style="list-style-type: none"> • Written Performance • 	<p>Interdisciplinary Connections</p> <p>History Art and Film Science</p>



Unit Planner: College Essay Composition Through Contemporary Issues

Wednesday, January 19, 2022, 11:45AM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 1 - Week 2

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

College Essay

Lye Jr, Victor; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Structure, form, voice

Concepts: message, story, interpretation, purpose, audience, emotion, impact, literary devices, voice, persuasion, character, values, function, form, engagement, author

Generalizations / Enduring Understandings

1. Writing provides the opportunity to reveal personal character and values to others both explicitly and implicitly.
2. Function dictates form.
3. Authors engage audience through literary devices.
4. The voice in which a story is told impacts the audience's understanding and experience.
5. Specific anecdotes and details reveal character and values more authentically by showing rather than telling.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How does an author decide what they want people to know about them? (C)
- 1b. What stories from personal past demonstrate the person the writer is today? (C)
- 1c. How does an author make choices to reveal their character and values accurately and persuasively? (C)
- 1d. Is there a best way to tell a story? (P)

- 2a. What makes a successful college essay/narrative? (F)
- 2b. What is a hook? (F)
- 2c. What is an anecdote? (F)
- 2d. What are different formats used to tell a narrative story? (F)
- 2e. What is a flashback? (F)
- 2f. How does an author work within parameters to best tell the story? (C)
- 2g. How does an author select illustrative anecdotes, connected hooks to reveal themselves to the audience? (C)

- 3a. What is an extended metaphor? (F)
- 3b. How do authors avoid cliches? (C)
- 3c. What literary devices do authors use to engage audience? (F)
- 3d. How do authors select appropriate literary devices to match message and audience? (C)
- 3e. How does an author refine literary devices to meet audience needs? (C)

- 4a. What is voice? (F)
- 4b. How does an author reveal voice through diction, syntax, and delivery? (C)
- 4c. How does an author adjust voice depending on audience and situation? (C)

- 5a. What is showing versus telling? (F)
- 5b. How does an author select anecdotes to reveal character and values? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2b. Spell correctly.

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Critical Content & Skills

What students must **KNOW and be able to DO**

Students will demonstrate the ability to show anecdotes that lead the audience to desired inference.

Students will analyze sample college essays to determine what is effective.

Students will be able to write and revise a college essay.

Students will find appropriate resources to help revision.

Core Learning Activities

Read several college essays to identify requirements/strengths/weaknesses.

Identify college essay topics and the common app for schools student is interested in attending.

Write a college essay, using the writing process both in class and in the writing center

[Welcome to the Wonderful World of College Essays.pdf](#)

[Connecticut College Essays.pdf](#)

Assessments

College Essay

Summative: Narrative Writing Assignment

Students will draft a college essay in response to a Common Application prompt or to a prompt from their own first choice school.

[CARES-Peer-Review-Feedback-Form.pdf](#)

[College Essay Checklist Rubric 2021.docx.pdf](#)

[College Peer feedback.pdf](#)

Resources

Professional & Student

Conquering the College Admissions Essay in 10 Steps- Alan Gelb, Ten Speed Press, 2008

Welcome to the Wonderful World of College Essays

<http://www.whitehouse.gov/issues/education/higher-education/college-score-card>

http://www.huffingtonpost.com/liz-oneill/the-7-worst-types-of-coll_b_787319.html#s187452title=The_CringeInducing_Metaphor

http://www.nytimes.com/2013/11/10/business/they-loved-your-gpa-then-they-saw-your-tweets.html?_r=3&adxnnl=1&ref=general&src=me&adxnnlx=1384171753-17o+M4eVGUS/GAn/4I1aHQ&

<http://www.cnn.com/2009/LIVING/wayoflife/11/19/mf.offbeat.college.essays/>

<http://www.businessinsider.com/college-essay-high-school-senior-into-every-ivy-league-university-2014-4>

<https://owl.english.purdue.edu/owl/>

[Post Covid College Admissions.](#)

[Conn College Essays that Worked](#)

[From the Heart to Higher Education The 2021 College Essays on](#)

[Money.pdf](#)

Student Learning Expectation
& 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Written Performance

-

Interdisciplinary Connections

Counselor Workshop



Unit Planner: The Writing Process Composition Through Contemporary Issues

Wednesday, January 19, 2022, 11:47AM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 1 - Week 19

Last Updated: [Monday, November](#)

[22, 2021](#) by Kathleen Swift

The Writing Process

Lye Jr, Victor; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Process

Concepts: peer editing, writing, revision, brainstorming, drafting, grammar, mechanics, conferencing, intentions, cooperation, ideas

Generalizations / Enduring Understandings

1. Peer editing facilitates better understanding of one's own writing.
2. Brainstorming explores and coordinates ideas and constructs the basis of the work.
3. Drafting and editing refine, elaborate, and coordinate one's writing.
4. Skillful application of grammar and mechanics conveys a writer's intentions.
5. Peer-to-peer writing conferences foster cooperation and understanding of the work and each other.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What type of editing needs to be completed on an assignment? (F)
- 1b. What role does the writing center play in one's work? (F)
- 1c. What is the difference between revising and editing? (F)
- 1d. How does effective peer editing work? (C)
- 1e. Is peer editing necessary? (P)

- 2a. What are different ways to brainstorm? (F)
- 2b. How does one begin writing? (C)
- 2c. Is it possible for a writer to just begin writing without a plan? (P)

- 3a. How does one know if they have broken a grammar rule? (C)
- 3b. How does a writer know when a paper is done? (C)
- 3c. How does a writer elaborate in a meaningful, purposeful way? (C)
- 3c. Why should one read their own work aloud? (C)
- 3d. Is drafting essential for good writing? (P)

- 4a. What mechanics are essential for good writing? (F)
- 4b. Why is it important to use proper grammar? (C)
- 4c. Is it possible for writing to reflect casual, imperfect, everyday speech? (P)
- 4d. Must a writer know the grammatical rules in order to break them? (P)

- 5a. Why is it important to share one's work with a critical friend? (F)
- 5b. What skills comprise a successful peer conference? (F)

5c. How does reading someone else's work help with your own work? (C)
5d. How do peer-to-peer conferences work? (C)
5e. Should one share their work with a teacher rather than another student? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Language Progressive Skills

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

- L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).
- L.4.3b. Choose punctuation for effect.
- L.5.1d. Recognize and correct inappropriate shifts in verb tense.
- L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.
- L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.3b. Maintain consistency in style and tone.
- L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.
- L.9–10.1a. Use parallel structure.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will strengthen their writing through editing their own work and the work of others.

Students will engage in the writing process for every piece that they write.

Students will brainstorm ideas and create a plan for their writing.

Students will keep a writer's journal.

Students will demonstrate an understanding of the rules of grammar and mechanics.

Students will conduct peer-to-peer tutoring sessions within the classroom and outside the classroom, ideally through the writing center.

Core Learning Activities

These are ongoing through the semester and evaluated through the semester.

- engage in revision with support from the writing center for peer conferencing at least twice per quarter
- participate in peer tutoring sessions in-class
- brainstorm using a variety of activities to begin the writing process of different assignments
- participate in grammar and mechanics lesson as student and teacher.

[Writing Center Guidelines.pdf](#)

[Peer Editing Rubric \(1\).pdf](#)

[WCTP Grammar Lessons.pdf](#)

Assessments

Grammar Lessons

Formative: Oral Report

[WCTP Grammar Lessons.pdf](#)

Peer Editing Conferences

Summative: Oral Report

Resources

Professional & Student

- *The Bedford Guide for Writing Tutors* by Leigh Ryan and Lisa Zimmerelli
- *The Longman Guide to Peer Tutoring*

<p>Now that you have learned about peer tutoring and have visited the writing center, it's your turn to become the tutor. With a partner, you must conduct a peer-to-peer conference. Your partner will read their paper aloud to you and you will make relevant suggestions for improvement.</p> <p>Remember that you are actively listening, while your partner reads their work. When you feel like there is a place for discussion, you are to stop them and have that dialogue about what you believe can improve their paper. Also, at no point should you pick up a pen or read from your partners paper.</p> <p>Once you have completed one tutoring session, you will switch with your partner and have a discussion about your paper.</p> <p>Peer Editing Rubric (4).pdf</p>	<ul style="list-style-type: none"> • <i>On Writing</i> by Stephen King • <i>On Freewriting</i> by Peter Elbow • <i>A Writer Teaches Writing-</i> Donald Murray • <i>Bird by Bird-</i> Anne Lamott • <i>Freewriting exercises</i> by Peter Elbow • <i>The 1-Mintue Writer</i> Leigh Medeiros (brainstorming/free writes) <p>OWL At Purdue Tutoring Video The Idea of a Writing Center OWL At Purdue KU Writing Center Writing Process with Links Brainstorming IUP Writing Center ELBOW- freewriting.pdf freewritingexercises.pdf Writing Center Tutors.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>All writing assignments in every discipline</p>



Unit Planner: Identifying & Applying Tools for Effective Writing

Composition Through Contemporary Issues

Wednesday, January 19, 2022, 11:57AM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 3 - Week 8

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Identifying & Applying Tools for Effective Writing

Lye Jr, Victor; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Persuasion

Concepts: writing, power, influence, intent, audience, voice, tone, message/claim, rhetoric, revision, clarity, rhetorical devices, point of view, connotation, change

Generalizations / Enduring Understandings

1. Writing provides individuals with the power to inspire or create desired change.
2. Effective persuasive writers make choices that are intended to influence their specific audience and create clarity.
3. Effective writers control voice, tone, and connotation to influence audience response.
4. Every piece of writing unites the author, the audience, and the message through effective revision.
5. Writers employ rhetorical devices to convey their point of view.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What are ethos, pathos, and logos? (F)
- 1b. How does using the three-prong ethos, pathos, and logos rhetorical appeal increase the probability of creating change? (C)
- 1c. What can a writer do to convince an audience to change or consider change? (C)
- 2a. What are specific rhetorical devices (absolute, ad hominem, anaphora, antithesis, colloquial, euphemism, hortative, juxtaposition, litotes, metonymy, rhetorical question, tautology) authors may choose to use? (F)
- 2b. How does rhetoric impact an audience? (C)
- 2c. How does a writer persuade their audience to shift to their point of view? (C)
- 2d. How does one determine the most effective way to communicate an idea? (C)
- 2e. Is effective writing really manipulation? (P)
- 2f. How much of persuasion is the author's responsibility versus the audience's receptivity? (P)
- 3a. What are distinct types of voice writers use? (F)
- 3b. What is connotation? (F)
- 3b. How do voice and tone correlate to message? (C)
- 3c. How do voice, tone, and word choice influence the reception of a message? (C)
- 4a. What are the steps to the writing process that help anticipate audience response? (F)
- 4b. How does an author hone their craft to create clarity and precision? (C)
- 4c. Is there a "best" way to communicate a specific message? (P)
- 5a. What is the writer's point of view? (F)
- 5b. How does a writer employ rhetorical devices? (C)
- 5c. Is it necessary for a writer to use rhetorical devices? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Critical Content & Skills

What students must KNOW and be able to DO

- Students will know, understand, and be able to use rhetorical devices within their own writing to attempt to create a change.
- Students will teach a rhetorical device.
- Students will understand rhetoric and how it influences their lives.
- Students will analyze rhetoric in editorials, news feeds, commercials, and speeches.
- Students will recognize rhetoric that targets them as the intended audience.

Content: ethos, pathos, logos, absolute, ad hominem, anaphora, antithesis, colloquial, euphemism, hortative, juxtaposition, litotes, metonymy, rhetorical question, tautology, voice, tone, connotation. audience, point of view.

Core Learning Activities

1. Present one rhetorical device
2. Identify meaning and usage of rhetorical terms in selected contemporary essays.
3. Create a short expository essay identifying the most important issue facing the school that incorporates at least six devices.

4. Finding rhetorical devices and appeals within everyday life i.e. advertising, newspapers, news feeds, etc.

[Rhetorical Devices.pdf](#)

[Rhetorical Terms Presentation.pdf](#)

[NHS Changes.pdf](#)

Assessments

Rhetorical Term presentation

Formative: Oral Report

Student researches assigned rhetorical term/device and then presents it to the class.

The presentation teaches the class all of the following:

- a) definition
- b) word origin
- c) usage
- d) illustrative sentence from classical and modern literature
- e) mnemonic or other tip to help students remember

Identifying Terms in essays

Formative: Written Test

Students will read "Notes on 'Cam'" (Sontag), "Consider the Lobster" (Wallace), and "The White Negro" (Mailer) individually and as a group to identify rhetorical strategies employed.

NHS Changes

Summative: Other written assessments

Students will show mastery of the appeals through the following assignment.

Now that you are seniors, you can speak knowledgeably and intelligently about your high school experience. In this assignment, you are asked to advocate for a change in the high school experience. This can be a micro-change, such as removing a book from the curriculum, or a macro-change, such as eliminating or mandating an entire field of study. It may be something in between, such as school-wide policies on assignments, grading, etc. The only requirement is that it has to be content related, so you may not talk about the parking situation, athletics, food, etc. (You may NOT discuss individual teachers). Think about the time you've spent at the high school. In your experience, what aspect of it is either broken or in need of repair? What could have made your experience better? You will need to advocate for a change and convince your audience that a change is necessary. Appeal to the audience

Resources

Professional & Student

They Say, I Say (Graff)

A Teacher's Guide to Mentor Texts- Marchetti and O'Dell (voice)

Student Voice- 100 Argument Essays by Teens on Issues that Matter

Katherine Schulten

The Fire This Time- A New Generation Speaks about Race- Jesmyn

Ward (editor)

Optional Activities:

Write an editorial to create change in the world.

Read a variety of essays and editorials to see how authors use rhetoric to try to create change or influence opinion.

Write a graduation speech

<http://faculty.georgetown.edu/irvinem/theory/Sontag-NotesOnCamp-1964.html>

http://www.gourmet.com/magazine/2000s/2004/08/consider_the_lobster

<http://www.dissentmagazine.org/article/the-white-negro-superficial-reflections-on-the-hipster>

[jolliffes-rhetorical-framework.pdf](#)

<http://pathosethoslogos.com/index.php/9-writing>


<http://pathosethoslogos.com/>

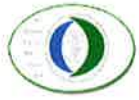
<http://pathosethoslogos.com/ethos>

<http://pathosethoslogos.com/pathos>

[Swift Graduation Speech Instructions and rubrics 2021.pdf](#)

[Rhetorical Terms Presentation.pdf](#)

<p>using either pathos, logos, or ethos. When you do, you will need to answer two distinct questions: 1. Why is the old system failing and 2. How will your change fix it?</p> <p>Assignment: In a 2-3 page paper, address an issue of content that NHS needs to change and argue for the change to be made (50-points).</p> <p> Fixing NHS Essay with standards</p>	
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p> <ul style="list-style-type: none">• Information Literacy• Written Performance• 	<p>Interdisciplinary Connections</p> <p>Disciplines that students want to improve</p>



Unit Planner: Research Paper Composition Through Contemporary Issues

Wednesday, January 19, 2022, 12:02PM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 9 - Week 12 [20, 2021](#) by Kathleen Swift

Last Updated: [Saturday, November](#)

Research Paper

Lye Jr, Victor; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Argument, Credibility

Concepts: Research, accuracy, credibility, support, sources, information argument, counter-argument, opinion, organization, process, audience, synthesis, originality, intention, perspective, medium, counterclaim, claim, responsibility, planning, deadlines, close reading, rhetorical analysis, relevance, appeal

Generalizations / Enduring Understandings

1. Research requires not only the ability to access information from a variety of credible sources but to use that information properly and responsibly to support an original argument.
2. Accuracy and credibility of sources must be evaluated in this age of instant information.
3. Argumentation requires selecting and synthesizing information and presenting claims, counterclaims, and support to convey purpose.
4. Readers engage in close reading and rhetorical analysis to understand and evaluate an author's intention and perspective.
5. An effective writer considers the audience's perspective to broaden its appeal and relevance.
6. An effective writer allows time and plans for the complete writing process to meet deadlines.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. When does an author have to use a citation to give credit for another's work? (F)
- 1b. What is the difference between a direct quote and parenthetical phrase? (F)
- 1c. How does one find information that they need? (C)
- 1d. How can facts and statistics be manipulated? (C)
- 1e. How do responsible writers use facts to support arguments logically? (C)
- 2a. What makes a source credible? (F)
- 2b. What is the advantage of using a database for research? (F)
- 2c. What steps does one go through to evaluate accuracy of sources? (F)
- 2d. How does a writer choose the sources from such a wealth of information? (C)
- 2e. Does instant information benefit society or cause more controversy? (P)
- 3a. What types of engaging hooks lure the audience in? (F)
- 3b. What is a counterclaim? (F)
- 3c. What is conceding a point? (F)
- 3d. What is refuting a point? (F)
- 3e. How does a writer synthesize facts to build an argument to persuade? (C)
- 3f. How does one convey information most effectively to others? (C)
- 4a. What is close reading for the purpose of research? (F)
- 4b. How does the perspective of both reader and writer influence the author's message? (C)

- 4b. How do author's use rhetoric to persuade? (C)
 4c. How does analysis of rhetoric allow the reader to cull out the facts? (C)
- 5a. Who is the given audience for the given argument? (F)
 5b. How does audience influence content and word choice? (C)
 5c. Can an author present facts and still mislead an audience? (P)
- 6a. How does the writing improve the quality of a research paper? (C)
 6b. Is quality or timeliness more important? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 (Not applicable to literature)**

RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").

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Critical Content & Skills

What students must KNOW and be able to DO

Databases, biased, perspective, MLA citation, hook, counterclaim, claim, conceding and refuting a point, synthesis, argument

Students will be able to find accurate and unbiased sources using resources available to them in the library media center.

Students will properly cite those sources using current MLA format.

Students will synthesize their research to create their own informed arguments and refute any counterarguments.

Students will actively plan and engage in the writing process throughout their research paper.

Core Learning Activities

1. Work with Library/Media Specialists to show students the numerous databases available to them and introduce effective research strategies.

2. Create detailed source notes

3. Complete accurate works cited for research paper

4. Write a Research Paper/ Editorial

- [Internet Sources Presentation.pdf](#)
- [research directions .pdf](#)
- [The Grand World Of Citation.pdf](#)
- [Outline of Research Paper.pdf](#)
- [First Journal On Research Project.pdf](#)

Assessments

Composition Final

Summative: Expository Essay

Written Performance and Information Literacy

- [Composition expository essay.pdf](#)
- [Copy of 21st Century Written Rubric.pdf](#)

Resources

Professional & Student

- *A Teacher's Guide to Mentor Texts*- Marchetti and O'Dell (voice)
- *Student Voice- 100 Argument Essays by Teens on Issues that Matter*- Katherine Schulten
- *The 1-Mintue Writer* Leigh Medeiros (brainstorming/free writes)

- https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf
- [OWL at Purdue](#)
- [LMC Writing Research](#)
- [LMC Destiny Database](#)
- [Databases](#)
- [CARS Checklist for Evaluating Sources](#)
- [Avoiding Plagiarism](#)

Student Learning Expectation & 21st Century Skills

- [Information Literacy](#)
- [Critical Thinking](#)
- [Spoken Communication](#)
- [Written Performance](#)

- Information Literacy
- Written Performance
-

Interdisciplinary Connections

All disciplines have the possibility of benefiting from research papers.



Unit Planner: Interest-Based Non-Fiction Writing Composition Through Contemporary Issues

Wednesday, January 10, 2022 12:01 PM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 13 - Week
15

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Interest-Based Non-Fiction Writing

Lye Jr, Victor; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: entertainment

Concepts: genre, content-specific vocabulary, contemporary interests, format, hook, closure, allusions, analysis, essay, writers, research

Generalizations / Enduring Understandings

1. Readers and writers select topics based on interest.
2. Genre (science writing, travel writing, etc) determines content-specific vocabulary.
3. Writers attract readers by structuring the essay from hook to closure for ease of reading.
4. Writers determine the research needed to meet audience need.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What is the reader interested in? (F)
- 1b. Why does one choose to read what they choose? (C)
- 1c. Does a reader only choose texts that are of interest to them? (P)
- 2a. What are genres? (F)
- 2b. What genres are of interest to the reader? (F)
- 2c. Why must the reader know/understand the vocabulary of a genre to fully appreciate it? (C)
- 2d. Does one only gravitate toward subjects that are familiar to them? (P)
- 3a. What does the structure of an interest based essay look like? (F)
- 3b. What is an anecdote? (F)
- 3c. How does a writer support a claim with personal anecdotes effectively? (C)
- 3d. How does the structure of interest-based essays differ from other works? (C)
- 3e. How does a writer get others interested in topics the writer is interested in? (C)
- 3f. Does the writer have to explain specific vocabulary to a novice reader? (P)
- 4a. What information does an audience need to understand a topic? (F)
- 4b. How does the writer customize research to meet the needs of the audience? (C)
- 4c. Does all writing need to consider the audience and what they need? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Informational Text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to write an essay based on their interest and research into that interest.

Students will read a variety of texts that use vocabulary of a particular genre.

Students will understand how writing varies from genre to genre.

Students will understand what is required to write about their own personal interest and express that interest to an audience.

Core Learning Activities

Students will read model informative essays on contemporary issues in a variety of fields.

Students will analyze the unique traits of a specific genre of informative writing.

Students will write informative essays on contemporary issues in a variety of fields (sports, culinary, fashion, biography, etc).

Students will apply content-specific vocabulary.

Assessments

Resources

<p>Genre Specific Essay Summative: Expository Essay Genre- Specific Informational Essay What are the current trends in the informational area that interests you? What is in the news- in the broadest sense- that you would like to express your opinion on? To educate your audience on? Is there a new movement in travel? Remember when tapas became the rage? What is it today? Nature writing helps others to see the world and appreciate it as you do. The genre you select should be one that you have personal interest and knowledge in. You certainly may supplement or verify your information through research. Goal: to share your knowledge on a specific topic and to engage an audience. Role: you are a NY Times reporter who has been asked to contribute an article of 3- 5 pages to the next edition of the Best-American _____ (genre) Writing.</p> <p>Genre- Specific Informational Essay assignment and rubric.pdf</p>	<p><i>Professional & Student</i> <i>The Best American Writing Series- Mariner Publishing</i> <i>The Fire This Time- A New Generation Speaks about Race- Jesmyn Ward (editor)</i></p> <p>Writing a Sports Essay OWL at Purdue Best Writing About Cooking Everything I Know About Hope I Learned From My Dog.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>Culinary PE Business travel</p>



Unit Planner: Real World Writing Composition Through Contemporary Issues

Wednesday, January 19, 2022, 12:05PM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 16 - Week
18

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Real World Writing

Lye Jr, Victor; Swift, Kathleen

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Practicality and professionalism

Concepts:

Professionalism, impression, precision, reflection, process, drafting, editing, audience, tone, diction, applicant, errors, judgment, communications, writing process, word economy, conferring

Generalizations / Enduring Understandings

1. Applicants' first impression determines immediate judgment.
2. Errors detract from professionalism and lead to judgment, with shorter communications magnifying errors.
3. All writing to be read by an audience benefits from the writing process- drafting, conferring, and editing.
4. Writers stand out through use of diction, tone, and precision.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What is a resume? (F)
- 1b.. What is a cover letter? (F)
- 1c. What are the parts of an email? (F)
- 1d. What happens to the resume and cover letter once the applicant sends them? (F)
- 1e. When is an email the appropriate mode of communication? (C)
- 1f. How does one use writing to secure employment? (C)
- 1g. How does an applicant use a limited format to stand out?(C)

- 2a. What constitutes an error in professional communication? (F)
- 2b. What is the consequence of an error? (C)
- 2c.Are all errors equal when entering the professional world? (P)

- 3a. What is the writing process? (F)
- 3b. What is a critical friend? (F)
- 3c. How does audience impact the need for precision? (C)
- 3d. How does reflection ensure the message is balanced, accurate, and not a product of a fleeting emotion? (C)
- 3e. Is the time to go through the writing process worth it even on a deadline? (P)

- 4a. What is diction? (F)
- 4b. What is tone? (F)

4c. What is precision? (F)
4d. How does word choice impact audience? (C)
4e. What inferences do readers make about authors from their writing? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will know how to research and apply for a position.

Students will know what constitutes a resume.

Students will know what content makes a cover letter stand out.

Students will understand the impact of word choice and mistakes on communications.

Students will create a resume.

Students will write a cover letter for a specific position.

Students will write a series of emails with specific purposes.

Core Learning Activities

Students will write Resume/Cover letter.

Students will create a pair of effective emails

Students will summarize and give opinion on current events

Assessments

Cover Letter

Summative: Other written assessments

Resume

Summative: Other written assessments

Resources

Professional & Student

How to Write a Cover Letter- from Harvard Business Review

<p>Series of Emails Formative: Other written assessments Resume Rubric.pdf Resume Assignment.pdf Series of emails.pdf Cover Letter.pdf</p>	<p>How to Write a Cover Letter- 6 tips and 3 Templates Cover letter Assignment with models and suggestions How to Write a Winning Resume (video) Resumes and Cover Letters- USC Business Professionals' Rankings of Applicants' resumes: Updated considerations for resume instruction Resume Assessors' Experiences Resume presentation- from OWL Effective Email Communication Harvard Business advice on writing a cover letter How to Write a Cover Letter: tips and templates How to Write a Winning Resume Resumes and Cover Letter BUSINESS PROFESSIONALS RANKING.PDF Resume Assessors Experiences A.PDF Lesson Plan for Cover letter Effective Email resume presentation.pdf</p>
<p>Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections Business Writing Tutors</p>

Another sample to consider.

Personnel -- Certified/Non-Certified

Concepts and Roles in Personnel

All parts of the school system exist for one purpose; to facilitate the educational development of the students. A dynamic and efficient staff dedicated to education is necessary to constantly improve the education program for the students. To this end, the development of the personnel policies for certified and non-certified staff is an essential component of the educational program in this school district. The philosophy of the district and the community generally will be reflected in these policies.

Through the personnel policies the Board of Education will establish a school environment that will attract and maintain the best-qualified people whose mission will be to provide the best possible learning opportunities for the students.

The long-range goals on which these policies will be based are:

1. To recruit, select, and employ the best qualified personnel to staff the district's schools.
2. To provide staff compensation and benefit programs sufficient to attract and retain qualified employees.
3. To provide an in-service training program for all employees to improve their performance.
4. To conduct an employee evaluation program that will contribute to the continuous improvement of staff performance.
5. To assign personnel to ensure that they are used as effectively as possible.
6. To develop the quality of human relationships necessary to obtain maximum staff performance and satisfaction.

Implementation of the adopted personnel policies should include channels of communication and procedures for handling of professional and ethical problems through which all persons or groups affected may express their suggestions, concerns, and opinions.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education

Policy adopted:

Sample policy to consider.

Personnel Certified

Certified Personnel

All certified staff positions are created by the Superintendent who will inform the Board. ~~only with the approval of the Board.~~ It is the Board's intent to activate and maintain a sufficient number of positions to accomplish the school system's goals and objectives.

Before any new full time position with budgetary impact is established, the Superintendent will present for the Boards' approval a job description for the position which specifies the necessary job qualifications, the job's performance responsibilities, and the method by which the performance of these responsibilities will be evaluated.

The Superintendent shall maintain a comprehensive and up-to-date set of job descriptions of all positions in the school system in a separate manual.

(cf. 2130 - Job Descriptions)

(cf. 4118.3 - Duties of Personnel)

Policy adopted:

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks

As set forth below, each applicant for a position with the district, and each student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience in the district, shall be asked to provide in writing: (1) whether he/she has ever been convicted of a crime; (2) whether there are any criminal charges pending against him/her at the time of the application and, if charges are pending, to state the charges and the court in which such charges are pending; and (3) whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families (“DCF”) (the “Registry”). Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased.

In addition, the district shall conduct an employment history check for each applicant for a position, as set forth below.

For the purposes of this policy:

“**Sexual misconduct**” means any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student.

“**Abuse or neglect**” means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).

“**Former employer**” means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education.

I. Employment History Check Procedures

A. The district shall not offer employment to an applicant for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the district doing the following:

B.

1. Requiring the applicant:

a. to list the name, address, and telephone number of each current employer or former employer (please note the definition of “former employer” above,

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

including the applicable twenty year reporting period) during any of the previous twenty years, if:

- (i) such current or former employer is/was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, and/or
- (ii) the applicant's employment with such current or former employer caused the applicant to have contact with children.

b. to submit a written authorization that

- (i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,
- (ii) consents to and authorizes disclosure by the Department of Education of the information requested under paragraph I.A.3 of this policy and the release of related records by the department, and
- (iii) releases those employers and the Department of Education from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and

c. to submit a written statement of whether the applicant

- (i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated,
- (ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g or abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or
- (iii) has ever had a professional or occupational license or certificate

suspended or revoked or has ever surrendered such a license or certificate
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Employment and Student Teacher Checks (continued)

while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;

2. Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department of Education, which shall request the following:
 - a. the dates employment of the applicant, and
 - b. a statement as to whether the employer has knowledge that the applicant:
 - (i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated;
 - (ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or
 - (iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the district receives a request for such information about an employee or former employee, the district shall respond with such information. The district may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (f), such employer shall respond not later than five (5) business days after receiving such request.

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Employment and Student Teacher Checks (continued)

3. Requesting information from the Department of Education concerning:
 - a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,
 - b. whether the Department of Education has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and
 - c. whether the Department of Education has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.

- B. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, if the district receives information that an applicant for a position with or an employee of the board has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of Education of such information.

- C. The district shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.

- D. The district may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) calendar days, pending the district's review of information received under this section, provided:
 1. The applicant complied with paragraph I.A.1 of this policy;
 2. The district has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the district; and
 3. The applicant affirms that the applicant is not disqualified from employment with the district.

- E. The district shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:

1. Has the effect of suppressing information relating to an investigation of a report of

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Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

2. suspected abuse or neglect or sexual misconduct by a current or former employee;
 2. Affects the ability of the district to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
 3. Requires the district to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the district, unless, after investigation, such allegation is dismissed or found to be false.
- F. The district shall not offer employment to a person as a substitute teacher, unless such person and the district comply with the provisions of paragraph I.A.1 of this policy. The district shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The district shall not hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the district as a substitute teacher as described in paragraph III.B.2 of this policy, provided the district does not have any knowledge of a reason that such person should be removed from such list.
- G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a and I.A.1.c of this policy and a written authorization under paragraph I.A.1.b of this policy. Such contractor shall contact any current or former employer (please note the definition of “former employer” above, including the applicable twenty year reporting period) of such employee that was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or if the employee’s employment with such current or former employer caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the district, either telephonically or through written communication. If the district receives such information, it shall determine whether such employee may work in a position involving direct student contact at any school in the district. No determination by the district that any such employee shall not work under any such contract

in any such position shall constitute a breach of such contract.

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Employment and Student Teacher Checks (continued)

- H. Any applicant who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the district that may include
 - 1. denial of employment, or
 - 2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151.
- I. If the district provides information in accordance with paragraph I.A.2 or I.G of this policy, the district shall be immune from criminal and civil liability, provided the district did not knowingly supply false information.
- J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (f) of Conn. Gen. Stat. § 31-51i, the district shall provide, upon request by another local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G of this policy or to the Commissioner of Education pursuant to paragraph I.B of this policy any information that the district has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.
- K. Prior to offering employment to an applicant, the district shall make a documented good faith effort to contact each current and any former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) of the applicant that was a local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school, or if the applicant’s employment with such current or former employer caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant’s fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.
- L. The district shall not offer employment to any applicant who had any previous employment contract terminated by a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

II. DCF Registry Checks

Prior to hiring any person for a position with the district, and before a student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience with the district, begins such student teaching experience, the district shall require such applicant or student to submit to a records check of information maintained on the Registry concerning the applicant.

The district shall request information from the Registry promptly, and in any case no later than thirty (30) calendar days from the date of employment. Registry checks will be processed according to the following procedure:

- A. No later than ten (10) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF for obtaining information from the Registry.
- B. If consent is required to access the Registry, no later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the form, the applicant must submit the signed form to the Superintendent or his/her designee to be sent to DCF. Failure of the applicant to submit the signed form or its out of state equivalent within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
- C. Upon receipt of Registry information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry check.
- D. If notification is received by the Superintendent or designee that that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or designee shall revoke the offer of employment and/or terminate the applicant's employment if he or she has already commenced working for the district.

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Employment and Student Teacher Checks (continued)

III. Criminal Records Check Procedure

A. Each person hired by the district shall be required to submit to state and national criminal record checks within thirty (30) calendar days from the date of employment. Each student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience with the district, shall be required to submit to state and national criminal record checks within sixty (60) calendar days from the date such student begins to perform such student teaching experience. Record checks will be processed according to the following procedure:

1. ~~No later than five (5) calendar days a~~ After the Superintendent or his/her designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or his/her designee will provide the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted. This packet shall also contain all documents and materials necessary for the police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks. The Superintendent or his/her designee will also provide each applicant with the following notifications before the applicant obtains his/her fingerprints: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant's Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement.
2. ~~No later than ten (10) calendar days a~~ After the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted. Failure of the applicant to have his/her fingerprints taken ~~within such ten-day period~~, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks. Fees and costs associated with the fingerprinting process and the submission and process of requests are waived for student teachers, in accordance with state law.
4. Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee of the results of the record check and will provide an opportunity for the affected

applicant/employee to respond to the results of the criminal record check. The affected

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Employment and Student Teacher Checks (continued)

applicant/employee may notify the Superintendent or his/her designee in writing within five (5) ~~calendar~~ business days that the affected/employee will challenge his/her criminal history record check. Upon written notification to the Superintendent or his/her designee of such a challenge, the affected applicant/employee shall have ten (10) ~~calendar~~ business days to provide the Superintendent or his/her designee with necessary documentation regarding the affected applicant/employee's record challenge. The Superintendent or his/her designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.

5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.
6. Notwithstanding anything in paragraph III.A.5 of this Policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in paragraph III.A.4 of this Policy, above.

B. Criminal Records Check for Substitute Teachers:

A substitute teacher who is hired by the district must submit to state and national criminal history record checks according to the procedures outlined above, subject to the following:

1. ~~If the state and national criminal history record checks for a substitute teacher have been completed within one year prior to the date the district hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history record checks to be forwarded to the Superintendent, then the substitute teacher will not be required to submit to another criminal history record check at the time of such hire.~~
2. If a substitute teacher submitted to state and national criminal history record checks upon being hired by the district, then the substitute teacher will not be required to submit to another criminal history record check so long as the substitute teacher is continuously employed by the district, that is, employed for at least one day of each school year, by the district, provided a substitute teacher is subjected to such checks at least once every five years.

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

IV. Sex Offender Registry Checks

School district personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee and before a student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience with the district, begins such student teaching experience. Registration as a sexual offender constitutes grounds for denial of employment opportunities and opportunities to perform student teaching experiences in the school district.

V. Credit Checks

~~The district may also ask a prospective employee for a credit report for employment for certain district positions, where the district's receipt of a credit report is substantially related to the employee's potential job. Substantially related is defined to mean "the information contained in the credit report is related to the position for which the employee or prospective employee who is the subject of the report is being evaluated." Prior to asking for a credit report, the district will determine whether the position falls within one of the categories as described in this paragraph. The position must: (1) be a managerial position which involves setting the direction or control of the district; (2) involve access to employees' personal or financial information; (3) involve a fiduciary responsibility to the district, including, but not limited to, the authority to issue payments, collect debts, transfer money or enter into contracts; (4) provide an expense account or district debit or credit card; or (5) involve access to the district's nonfinancial assets valued at two thousand five dollars or more.~~

~~When a credit report will be requested as part of the employment process, the district will provide written notification to prospective employee regarding the use of credit checks. That notification must be provided in a document separate from the employment application. The notification must state that the district may use the information in the consumer credit report to make decisions related to the individual's employment.~~

~~The district will obtain consent before performing the credit or other background checks. If the district intends to takes an action adverse to a potential employee based on the results of a credit report, the district must provide the prospective employee with a copy of the report on which the district relied in making the adverse decision, as well as a copy of "A Summary of Your Rights Under the Fair Credit Reporting Act," which should be provided by the company that provides the results of the credit check. The district will notify the prospective employee either orally, in writing or via electronic means that the adverse action was taken based on the information in the consumer report. That notice must include the name, address and phone number of the consumer reporting company that supplied the credit report; a statement that the company that supplied the report did not make the decision to take the unfavorable action and cannot provide specific reasons for the district's actions; and a notice of the person's right to dispute the accuracy or completeness of any information~~

~~the consumer reporting company furnished, and to get an additional free report from the company if the person asks for it within sixty (60) calendar days.~~

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Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

VI. Notice of Conviction

If, at any time, the district receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the district shall send such notice to the State Board of Education. In complying with this requirement, the district shall not disseminate the results of any national criminal history records check.

VII. Personal Online Accounts

For purposes of these Administrative Regulations, “personal online account” means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the district, including, but not limited to, electronic mail, social media and retail-based Internet web sites. “Personal online account” does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the district.

A. During the course of an employment check, the district may not:

1. request or require that an applicant provide the district with a user name and password, password or any other authentication means for accessing a personal online account;
2. request or require that an applicant authenticate or access a personal online account in the presence of the district; or
3. require that an applicant invite a supervisor employed by the district or accept an invitation from a supervisor employed by the district to join a group affiliated with any personal online account of the applicant.

B. The district may request or require that an applicant provide the district with a user name and password, password or any other authentication means for accessing:

1. any account or service provided by district or by virtue of the applicant’s employment relationship with the district or that the applicant uses for the district’s business purposes, or
2. any electronic communications device supplied or paid for, in whole or in part, by the district.

- C. In accordance with applicable law, the district maintains the right to require an applicant to allow the district to access his or her personal online account, without disclosing the user name and

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Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

password, password or other authentication means for accessing such personal online account, for the purpose of:

1. conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or
2. conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the district's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

VIII. Policy Inapplicable to Certain Individuals

This policy shall also not apply to:

- A. A student employed by the district who attends a district school.
- B. A person employed by the district as a teacher for a noncredit adult class or adult education activity, as defined in Conn. Gen. Stat. § 10-67, who is not required to hold a teaching certificate pursuant to Conn. Gen. Stat. § 10-145b for his or her position.

~~IX.~~ VIII Falsification of Records.

Notwithstanding any other provisions of this policy, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning abuse or neglect investigations or pending criminal applications, shall be grounds for disqualification from consideration for employment or discharge from employment.

Legal References: Conn. Gen. Stat. § 10-212

Conn. Gen. Stat. § 10-221d

Conn. Gen. Stat. § 10-222c

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Employment and Student Teacher Checks (continued)

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-51i

Conn. Gen. Stat. § 31-51tt

Public Act 19-91, “An Act Concerning Various Revisions and Additions to the Education Statutes.”

Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act, Pub. L. 114-95, codified at 20 U.S.C. § 1001 *et seq.*

Fair Credit Reporting Act, 15 U.S.C. § 1681 *et seq.*

ADOPTED: _____

REVISED: _____

Appendix A

Agency Privacy Requirements for Noncriminal Justice Applicants

Authorized governmental and non-governmental agencies/officials that conduct a national fingerprint-based criminal history record check on an applicant for a noncriminal justice purpose (such as a job or license, immigration or naturalization matter, security clearance, or adoption) are obligated to ensure the applicant is provided certain notice and other information and that the results of the check are handled in a manner that protects the applicant's privacy.

- Officials must provide to the applicant written notice¹ that his/her fingerprints will be used to check the criminal history records of the FBI.
- Officials using the FBI criminal history record (if one exists) to make a determination of the applicant's suitability for the job, license, or other benefit must provide the applicant the opportunity to complete or challenge the accuracy of the information in the record.
- Officials must advise the applicant that procedures for obtaining a change, correction, or updating of an FBI criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- Officials should not deny the job, license, or other benefit based on information in the criminal history record until the applicant has been afforded a reasonable time to correct or complete the record or has declined to do so.
- Officials must use the criminal history record solely for the purpose requested and cannot disseminate the record outside the receiving department, related agency, or other authorized entity.²

The FBI has no objection to officials providing a copy of the applicant's FBI criminal history record to the applicant for review and possible challenge when the record was obtained based on positive fingerprint identification. If agency policy permits, this courtesy will save the applicant the time and additional FBI fee to obtain his/her record directly from the FBI by following the procedures found at 28 CFR 16.30 through 16.34. It will also allow the officials to make a more timely determination of the applicant's suitability.

Each agency should establish and document the process/procedures it utilizes for how/when it gives the applicant notice, what constitutes "a reasonable time" for the applicant to correct or complete the record, and any applicant appeal process that is afforded the applicant. Such documentation will assist State and/or FBI auditors during periodic compliance reviews on use of criminal history records for noncriminal justice purposes.

If you need additional information or assistance, contact:

<p style="text-align: center;">Connecticut Records: Department of Emergency Services and Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road</p>	<p style="text-align: center;">Out-of-State Records: Agency of Record OR FBI CJIS Division-Summary Request</p>
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¹ Written notification includes electronic notification, but excludes oral notification.

² See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).

**Middletown, CT 06457
860-685-8480**

**1000 Custer Hollow Road
Clarksburg, West Virginia 26306**

Appendix B

Noncriminal Justice Applicant's Privacy Rights

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for a job or license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below.

- You must be provided written notification³ by _____ that your fingerprints will be used to check the criminal history records of the FBI.
- If you have a criminal history record, the officials making a determination of your suitability for the job, license, or other benefit must provide you the opportunity to complete or challenge the accuracy of the information in the record.
- The officials must advise you that the procedures for obtaining a change, correction, or updating of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the job, license, or other benefit based on information in the criminal history record.⁴
- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.⁵
- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <http://www.fbi.gov/about-us/cjis/background-checks>.
- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI at the same address as provided above. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)
- If you need additional information or assistance, please contact:

Connecticut Records: Department of Emergency Services and Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road Middletown, CT 06457 (860) 685-8480	Out-of-State Records: Agency of Record OR FBI CJIS Division-Summary Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306
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³ Written includes electronic notification, but excludes oral notification.

⁴ See 28 CFR 50.12(b).

⁵ See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).

Appendix C

Federal Bureau of Investigation United States Department of Justice Privacy Act Statement

Authority: The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Social Security Account Number (SSAN). Your SSAN is needed to keep records accurate because other people may have the same name and birth date. Pursuant to the Federal Privacy Act of 1974 (5 USC 552a), the requesting agency is responsible for informing you whether disclosure is mandatory or voluntary, by what statutory or other authority your SSAN is solicited, and what uses will be made of it. Executive Order 9397 also asks Federal agencies to use this number to help identify individuals in agency records.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

Additional Information: The requesting agency and/or the agency conducting the application-investigation will provide you additional information pertinent to the specific circumstances of this application, which may include identification of other authorities, purposes, uses, and consequences of not providing requested information. In addition, any such agency in the Federal Executive Branch has also published notice in the Federal Register describing any systems(s) of records in which that agency may also maintain your records, including the authorities, purposes, and routine uses for the system(s).

AUGUST 3(6)

M	T	W	TH	F
		24	25	26
*29	*30	*31		

24-All Teachers Report
 24, 25 & 26 -Staff Development Days
 *29 - Students Report -
 *29, 30 & 31--3 hr. Early Dismissal for Staff Development

SEPTEMBER 19(20)

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	*--
26	27	28	29	30

5-Labor Day - Schools Close
 *23-School Closed for Students - Staff Development
 26-Rosh Hashanah - Schools Closed

OCTOBER 20(20)

M	T	W	TH	F
3	4	5	6	*7
10	11	12	13	14
17	18	*19	*20	*21
24	25	26	27	28
31				

5 - Yom Kippur - Schools Closed
 *7--2 hr. Delayed Opening--Staff Development
 *19, 20, 21--3 hr. early dismissal-Elementary, Reed and Middle School Conferences

NOVEMBER 19(20)

M	T	W	TH	F
	1	2	3	4
7	*--	9	10	11
14	15	*16	*17	18
21	22	*23	24	25
28	29	30		

*8-Election Day-Schools Closed For Students, Staff Development
 *16 & 17-3 hr. Early Dismissal High School Conferences
 *23-3 hr. Early Dismissal
 24-25-Thanksgiving Recess

DECEMBER 16(16)

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	*23
26	27	28	29	30

*23--3 hr. Early Dismissal - Holiday
 26-30-Holiday Recess

JANUARY 20(20)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	*13
16	17	18	19	20
23	24	25	26	27
30	31			

*New Year's Day - Schools Closed
 *13-3 hr. Early Dismissal -Staff Development
 16-Martin Luther King Day - Schools Closed

FEBRUARY 18(18)

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	*17
20	21	22	23	24
27	28			

*17--3 hr. Early Dismissal
 20-21-Schools Closed

MARCH 23(23)

M	T	W	TH	F
		1	2	3
6	7	*8	9	10
13	14	15	*16	*17
20	21	22	23	24
27	28	29	30	31

*8--2 hr. Delayed Opening--Staff Dev.
 *16 & 17-3 hr. Early Dismissal-Elem, Reed and Middle School Conferences (23 & 24 makeups)
 *16-High School Conferences
 (23- High School make-up day)

APRIL 14(14)

M	T	W	TH	F
3	4	5	6	*7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

7- Good Friday - Schools Closed
 10-14 - Schools Closed

MAY 22(22)

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	*26
29	30	31		

*26- 3 hr. Early dismissal - Staff Dev.
 29-Memorial Day- Schools Closed

JUNE 8(8)

M	T	W	TH	F
			1	2
5	6	7	8	9
☀12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

☀-Projected last day of school

Please Note:
 State of Connecticut mandates 180 calendar days for students. Beyond the projected June 12 date, school cancellation days will be made up by adding days through June 30. By Mar. 10 if there are more than 8 cancellations, April 28 will be a full day of school.

Please Note: Shaded calendar days = all schools closed for staff and/or students

Open House Dates:
 Elementary: Sept. 13 & 14
 Reed Intermediate: Sept. 8
 Middle School: Aug. 31 gr.7, Sept. 1 gr. 8
 High School: Sept. 15

Student Days - 182
 Teacher Days - 187

Adopted:

AUGUST 3(6)

M	T	W	TH	F
		24	25	26
*29	*30	*31		

24-All Teachers Report
 24, 25 & 26 -Staff Development Days
 *29 - Students Report -
 *29, 30 & 31--3 hr. Early Dismissal for Staff Development

SEPTEMBER 20(20)

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	*23
26	27	28	29	30

5-Labor Day - Schools Closed
 *23- 3 hr. Early Dismissal - Staff Development
 26-Rosh Hashanah - Schools Closed

OCTOBER 20 (20)

M	T	W	TH	F
3	4	5	6	*7
10	11	12	13	14
17	18	*19	*20	*21
24	25	26	27	28
31				

5 - Yom Kippur - Schools Closed
 *7--2 hr. Delayed Opening--Staff Development
 *19, 20, 21--3 hr. early dismissal-Elementary, Reed and Middle School Conferences

NOVEMBER 19 (20)

M	T	W	TH	F
	1	2	3	4
7	*--	9	10	11
14	15	*16	*17	18
21	22	*23	24	25
28	29	30		

*8-Election Day-Schools Closed For Students, Staff Development
 *16 & 17-3 hr. Early Dismissal High School Conferences
 *23-3 hr. Early Dismissal
 24-25-Thanksgiving Recess

DECEMBER 15(16)

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	*--	15	16
19	20	21	22	*23
26	27	28	29	30

*14-Schools Closed for Students Staff Development
 *23--3 hr. Early Dismissal - Holiday
 26-30-Holiday Recess

JANUARY 20(20)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	*13
16	17	18	19	20
23	24	25	26	27
30	31			

*New Year's Day - Schools Closed
 *23-3 hr. Early Dismissal -Staff Development
 16-Martin Luther King Day - Schools Closed

FEBRUARY 18(18)

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	*17
20	21	22	23	24
27	28			

*17--3 hr. Early Dismissal
 20-21-Schools Closed

MARCH 23(23)

M	T	W	TH	F
		1	2	3
6	7	*8	9	10
13	14	15	*16	*17
20	21	22	23	24
27	28	29	30	31

*8--2 hr. Delayed Opening--Staff Dev.
 *16 & 17-3 hr. Early Dismissal-Elementary, Reed and Middle School Conferences (23 & 24 makeups)
 *16-High School Conferences
 (23- High School make-up day)

APRIL 14(14)

M	T	W	TH	F
3	4	5	6	*7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

7- Good Friday - Schools Closed
 10-14 - Schools Closed.

MAY 22(22)

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	*26
29	30	31		

*26- 3 hr. Early dismissal - Staff Dev.
 29-Memorial Day- Schools Closed

JUNE 8(8)

M	T	W	TH	F
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26	27	28	29	30

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 Middle School: Aug. 31 gr.7, Sept. 1 gr. 8
 High School: Sept. 15

Student Days - 182
 Teacher Days - 187

Adopted:

Please Note: These minutes are pending Board approval.

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education special meeting held on February 11, 2022 at 6:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	2 Public - virtually
J. Vouros, Vice Chair - virtually	
D. Ramsey, Secretary	
D. Cruson	
R. Harriman - virtually	
J. Kuzma	
J. Larkin - virtually	
C. Savo (absent)	
M. Irvine (absent)	

Item 1 – Call to Order

Ms. Zukowski called the meeting to order at 6:00 p.m.

Item 2 – Action Regarding Superintendent Search Group

MOTION: Mrs. Kuzma moved that the Board of Education approve NESDEC, New England School Development Council, for the superintendent search dependent upon finalization and execution of the contract. Mr. Ramsey seconded. Motion passes unanimously.

Item 3 – Adjournment

The meeting adjourned at 6:01 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

Please Note: these minutes are pending Board approval.
Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting held on February 15, 2022 at 7:00 p.m. in the Reed Intermediate School Library.

D. Zukowski, Chair	L. Rodrigue
J. Vouros, Vice Chair (absent)	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	4 Staff
R. Harriman	80 Public
J. Kuzma	1 Press
J. Larkin	
C. Savo	
M. Irvine (absent)	

Ms. Zukowski called the meeting to order at 7:01 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mrs. Larkin moved that the Board of Education approve the consent agenda which includes the donations to Hawley, Reed Intermediate and Newtown High Schools, and the correspondence report. Mrs. Kuzma seconded.

MOTION: Mr. Cruson moved to amend the motion to remove the correspondence report. Mrs. Harriman seconded. Motion passes unanimously.
Vote on consent agenda: motion passes unanimously.

Item 3 – Public Participation

Cole Barajian, 2 Vona Way, 9 years old, spoke against the mask mandate.

Riley Doyle, 5 Hanover Road, said it was difficult to hear teachers when wearing a mask and wants to see faces again.

Joseph Crosby, 5 Blanches Walk, is a junior and doesn't believe masks should be optional.

Kara Dogali, 2 Monitor Hill Road, spoke about the mask impact on students.

Lori Ohlson, 12 Butternut Ridge, spoke about the CDC mask guidelines.

Kevin Kuzma, 12 The Boulevard, spoke about masks being worn by children in other parts of the world and cited mask studies in three states.

Vivian Copleman, 12 Appleblossom Lane, is a doctor of education and asked if she could be of help to the Board.

Anthony Nitopi, 4 Longview Road, cited statistics behind wearing masks.

Cynthia Lyons, 52 Boxwood Lane, New Milford, has children in St. Rose School and spoke against wearing masks.

Gaylyn Ruvere, 2 Golden Pond Road, supported removing masks in school for everyone.

Mary Gregory, 9 Valley Field Road South, spoke about wearing effective masks.

Lindley Kopp, 18 Mt. Nebo Road, feels masks are a huge distraction for students trying to learn.

Liza Lewelyn, 32 South Main Street, parents need to have a choice about sending their children to school with masks.

Kristin Castaldi, 2 Kent Road, as a teacher has seen an increase in anxiety and behavioral issues the past two years and students are desperate to be seen and heard.

Ashley Hansen, 14 Narragansett Trail, age 10 and in fifth grade said it was hard to breath wearing masks.

Alexa Selton, 50 Birch Hill Road, masks should be a choice by parents or their child's doctor.

Sarah Clyne, 26 Marlen Road, is a teacher and feels masks should be a choice.

Bonnie Early, 32 Pine Tree Hill Road, commended everyone for their hard work the last two years but was against wearing masks.

Lee Krutchfield, 12 Taunton Lane, spoke about concerns wearing dirty masks made with damaging material and inhaling fibers.

Melissa Gomez, 6 Old Gate Lane, doesn't believe Covid is an emergency any longer and to give parents a choice.

Stephanie Barnes, 40 Black Bridge Road, believes in parental choice regarding wearing masks.

Item 4 – Reports

Chair Report: Ms. Zukowski said the most urgent item was that the Charter Revisions Commission was considering increasing the number of Board of Education members to eight with no more than four from the same party.

Superintendent's Report: Dr. Rodrigue noted that we presented our budget to the Board of Finance last Thursday. She will be meeting with the PTA groups regarding the budget. The PEAC Budget Committee is working on the budget and budget process. She will share information with staff regarding moving Hawley to Reed and Sandy Hook next year.

Committee Reports:

Mr. Cruson reported that the Policy Committee met last Wednesday and brought three policies to the Board tonight.

Mrs. Kuzma said the Social Emotional & Wellness Committee met January 28 and established goals and discussed the two mental health and wellness days for students. They would also like the new coordinator to be an active member of the committee.

Mrs. Larkin reported on the Curriculum & Instruction meeting where the economics and world religions curriculum were presented.

Mr. Ramsey said the Communications Committee met February 7. Dennis Colclough and Carmella Amodeo spoke about the district website and they also discussed the newsletter content and format.

Student Report:

Ms. Savo reported that the Newtown DEI and NHS College and Career Center were hosting a historically black colleges and universities lunch and learn on Thursday. The Dance team won first place at the SWC championship and the girls indoor track team also won their conference championship. Nighthawks Hockey participated in Warrior Cup 2022 and helped raise over a thousand dollars for the Wounded Warriors Project. This Friday is Blue and Gold Day.

Financial Report:

MOTION: Mrs. Larkin moved that the Board of Education approve the financial report for the month ending January 31, 2022. Mr. Cruson seconded.

Mrs. Vadas presented the financial report and stated they were working on the RFP for food service and shared a calendar for the process. She also wants to include two Board members. Motion passes unanimously.

(Item 5 was not listed)

Item 6 – Presentations

Abby Marks, English Department Chair presented the Composition Through Contemporary Issues Curriculum and English II Curriculum.

Item 7 – Old Business (none)

Item 8 – New Business

Policy 4118.237/4218.237/5141.8 Face Masks/Coverings:

MOTION: Mrs. Larkin moved that the Board of Education approve the suspension of Policy 4118.237/4218.237/5141.8 Face Masks/Coverings. Mr. Ramsey seconded.

Mr Cruson, as a point of order, said we are doing this under Policy 9311 and need to specify the motion to include the time frame.

Dr. Rodrigue thanked everyone for being at the meeting and began by providing the historical timeline since March 2020 when schools were shut down. The Governor stated in his press conference that masks would be mandated until February 28 and the State Department of Health and Department of Education reserve the right to reinstate the statewide mandate until June 30 if necessary. She has met with numerous group and committees to be sure everyone understood there would still be protocols in place if we go to an optional mask February 28. . Students will have to ride the bus with masks as it's not optional per the federal government. She recommends putting this into place on February 28.

Mrs. Kuzma thanked everyone who came to speak, those on the phone, all of the emails, and also Dr. Rodrigue, Anne Dalton and Donna Culbert for looking at this to see where we want to be. We are in a place where parents can do what is best for their child.

Mr. Cruson asked if there has been consideration to concrete metrics to decide the need to go back to masks

Dr. Rodrigue said we are waiting for DPH guidance. Even the metrics way back showed we were in the red so we went out. We will know by the impact on our staff but will be in close consult with DPH if trends move in the wrong direction.

Mr. Cruson was concerned with this being a choice that we will see instances of bullying. He asked if any thought was given to make sure this doesn't happen.

Dr. Rodrigue said we have not had an issue as students have been respectful during this time. The message on bullying will come from us and from home.

Mr. Cruson said there is peer pressure and bullying pockets now. We don't want to create an uncomfortable situation.

Dr. Rodrigue said staff will also have training.

Mrs. Larkin stated there has been bullying for awhile by the parents. Adults have boycotted businesses because masks weren't worn correctly. We need better behavior from adults and respect peoples' choices.

Mr. Ramsey complimented the previous board and Superintendent for the way they handled Covid. Masking has gone on too long. Many parents issued accounts of the deep suffering by our young people. It's time to move on and have confidence in Dr. Rodrigue to monitor the situation with common sense and advisement from health professionals.

Mrs. Harriman understands learning has been difficult. She appreciated everyone that spoke especially the children. It's time for us to put this aside and move forward as a community.

Mr. Cruson thanked Mr. Ramsey for bringing up the previous board's decision. He puts trust in Donna Culbert and Dr. Rodrigue to make informed decisions.

Ms. Zukowski stated that we need to make sure our schools promote academic learning, social emotional health and wellness, and ensure the health and safety of our children. The question is the risk assessment and vaccination status and looking at safety for students and staff and wanted to be sure we get that information from professionals.

Dr. Rodrigue introduced Anne Dalton who stated we had no vaccines when it started so everyone was vulnerable. As Omicron came on it happened so quickly that contact tracing was not effective. We need to learn to live with Covid and look at personal responsibility. We are a highly vaccinated community.

Mr. Cruson said when we discussed the mask policy we removed the reference to Covid-19 so the policy could be used in the future.

MOTION: Mr. Cruson moved to amend the motion to read "until such time as the Board reviews and approves an amendment to the policy." Mrs. Harriman seconded. Motion passes unanimously.

Vote on main motion: passes unanimously.

March 23, 2022 Early Dismissal:

MOTION: Mrs. Larkin moved that the Board of Education approve the March 23 early dismissal. Mr. Cruson seconded.

Dr. Longobucco explained the need for the early dismissal for the high school because of the digital SAT test that day for 358 juniors with space needed throughout the school and the need for 80 teachers to proctor the test. Ninth and tenth grade students will be at Newtown Youth

Academy and the community center where they will be supervised by high school staff until they are bused to the high school for 12:30 p.m. dismissal.

Motion passes unanimously.

First Read of Policies:

Mr. Cruson said Policy 4000 Concepts and Roles in Personnel is an introduction to the 4000 series with one change to add a sixth bullet.

Policy 4100 Certified Personnel has language changes to allow more flexibility for the superintendent

Policy 4112.5/4212.5 Employment and Student Teacher Checks covers the types of checks we do when hiring someone.

Approval of Minutes:

MOTION: Mrs. Larkin moved that the Board of Education approve the minutes of January 18, 2022 with the removal of Mrs. Harriman being listed as absent. Mr. Cruson seconded.

Motion passes unanimously.

MOTION: Mrs. Larkin moved that the Board of Education approve the minutes of January 20, 2022 with the removal of Mrs. Harriman being listed as absent. Mr. Cruson seconded.

Motion passes unanimously.

MOTION: Mrs. Larkin moved that the Board of Education approve the minute of January 25, 2022. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Larkin moved that the Board of Education approve the minutes of January 27, 2022. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Larkin moved that the Board of Education approve the minutes of February 1, 2022. Mr. Cruson seconded.

MOTION: Ms. Zukowski moved that changes be made to the minutes related to Linda O'Sullivan including changing the words "referred to someone who spoke about discrimination of white males in colleges" to "presented statistics and articles to the board in support of her assertion that there is no evidence of discrimination targeting white male": and changing the words "noted that in corporate America one can annually review their company's policies" to "asserted that many American companies have embraced DEI policies." Mr. Cruson seconded.

Motion passes unanimously.

Main motion passes unanimously.

Correspondence report

MOTION: Mrs. Larkin moved to approve the correspondence report. Mr. Cruson seconded.

Mr. Cruson said the first report was fine but the second was hard to read and he was not comfortable with some information we would not normally have in the report and concerns about having them as part of an email. He could not vote in favor of that report.

Mr. Ramsey would edit the report and bring it to the next meeting for approval.

MOTION: Ms. Zukowski moved to postpone this motion until the next meeting.

Mr. Cruson seconded. Motion passes unanimously.

Item 9 – Public Participation

Mitch Bolinsky, 3 Wiley Lane, thanked everyone for a very impressive, inclusive, and respectful process in the decision making of this issue.

MOTION: Mr. Cruson moved to adjourn. Mrs. Harriman seconded. Motion passes unanimously.

Item 10 – Adjustment

The meeting adjourned at 10:04 p.m.

Respectfully submitted:

Donald Ramsey
Secretary