

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on November 5, 2014 in the council chambers,
3 Primrose Street.

K. Alexander, Chair	J. Erardi
L. Roche, Vice Chair (absent)	L. Gejda
K. Hamilton, Secretary	2 Staff
D. Leidlein	30 Public
J. Vouros	2 Press
D. Freedman	
M. Ku	

Item 1 – Call to Order

Mr. Alexander called the meeting to order at 6:50 p.m.

MOTION: Ms. Hamilton moved that the Board of Education go into executive session to discuss litigation with transportation contract services, contract considerations pertaining to NFT and NASA and an update on nurses and paraeducators negotiations and invited Dr. Erardi, Dr. Gejda and Mr. Bienkowski. Mr. Freedman seconded. Motion passes unanimously.

Item 2 – Executive Session

The Board exited executive session at 7:22 p.m.

Item 3 – Public Session/Pledge of Allegiance

Item 4 – Celebration of Excellence

Dr. Erardi spoke about the extraordinary students being honored this evening which included Ryan Patrick, Brian Montoya, Althea Paynter, Ashley Santore, Gregory Brissette, Caroline Condon and Joshua Dunn. Ryan Patrick began selling wristbands to help the 12/14 victim's families and he formed KIDO which is Kids In Deed Organization who, along with the other students, have raised \$50,000 plus through various fund raisers this past year. Healing Hearts of Danbury is the recipient using the funds for a new playground.

Item 5 – Consent Agenda

MOTION: Ms. Hamilton moved that the Board of Education approve the consent agenda which includes the minutes of October 21, 2014, the resignations of Kirsten Hardy and Yvonne Cech, the child rearing leave of absence for Anxhelina Prendi, the high school winter sports coaches, and the correspondence report.

Mrs. Leidlein seconded. Motion passes unanimously.

Item 6 – Public Participation

Item 7 – Reports

Chair Report:

Mr. Alexander said the CIP was sent to the Board of Finance and was approved including the high school auditorium project. There will be a joint meeting with town boards regarding the budget on November 19.

Superintendent's Report:

Dr. Erardi referred to the news release on the community forum being held on November 11 at 7:00 p.m. in the high school cafetorium regarding the present K-12 lens of instruction throughout the school district with the discussion being led by Dr. Linda Gejda. His first staff newsletter

was sent this week. He highlighted the October 23 National Honor Society Induction and his partnership with the Senior Center and members of the clergy.

Committee Reports:

Mrs. Ku spoke about the facilities committee meeting where they look to prioritize buildings and town property and talked about having a consultant to look at the facilities for work that might need to be done.

Ms. Hamilton said the policy committee passed the first series to CABE to finalize before bringing to the full Board. They are almost finished with the 1000 series.

Mrs. Ku said the curriculum and instruction committee discussed full day kindergarten and high school math and English courses. They were excited to hear the proposal for unified theater arts to be funded by a grant.

Enrollment Report:

Dr. Erardi thanked the board officials for attending this meeting along with the leadership from the town facilities committee.

Mike Zuba and Rebecca Auger from Milone and MacBroom gave the attached presentation on their enrollment study. This report included a demographic overview, housing and economic trends, enrollment patterns and trends, enrollment projections, and key findings. The enrollment projection horizon is for a 10-year period.

Ms. Hamilton questioned the correlation between housing sales for more than five years.

Mr. Zuba said they found in other communities there were greater proportions of sales to families with students new to the school system.

Mrs. Auger said they determined that sales within Newtown were to those already living in town and not new to the school system.

Mr. Alexander asked who was moving into homes where Newtown residents moved to another location in town.

Mr. Zuba said they look at those as starter homes for families in the second five-year period.

Ms. Ku asked why people haven't been looking in Newtown.

Mrs. Auger said some reasons were related to commuting patterns from Newtown, the lack of a cohesive town center, and taxes.

Mr. Vouros asked them to look at the private and nursery schools in town as they are not out of town students.

Mr. Zuba said they would have to look at the numbers more than five years back.

Ms. Hamilton said some schools take students from other towns so that data may not be accurate. She asked how we know there are 600 students going to private schools.

Dr. Erardi said that just looking at the parochial school in town would give you that many students.

Ms. Hamilton said in 2024 we are looking at almost 1100 students in the high school but we will continue to see that go lower. Indicators are birth rates, unemployment, new housing builds and sales.

Mr. Alexander asked if the housing sales included up to date information.
Ms. Auger said they were January through the end of August.

Mr. Vouros asked if the realtors compared education in Newtown to other communities.
Mrs. Auger said they did not.

Mr. Zuba said that years ago people just wanted Newtown but now they are looking at us and other communities. It's become a more regional market.

Bob Merola, Legislative Council member, said discussions with realtors were about municipal service and transportation but he asked if they mentioned taxes.
Ms. Auger said Newtown's taxes were a concern which would lead them to other communities.

Mr. Merola said with baby boomers aging out, the next population is smaller. Where are these people going to come from?

Mr. Zuba said we are seeing an uptick in similar communities and some in Fairfield and New Haven counties. They are projecting those number will go up.
Mr. Alexander asked to add this presentation to the minutes.

Item 8 – Old Business

Action on Curriculum:

Dr. Gejda spoke briefly about the curricula to be approved.

MOTION: Mrs. Leidlein moved that the Board of Education approve the grades 7/8 Global American History curriculum, the Latin America Studies curriculum and the African Studies curriculum. Mr. Vouros seconded. Motion passes unanimously.

2015-2017 Calendars:

Dr. Erardi provided updated legislation on regional school calendars along with the first draft of that calendar. There has been a conversation on the proposed calendar with moving the professional development day from Friday to Wednesday and he would provide student and staff absenteeism on those days.

Mrs. Ku asked why we don't have a professional development day in the spring.

Dr. Erardi said our practice is to offer professional development in the front third rather than the back third of the year.

Ms. Hamilton said we've had letters from residents and staff saying they liked the Fridays better. She suggested a late start on a Wednesday because sometimes it's easier as a parent to go in late rather than leave early.

Dr. Erardi would survey the state for that data.

Mr. Alexander said these half days are part of their contract.

Mrs. Leidlein said we moved to Fridays for the community.

Ms. Hamilton commented on the calendars. For 2015-2016 she suggested moving the December 2 to December 9 because we just had Thanksgiving the week before. Also for 2016-2017, the students are starting August 29 which gives them a full week. Normally they start later in the week.

Dr. Erardi said this has to do with the Labor Day placement.
Mr. Freedman asked what was required for professional development per year.
Dr. Gejda said the district is required to provide 18 hours per school year.

Mr. Freedman suggested cutting down the number of half days by having full professional development days.
Dr. Erardi said the downside is that each instruction day you lose is added to the end of the school year. Half days are considered full days for students.

Mr. Freedman suggested a Saturday option.
Dr. Erardi said that would have to be negotiated.

Ms. Hamilton agreed that professional development days are important with PLCs and should continue throughout the year.
Mrs. Leidlein said the conference days are early dismissals also. This is a burden for working parents and a disruption to students.

Dr. Erardi suggested a broader discussion at the subcommittee level. We don't know how we will be impacted in June.
Mr. Alexander said professional development is important and we want what is best for parents and students. He asked if there was any research on that.
Dr. Gejda would look into that. Research states that ongoing conversations during the year are effective.

Mrs. Ku asked for Thursday attendance records also.
Mr. Alexander mentioned getting feedback from parents and students on the calendars.
Dr. Erardi expected feedback from parents.

Mr. Alexander questioned why there was no school on Election Day.
Dr. Erardi said multiple districts go to school on Election Day but there are parking issues for seniors. Area superintendents have commented on what they think the regional calendar should look like. The draft has Election Day as a full professional development day.

Item 9 – New Business

MOTION: Mrs. Leidlein moved that the Board of Education approve the Newtown High School trip to England, Wales and Ireland during the April 2016 break. Mr. Vouros seconded.
Ms. Hamilton said ACIS has an alcohol policy which allows students under 21 to drink alcohol with parental permission. We should have a policy on that.
Tony Metz, high school teacher and group leader for the trip, said last year we told ACIS we wouldn't approve that.
Motion passes unanimously.

Approve Minutes of October 28, 2014:

MOTION: Mr. Freedman moved that the Board of Education approve the minutes of October 28, 2014. Ms. Hamilton seconded. Motion passes unanimously

Item 10 – Public Participation

MOTION: Mrs. Leidlein moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.

Item 11 – Adjournment

The meeting adjourned at 9:46 p.m.

Respectfully submitted:

Kathryn Hamilton
Secretary



Newtown Public Schools Comprehensive School Enrollment Analysis & Projections

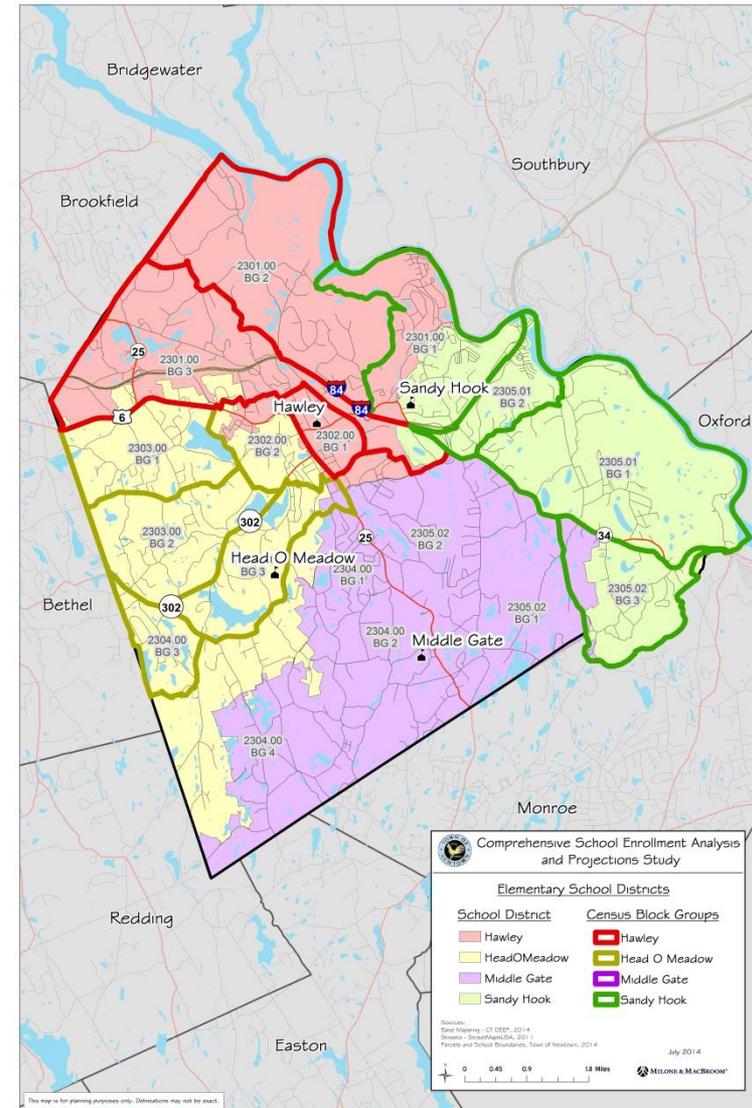
Presented to
Newtown Board of Ed

November 5, 2014



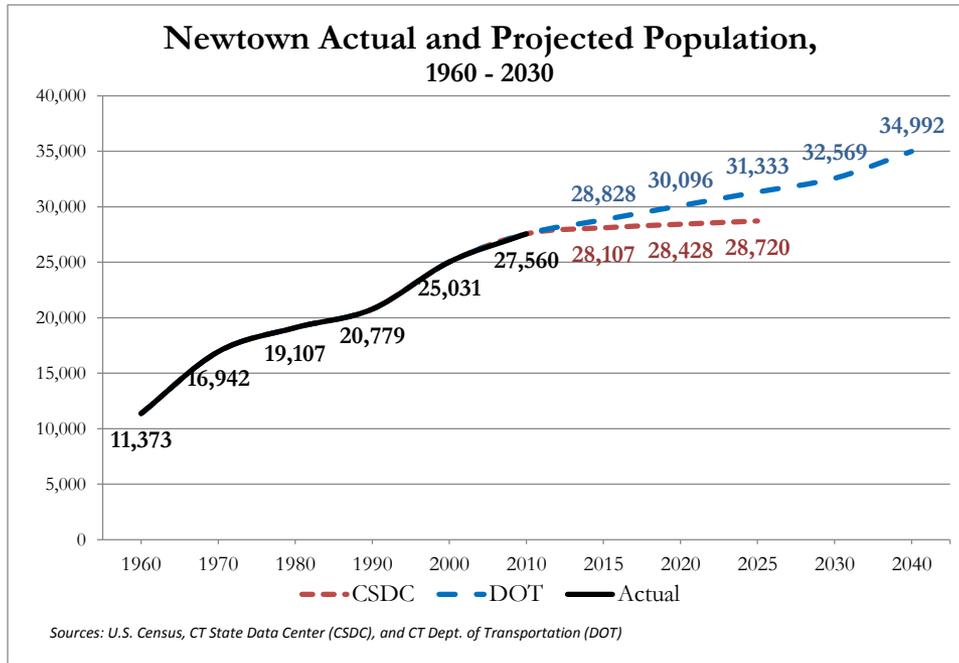
Introduction

- ❖ Demographic Overview
- ❖ Housing and Economic Trends
- ❖ Enrollment Patterns and Trends
- ❖ Enrollment Projections
- ❖ Study Key Findings





Total Population



Elementary District	Block Group	2000 Total Pop.	2010 Total Pop.	Change	
				#	%
Hawley	2301.00 BG 2	1,635	1,711	76	4.6%
	2302.00 BG 1	756	746	-10	-1.3%
	2301.00 BG 3	1,760	2,282	522	29.7%
	TOTAL:	4,151	4,739	588	14.2%
Head O Meadow	2302.00 BG 2	1,087	1,195	108	9.9%
	2303.00 BG 3	915	885	-30	-3.3%
	2303.00 BG 1	1,108	1,150	42	3.8%
	2303.00 BG 2	1,402	1,406	4	0.3%
	2304.00 BG 3	667	689	22	3.3%
TOTAL:	5,179	5,325	146	2.8%	
Middle Gate	2305.02 BG 2	2,272	2,361	89	3.9%
	2304.00 BG 4	1,889	2,030	141	7.5%
	2304.00 BG 2	1,578	1,900	322	20.4%
	2305.02 BG 1	1,168	1,427	259	22.2%
	2304.00 BG 1	1,084	1,032	-52	-4.8%
TOTAL:	7,991	8,750	759	9.5%	
Sandy Hook	2305.01 BG 1	2,723	3,196	473	17.4%
	2301.00 BG 1	2,708	3,068	360	13.3%
	2305.02 BG 3	1,211	1,349	138	11.4%
	2305.01 BG 2	1,068	1,133	65	6.1%
TOTAL:	7,710	8,746	1,036	13.4%	
TOWN-WIDE TOTAL:		25,031	27,560	2,529	10.1%

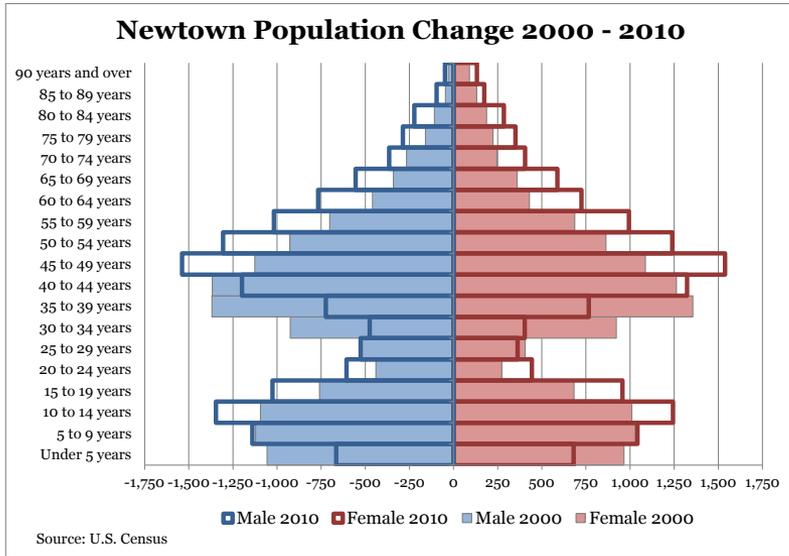
❖ Total Population Grew 10% in the 2000s

❖ Hawley and Sandy Hook Areas Gained More on Percentage Basis

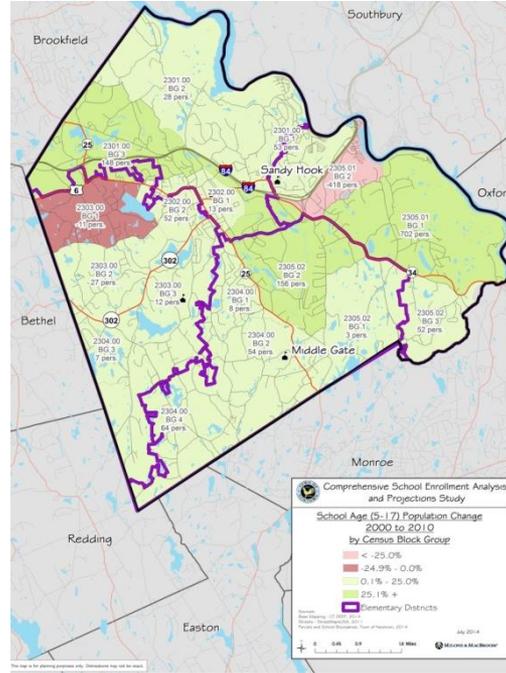
❖ Population Projected to Remain Relatively Flat Through Enrollment Projection Horizon



Population Composition



School Age Population Change



Elementary District	Block Group	2000 School Age Pop.	2010 School Age Pop.	Change	
				#	%
Hawley	2301.00 BG 2	401	429	28	7.0%
	2302.00 BG 1	175	188	13	7.4%
	2301.00 BG 3	365	513	148	40.5%
TOTAL:		941	1,130	189	20.1%
Head O Meadow	2302.00 BG 2	226	278	52	23.0%
	2303.00 BG 3	203	215	12	5.9%
	2303.00 BG 1	244	233	-11	-4.5%
	2303.00 BG 2	316	343	27	8.5%
TOTAL:		1,149	1,236	87	7.6%
Middle Gate	2305.02 BG 2	204	360	156	76.5%
	2304.00 BG 4	421	485	64	15.2%
	2304.00 BG 2	356	410	54	15.2%
	2305.02 BG 1	300	303	3	1.0%
TOTAL:		1,491	1,776	285	19.1%
Sandy Hook	2305.01 BG 1	229	931	702	306.6%
	2301.00 BG 1	579	632	53	9.2%
	2305.02 BG 3	241	293	52	21.6%
	2305.01 BG 2	680	262	-418	-61.5%
TOTAL:		1,729	2,118	389	22.5%
TOWN-WIDE TOTAL:		5,310	6,260	950	17.9%

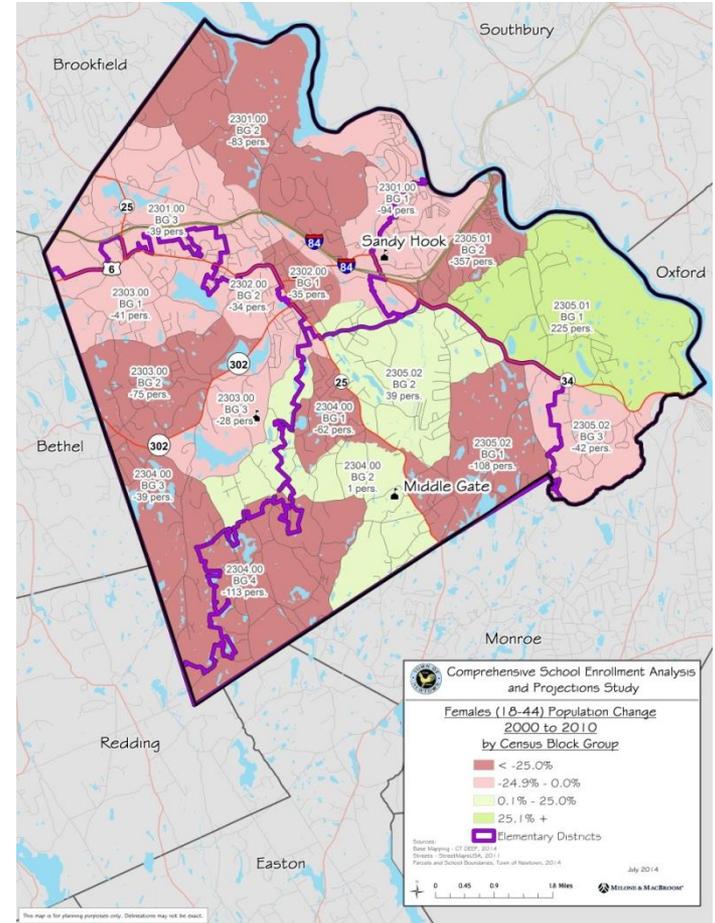
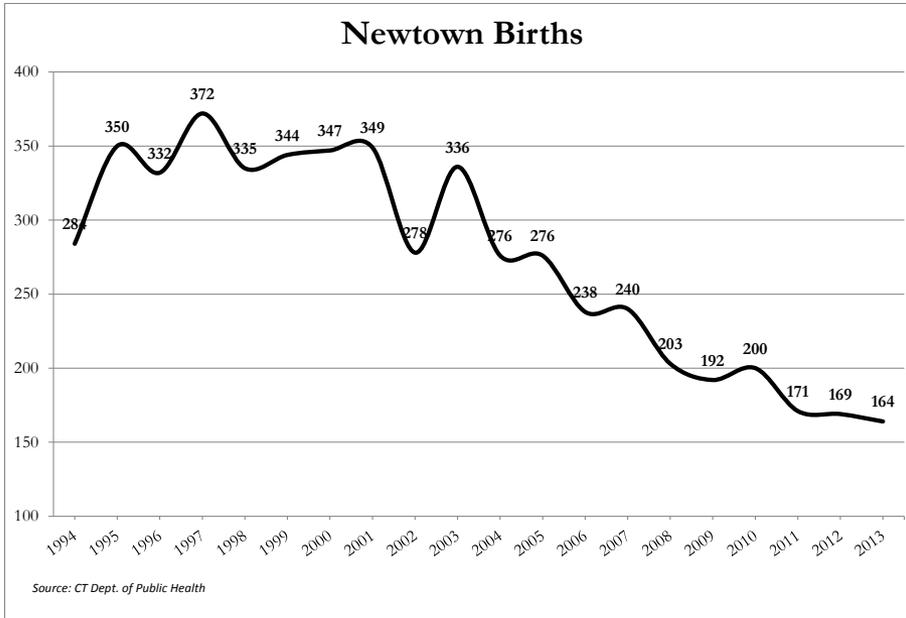
❖ Aging Population

❖ 18% Growth in Student Age Population (Ages 5-17) During 2000s

❖ However, Significant Contraction in Under Age 5 Cohort



Births



- ❖ Annual Births Have Steadily Declined Since 2002
- ❖ Currently Birth Rates About Half of Those During Late '90s Growth Period
- ❖ 20% Decline in Females of Child-Bearing Age (18-44) During 2000s



Families and Households

Elementary District	Block Group	2000 Households	2010 Households	Change	
				#	%
Hawley	2301.00 BG 2	521	568	47	9.0%
	2302.00 BG 1	259	270	11	4.2%
	2301.00 BG 3	611	822	211	34.5%
	TOTAL:	1,391	1,660	269	19.3%
Head O Meadow	2302.00 BG 2	390	426	36	9.2%
	2303.00 BG 3	325	317	-8	-2.5%
	2303.00 BG 1	381	411	30	7.9%
	2303.00 BG 2	464	492	28	6.0%
	2304.00 BG 3	218	236	18	8.3%
	TOTAL:	1,778	1,882	104	5.8%
Middle Gate	2305.02 BG 2	613	682	69	11.3%
	2304.00 BG 4	641	693	52	8.1%
	2304.00 BG 2	556	654	98	17.6%
	2305.02 BG 1	340	467	127	37.4%
	2304.00 BG 1	395	379	-16	-4.1%
	TOTAL:	2,545	2,875	330	13.0%
Sandy Hook	2305.01 BG 1	378	1,009	631	166.9%
	2301.00 BG 1	970	1,160	190	19.6%
	2305.02 BG 3	423	458	35	8.3%
	2305.01 BG 2	840	415	-425	-50.6%
	TOTAL:	2,611	3,042	431	16.5%
TOWN-WIDE TOTAL:		8,325	9,459	1,134	13.6%

Household and Family Composition Change

	2000	2010	Change	% Change
Total households	8,325	9,459	1,134	13.6%
Family households	6,774	7,431	657	9.7%
Female householder	484	646	162	33.5%
Nonfamily households	1,551	2,028	477	30.8%
Householder living alone	1,230	1,662	432	35.1%
Householder 65+	485	779	294	60.6%
Average household size	2.9	2.83		
Families	6,774	7,431	657	9.7%
With related children under 18 years	3,810	3,929	119	3.1%
With own children under 18 years	3,722	3,797	75	2.0%
Under 6 years only	922	552	-370	-40.1%
Under 6 and 6 to 17 years	768	604	-164	-21.4%
6 to 17 years only	2,032	2,641	609	30.0%

source: U.S. Census

- ❖ 13.6% Increase in Total Households from 2000 to 2010
- ❖ Increase in Single-Person Households Three Times the Increase in Family Households
- ❖ Significant Increase in Householders Age 65+
- ❖ Significant Decline in Families with Young Children (Under 6 Years Old)



Demographic Overview

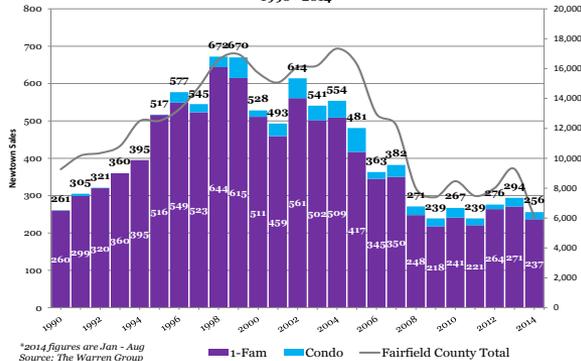
- Population Increased in the 2000s, But Projected to Remain Stable Through 2020
- Aging Residents
- Decrease in Number of Young Families
- Significant Decline in Birth Rates

Demographic Trends Point to Enrollment Decline

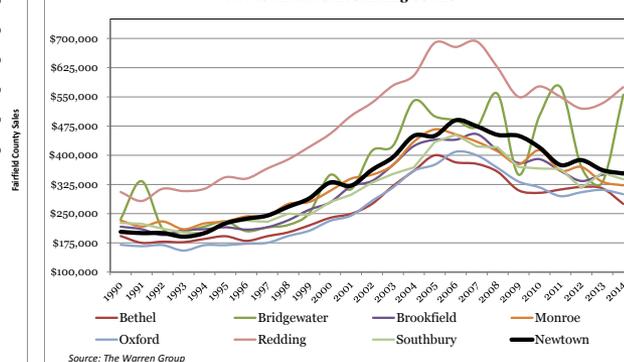


Housing Sales

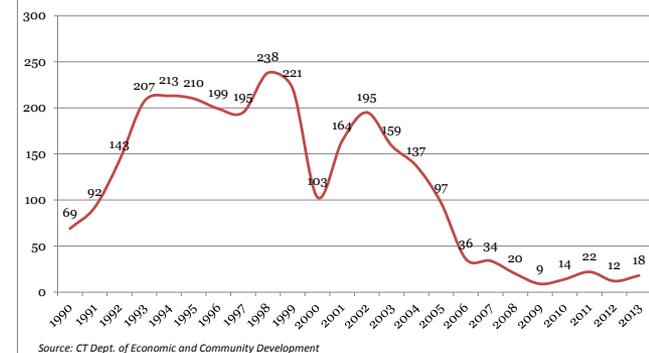
**Newtown Housing Sales
1990 - 2014**



**Median Sales Prices for Single-Family Homes,
Newtown and Surrounding Towns**



**Newtown Annual Housing Permits,
1990 - 2013**

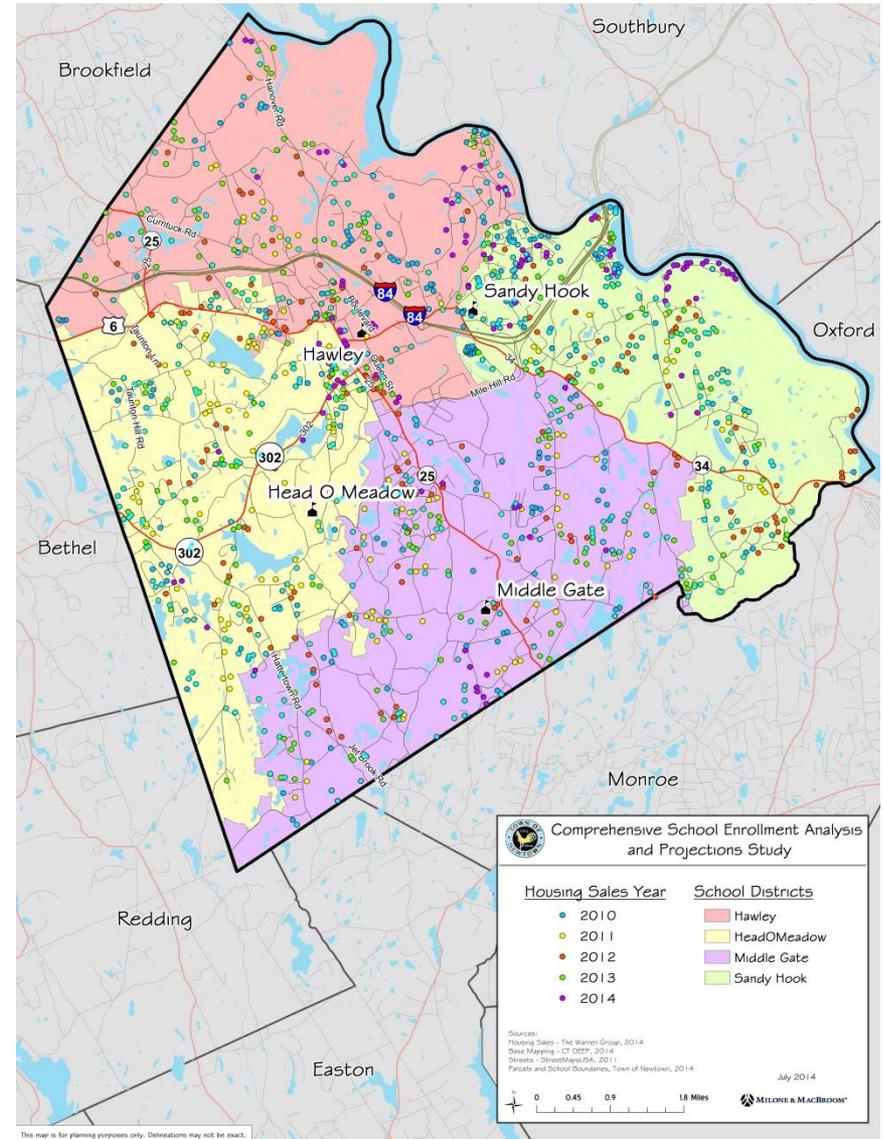


- ❖ 17.0% Increase in Housing Units from 2000 to 2010 - Largest Gain in Hawley District
- ❖ New Construction Permits and Housing Sales Peaked in Late 1990s/ Early 2000s
- ❖ Slight Increases in Housing Sales the Last Two Years
- ❖ Median Sales Prices Remain Among the Highest in the Region – Only Redding Consistently Higher



Housing Sales

- ❖ Recent Sales Fairly Evenly Distributed Among Districts
- ❖ Focus Group Meeting with Realtors
 - ❖ Market Boom of Early 2000s Involved Substantial Corporate Relo – No Longer
 - ❖ Significant Movement Within Newtown Recently (Up- and Down-Sizing)
 - ❖ 12/14/12 Had Temporary Effect on Market
 - ❖ Losing Potential Buyers to Neighboring Communities
 - ❖ High Inventory, Low Prices





Housing Sales and Enrollment

- ❖ No Strong Statistical Correlation Between Sales and Enrollment Changes at District Level - Evidence of Movement Within Newtown
- ❖ Although Uptick in Sales in Sandy Hook June 2013 – May 2014, Corresponding Enrollment Change Similar to Annual Changes in 2010-11 and 2011-12
- ❖ No District Experienced A Net Gain in Students in Any Year Despite Widely Varying Numbers of Sales

K-12 Total Enrollment Changes and Housing Sales

School Year	Jun - May Housing Sales	Enrollment Change		
		Oct - Oct Enroll Change	Oct - Jun Enroll Change	TOTAL
2010-11	332	-40	-61	-101
2011-12	204	-151	-49	-200
2012-13	321	-131	-76	-207
2013-14	299	-257	-13	-270

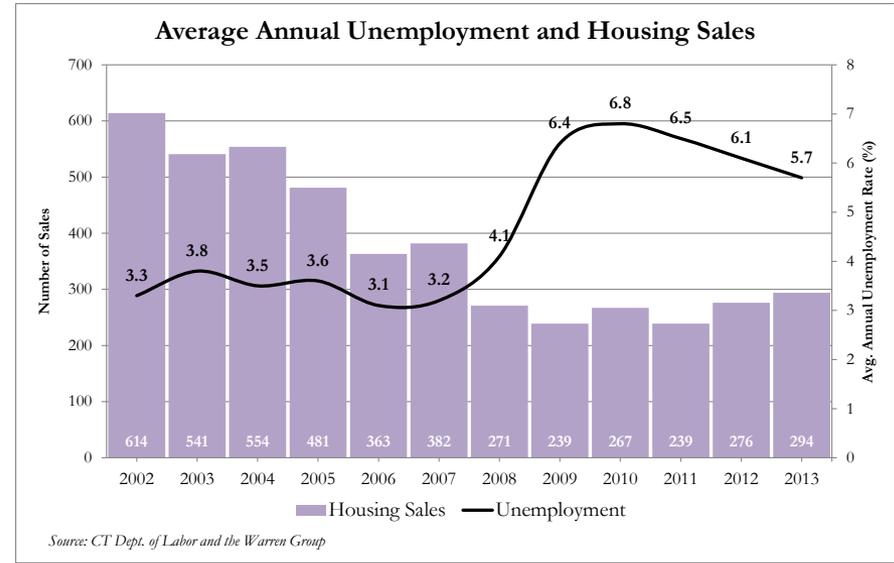
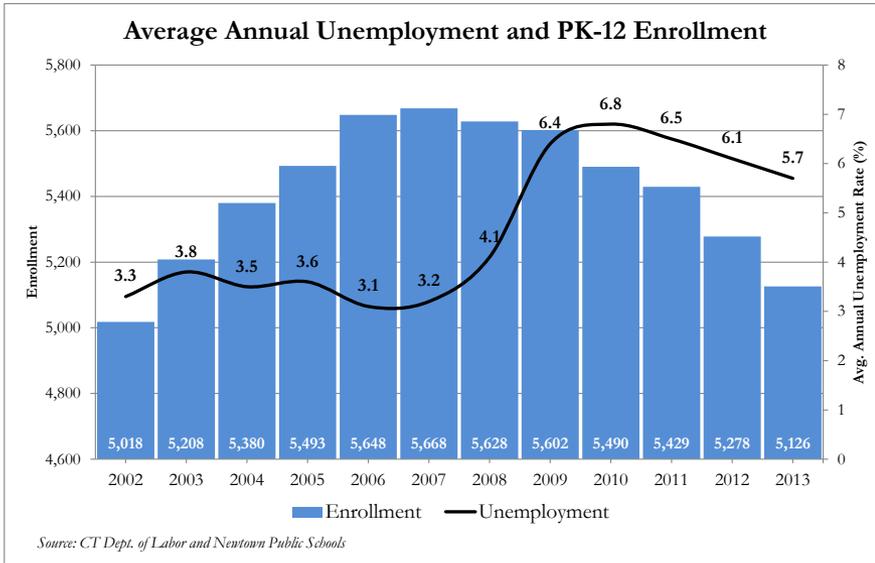
Correlation between sales and enroll changes

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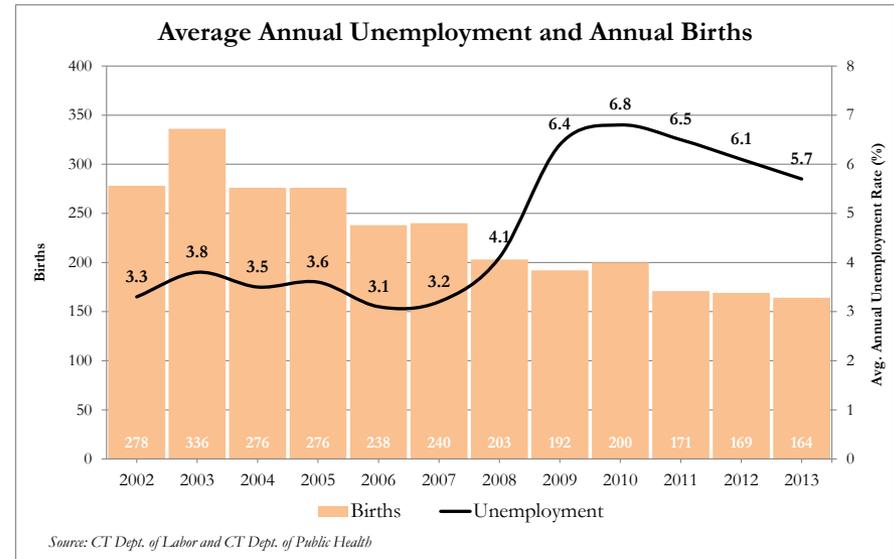
School Year	Hawley			Head O'Meadow			Middle Gate			Sandy Hook		
	Jun - May Sales	Oct - Oct Enroll Change	Oct - Jun Enroll Change	Jun - May Sales	Oct - Oct Enroll Change	Oct - Jun Enroll Change	Jun - May Sales	Oct - Oct Enroll Change	Oct - Jun Enroll Change	Jun - May Sales	Oct - Oct Enroll Change	Oct - Jun Enroll Change
2010-11	68	-4	-3	9	-6	-4	85	-15	1	90	-50	-2
2011-12	35	-32	0	13	-27	1	59	-4	-3	55	-54	-12
2012-13	83	-24	-8	17	-5	5	82	-25	1	82	-68	-19
2013-14	81	-11	-5	21	-34	4	54	-33	-4	108	-59	2



Economic Influences



- ❖ Local Unemployment Closely Mirrors State Trends
- ❖ Relatively Strong Relationship Between Unemployment Rates and Housing Sales and Births
- ❖ No Clear Relationship with Enrollments





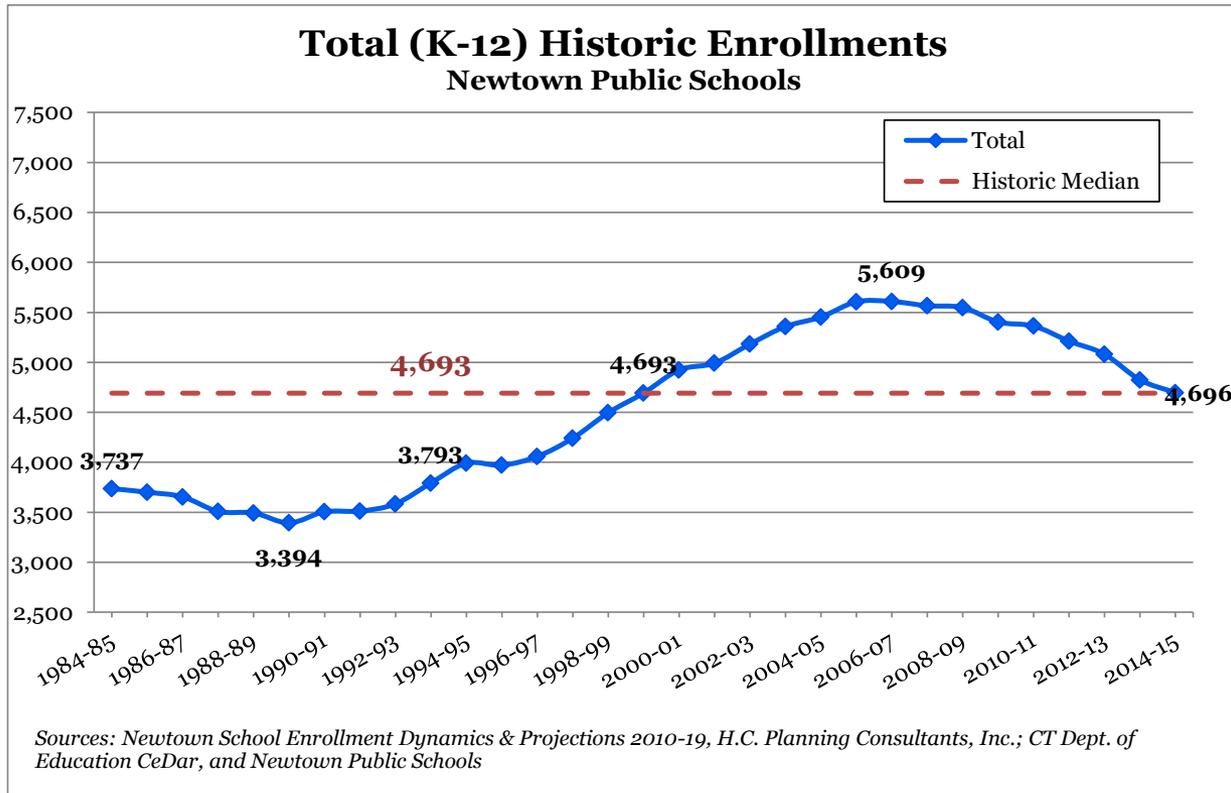
Housing and Economy Overview

- Housing Units Increased Faster than Population in 2000s
- New Housing Construction Significantly Declined After 2004 and Has Not Rebounded, While Housing Sales Began to Decline After 2002
- No Clear Pattern of Enrollment Changes Resulting from Recent Housing Sales
- Unemployment Rates Correlate with Housing Market and Birth Trends

Absent Substantial Change in Local and Regional Economic Conditions, Indicators Signal Continued Enrollment Decline



Historic Enrollment

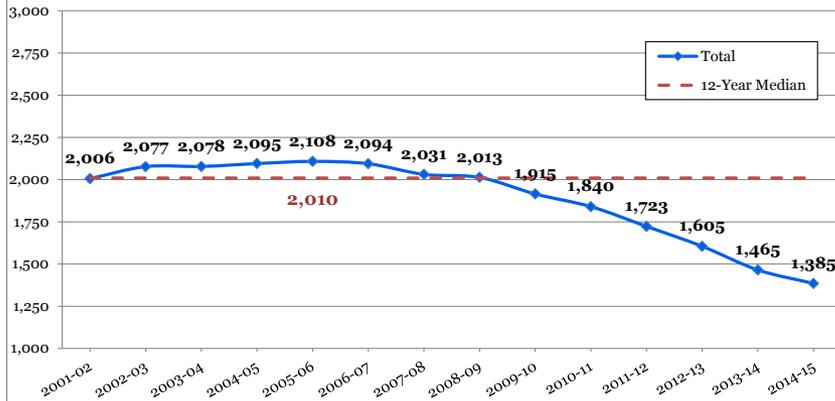


- ❖ 16.5% Decline in Enrollment Since 2006-07 Peak
- ❖ Current Enrollments at Historic (30-Year) Median Levels
- ❖ Enrollment Growth Coincided with Period of Housing Growth in Newtown



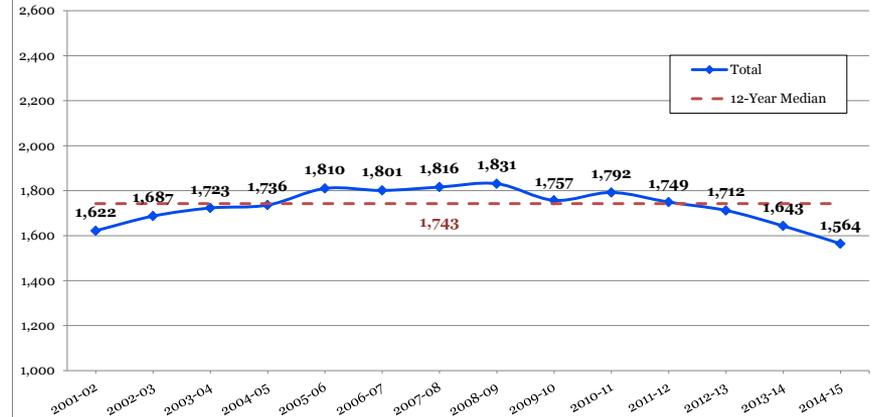
Historic Enrollment

Elementary (K-4th) Enrollments
Newtown Public Schools



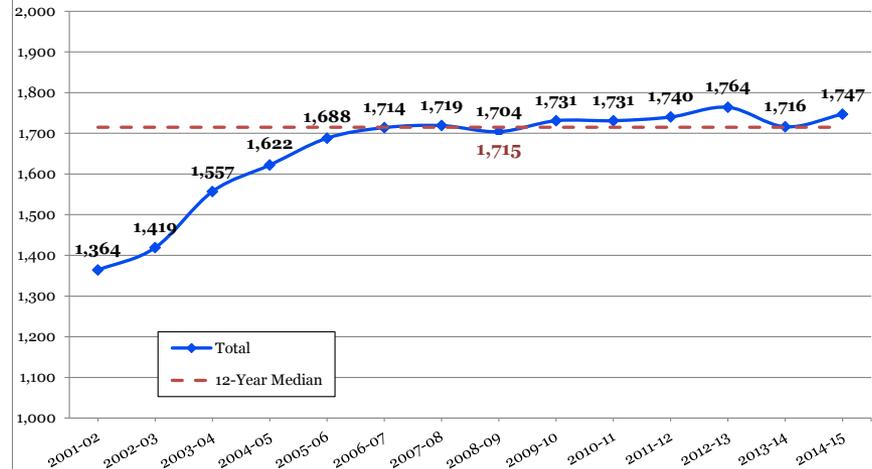
Sources: CT Dept. of Education CeDar, and Newtown Public Schools

Intermediate and Middle (5th-8th) Enrollments
Newtown Public Schools



Sources: CT Dept. of Education CeDar, and Newtown Public Schools

High (9th-12th) Enrollments
Newtown Public Schools

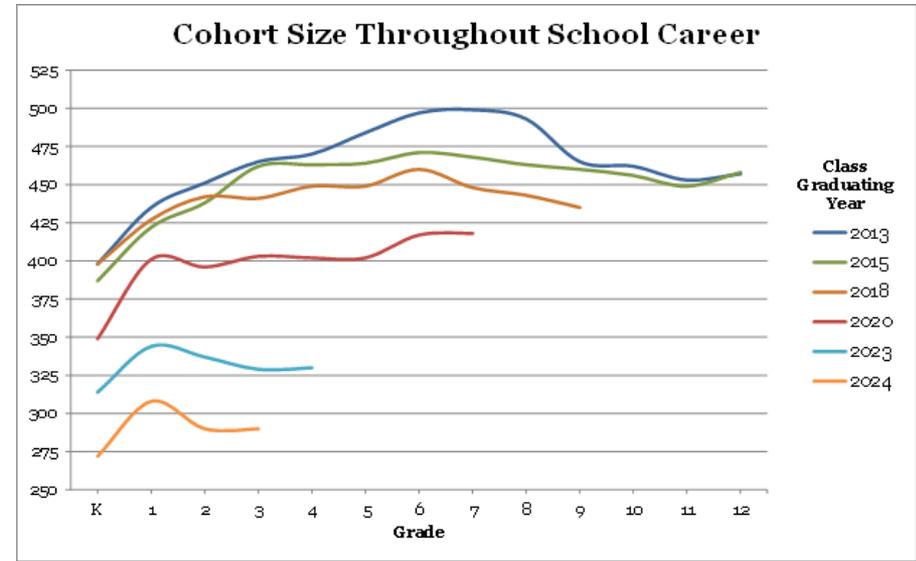
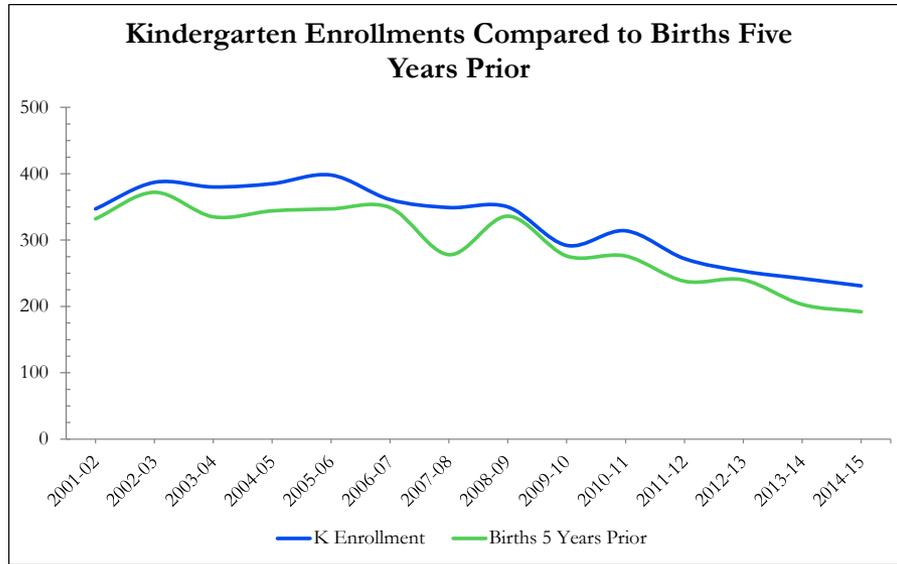


Sources: CT Dept. of Education CeDar, and Newtown Public Schools

- ❖ Elementary Grades Have Experienced Greatest Decline (34% over 9 Years)
- ❖ Smaller Grade Cohorts Beginning to Matriculate Into Intermediate and Middle
- ❖ High School Has Continued Slow Increase



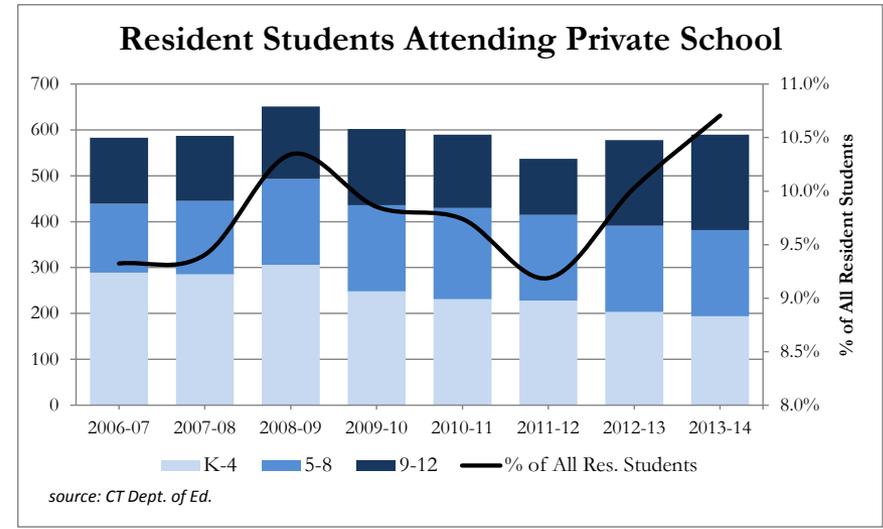
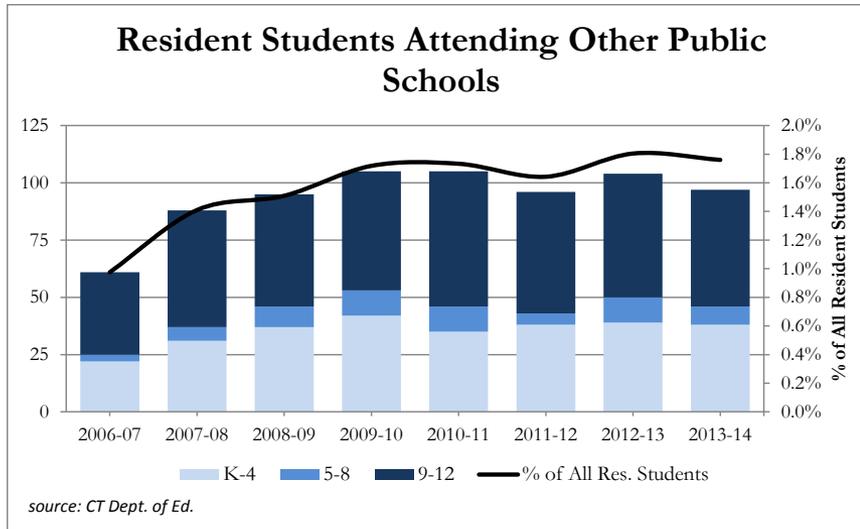
Historic Enrollment



- ❖ Newtown Has Historically and Continues to Attract Families Who Already Have Children Ready to Enter School System
- ❖ Entering Cohort Sizes Began to Shrink in 2006-07
- ❖ Absent Significant In-Migration Over the Next Eight Years, Can Expect Graduating Classes of Around 300 Students by 2023-24 and 2024-25 versus 450 Students Now



Other School Enrollments



- ❖ Majority of Private PK-8 In Local Parochial School
- ❖ Technical High School and Danbury Magnets Biggest Other Public Draw
- ❖ Share of All Resident Students Enrolled in Private Started to Decline with Great Recession, Increasing Since 2011-12
- ❖ Flattening of Other Public Enrollments



Projections Methodology

- ❖ The Cohort-Survival Methodology Relies on Observed Data from the Recent Past in Order to Project the Near Future – Disruptions to Recent Data and Trends in Newtown
- ❖ Persistency Ratios Calculated From Historic Enrollment Data to Determine Growth or Loss in a Class as It Progresses Through School System
- ❖ Persistency Ratios Account for the Various External Factors Affecting Enrollments: Housing Characteristics, Residential Development, Economic Conditions, Student Transfers In and Out of System, and Student Mobility
- ❖ Demographic, Housing and Economic Analyses Help Explain Persistency Ratios and Inform Projection Model Inputs



Birth Projections

❖ Need to Project Births In Order to Project Enrollments Six Years Out and Beyond

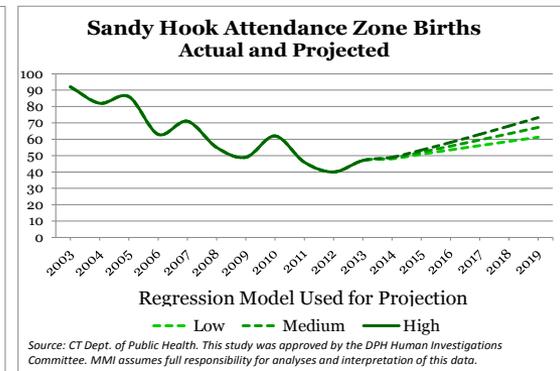
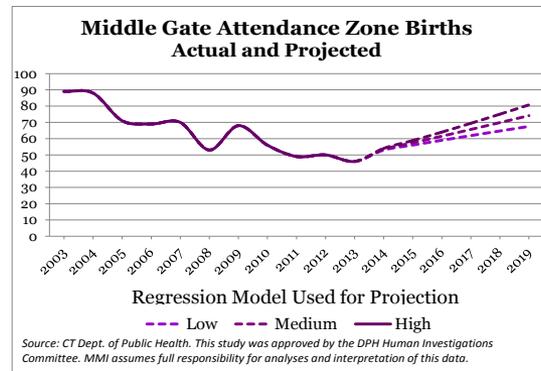
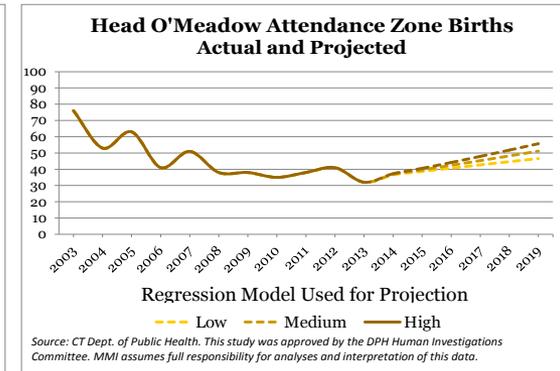
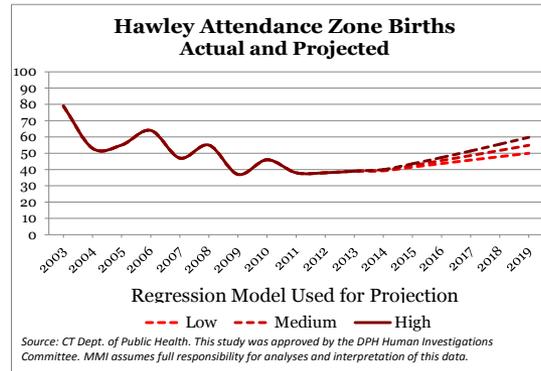
❖ Prepared Regression (Tied to Assumed Changes in Unemployment Rates) and Demographic Projection Models

❖ All Models, Except CT-Specific Fertility Rates, Project Rebound in Births

Comparison of Birth Projection Models

	Regression			Demographic		Average
	Low Growth	Med Growth	High Growth	CT Fertility	US Fertility	
2010	200	200	200	200	200	200
2015	187	192	196	162	167	181
2018	216	233	250	177	190	213
2020	235	262	289	188	205	236

Prepared by MMI





Projections Assumptions

- ❖ Low Growth:
Continuation of Current Trends
- ❖ Medium Growth:
Improving Economic Conditions Similar to 2005-08
- ❖ High Growth:
Improving Economic Conditions Similar to Local Economic Boom of 2002-05

Kindergarten through 12th Grade Persistency Ratios by School Year																
2001-2002 to 2014-15																
Year	Birth-K	5-Yr Old B-K	6 Yr Old B-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Migration
2002-03	1.0403			1.1556	1.0368	1.0602	0.9908	1.0370	1.0348	1.0520	1.0216	0.9799	0.9947	1.0028	0.8643	3.19%
2003-04	1.1343			1.0904	1.0100	1.0310	1.0025	1.0277	1.0238	1.0096	1.0071	0.9977	0.9923	1.0401	0.9834	1.73%
2004-05	1.1192			1.0579	1.0379	0.9877	1.0108	1.0271	1.0270	1.0116	1.0167	0.9790	1.0024	1.0464	0.9537	1.36%
2005-06	1.1470			1.1221	1.0224	1.0548	1.0125	1.0298	1.0312	0.9934	1.0161	1.0351	1.0334	0.9953	0.9581	2.29%
2006-07	1.0344	0.7994	0.1153	1.0729	0.9815	1.0195	1.0022	1.0222	1.0269	1.0000	1.0132	0.9842	0.9751	0.9492	1.0307	1.40%
2007-08	1.2554	0.9928	0.1404	1.0886	1.0351	0.9882	1.0215	1.0022	1.0193	1.0040	1.0023	0.9674	0.9908	0.9814	1.0219	0.60%
2008-09	1.0417	0.8750	0.1367	1.1490	1.0000	0.9977	1.0215	1.0070	1.0151	1.0332	0.9880	0.9513	0.9843	0.9884	1.0165	0.97%
2009-10	1.0580	0.8659	0.1667	1.0429	0.9875	1.0509	1.0181	1.0023	1.0023	0.9936	0.9817	0.9432	0.9829	0.9863	1.0117	0.73%
2010-11	1.1377	1.0145	0.1775	1.1438	1.0247	1.0177	1.0048	1.0000	1.0396	1.0046	0.9893	1.0093	0.9935	0.9901	1.0139	0.89%
2011-12	1.1429	0.9622	0.1341	1.0955	0.9910	1.0000	0.9975	1.0072	1.0245	0.9865	0.9931	0.9935	0.9954	0.9805	0.9950	0.16%
2012-13	1.0542	0.9625	0.1597	1.1324	0.9797	1.0302	0.9786	1.0000	0.9976	0.9739	1.0114	0.9907	0.9913	0.9860	1.0088	-0.25%
2013-14	1.1921	1.0099	0.1667	1.0632	0.9416	0.9763	0.9824	1.0109	1.0373	0.9904	0.9888	0.9416	0.9930	0.9846	1.0000	-0.17%
2014-15	1.1979	0.9896	0.1970	1.0496	1.0335	1.0000	1.0030	1.0149	1.0595	1.0024	1.0024	0.9819	1.0119	0.9882	1.0200	1.39%
Long Term Avg. (Med. Growth)	1.1196	0.9413	0.1549	1.0972	1.0063	1.0165	1.0036	1.0145	1.0261	1.0043	1.0024	0.9811	0.9955	0.9938	0.9906	
5-Year Avg.	1.1449	0.9877	0.1670	1.0969	0.9941	1.0048	0.9933	1.0066	1.0317	0.9916	0.9970	0.9834	0.9970	0.9859	1.0076	
3-Year Avg.	1.1481	0.9873	0.1745	1.0817	0.9849	1.0022	0.9880	1.0086	1.0315	0.9889	1.0009	0.9714	0.9987	0.9863	1.0096	
3-Year Wgt Avg. (Low Growth)	1.1720	0.9918	0.1807	1.0679	0.9939	0.9971	0.9921	1.0111	1.0418	0.9937	0.9994	0.9699	1.0022	0.9867	1.0115	
2002-05 Average (High Growth)	1.1720	0.9918	0.1807	1.0679	0.9939	0.9971	0.9921	1.0111	1.0418	0.9937	0.9994	0.9699	1.0022	0.9867	1.0115	

Source: Calculated by MMI from State Department of Education, Public School Information System (2001-2012), Newtown School District (2012-13 through 2014-15 enrollments), and CT Department of Public Health (CT DPH) Birth Data. This study was approved by the DPH HIC. Certain data used in this study were obtained from DPH. MMI assumes full responsibility for analyses and interpretation of this data.

Assumptions

	Low Growth	Med Growth	High Growth
Annual Births	166-235	166-262	166-289
Average Unemployment	5.7%-4.0%	5.7%-3.0%	5.7%-2.0%
Annual Housing Sales	260-295	295-410	295-600

Medium-Growth Model Best Fit for Ten-Year Projection Horizon



Sandy Hook Assumptions

- ❖ Effects from 12/14/12 Apparent in 2013-14 Persistency Ratios
- ❖ Students Enrolled at that Time Affected
- ❖ However, New Students to the School Not Deterred from Entering - Highest Birth-K in 2013-14 and Quick Rebound in Ratios in 2014-15
- ❖ Appears After-Effects on Enrollments from 12/14/12 Were Localized and Temporary; However, Trends Bear Watching Due to New School Construction Potentially Attracting Students/ Families
- ❖ Discarded 2013-14 Ratios (Except for Birth-K) in Determining Average Ratios for By-School Projections

Sandy Hook Persistency Ratios

Year	Share of Town Births	Birth-K	K-1	1-2	2-3	3-4
2002-03	N/A	N/A	1.1513	1.0229	1.0732	0.9706
2003-04	N/A	N/A	1.0938	1.0438	1.0522	1.0000
2004-05	N/A	N/A	1.0331	1.0143	0.9371	0.9787
2005-06	N/A	N/A	1.1176	1.0320	1.0352	0.9776
2006-07	N/A	N/A	1.0476	1.0150	1.0078	1.0068
2007-08	N/A	N/A	1.0476	1.0379	0.9481	1.0000
2008-09	0.2738	1.0435	1.1607	1.0303	1.0146	1.0313
2009-10	0.2971	1.2195	1.1563	0.9923	1.0294	1.0432
2010-11	0.3116	1.0349	1.0900	0.9640	1.0233	0.9857
2011-12	0.2647	1.2857	1.0562	1.0275	0.9626	0.9924
2012-13	0.2958	1.0000	0.9630	1.0000	1.0089	0.9417
2013-14	0.2709	1.4000	0.9014	0.7692	0.9468	0.9204
2014-15	0.2552	1.2041	1.0260	1.0000	1.0833	1.0337
Long-Term	0.2813	N/A	1.0650	0.9961	1.0094	0.9909
5-Yr	0.2797	1.1849	1.0073	0.9521	1.0050	0.9748
3-Yr	0.2740	1.2014	0.9634	0.9231	1.0130	0.9653
3-Yr Wgt	0.2672	1.2354	0.9740	0.9231	1.0254	0.9806
Manually Adjusted by Discarding 2013-14 for K-1 through 3-4						
Long-Term	0.2813	1.1697	1.0786	1.0150	1.0146	0.9968
3-Yr Wgt	0.2672	1.2354	1.0100	1.0046	1.0384	0.9962



Low Growth Projections

Continuation of Current Trends

- ❖ Annual Births:
166-235
- ❖ Avg.
Unemployment:
5.7% - 4.0%
- ❖ Annual Housing
Sales: 260-295

Low Projections	K-12th		K-4th		5th-6th		7th-8th		9th-12th	
	Total	Change	Total	Change	Total	Change	Total	Change	Total	Change
2014-15	4,682	-2.9%	1,382	-5.7%	732	-7.0%	832	-2.8%	1,736	1.2%
2015-16	4,477	-4.4%	1,302	-5.8%	688	-6.0%	807	-3.0%	1,680	-3.2%
2016-17	4,271	-4.6%	1,230	-5.5%	639	-7.2%	741	-8.2%	1,661	-1.1%
2017-18	4,061	-4.9%	1,167	-5.2%	581	-9.0%	697	-5.9%	1,616	-2.7%
2018-19	3,836	-5.5%	1,125	-3.6%	542	-6.7%	646	-7.3%	1,522	-5.8%
2019-20	3,656	-4.7%	1,105	-1.8%	507	-6.4%	589	-8.9%	1,455	-4.4%
2020-21	3,487	-4.6%	1,088	-1.5%	508	0.2%	549	-6.8%	1,342	-7.8%
2021-22	3,359	-3.7%	1,120	3.0%	481	-5.3%	514	-6.4%	1,244	-7.3%
2022-23	3,279	-2.4%	1,167	4.2%	440	-8.5%	515	0.2%	1,156	-7.0%
2023-24	3,217	-1.9%	1,229	5.4%	434	-1.5%	487	-5.5%	1,067	-7.8%
2024-25	3,210	-0.2%	1,290	4.9%	444	2.2%	446	-8.4%	1,030	-3.5%
First 5-Year % Change		-18.3%		-15.2%		-26.3%		-27.1%		-13.4%
Second 5-Year % Change		-8.0%		18.6%		-12.7%		-18.7%		-23.3%
Ten-Year % Change		-28.3%		-0.9%		-35.5%		-44.7%		-38.7%

School	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Hawley	360	349	321	297	278	270	259	256	251	258	269	281	295
Head O' Meadow	337	303	314	309	287	265	264	254	255	259	265	281	295
Middle Gate	451	418	391	359	336	317	310	302	300	311	325	344	361
Sandy Hook	453	394	359	337	329	315	293	292	282	291	308	323	339
TOTAL	1,601	1,464	1,385	1,302	1,230	1,167	1,125	1,105	1,088	1,120	1,167	1,229	1,290



Medium Growth Projections

Improving Economic Conditions

- ❖ Annual Births:
166-262
- ❖ Avg. Unemployment:
5.7% - 3.0%
- ❖ Annual Housing Sales: 295-410

Medium Projections	K-12th		K-4th		5th-6th		7th-8th		9th-12th	
	Total	Change	Total	Change	Total	Change	Total	Change	Total	Change
2014-15	4,682	-2.9%	1,382	-5.7%	732	-7.0%	832	-2.8%	1,736	1.2%
2015-16	4,493	-4.0%	1,321	-4.4%	684	-6.6%	813	-2.3%	1,676	-3.5%
2016-17	4,311	-4.0%	1,264	-4.3%	639	-6.6%	745	-8.3%	1,663	-0.7%
2017-18	4,120	-4.4%	1,209	-4.4%	591	-7.5%	696	-6.6%	1,625	-2.3%
2018-19	3,917	-4.9%	1,173	-3.0%	560	-5.2%	650	-6.6%	1,535	-5.5%
2019-20	3,756	-4.1%	1,152	-1.7%	534	-4.6%	601	-7.5%	1,468	-4.3%
2020-21	3,609	-3.9%	1,139	-1.2%	543	1.6%	570	-5.3%	1,357	-7.6%
2021-22	3,503	-2.9%	1,182	3.8%	514	-5.4%	544	-4.5%	1,263	-7.0%
2022-23	3,457	-1.3%	1,247	5.5%	470	-8.4%	553	1.6%	1,187	-6.0%
2023-24	3,435	-0.6%	1,334	7.0%	463	-1.5%	523	-5.5%	1,115	-6.1%
2024-25	3,472	1.1%	1,424	6.7%	476	2.8%	479	-8.4%	1,093	-2.0%
First 5-Year % Change		-16.4%		-12.7%		-21.9%		-26.0%		-12.4%
Second 5-Year % Change		-3.8%		25.0%		-12.2%		-15.9%		-19.5%
Ten-Year % Change		-22.7%		7.8%		-30.3%		-41.1%		-34.8%

School	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Hawley	360	349	321	301	285	278	263	260	255	264	278	296	316
Head O' Meadow	337	303	314	311	290	268	270	259	260	267	276	298	318
Middle Gate	451	418	391	366	348	330	326	320	319	333	352	379	405
Sandy Hook	453	394	359	343	340	333	314	315	305	317	339	361	386
TOTAL	1,601	1,464	1,385	1,321	1,264	1,209	1,173	1,152	1,139	1,182	1,247	1,334	1,424



High Growth Projections

Rapidly Improving Economic Conditions

- ❖ Annual Births:
166-289
- ❖ Avg.
Unemployment:
5.7% - 2.0%
- ❖ Annual Housing
Sales: 295-600

High Projections	K-12th		K-4th		5th-6th		7th-8th		9th-12th		
	Total	Change	Total	Change	Total	Change	Total	Change	Total	Change	
2014-15	4,682	-2.9%	1,382	-5.7%	732	-7.0%	832	-2.8%	1,736	1.2%	
2015-16	4,514	-3.6%	1,329	-3.8%	690	-5.8%	826	-0.7%	1,669	-3.8%	
2016-17	4,376	-3.1%	1,282	-3.6%	649	-5.9%	766	-7.3%	1,679	0.6%	
2017-18	4,212	-3.7%	1,233	-3.8%	602	-7.2%	722	-5.7%	1,654	-1.5%	
2018-19	4,035	-4.2%	1,198	-2.9%	579	-3.8%	679	-5.9%	1,579	-4.5%	
2019-20	3,897	-3.4%	1,178	-1.6%	560	-3.3%	630	-7.2%	1,529	-3.2%	
2020-21	3,771	-3.2%	1,169	-0.8%	570	1.8%	606	-3.8%	1,425	-6.7%	
2021-22	3,685	-2.3%	1,223	4.6%	540	-5.3%	587	-3.3%	1,336	-6.3%	
2022-23	3,664	-0.6%	1,305	6.7%	494	-8.4%	597	1.8%	1,268	-5.1%	
2023-24	3,670	0.2%	1,416	8.6%	487	-1.5%	565	-5.4%	1,202	-5.2%	
2024-25	3,744	2.0%	1,535	8.3%	503	3.3%	517	-8.4%	1,188	-1.1%	
First 5-Year % Change			-13.7%		-11.4%		-18.8%		-23.7%		-8.4%
Second 5-Year % Change			-0.7%		31.3%		-11.8%		-14.7%		-16.6%
Ten-Year % Change			-17.1%		15.5%		-27.1%		-37.4%		-28.8%

School	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Hawley	360	349	321	304	292	289	274	272	267	279	297	318	344
Head O' Meadow	337	303	314	301	276	253	251	241	248	255	263	289	313
Middle Gate	451	418	391	377	367	354	353	346	348	367	393	432	468
Sandy Hook	453	394	359	348	347	338	320	319	306	322	352	378	410
TOTAL	1,601	1,464	1,385	1,329	1,282	1,233	1,198	1,178	1,169	1,223	1,305	1,416	1,535



Projections Summary

- ❖ Three Models Demonstrate Range of Possible Future Enrollment – Medium Growth Model is Best Fit for Ten-Year Projection Horizon
- ❖ While All Three Project Continued Overall Decline, All Scenarios Project Elementary Enrollments Beginning to Rebound in the Second Half of the Projection Horizon
- ❖ Intermediate and Middle Schools Continue Decline in All Models
- ❖ High School Enrollments Begin Significant Decline in 2018-19 in All Models
- ❖ Greatest Accuracy in First Five Years of Projections Because Reliant on Known Data
- ❖ Newtown Public Schools Should Regularly Monitor Housing Sales Activity, Especially as New School Opening Approaches, for Potential Enrollment Impacts



Study Key Findings

- ❖ Current Enrollments Result from Economic, Housing and Demographic Trends in Place Over the Last Decade - Localized and Short-Term Impacts on Enrollments from 12/14/12
- ❖ Overall Projections Show Continued Decline in Enrollments; However, Rebound in Elementary Enrollments Should Be Anticipated, Especially If Economy and Housing Market Conditions Improve
- ❖ Assumptions Inherent in Long-Term Projections (Beyond Five Years) - Trends and Conditions Must Be Monitored Regularly and Assumptions Adjusted Accordingly

OCT 23 2014

October 23, 2014

Dr. Joseph Erardi, Jr.
Newtown Superintendent of Schools
3 Primorose Street
Newtown, CT 06470

Dear Dr. Erardi:

I am writing to inform you that I am resigning my social studies teaching position at Newtown High School to pursue an administrative opportunity.

I have enjoyed working in Newtown for the last 14 years. While I am excited about my new opportunity, I do leave with a heavy heart. Newtown has been a wonderful place to work.

Please know that I am happy to help facilitate this transition in any way that I can.

Sincerely,


Kirsten Hardy

Dr. Joseph V. Erardi, Jr.
Superintendent of Schools
3 Primrose Street
New Town, CT 06470

Anxhelina Anna Prendi
7 Cross Road
Brookfield, CT 06804
Cell: 860-770-2792

Reference: Leave of Absence

Dear Dr. Erardi,

My name is Anxhelina Anna Prendi. I have been working at the Newtown Public School System since October 2013 at Middle School as Lunch Supervisor. Also I have been working since January 2014 at Reed Intermediate as Special Education Paraprofessional in a part-time position.

I am writing to inform you that I am expecting a child next month in November 2014. My last projected working day will be November 7. I have 17 sick days and 3 personal days that I will be using after November, 7th 2014.

I will be missing working with the Reed Intermediate staff and my students. It has been an honor to be part of the Reed Intermediate Family.

I am requesting a leave of absence due to having a baby until the end of the school year 2014-2015 and would like to come back in August for the upcoming schools year 2015-2016.

Please confirm if this would be acceptable to you. I can be reached at the above address, e-mail: annaprendi@yahoo.com and phone number 860-770-2792.

Thank you in advance.

Sincerely,



Anxhelina Prendi

Special Education Paraprofessional

Reed Intermediate School

3 Trade Lane,

Newtown, CT 06470

NEWTOWN HIGH SCHOOL
ATHLETIC DEPARTMENT
WINTER SPORTS
2014-2015

NAME/STEP	SPORT
SUSAN BRIDGES 3	CHEERLEADING NO CHANGE
CAITLIN DELOHERY 3	J.V. CHEERLEADING NO CHANGE
CHERYL STENZ 3	DANCE TEAM NO CHANGE
KERISTEN RACCIO	GYMNASTICS
JEREMY O'CONNELL 3	GIRLS BASKETBALL NO CHANGE
KATIE CARBONE 3	J.V. GIRLS BASKETBALL NO CHANGE
BOB PATTISON 3	FRESHMAN GIRLS BASKETBALL NO CHANGE
TIM TALLCOUCH 3	BOYS BASKETBALL NEW COACH—NO CHANGE
KEVIN ROGERS 3	J.V. BOYS BASKETBALL NO CHANGE
BOB GENDREAU 3	FRESHMAN BOYS BASKETBALL NO CHANGE
CHRIS BRAY 3	WRESTLING NO CHANGE
MIKE MCKEEVER 3	ASST. WRESTLING NO CHANGE
ROBERT GAUVIN 3	BOYS SWIMMING NO CHANGE
RYAN CUTLER 3	ASST. BOYS SWIMMING
DOUG RUSSELL 3	WINTER TRACK NO CHANGE
TOM BRANT 3	ASST. WINTER TRACK NO CHANGE
PAUL ESPOSITO 3	ICE HOCKEY NO CHANGE
TIM HANLEY 3	ASST. ICE HOCKEY NO CHANGE
	DIVE COACH

WINTER TRACK COACHES SALARIES SHOULD BE ADDED TOGETER AND PAID EQUALLY.

GYMNASTICS COACH POSITION PAID FOR BY PARENTS

VOLUNTEER COACHES

KRIS KENNY----ICE HOCKEY
 MIKE JONES---- ICE HOCKEY
 TUCKER GROSE---ICE HOCKEY
 MATT SABIA---ICE HOCKEY
 PETER KAMINSKY---ICE HOCKEY
 MATT MURPHY---GIRLS BASKETBALL
 LORI ROHRBACHER—CHEERLEADING
 CURTIS URBINA----WRESTLING
 CHRIS SYMES---- WRESTLING
 JEFF BUSSEY---BOYS BASKETBALL
 BOB TERRY----INDOOR TRACK

GLOBAL AMERICAN HISTORY I

Grade 7



Newtown Public Schools
Newtown, CT



Newtown Public Schools

Browse Unit Calendars > Global American History I



Collaboration

Grade 7 | Social Studies | Newtown Middle School

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:										
The Constitution	1-5									
Changes in Europe and the Impact on the Americas		6-10								
The 13 English Colonies			11-15	16-20						
Causes of the American Revolution				21-25	26-30					
American Revolution						1-5	6-10	11-15	16-20	21-25
America: Creating a New Nation									26-30	31-35

Last Updated: Tuesday, October 7, 2014, 11:12AM

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The Constitution

Collaboration **Global American History |Grade 7|Social Studies|Newtown Middle School|2014-2015**

Wednesday, October 8, 2014, 8:50AM



Unit: The Constitution (Week 1, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. Without a representative government that has proper distribution of powers, the rights of citizens would not be guaranteed, and the government could assume unrestricted power.
2. A representative government requires a document that establishes the rights, rules, and regulations of a government and its citizens.
3. For government to survive it must have power to sustain a viable economy.

Essential Question(s)

What are the roles and functions of the three branches of government, as outlined in the Constitution?
 What are the rights, liberties and responsibilities of U.S. citizens according to the Constitution?

Guiding Questions

Factual, Conceptual, Provocative

1. Who gives the government its power? (Factual)
2. How is power shared in the system of federalism? (Factual)
3. How does the system of checks and balances evenly distribute power? (Factual)
4. How is abuse of power prevented under the Constitution? (Factual)
5. What might be the advantages of holding frequent elections? (Provocative)
6. Why did the Framers created a flexible plan for governing the nation? (Provocative)
7. What basic rights should all people be entitled to? (Provocative)
8. How are people's views represented in government? (Factual)
9. How are personal freedoms protected? (Factual)
10. What aspects of our Constitution have allowed it to stand the test of time? (Conceptual)
11. Why is it important for a government to be able to regulate interstate and international commerce? (Conceptual)
12. How does a nation's power to tax its citizens help to sustain a viable economy? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

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

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Identify the main purpose of the United States Constitution as outlined in the Preamble.
2. Identify the three branches of government.
3. Explain how the three branches of government interact.
4. Analyze the Bill of Rights.
5. Evaluate the process in creating a law.

<p>lowered).</p> <p>Craft and Structure</p> <p>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.</p> <ul style="list-style-type: none"> RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Civics</p> <p>Civic and Political Institutions</p> <ul style="list-style-type: none"> D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries. D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government. 	
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i></p> <p>Conceptual Lens: Systems</p> <p>Strands: History, Geography, Economics, Culture, Politics and Government</p> <p>Topics: Preamble, Articles of the Constitution, Bill of Rights, Amendments, Checks and balances, Separation of powers.</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. 2. Work independently and collaboratively to solve problems and accomplish goals. 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
<p>Core Learning Activities</p> <p>Simulate the powers of the presidency on icivics.org and reflect on the duties of the presidency.</p> <p>Research the amendments and complete an amendment scavenger hunt.</p> <p>Analyze real life scenarios to interpret the constitutional implications of individual situations.</p> <p>Distinguish the separate powers of each branch provided in the Constitution.</p> <p>Research print and digital texts on landmark Supreme Court cases.</p> <p>Hold a simulation Congress to demonstrate how a bill becomes a law.</p> <p>Create a foldable illustrating the executive, legislative, and judicial branches.</p> <p>Rewrite and paraphrase the Preamble to understand the purpose of the Constitution.</p> <p>Create a chart that lists the five basic freedoms as outlined</p>	<p>Resources</p> <p><i>Professional & Student</i></p> <p>For the teacher:</p> <p>constitution.org</p> <p>whitehouse.gov</p> <p>icivics.org</p> <p>billofrightsinstitute.org</p> <p>classzone.com</p> <p>American History: Beginnings to 1914 (Teacher's Edition)</p> <p>American History: Beginnings to 1914 Teacher's supplemental material</p> <p>Shh! We're Writing the Constitution by Jean Fritz</p> <p>History of US by Joy Hakim</p> <p>We Were There, Too! by Phillip Hoose</p> <p>Document-Based Questions Practice Workbook</p> <p>Test Practice and Review Workbook</p> <p>Best Practices Toolkit</p> <p>Power Presentations</p>

in the first amendment, a short description of each, and provide examples of how the five freedoms affect American life.
 Hold a mock election.
 Write and present a speech supporting an Amendment.
 Write a journal entry from the point of view of a person who has voted for the first time under the 19th Amendment.
 Create an amendment graphic organizer that groups the 27 Amendments by the issues they address, and defend each amendments ability to solve the problems it set out to address.
 Generate a test that could be used in the naturalization process to determine if a person has a basic knowledge of American government.
 Create visual presentations that demonstrate and explain the rights and responsibilities of citizens in contemporary America.
 Hold a mock trial to appreciate the right to a trial by jury.

Easy Planner
 Classzone.com
 Reading History: A Practical Guide to Improving Literacy
 Constitution Video Quiz
 Bill of Rights Video Quiz
For the student:
 American History: Beginnings to 1914 (Pupil Edition)
 constitution.org
 whitehouse.gov
 icivics.org
 billofrightsinstitute.org
 classzone.com

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Bill of Rights Current Events Formative: Written Report Students will research current events using print and digital texts related to issues outlined in the Bill of Rights and write a report on how a particular amendment is relevant today.</p> <p>Unit 1 John Collins Type 2 CFA 1 Formative: Written Test  CFA 1.docx</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<ol style="list-style-type: none"> 1. Distinguish important information from minor details independently. (LA) 2. Select and apply technology tools for information analysis and research. (Technology) 3. Examine and analyze relevant sections of the Constitution. 4. Create a summary. (LA) 5. Defend, qualify, or dispute differing interpretations/viewpoints of a given text. (IL) 6. Use content-specific tools to support thinking, learning, and problem solving. (Technology) 7. Create generalizations based on recognized relationships. (LA) 8. Consider a given text from a variety of perspectives; personal, cultural, literary, and historical. (LA) 9. Use R.A.C.E. written response strategy.

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Changes in Europe and the Impact on the Americas

Collaboration **Global American History** | Grade 7 | Social Studies | Newtown Middle School | 2014-2015

Wednesday, October 8, 2014, 8:52AM



Unit: Changes in Europe and the Impact on the Americas (Week 6, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. Strong national identities lead to ideas that may create political and social change.
2. Political conflict can lead to competition to gain power and wealth.
3. Competition can lead to the desire to subjugate other groups of people.
4. Nations seek natural resources to meet the needs and wants of their people when resources are scarce.
5. Nations expand their trade routes to acquire resources to meet their changing needs and wants.

Essential Question(s)

What factors in European society led to the colonization of the Americas?

How did Europeans transform life in the Americas?

Guiding Questions

Factual, Conceptual, Provocative

- A. What values did Renaissance writers, artists, and scholars find important? (Factual)
- B. What kinds of changes in a society would be categorized as political? social? economic? (Factual)
- C. How did inventions in Europe spread new ideas? (Factual)
- D. What features do all societies have in common? (Conceptual)
- E. How did the Reformation change the way Europeans looked at the world? (Factual)
- F. Why did the Europeans want to explore the Americas? (Factual)
- G. How does a society's need for natural resources encourage exploration? (Conceptual)
- H. Can a nation have too much wealth, power, and territory? (Provocative)
- I. Why were Europeans successful in building an empire in North America? (Factual)
- J. How were the Americas transformed by European exploration? (Factual)
- K. What beliefs, qualities, and traits may lead a country to conquer other people? (Conceptual)
- L. In what ways did early European explorers disrupt Native American societies? (Factual)
- M. Does an exploring nation have the right to conquer and control the native inhabitants? (Provocative)
- N. How did geography both divide and connect the different cultures of the Americas, Africa, and Europe? (Factual)
- O. How does geography help or hinder exploration? (Conceptual)
- P. Why do nations desire to explore new lands? (Conceptual)
- Q. How would events such as famine, war, and disease affect a society? (Conceptual)
- R. Categorize the goals of European nations as they explored the Americas. (Factual)
- S. Why were Europeans drawn to North America? (Factual)
- T. How does trade increase communication and the spread of new ideas and/or religions? (Conceptual)
- U. Why was a shorter route west important to European

explorers? (Factual)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, 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.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Economics

Economic Decision Making

- D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.

The Global Economy

- D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Geography

Geographic Representations: Spatial Views of the World

- D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environment Interaction: Place, Regions, and Culture

- D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

Global Interconnections: Changing Spatial Patterns

- D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Explain the impact Spanish colonization had on the indigenous people in the "New World".
2. Summarize the changes that occurred in the "Old World" and "New World" as a result of the Columbian Exchange.
3. Compare and defend an example of the Columbian Exchange.
4. Analyze Columbus' writings to evaluate his beliefs of indigenous people.
5. Investigate the accomplishments of the European explorers in the 1500s.

Content/Topics

Skills

Critical content that students must KNOW

Conceptual Lens: Identity, beliefs & values

Strands: History, Geography, Economics, culture, Politics and Government

Topics: European tragedies, Renaissance, Reformation, Age of Exploration, Early colonization

Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Core Learning Activities

1. Analyze the relationship between primary and secondary sources on Spanish colonization.
2. Complete a Close reading activity from We Were There, Too! "Diego Bermudez: Sailing in to the Unknown".
3. Create a map showing the impact of the Columbian Exchange.
4. Choose and defend the aspects of the Columbian Exchange that had the largest impact on Europe and the Americas.
5. Close Primary source reading activities.
6. Write a letter or advertisement to convince a monarch to fund your exploration to gain wealth and power for your country.
7. Create a poster that illustrates the Columbian Exchange. Write a paragraph/essay on who benefited more: the Native Americans or the Europeans.
8. From the perspective of a person from the time period, explain in a speech how the Age of Exploration led to political competition between European nations.
9. Animated History, American History: Beginnings to 1914 p.3 (Classzone.com) Virtually explore the city of Tenochtitlan to understand the culture discovered by the Spanish.
10. Create a poster that illustrates the Colombian Exchange. Write a paragraph/essay on who benefited more, the Native Americans or the Europeans.
11. Project the map of Columbus' Explorations from Animated Geography at Classzone.com, or from the DVD-ROM Power Presentations. As students click on the four routes, they will see the areas explored and understand why Columbus was unable to reach the Pacific Ocean.
12. Report on 1492 – Students write a brief report on conditions in 1492 that finally caused the Spanish monarchs to accept Columbus' plan. Competition with Portugal and other European nations to trade with Asia should be mentioned.
13. Students will create a picture book on the Inca conquest to show Inca civilization before, during, and after Spanish conquest.
14. Write three journal entries on Columbus or another explorer focusing on what they experienced during

Resources

Professional & Student

American History: Beginnings to 1914 (Teacher's Edition)

American History: Beginnings to 1914 Teacher's supplemental material

Classzone.com

We Were There, Too! by Phillip Hoose

Unit Resource Book

Document-Based Questions Practice Workbook

Test Practice and Review Workbook

Unit Transparency Book

Best Practices Toolkit

Power Presentations

Easy Planner

Test Generator

History of Us: Making Thirteen Colonies

Reading History: A Practical Guide to Improving Literacy

History of Us

500 Nations

First Civilizations

<p>their journey.</p> <p>15. Have students create a poster on one of the explorers including a brief biography and portrait, a map of the route taken by the explorer, a statement on the achievements or “firsts” accomplished by the explorer and how they affected later explorations.</p> <p>16. Write a petition to the Spanish king to force Spanish colonists to stop abusing Native Americans in the colonies.</p> <p>17. Mission Life pros and cons – have students work in pairs to list in two-column charts the advantages and disadvantages of mission life for Native Americans.</p> <p>18. Research explorers and create a timeline of their discoveries.</p>	
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Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p>Unit 2 John Collins type 2 CFA 2 Formative: Written Test  <u>CFA 2.docx</u></p> <p>Unit 2 John Collins Type 2 CFA 3 Formative: Written Test  <u>CFA 3.docx</u></p> <p>Changes In Europe Writing Piece Summative: Expository Essay Given a list of events, students will choose an event in Europe that they believe had the biggest impact on history. They will need explain why the event they choose had a greater impact than other events.</p> <p> <u>Unit #1 Common Assessment</u>  <u>Unit #1 Common Assessment Rubric</u></p>	<p>Information Literacy Problem Solving Spoken Communication Written Performance</p>	<ol style="list-style-type: none"> 1. Explain how and why events may be interpreted differently depending on the perspectives of participants, witnesses, reporters, and historians. 2. Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the creditability of sources used. 3. Locate appropriate resources. (IL) 4. Defend, qualify, or dispute differing interpretations/viewpoints of a given text. (IL) 5. Distinguish important information from minor details. (LA) 6. Consider a given text from a variety of perspectives: personal, cultural, literary, and historical. (LA) 7. Use content-specific tools, software, and simulations to support thinking, learning and problem solving. (Tech) 8. Locate and identify physical and political characteristics of Europe and the Americas. 9. Use R.A.C.E. written response strategy.

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The 13 English Colonies

Collaboration **Global American History** | Grade 7 | Social Studies | Newtown Middle School | 2014-2015

Wednesday, October 8, 2014, 9:58AM



Unit: The 13 English Colonies (Week 11, 8 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. For a culture to develop and thrive, a people must adapt to the physical environment.
2. For the common good of a society, identities, beliefs, and traditions must evolve.
3. A society needs to organize a government to prevent anarchy.

Essential Question(s)

What factors allowed each colonial region to grow and prosper?
 What led to the formation of an American identity?

Guiding Questions

Factual, Conceptual, Provocative

1. What were the advantages and disadvantages of the location of the first English settlements? (Factual)
2. What were the benefits and risks of colonizing America? (Conceptual)
3. What geographic features allowed the colonies to grow and prosper? (Factual)
4. What social and political factors caused Europeans to settle in America? (Factual)
5. How did settlers respond to religious and ethnic diversity in the New World? (Factual)
6. What ideals were shared by settlers in the colonies? (Conceptual)
7. Is it necessary for a group to compromise their identity, beliefs, and traditions in order to cooperate with diverse groups? (Provocative)
8. What aspects of English law influenced self-government in the colonies? (Factual)
9. What democratic tradition was planted in Jamestown? (Factual)
10. How did the Mayflower Compact and the Fundamental Orders of Connecticut set up governments by the people? (Factual)
11. What effect do issues with tolerance or intolerance have on establishing a representative government? (Conceptual)
12. How does a good government prevent anarchy? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, 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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Analyze primary sources from Jamestown to explain the daily life of the colonists and their successes.
2. Compare and contrast Roanoke to the Jamestown settlements.
3. Classify the Colonial regions' economies.
4. Construct an argument to persuade more Europeans to relocate to a colony based on its

<ul style="list-style-type: none"> • RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Economics The Global Economy</p> <ul style="list-style-type: none"> • D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History Perspectives</p> <ul style="list-style-type: none"> • D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. 	<p>political and social beliefs.</p> <p>5. Develop an understanding of the institution of slavery.</p>
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> Conceptual Lens: Continuity/Change Strands: History, Geography, Economics, Culture, Politics and Government Topics: Colonial Regions, Regional differences, Physical geography, Religious and ethnic diversity, colonial economy, colonial government</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 2. Work independently and collaboratively to solve problems and accomplish goals. • 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions. • 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
<p>Core Learning Activities</p> <ol style="list-style-type: none"> 1. Create a travel brochure/postcard that shows how the environment affected cultural development in one of the four colonial regions. 2. Close reading Activity from <u>We Were There, Too!</u> "Eliza Lucas: Indigo Planter". 3. Create a comic strip outlining the early years of the Jamestown Settlement. 4. Close reading on Plymouth Plantation primary sources. 5. From the perspective of a colonist, write a persuasive letter convincing a family member to move to that designated region. 	<p>Resources</p> <p><i>Professional & Student</i> For the teacher:  http://www.plimoth.org/ www.chestercomix.com/ www.colonialwilliamsburg.com/ Classzone.com We Were There, Too! American History: Beginnings to 1914 (Teacher's Edition) American History: Beginnings to 1914 Teacher's supplemental material Unit Resource Book Document-Based Questions Practice Workbook Test Practice and Review Workbook</p>

6. Analyze primary source materials from Jamestown.
7. Create a T-chart diagram that compares the benefits and the risks of colonization.
8. In a paragraph, explain why Roanoke failed. Use information from the text.
9. On an English colonial map label the resources that are found in each of the colonies. Explain in a paragraph how those resources enabled each colony/colonial region to grow and prosper.
10. Define mercantilism. Explain the relationship between the colonies and England. Create a visual that shows the benefits to the colonies and England.
11. Pretend you are a member of the House of Burgesses. As a member, explain what authority you have over the colony and what qualifications you hold that allow you to become a representative.
12. Write a brief essay on Puritan rules and values, and explain why the Puritans followed them.
13. Create a Venn diagram that compares and contrasts the Puritan congregations with the Church of England.
14. Explain why one particular colony is an advantageous place to move (geography, resources, culture). Defend your point of view.
15. Analyze the Primary sources of the Mayflower Compact and The Fundamental Orders of CT into more understandable language. Complete a close reading activity on both of the documents.
16. Explain how Massachusetts became a "seed colony" for the rest of New England. Role play that you are a founder of one of the "seed" colonies. Discuss why you left MA and how you went about settling your new colony.
17. Debate the question: Did the New England colonists believe in freedom and democracy?
18. Write an essay to explain the importance of tobacco in the development of the Southern colonies.
19. Create a timeline of the settlement of New Netherlands.
20. Create an original historical fiction short story set in Pennsylvania in 1682.
21. Create a map with visuals that shows the Triangular Trade that existed between New England, Europe, and the West Indies. Explain how New England profited from the Triangular Trade.
22. Analyze the words of enslaved African Olaudah Equiano, who described the Middle Passage. Summarize his description in a brief essay. (We Were There, Too!)
23. Write a paragraph explaining reasons for the huge increase in the number of imported slaves between 1680 and 1750.
24. Create a flow chart showing the development of the plantation system from the mid-1600s to the mid-1700s. Include an explanation of how major steps and factors related to the development of plantations.

Unit Transparency Book
 Best Practices Toolkit
 Power Presentations
 Easy Planner
 Test Generator
History of Us: Making Thirteen Colonies
Reading History: A Practical Guide to Improving Literacy
For the student:
American History: Beginnings to 1914 (Pupil Edition)
History of Us: Making Thirteen Colonies
We Were There, Too!

Assessments (Titles)

Establishing a Colonial Settlement

Graduation Standards

Information Literacy

Interdisciplinary Connections

Locate and identify physical and political

<p>Summative: Group Project Students will collaboratively design a successful early colonial settlement. They will ensure that the basic needs of the colonists are met, including:</p> <ul style="list-style-type: none"> • Government • Resources • Housing • Defense • Culture <p>Unit 3 Essay Summative: Expository Essay Students will write an essay explaining what factors allowed each colonial region to grow and prosper.</p> <p>Unit 3 John Collins Type 2 CFA 4 Formative: Written Test  CFA 4.docx</p> <p>Unit 3 John Collins Type 2 CFA 5 Formative: Written Test  CFA 5.docx</p> <p>Unit 3 John Collins Type 2 CFA 6 Formative: Written Test  CFA 6.docx</p>	<p><u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>characteristics of the 13 colonies on a map. (Geography) Create generalizations based on recognized relationships. (LA) Develops a thesis statement independently. (LA) Compare and contrast new facts/ideas. (IL) Select and apply technology tools for information analysis and research. (Technology) Complete a graphic organizer recognizing the differences of the colonial regions. Use R.A.C.E. written response strategy.</p>
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Causes of the American Revolution

Collaboration Global American History | Grade 7 | Social Studies | Newtown Middle School | 2014-2015



Wednesday, October 8, 2014, 10:00AM

Unit: Causes of the American Revolution (Week 19, 8 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. Colonies may challenge the inherited rule of their mother country as they develop local social and political structures.
2. The conception of a national identity is due to the emerging beliefs and values of a people.
3. Abusive economic policies placed on subjects of a society can cause unrest.
4. A sovereign nation that restricts movements and boundaries on citizenry may lead to conflict.

Essential Question(s)

What drove the colonists to declare independence from Great Britain?

Guiding Questions

Factual, Conceptual, Provocative

1. How did competition in North America lead to the French and Indian War? (Factual)
2. How did the relationship between Britain and the colonies change after the French and Indian War? (Factual)
3. How did land ownership affect democracy in the colonies? (Factual)
4. How were colonial governments similar to and different from England's Parliament? (Factual)
5. How were English rights strengthened over the centuries? (Factual)
6. How were colonial rights affected by political changes? (Factual)
7. How are individual rights affected by political change? (Conceptual)
8. What democratic traditions were threatened by Parliament's policies? (Factual)
9. How did the American colonies differ from European societies? (Factual)
10. What features made the American social class system unique? (Conceptual)
11. How did the Great Awakening help pave the way for revolt against British authority? (Factual)
12. How did the Enlightenment influence the colonists? (Factual)
13. What factors create a nation's identity? (Provocative)
14. What does the Declaration of Independence say about government and the rights of the people? (Factual)
15. Why were colonists angered by the taxes placed on them by Parliament? (Factual)
16. In what ways did colonists protest British laws? (Factual)
17. How did people in the colonies participate in ongoing protests against the British? (Factual)
18. How did the colonists react when Parliament took over the colonial assemblies' power to tax? (Factual)
19. Why did fighting begin at Lexington? (Factual)

	<p>20. What causes colonies to rebel and war against their mother country? (Provocative)</p> <p>21. Why did Britain want to keep soldiers in the colonies, and how did the citizens feel about this action? (Factual)</p> <p>22. How did Britain respond to colonial protests? (Factual)</p>
<p>Standard(s)</p> <p><i>Content and CCSS</i> CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies Key Ideas and Details</p> <p>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.</p> <ul style="list-style-type: none"> RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <p>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.</p> <ul style="list-style-type: none"> RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 1 - Developing Questions & Planning Inquiries Determining Helpful Sources</p> <ul style="list-style-type: none"> D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History</p>	<p>Objective(s)</p> <p>Bloom/ Anderson Taxonomy / DOK Language</p> <ol style="list-style-type: none"> Evaluate the acts Great Britain placed on the colonists, and explain their impact on the American colonies. Summarize Thomas Paine's writings. Analyze the impact of the Boston Massacre on the rest of the colonies. Defend the positions of the Loyalists and Patriots from 1763-1775. Explain why many colonists remained neutral. Draw a conclusion on the act that had the greatest impact on the colonists.

<p>Change, Continuity, and Context</p> <ul style="list-style-type: none"> D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. <p>Perspectives</p> <ul style="list-style-type: none"> D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. <p>Causation and Argumentation</p> <ul style="list-style-type: none"> D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. 	
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i></p> <p>Conceptual Lens: Independence/Interdependence/Dependence</p> <p>Strands: History, Geography, Economics, Culture, Political Science and Government</p> <p>Topics: French and Indian War, Acts of British Parliament, Political groups, First and Second Continental Congress, and Declaration of Independence</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. 2. Work independently and collaboratively to solve problems and accomplish goals. 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
<p>Core Learning Activities</p> <ol style="list-style-type: none"> In your opinion, how did the Proclamation of 1763 affect the relationship between Britain and its colonies? Support your opinion with facts from the text. Close reading activity on Thomas Paine's <i>American Crisis</i> or <i>Common Sense</i>. Close reading activity of primary sources on the acts of Parliament. Close Reading activity <u>We Were There, Too!</u> "Christopher Seider and Samuel Maverick: Martyrs of the Revolution". "We Have an Old Mother" Ben Franklin poem analysis. Taking on the roles of reader, recorder, and reporter, answer how the relationship between Britain and the colonies changed after the French and Indian War. Create a biography of a lesser-known, but important person, who played a role in the events leading up to and during the American Revolution. Write a profile of that person and include visuals. Write a newspaper article from the perspective of someone who witnessed the Boston Massacre and sided with the Patriot cause. Then write an article 	<p>Resources</p> <p><i>Professional & Student</i></p> <p>For the teacher: mission-us.org ("From Crown to Colony") gilderlehrman.org sheg.stanford.edu Classzone.com "John Adams" HBO series "America: the Story of US" series "The Revolution" History Channel <u>We Were There, Too!</u> <u>American History: Beginnings to 1914</u> (Teacher's Edition) <u>American History: Beginnings to 1914</u> Teacher's supplemental material Unit Resource Book Document-Based Questions Practice Workbook Test Practice and Review Workbook Best Practices Toolkit Power Presentations Easy Planner Test Generator <u>History of Us: From Colonies to Country</u> <u>Reading History: A Practical Guide to Improving Literacy</u></p> <p>For the student: <u>American History: Beginnings to 1914</u> (Pupil Edition) <u>History of Us: From Colonies to Country</u></p>

- that sides with the British. Decide which one you personally agree with and explain why you feel that way.
9. Create a graphic timeline outlining the causes of the American Revolution.
 10. Write a journal entry from the perspective of one of the Daughters of Liberty. Explain what you have done to protest the acts placed on the colonists by Parliament.
 11. Deliver a persuasive speech that defends a position on whether the Boston Tea Party was an act of patriotism or vandalism.
 12. Imagine you have joined the boycott of imported goods. Create a political pamphlet that expresses your opinion about British products. Include slogans and symbols from the time period.
 13. Analyze historical cartoons from the perspective of the British and the colonist. Explain both perspectives. Next create your own political cartoon from that time period.
 14. Draw a battle map of Lexington and Concord. Show the routes Revere, Dawes, and Prescott took, as well as British troop movement.
 15. Create a foldable of all of the acts and events that forced colonists to move towards independence with Britain.
 16. Choose one idea from Thomas Paine's *Common Sense*. Draw an illustration to go with the idea and create a caption for it.
 17. Take one section from the Declaration of Independence and translate it for the modern reader. Illustrate your translation to make it more understandable.
 18. Create a persuasive document to convince colonists to support independence.
 19. Summarize each of the five sections of the Declaration of Independence.
 20. Identify the signers of the Declaration of Independence who represented CT. Write a mini-biography of each.

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p>Mission US: For Crown or Colony Summative: Narrative Writing Assignment</p> <p>Unit 4 John Collins Type 2 CFA 7 Formative: Written Test  CFA 7.docx</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Written Performance 	<p>Make inferences and draw conclusions based upon multiple primary sources. (History)</p> <p>Defend, qualify or dispute differing interpretations/viewpoints of multiple sources. (IL)</p> <p>Compose journal, reader response, expository, or persuasive writing independently. (LA)</p> <p>Support thesis with clearly presented evidence and appropriate technical vocabulary specific to content. (LA)</p> <p>Apply technology tools for research. (Technology)</p> <p>Locate and identify specific events on a map. (Geography)</p> <p>Make reasonable inferences from explicit and implicit information. (LA)</p>

Use R.A.C.E. written response strategy.

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American Revolution

Collaboration **Global American History** | Grade 7 | Social Studies | Newtown Middle School | 2014-2015



Wednesday, October 8, 2014, 10:01AM

Unit: American Revolution (Week 27, 8 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. A successful revolution requires strong leaders with clear strategies to effect change.
2. People must adapt to the physical environment and available resources in order to stage a successful revolution.
3. A successful revolution depends on contributions from all levels of society.

Essential Question(s)

How did the 13 colonies win their independence from the British Empire?

Guiding Questions

Factual, Conceptual, Provocative

1. How did Washington reverse a series of defeats? (Factual)
2. How did Washington's leadership enable him to build an army and keep it together? (Conceptual)
3. What types of strategies implemented by American leaders proved successful in winning the Revolutionary War? (Factual)
4. How might the geography of the United States have affected the course of the war? (Conceptual)
5. What was the advantage of fighting close to home for the Americans? (Factual)
6. What geographic advantage did the American militia have over the British? (Factual)
7. How did the spread of the war to the frontier affect the war? (Factual)
8. How did Americans expand the naval war? (Factual)
9. What happened when the British shifted the war to the South? (Factual)
10. How could the geography of a country hinder the goals of an invading nation? (Conceptual)
11. How did popular support from Americans help the Patriot cause? (Factual)
12. In what ways did the militia assist American troops? (Factual)
13. Why would a foreign country give aid to another country's war? (Provocative)
14. In what ways was the Revolution like a civil war? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Describe Washington's struggles and successes as a leader.
2. Compare and contrast the leadership of the British and the American generals.
3. Analyze the impact of geography during the

- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Civics

Civic and Political Institutions

- D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History

Perspectives

- D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

- American Revolution.
4. Synthesize multiple sources to depict how the "individual's role" impacted the American Revolution.
 5. Investigate critical turning points during the American Revolution.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Conflict/Cooperation

Strands: History, Geography, Economics, Political Science/Government, Culture

Topics: Battle locations, troop movement, troop makeup, Northern strategy, Southern strategy, Leadership, Valley Forge, foreign alliances

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Core Learning Activities

1. Recruitment Slogan –Students will write a slogan encouraging citizens to enlist in Washington's army.
2. Design and create a book jacket for chapter 7 to summarize and illustrate the chapter's contents.
3. Comparing Perspectives: Hear recordings of Patriot and Loyalist debates at the Research and Writing Center of classzone.com to analyze primary sources. Students should understand the War for Independence was both a revolutionary and a civil war.
4. Analysis of individual's role – Students will discuss and then write two paragraphs stating whether or not the

Resources

Professional & Student

For the teacher:

mission-us.org ("From Crown to Colony")

gilderlehrman.org

sheg.stanford.edu

Classzone.com

"John Adams" HBO series

"America: the Story of US" series

"The Revolution" History Channel

"Liberties Kids" series

American History: Beginnings to 1914 (Teacher's Edition)

following quote applies to the American Revolution:
 "Revolutions are the periods of history when individuals count most." (Norman Mailer, Barbary Shore)

5. Timeline discussion to see Saratoga set the tone for the Revolution and boosted America's confidence for winning the war.
6. Paraphrase Paine's quotation on p. 199 into simpler language. Discuss why Paine's original text was so influential.
7. Project the animated map of Revolutionary America (pp 192-193) for the students to virtually explore the strategic advantages and disadvantages of geographic features in fighting the war.
8. Comparing Leaders – As students read through chapter 7, they should look for examples of Washington's leadership, then compare his leadership qualities to those of British generals described in this chapter.
9. Analyze British strategy using the interactive animated map of War in the North 1777. Map can be found at classzone.com and on p. 200 of the textbook.
10. Create a timeline of relevant events in the war through the American victory at Saratoga, and explain why each event was relevant.
11. Analyze the political cartoon on p. 206 to point out that what began as a revolution soon involved several European countries.
12. Identify historic details of American Revolutionary War battles, and compare formal battle tactics with guerrilla warfare using animated battle tactics at classzone.com.
13. Draw on prior knowledge and connect to the success of a revolution by drawing a circle on the board with the word "Revolution" inside. Students must be silent and communicate only by writing in the circle meanings, comments, etc. and drawing lines to connect the ideas.
14. Working in small groups, students are to research and create a poster about a specific battle in the Revolutionary War. The poster should demonstrate the roles of geography and strategy in the outcome of the battle.
15. Research how Americans expanded the role of naval warfare in their fight against Britain, and present findings in a classroom exhibit.
16. Have students work in pairs to investigate and report on militia groups from an area in the early states. They should be looking for ways in which the groups supported the Patriots.
17. Create an advertisement from the perspective of the French or Spanish monarch to persuade the people of their country to join the Revolutionary War on the side of the Americans.
18. Working in pairs, students will identify a battle or event from chapter 7 section 3, and write about it from opposing perspectives. This activity should highlight strong leaders and their strategies.
19. Analyze the strategy at the Battle of Yorktown with the use of its interactive animated map from Classzone.com.
20. Deliver a victory speech from the perspective of George Washington proclaiming the American victory upon Cornwallis's surrender at Yorktown.

American History: Beginnings to 1914 Teacher's supplemental material
 Unit Resource Book
 Document-Based Questions Practice Workbook
 Test Practice and Review Workbook
 Best Practices Toolkit
 Power Presentations
 Easy Planner
 Test Generator
History of Us: From Colonies to Country
Reading History: A Practical Guide to Improving Literacy
 American Revolution
For the student:
American History: Beginnings to 1914 (Pupil Edition)
History of Us: From Colonies to Country

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
American Revolution Battle	<u>Information Literacy</u>	

<p>Research Project Summative: Personal Project Students will research, access, and gather information from primary and secondary sources on a battle or event during the American Revolution of their choice. Students will be tasked with integrating their research into a "museum piece". Their final product will include both a written and visual component.</p> <p>Unit 5 John Collins Type 2 CFA 8 Formative: Written Test  CFA 8.docx</p>	<p>Problem Solving Spoken Communication Written Performance</p>	<ol style="list-style-type: none"> 1. Gather information from multiple sources and record on a graphic organizer to analyze the significance of events. (Technology) 2. Locate and identify geography of American Revolution 3. Map skill: key, scale, and relative location. (Geography) 4. Illustrate territorial changes. 5. Compare and contrast new facts/ideas. (IL) 6. Combine ideas to make new generalizations. (IL) 7. Compose to explain, inform, describe, persuade, or narrate an experience. (LA) 8. Make associations/connections, collaborate with peers to generate ideas, consult a variety of sources, use a writer's notebook/journal, dramatize and/or free write. (LA) 9. Use R.A.C.E. written response strategy.
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America: Creating a New Nation

Collaboration **Global American History** | Grade 7 | Social Studies | Newtown Middle School | 2014-2015



Wednesday, October 8, 2014, 10:03AM

Unit: America: Creating a New Nation (Week 35, 3 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. A fundamentally sound framework for government creates a strong central authority recognizing regional differences while unifying the nation.
2. A national government must have economic and political power for the greater good of the country, as opposed to the rights of the individual states.
3. Basic principles of modern of government fuse past and present beliefs, values, and experiences.

Essential Question(s)

Why did the Founding Fathers create a new Constitution?

Guiding Questions

Factual, Conceptual, Provocative

1. Why did America's leaders want a republic and not a monarchy? (Factual)
2. What did the states want from a national government? (Factual)
3. How did some leaders hope to solve the problems of a weak national government? (Factual)
4. Why do some citizens fear a strong centralized authority? (Provocative)
5. What basic weakness of the newly formed national government did Shay's Rebellion expose? (Factual)
6. What domestic and foreign problems did the Confederation face under the Articles of Confederation? (Factual)
7. Why was the Northwest Ordinance a big success for the Confederation Congress? (Factual)
8. Did the Articles of Confederation help to divide or unite the country? (Factual)
9. What issues prompted the call for a Constitutional Convention? (Factual)
10. How did the Constitutional Convention compromise over slavery? (Factual)
11. Is a centralized authority necessary for an orderly society? (Provocative)
12. What were some of the major challenges facing the Constitutional Convention? (Factual)
13. How were states' rights protected under the new government? (Factual)
14. How might Americans be affected if the rights of citizens were not protected in our Constitution? (Provocative)
15. What experiences with English law influenced belief in human rights and representation in the development of America's government? (Factual)

Standard(s)

Content and CCSS
CCSS: Literacy in History/Social Studies, Science, &

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Technical Subjects 6-12, CCSS: Grades 6-8, 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.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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

- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Civics

Civic and Political Institutions

- D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
- D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 3 - Evaluating Sources & Using Evidence

Developing Claims and Using Evidence

- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

1. Evaluate the weaknesses of the Articles of Confederation.
2. Compare and contrast the New Jersey and Virginia plans.
3. Analyze the writings of Federalists and Anti-Federalists concerning the ratification of the United States Constitution.
4. Research a member of the Constitutional Convention to determine the importance of his role.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Systems

Strands: History, Geography, Economics, Politics, Government, Culture

Topics: Articles of Confederation, Shay's Rebellion, Northwest Ordinance, Roots of American Democracy, compromises, ratification, Bill of Rights

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a

- variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.

Core Learning Activities

1. Preview the Confederation Era using the interactive animated map of the US population in 1790 at classzone.com.
2. Create a proposal (Problem/Solution) writing template. Students are to identify the problems with the Articles of Confederation and propose a specific plan to solve the problem.
3. Cause and Effect Chart – Have students draw a two-column chart. Label one side “Powers Denied” and the other “Effects.” Fill in the first column with powers denied Congress under the Articles of Cofederation. Students should fill in the effects column from the text and discuss the weaknesses of the Articles of Confederation.
4. Create posters that advocate a strong or a weak national government from the point of view of one of the 13 original states.
5. Prepare for the Constitutional Convention by dividing the class into groups, some representing the North and some representing the South. Each group comes up with a list of objectives they hope to achieve at the Convention and then they create a framework for a government to be presented to the class.
6. Analyze and evaluate the arguments of Madison and Mason for and against ratification by drawing spider maps to summarize the viewpoints of each from the primary sources on pp. 255 and 256 of the textbook.
7. Compare and contrast the NJ Plan with the VA plan using the writing templates from pp. 80-81 in the Best Practices Toolkit.
8. “Great Compromise” play – have groups of students write and perform short plays about the debate at the Constitutional Convention over state representation in Congress.
9. Compare perspectives of the Federalists and Anti-federalists by hearing and analyzing the debate at the Research and Writing Center – Classzone.com
10. Write a journal entry as a delegate to the Constitutional Convention describing your feelings on the process and its importance.
11. Create a poster or political cartoon supporting or opposing the Constitution.

Resources

Professional & Student

For the teacher:

- gilderlehrman.org
- pbs.org
- Classzone.com
- "Liberties Kids" Shay's Rebellion episode
- "Peanuts: The Constitutional Convention" movie
- "Ten Days That Shocked The World" Shay's Rebellion
- American History: Beginnings to 1914 (Teacher's Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Best Practices Toolkit
- Power Presentations
- Easy Planner
- Test Generator
- History of Us: From Colonies to Country
- Reading History: A Practical Guide to Improving Literacy

For the student:

- American History: Beginnings to 1914 (Pupil Edition)
- History of Us: From Colonies to Country

Assessments (Titles)

Unit 6 John Collins Type 2 CFA 9
 Formative: Written Test
 CFA 9.docx

Federalist vs anti-federalist
Summative: Other oral assessments
 Students are tasked with picking a side in the debate of whether or not to

Graduation Standards

- Information Literacy
- Problem Solving
- Spoken Communication
- Written Performance

Interdisciplinary Connections

1. Complete a graphic organizer identifying weaknesses of the Articles of Confederation.
2. Select accurate and valid information from a variety of resources. (IL)
3. Trace geographic expansion of the early United States.

support ratification of the Constitution. They must support the side they choose, while also creating a rebuttal for opposing view points.

(Geography)

4. Use content specific tools, software, and simulations to support thinking and learning. (Technology)
5. Predict possible outcomes of the economic system.
6. Make reasonable inferences from explicit and implicit information. (LA)
7. Consider a given text from a variety of perspectives: personal, cultural, literary and historical. (LA)
8. Use R.A.C.E. written response strategy.

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GLOBAL AMERICAN HISTORY II

Grade 8



Newtown Public Schools
Newtown, CT



A New Nation

San Angelo, Andrew Middle School | **Global American History II** | Grade 8 | Social Studies | Newtown
Middle School | 2014-2015



Wednesday, October 8, 2014, 10:07AM

Unit: A New Nation (Week 1, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. In order for a nation to thrive, its government must be willing to address controversial issues to benefit the common good.
2. Regional wants and needs can create conflicts, which impede national unity.
3. A nation's physical geography shapes its economic power and foreign policy.
4. A nation establishes its identity, in part, by its interactions with other countries.
5. Economic policies help determine the strength of a nation's foreign relations and domestic growth.

Essential Question(s)

1. How did domestic and foreign events challenge the first two presidents?
2. How did the events of the Jefferson Era (1800 – 1816) strengthen the developing nation?

Guiding Questions

Factual, Conceptual, Provocative

1. What controversies did the new nation need to address? (Factual)
2. Why do nations need to address controversial issues? (Conceptual)
3. Were the nation's controversies more domestic or foreign in nature? (Factual)
4. What happens when a nation fails to address its controversial issues? (Conceptual)
5. Can a nation thrive if it ignores its controversial issues? (Provocative)
6. What were the differences between the political parties? (Factual)
7. How does regionalism affect national unity? (Conceptual)
8. How did the country's economic wants and needs differ by region? (Factual)
9. How does a country develop unity out of conflicting wants and needs? (Conceptual)
10. What were the physical characteristics of the country post-Louisiana Purchase?
11. (Factual)
12. What resources existed in the new nation? (Factual)
13. How do a nation's resources influence its economy? (Conceptual)
14. How does a country's physical geography affect its foreign policy? (Conceptual)
15. With what foreign countries did the United States interact? (Factual)
16. Over what issues did they interact? (Factual)
17. How do foreign relationships help establish national identity? (Conceptual)
18. What were the new nation's economic policies? (Factual)
19. What were the effects of these policies? (Factual)
20. How can a nation strengthen itself through its economic policies? (Conceptual)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, 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.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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

- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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.

- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, 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.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal style.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Describe the decisions made by George Washington & Congress that established precedents in America.
2. Describe both domestic & foreign challenges faced by our new nation.
3. Summarize both domestic & foreign issues dividing Americans during John Adam's Presidency.
4. Summarize Thomas Jefferson's views on democracy.
5. Analyze the impact of Marbury v. Madison.
6. Identify the boundaries of the Louisiana Purchase & *explain* how it changed the United States.
7. Summarize the Lewis & Clark Expedition.
8. Describe the events that led to the War of 1812.
9. Summarize the legacy of the War of 1812.

- WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 1 - Developing Questions & Planning Inquiries

Constructing Compelling Questions

- D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Determining Helpful Sources

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History Change, Continuity, and Context

- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Systems

Topics

- Domestic and foreign policy
- Presidencies of Washington, Adams, Jefferson, Madison
- War of 1812
- Louisiana Purchase
- Lewis and Clark
- Bank of U.S.
- Trade with
- Britain and France
- Embargo
- Debt/deficits
- Political parties
- Elections
- Treaties
- Political attacks
- Competing views
- Respect

Concepts

- Conflict

Skills

Transferable skills that students must be able to DO

- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

1. Compare information about a historical event using a variety of primary sources.
2. Interpret primary and secondary sources to determine accuracy and validity.
3. Analyze maps and charts to support conclusions about historical events.
4. Compose an essay stating a personal opinion on a historical event or social studies issue, and support it with relevant evidence.
5. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.
6. Participate in formal and informal debates on social studies-related issues.

- Physical environment
- Geographic locations
- Needs/wants
- Trade
- Financial institutions
- Rule of law
- Limited government
- Individual rights
- Power
- Values and principles

7. Compare and contrast two or more interpretations of a historical event.
8. Analyze the range of options available to an individual in a historical situation.
9. Use evidence to describe why people might have different points of view on a historical or contemporary issue.
10. Use prior knowledge and information to support generalizations. (Reading)
11. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
12. Create a summary. (Reading)
13. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info. Lit.)
14. Use R.A.C.E. written response strategy.

Core Learning Activities

1. Write and/or perform a short skit demonstrating the challenges that a new leader faces.
2. Discuss and debate: How can a leader effectively deal with conflict?
3. Film: Show selections from *Founding Brothers* [A&E, no rating] to demonstrate controversial issues of the new nation.
4. Prepare and enact a debate between Federalists and Democratic-Republicans, and propose a resolution to the conflict.
5. Relate Washington's definition of "U.S. interests" to current examples of U.S. interest.
6. Describe ways in which Washington's presidency set precedents that shaped our political traditions, then discuss: How do political precedents become outdated?
7. Write a persuasive letter on Federal payment of state war debts.
8. Compare and contrast the elections of 1796 and 1800, and explain how issues and political parties determined the outcome of each.
9. Discuss: Why does rebellion occur? What are causes and effects of rebellion?
10. Write a letter from the British viewpoint concerning the encroachment of the Americans into the Northwest Territory.
11. Create a political cartoon illustrating your support of, or opposition to, a political figure of the era.
12. Design a symbol for the new republic. What message will your symbol convey?
13. Write a newspaper article about the Lewis and Clark Expedition.
14. Create a map of the movements of the Lewis and Clark Expedition.
15. Compare the Lewis and Clark Expedition to a space voyage.
16. Analyze Jefferson's orders to Meriwether Lewis.
17. Write a song about the War of 1812.
18. Using the Constitution, determine the origins of Constitutional Review.
19. In small groups, determine the constitutionality of various modern cases using the process of Judicial

Resources

Professional & Student

For the Teacher

- American History text (Teacher's Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator
- www.classzone.com
- The Presidents--DVD
- Journals of Lewis and Clark
- Lewis and Clark and the Corps of Discovery-DVD
- History of Us: New Nation
- Founding Brothers-DVD
- War of 1812—DVD
- UnitedStreaming.com—Lewis and Clark Expedition, The
- *A More Perfect Union* DVD [National Center for Constitutional Studies]
- *500 Nations* DVD [Warner Home Video]
- Infinity Learning – "The XYZ Affair" [ https://www.youtube.com/watch?v=uw0KcA59_8s]
- "The Battle of New Orleans" – Johnny Horton, song
- iconn.org
- Edmodo

For Students

- American History text (Student Edition)
- McDougal Littell Workbooks and Supplementary Materials
- www.classzone.com
- History of Us: New Nation

<p>Review. 20. Analyze patriotic songs.</p>	<ul style="list-style-type: none"> Edmodo Website 	
<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Chapter 9 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Summarize Hamilton’s plan to address the nation’s economic issues.</p> <p>Chapter 10 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Explain how the Louisiana Purchase changed the country.</p> <p>Quarterly Research Assessment Summative: Personal Project Quarterly Research Based Assessment Common Rubric Elements. These will appear in each 8th grade research rubric, which will be used once per quarter to assess students’ ability to conduct research and present findings. ~ A properly supported claim is evident. ~ Appropriate sources have been accessed and properly cited in the text and on a Works Cited page.</p> <p>Essential Question How did the events of the Jefferson Era (1800 – 1816) strengthen the developing nation?</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Compute per capita debt Journal entry from British point of view Determine causes of fallen trees Art – Neo-classical building sketch Code a message to Jefferson Compare word meanings: “draft” and “impressment” Flora and fauna on the Expedition of Discovery Music – perform back-country folk music</p>

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The Developing Nation

San Angelo, Andrew **Global American History II** Grade 8 | Social Studies | Newtown
Middle School | 2014-2015



Wednesday, October 8, 2014, 10:07AM

Unit: The Developing Nation (Week 6, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. The development of a national identity has both positive and negative consequences.
2. In order for a nation to grow, its people must experience conflict.
3. People may show more loyalty to the state or region in which they live than to their nation.
4. Power and authority increase as economic status is enhanced.
5. Strong leadership can assert its authority over a developing nation.

Essential Question(s)

1. How did forces and events affect national growth and unity?
2. In what ways did Andrew Jackson's presidency impact the nation?

Guiding Questions

Factual, Conceptual, Provocative

1. How did Nationalism develop in the United States? (Factual)
2. What are the products of Nationalism? (Conceptual)
3. How did Nationalism exclude groups of people in the early 1800s? (Factual)
4. What conflicts contributed to the nation's growth in the early 1800s? (Factual)
5. How does conflict encourage national growth? (Conceptual)
6. How do the people of a nation benefit from its growth? (Conceptual)
7. Why was slavery important to the South? (Factual)
8. As nationalism grows, how does sectionalism threaten national unity? (Conceptual)
9. How did the North and the South respond to their differing opinions? (Factual)
10. How is diversity tolerated in different regions? (Conceptual)
11. How does a nation improve its economic status? (Conceptual)
12. What is the relationship between power and authority within a government? (Provocative)
13. What did America produce to increase its economic power? (Factual)
14. How did the Industrial Revolution change the way people worked? (Factual)
15. How do leaders assert authority? (Conceptual)
16. How did Andrew Jackson change the power and authority of the presidency? (Factual)
17. Who were America's strong leaders circa 1825? (Factual)
18. When does strong leadership turn into abuse of power? (Provocative)
19. How does a strong leader impact foreign policy? (Conceptual)

Standard(s)

Content and CCSS
CCSS: Literacy in History/Social Studies, Science, &

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Technical Subjects 6-12, CCSS: Grades 6-8, 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.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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

- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, 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.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal style.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Economics
Economic Decision Making

- D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and

1. Identify factors that led to the Industrial Revolution and new manufacturing methods, inventions, etc.
2. Summarize how the Industrial Revolution transformed the United States.
3. Explain how the cotton gin dramatically increased slavery in the U.S.
4. Summarize how our democracy changed under Andrew Jackson's presidency.
5. Summarize the effect of the Indian Removal Act on Native Americans.

society.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Geography

Human-Environment Interaction: Place, Regions, and Culture

- D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History

Change, Continuity, and Context

- D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

Content/Topics

*Critical content that students must **KNOW***

Conceptual Lens: Systems

Topics:

1. Industrial Revolution
2. Nat Turner
3. Andrew Jackson
4. States' rights
5. Indian Removal
6. Trial of Tears
7. Mill towns
8. Canal system
9. National Road
10. Factory system
11. Inventions
12. Growth of slavery
13. American System
14. McCulloch vs. Maryland
15. Jackson and the National Bank
16. Nationalism
17. Monroe Doctrine
18. Missouri Compromise
19. Sectionalism
20. Doctrine of Nullification
21. Whig party
22. Nationalism
23. Assimilation of Native Americans

Concepts:

1. Industrial growth
2. Trade
3. Power and authority
4. Participation in government
5. Urbanization
6. International conflict
7. Expansion
8. Banks and financial institutions

Skills

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

1. Compare information about a historical event using a variety of primary sources.
2. Interpret primary and secondary sources to determine accuracy and validity.
3. Analyze maps and charts to support conclusions about historical events.
4. Participate in formal and informal debates on social studies-related issues. Prepare an interpretive report on a historical question using appropriate visual evidence.
5. Compare and contrast two or more interpretations of a historical event.
6. Cite evidence to support and/or critique a historian's interpretation of an event.
7. Analyze the range of options available to an individual in a historical situation.
8. Use evidence to describe why people might have different points of view on a historical or contemporary issue.
9. Use prior knowledge and information to support generalizations. (Reading)
10. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
11. Create a summary. (Reading)

<ol style="list-style-type: none"> 9. Resources 10. Labor 11. National identity 12. Political culture and conflict 13. Diversity 14. Identity 15. Individual responsibilities 	<ol style="list-style-type: none"> 12. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info. Lit.) 13. Extrapolate and combine relevant information from texts. (Reading) 14. Apply technology tools for research and problem solving. (Tech.) 15. Use R.A.C.E. written response strategy
<p>Core Learning Activities</p> <ol style="list-style-type: none"> 1. Animated History: An American Textile Mill. Analyze components of the mill system and explain how societal changes impacted 2. America. Assess the decline of the mills and their effect on society. 3. Agree/ disagree with this statement: Working at a textile mill was a good opportunity for young women in the 1800s. 4. Compare and contrast nationalism and sectionalism. 5. Read and discuss the Monroe Doctrine. How did the United States see itself, and how did it want to be seen by other nations? 6. Discuss and debate: Did the mills improve mill workers' lives? 7. Describe an invention, its design, its creator, and how it changed society. 8. Write a persuasive letter regarding the Missouri Compromise. 9. Examine the expectations of the framers of the Constitution regarding slavery. 10. Mill Times video: Compare and contrast "cottage industry" to the newly developed mills. Discuss the rise of the mills. 11. Agree/ disagree with this statement: Because of settlers' demands, the U.S. government had no choice but to move the Native Americans west of the Mississippi River. 12. Discuss whether the framers of the Constitution expected slavery to die off when they abolished the slave trade in 1808. 13. Was the Doctrine of Nullification a cause of the Civil War? Discuss. 14. Cause and effect: President Jackson and how his policies impacted the United States. 15. Compare and contrast economic downturns throughout American history and describe how they have influenced society. 16. Role play: "Face the Nation" on the topic of the Doctrine of Nullification and the issue of states' rights from the points of view of John C. Calhoun and Daniel Webster. 17. Write song lyrics or make a model of a monument about the Trail of Tears. What message would your song or monument convey? 18. Compare and contrast the elections of 1824 and 1828, and explain the role of the electoral college. 19. Create a political cartoon illustrating support for, or opposition to, Andrew Jackson. 20. Based on Sequoya's alphabet, create a new language for the classroom. 	<p>Resources</p> <p><i>Professional & Student</i></p> <p>For the teacher:</p> <ul style="list-style-type: none"> • American History text (Teacher's Edition) • American History: Beginnings to 1914 Teacher's supplemental material • Unit Resource Book • Document-Based Questions Practice Workbook • Test Practice and Review Workbook • Unit Transparency Book • Best Practices Toolkit • Daily Test Practice Transparencies • Power Presentations • Easy Planner • Test Generator • www.classzone.com • 500 Nations—DVD • President's March—Song • Mill Times—DVD • History Of Us: New Nation • Jackdaws: Nat Turner: Slave Revolt • The Presidents—DVD • American Experience: Roots of the Underground Railroad • UnitedStreaming.com: America in a Changing World, 1793-1799 • Jackdaws: The American Industrial Revolution • <i>The Jackson Years: The New Americans</i> DVD [Phoenix Learning Group] • <i>Andrew Jackson: Good, Evil and the Presidency</i> DVD [PBS] • iconn.org • Edmodo • History of US: New Nation <p>For the student</p> <ul style="list-style-type: none"> • American History text (Student Edition) • McDougal Littell Workbooks • www.classzone.com • History Of Us: New Nation • Edmodo

21. Conduct a mock election.		
<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Chapter 11 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Explain the effect of the cotton gin on slavery in the South.</p> <p>Chapter 12 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Summarize the effect of the Indian Removal Act on Native Americans.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<ul style="list-style-type: none"> • Solve and create equations – Morse code system • Erie Canal – engineering; diagram water power • Music – perform spirituals and explain their hidden meanings • Elections of 1824 and 1928 – popular vs electoral votes; explore how inflation affects Americans today • Cause-and-effect chain related to economics in history; explore the Cherokee language; write an article for the Cherokee <i>Phoenix</i> • Research weather conditions during the Trail of Tears. • Art – create a political cartoon; Civics – Rachel Jackson and campaign politics

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Manifest Destiny

San Angelo, Andrew **Global American History II** Grade 8 | Social Studies | Newtown Middle School | 2014-2015

Wednesday, October 8, 2014, 10:08AM



Unit: Manifest Destiny (Week 11, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. A country's interests and needs will strongly influence its values and principles.
2. Countries will clash when their needs and interests are in conflict.
3. When people are faced with limited personal choices and resources, they will do what is necessary to force change.
4. Although immigrants are often torn between their old cultural beliefs and those of their new home, their cultural identity will blend with those with whom they come into contact.
5. In order for a nation to grow, it must take advantage of the opportunities that are presented.

Essential Question(s)

1. How did Westward Expansion transform the nation?
2. How did immigration and social reform change the nation in the mid-1800s?

Guiding Questions

Factual, Conceptual, Provocative

1. Who determines a country's interests and needs? (Conceptual)
2. What interests and needs influenced westward movement? (Factual)
3. What principles and values of the pioneers helped establish new territories? (Factual)
4. What international conflicts did Manifest Destiny cause? (Factual)
5. What needs and interests push nations into conflict? (Conceptual)
6. Why might needs and interests of countries conflict? (Conceptual) A. Why did adventurers and pioneers follow trails west? (Factual)
7. How did the pioneers change the West? (Factual)
8. When faced with limited resources, how will people try to force change? (Conceptual)
9. Are there limits to what people will do to force change? (Conceptual) A. How does immigration of cultures and beliefs change a nation? (Conceptual)
10. How do immigrants create a diverse society? (Conceptual)
11. How did immigrants change America? (Factual)
12. What beliefs and values did the pioneers contribute to the new Western culture? (Factual)
13. What challenges does a nation face as it expands? (Conceptual)
14. What opportunities did expansion present to the United States? (Factual)
15. Why does a nation take on new challenges? (Conceptual)
16. How did the United States take advantage of its opportunities? (Factual)
17. Must conquest be part of national expansion? (Provocative)

Standard(s)	Objective(s)
<p><i>Content and CCSS</i> CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, 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.</p> <ul style="list-style-type: none"> • RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <p>CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, 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.</p> <ul style="list-style-type: none"> • WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 1 - Developing Questions & Planning Inquiries Determining Helpful Sources</p> <ul style="list-style-type: none"> • D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History Change, Continuity, and Context</p> <ul style="list-style-type: none"> • D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. <p>Historical Sources and Evidence</p> <ul style="list-style-type: none"> • D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected 	<p>Bloom/ Anderson Taxonomy / DOK Language</p> <ol style="list-style-type: none"> 1. Explain the reasons why the early pioneers moved West & Summarize the challenges people faced in settling the West. 2. Summarize changes in Spanish Texas that led to the Texas Revolution & the creation of the Lone Star Republic. 3. Summarize American support for Manifest Destiny. 4. Explain the impact of victory of Mexico. 5. Summarize the effects of the California Gold Rush. 6. Explain why the immigrant groups came to America in the mid 1800s. 7. Describe the efforts of the abolitionists in the 1800s to end slavery. 8. Explain how the abolition movement led to the fight for women's rights.

from different kinds of historical sources.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 3 - Evaluating Sources & Using Evidence

Gathering and Evaluating Sources

- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Systems

Topics:

1. Trails West
2. California Gold Rush
3. Mexican independence
4. Texas' independence
5. War with Mexico
6. Hardships of travel
7. Climate of the West
8. Discovery of the South Pass
9. International and territorial borders
10. Pioneers' motivations
11. Demand for fur
12. Land acquisition
13. Political disputes
14. Polk
15. Manifest Destiny
16. Santa Anna
17. Slavery
18. Respecting international borders and laws
19. Religion
20. Fighting for a cause
21. Immigration

Concepts:

1. Domestic and foreign policy
2. Migration
3. Expansion
4. Settlement patterns
5. Geographical locations
6. Population density
7. Physical environment
8. Labor
9. Needs/wants
10. Goods and services
11. Authority
12. Governmental systems
13. Political cultures
14. Roles, rights, and responsibilities
15. Rule of law
16. Individual rights
17. Values and principles
18. National identity

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

1. Compare information about an historical event using a variety of primary sources.
2. Interpret primary and secondary sources to determine accuracy and validity.
3. Analyze maps and charts to support conclusions about historical events.
4. Compose an essay stating a personal opinion on a historical event or social studies issue and support it with relevant evidence.
5. Orally present information on an historical event or social studies issue supported with primary and secondary evidence.
6. Participate in formal and informal debates on social studies-related issues.
7. Prepare an interpretive report on a historical question using appropriate visual evidence.
8. Compare and contrast two or more interpretations of an historical event.
9. Use evidence to describe why people might have different points of view on a historical or contemporary issue.
10. Use prior knowledge and information to support generalizations. (Reading)
11. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
12. Create a summary. (Reading)

19. Diversity

13. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info.Lit.)
14. Extrapolate and combine relevant information from texts. (Reading)
15. Apply technology tools for research and problem solving. (Tech.)
16. Use R.A.C.E. written response strategy.

Core Learning Activities

1. Compare a pre-1821 map of the United States with a present-day map. Discuss how the changes came about, and what they meant to the people of the United States
2. Debate settlement in Texas using the information found in the "Comparing Perspectives" sidebar on page 428 in the textbook.
3. Create a brochure or prezi to convince settlers to move to the Austin colony.
4. Create a political cartoon illustrating your support of, or opposition to, annexation of Texas.
5. Create a political cartoon illustrating your support of, or opposition to, annexation of Texas.
6. Prepare and deliver a series of news reports from any of the following: the Alamo, the Great Salt Lake, Fort Laramie, Gold Country.
7. As a mountain man, write a letter home describing what your life is like.
8. Write a persuasive letter to President Polk in support of, or opposition to, war with Mexico.
9. With two partners, take the part of either Henry Clay, Senator Lincoln, or President Polk, and Debate America's entry into a war with Mexico.
10. Create a brochure or prezi enticing settlers to come to a boom town in Gold Country.
11. Script a short film about life on the Oregon Trail.
12. Create several journal entries from the point of view of a Mexican citizen finding out that he is now living in America.
13. As a member of the Church of Jesus Christ of Latter-Day Saints, write a letter to Brigham Young.
14. Create an advertisement for a travel company that takes people to the West.
15. Describe challenges of the Oregon Trail from the point of view of various pioneers.
16. Create "baseball cards" for historical figures of the era.
17. Create a travel plan for a pioneer family.
18. Compare and contrast perspectives of Mexicans and Anglo Americans regarding Anglos settling in Mexico.
19. Play a web-based role-play game on Texas Independence.
20. Using primary sources, analyze Americans' viewpoints on the Mexican-American War.

Resources

Professional & Student

For the Teacher

- American History text (Teachers Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator
- www.classzone.com
- The Presidents--DVD
- Oregon Trail software
- Battle of the Alamo—DVD
- Mindsparks: Manifest Destiny
- History of Us: Liberty for All?
- UnitedStreaming.com:
- Settlers Expand the Land
- Santa Fe Trail
- Boom or Bust: Mining and the Opening of the American West
- Trail to Riches: The California Gold Rush and Settlement of the Pacific Northwest
- Jackdaws – Mexican War
- Texas Independence RPG [🌐]
http://www.txindependence.org/washington_game.php
- America on the seas [🌐]
<http://amhistory.si.edu/onthewater/>
- California [🌐]
<http://www.calisphere.universityofcalifornia.edu/>
- *American History Through Folksong* by Keith McNeil – CD, NMS library
- iconn.org
- History of Us: Liberty for All?
- Edmodo

For the Student

- American History text (Student Edition)
- McDougal Littell Workbooks
- www.classzone.com

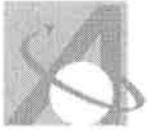
- History of Us: Liberty for All?
- Edmodo

<u>Assessments (Titles)</u>	Graduation Standards	Interdisciplinary Connections
<p>Chapter 13 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Identify the reasons why early pioneers moved west.</p> <p>Chapter 14 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Explain the challenges that immigrants faced in America.</p> <p>Quarterly Research Assessment Summative: Personal Project Quarterly Research Based Assessment Common Rubric Elements. These will appear in each 8th grade research rubric, which will be used once per quarter to assess students' ability to conduct research and present findings. ~ A properly supported claim is evident. ~ Appropriate sources have been accessed and properly cited in the text and on a Works Cited page.</p> <p>Essential Question How did Westward Expansion transform the nation?</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<ul style="list-style-type: none"> • Quilt geometry • Create a journal entry as a settler heading west • Report on the effect of altitude on the body's ability to function • Impacts of potato famine on populations of Ireland and the United States • Prepare and perform a play about the labor movement • Find out how gold is created • Art - create a scientific illustration; Civics – how to become a US citizen; Civics – Women's rights, then and now

Last Updated: Tuesday, October 7, 2014, 8:50AM

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Causes of the Civil War

San Angelo, Andrew Middle School | 2014-2015
Global American History II Grade 8 | Social Studies | Newtown



Wednesday, October 8, 2014, 10:09AM

Unit: Causes of the Civil War (Week 16, 7 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. Economic disparity within a country leads to a divided nation.
2. Personal resolve of reformers can change the social conscience of a nation.
3. When the rights of citizens become more significant than the national interest, conflict will arise.
4. Compromise can settle differences, but there comes a time when compromise is no longer possible.
5. Unresolved differences inevitably lead to conflict.

Essential Question(s)

1. How much risk is acceptable in order to obtain freedom?
2. Can a person compromise where his or her own freedom is concerned?
3. How did issues and events shatter the nation's unity and lead to civil war?

Guiding Questions

Factual, Conceptual, Provocative

1. What created economic disparity in America in the mid-1800s? (Factual)
2. What causes economic disparity? (Conceptual)
3. Can economic disparity be avoided? (Provocative)
4. How did economic disparity affect the North and the South? (Factual)
5. Who were the reformers in America before the Civil War? (Factual)
6. How can personal resolve effect change? (Conceptual)
7. How did reformers change America's social conscience? (Factual)
8. How was the national interest in conflict with states' rights? (Factual)
9. Why do citizens reject national authority? (Conceptual)
10. What rights did citizens want? (Factual)
11. How can compromise settle differences? (Conceptual)
12. What compromises were implemented between the North and South? (Factual)
13. When does compromise become impossible? (Conceptual)
14. Why were the compromises that were made unable to resolve the issue? (Factual)
15. Can compromise ever lead to a permanent solution to a problem? (Provocative)
16. What were the unresolved differences between the North and South? (Factual)
17. Are there some differences that can never be resolved? (Provocative)
18. What prevents the resolution of differences? (Conceptual)

Standard(s)

Content and CCSS
CCSS: Literacy in History/Social Studies, Science, &

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

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

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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.

- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, 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.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal style.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas

1. Analyze how the Compromise of 1850 fueled the crisis between North & South.
2. Summarize the effects of territorial expansion on the debate over slavery.
3. Describe events that led our nation to the breaking point.
4. Summarize both the reasons and responses to Southern secession.
5. Explain how the Election of 1860 showed a divided nation.

clearly and efficiently.

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.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History

Perspectives

- D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 4 - Communicating Conclusions & Taking Informed Action

Communicating and Critiquing Conclusions

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Interdependence/Dependence

Topics:

- States' rights
- Slavery
- Sectionalism
- Abolition
- Dred Scott
- John Brown
- Election of Lincoln
- Ft. Sumter
- Populating the West
- Underground Railroad
- Free states/slaves states
- Tariffs
- Expansion of slavery
- Farming vs. manufacturing
- Compromise/balance of power
- Political parties
- Political leaders
- Lincoln-Douglas debates
- Southern secession
- Popular sovereignty
- Women's rights

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

1. Compare information about an historical event using a variety of primary sources.
2. Interpret primary and secondary sources to determine accuracy and validity.

- Free blacks and enslaved people

Concepts:

- National identity
- Equality
- Conflict
- Rules, rights, responsibilities
- Rural/urban
- Population density
- Needs/wants
- Goods/services
- Trade
- Standard of living
- Governmental systems
- Political groups
- Interest groups
- Individual rights
- Values and principles

3. Analyze maps and charts to support conclusions about historical events.
4. Compose an essay stating a personal opinion on an historical event or social studies issue, and support it with relevant evidence.
5. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.
6. Orally present information on an historical event or social studies issue supported with primary and secondary evidence.
7. Participate in formal and informal debates on social studies-related issues.
8. Cite evidence to support and/or critique an historian's interpretation of an event.
9. Analyze the range of options available to an individual in a historical situation.
10. Use evidence to describe why people might have different points of view on an historical or contemporary issue.
11. Use prior knowledge and information to support generalizations. (Reading)
12. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
13. Create a summary. (Reading)
14. Extrapolate and combine relevant information from texts. (Reading)
15. Apply technology tools for research and problem solving. (Tech.)
16. Use R.A.C.E. written response strategy.

Core Learning Activities

1. List in chronological order the events that led the Southern states to secede. Debate: When did the Civil War become inevitable?
2. Prepare a diagram and discuss what the North and South gained and lost in the Compromise of 1850.
3. Discuss why the Compromise of 1850 did not provide a permanent solution to America's slavery problem.
4. Read for a purpose by reviewing the essential question: What issues and events shattered the nation's unity and led to civil war?
5. Create a book cover for Uncle Tom's Cabin to reflect the North's emerging viewpoint on the slavery issue.
6. Compare and contrast the agricultural differences between the North and South.
7. Compare/contrast the views expressed by Lincoln and Douglas in their debates.
8. Explore political debates in different time periods, examining how differing political viewpoints led to conflict.
9. Create a timeline describing historical events in Kansas during the 1850s, establishing how they related to national events at the time. Explain how this political conflict led to violence in Kansas.
10. Compare and contrast John Brown's raid with the Dred Scott decision. Explain how these events exacerbated the problems over slavery.
11. Compare and contrast the history of slavery in the

Resources

Professional & Student
For the Teacher

- American History text (Teachers Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator
- www.classzone.com
- The Presidents—DVD
- Jackdaws: Underground Railroad
- The Voyage of La Amistad--DVD
- History of Us: Webisodes
- Escape from Slavery—DVD
- History of Us: Liberty for All?
- UnitedStreaming.com Slave Ship
- Causes of Civil War
- mission-us.org – Mission 2, Flight to Freedom
- *Freedom* VHS [Andrew, do we have this? Accompanies the Hakim books?]
- *The Black Americans of Achievement Video*

- United States with the Holocaust during WWII.
12. Write a newspaper article on the 1860 presidential election. Highlight how this national event erupted into another conflict over states' rights.
 13. Create a historically accurate map of the United States during the late 1850s, detailing how Southern secession would soon divide the country.
 14. Brainstorm issues that might divide your community. Write a persuasive letter to a community leader detailing your views. Include a call to action.
 15. Create a poster advertising a Lincoln-Douglas debate that might be posted in an Illinois town.
 16. Discuss ways in which Southerners might have compared themselves to American colonists in the 1770s. Examine the pros and cons of seceding from a nation to secure political rights.
 17. View selected video clips examining aspects of the slavery experience, including the slave trade.
 18. Create a diary of a slave describing plantation life for future grandchildren.
 19. Mission-US role-play game: Flight to Freedom.
 20. Write a journal entry discussing your choices as a runaway slave.
 21. Evaluate the risks taken by slaves to obtain freedom.

Collection: Harriet Tubman DVD [Schlessinger Media]

- The Underground Railroad DVD [History Channel]
- iconn.org
- www.civilwar.org (Civil War Trust)
- History of Us: Liberty for All?
- Edmodo

For the Student

- American History text (Student Edition)
- McDougal Littell Workbooks
- www.classzone.com
- History of Us: Liberty for All?
- Edmodo

Assessments (Titles)

Chapter 15 Common Formative Assessment

Formative: Other written assessments

Type II John Collins Writing Method

Summarize the Compromise of 1850.

**Quarterly Research Assessment
Summative: Personal Project
Quarterly Research Based Assessment**

Common Rubric Elements. These will appear in each 8th grade research rubric, which will be used once per quarter to assess students' ability to conduct research and present findings.
 ~ A properly supported claim is evident.
 ~ Appropriate sources have been accessed and properly cited in the text and on a Works Cited page.

Essential Questions: Choose one of the following

1. How much risk is acceptable in order to obtain freedom?
2. Can a person compromise where his or her own freedom is concerned?

Graduation Standards

- Information Literacy
- Problem Solving
- Spoken Communication
- Written Performance

Interdisciplinary Connections

- Voting tallies – election of 1860
- Debate a historical issue, e.g. secession
- Music – songs against slavery;
Civics – hold a mock hearing [e.g. Dred Scott, John Brown]





Civil War

San Angelo, Andrew Global American History II Grade 8 | Social Studies | Newtown Middle School | 2014-2015



Wednesday, October 8, 2014, 10:11AM

Unit: Civil War (Week 23, 6 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. A nation at war with itself loses sight of its national identity.
2. War requires leaders to do whatever it takes to be victorious.
3. In trying to resolve conflict, one's values and principles will be questioned and tested.
4. A leader's character emerges during times of great adversity.
5. A nation inflicts deep emotional and psychological damage on itself during a civil war.

Essential Question(s)

1. How did events, leaders, and strategies shape the early years of the war?
2. In what ways did the Civil War transform the nation?

Guiding Questions

Factual, Conceptual, Provocative

1. What aspects of America's national identity were lost? (Factual)
2. Why is a national identity lost? (Conceptual)
3. What aspects of America's national identity remained during the Civil War? (Factual)
4. How does the loss of national identity affect a nation's citizens? (Conceptual)
5. What characteristics do military leaders need to have? (Conceptual)
6. What were the extremes that Union and Confederate leaders went to in order to secure victory? (Factual)
7. What is total war? (Factual)
8. Should one give up one's values and principles when at war? (Provocative)
9. What values and principles of the Union leaders were questioned? (Factual)
10. How do values and principles affect one's choices in trying to resolve conflict? (Conceptual)
11. How does adversity reveal character? (Conceptual)
12. What are some examples of character revealed by the Civil War? (Factual)
13. How is a person's character revealed by the choices she or he makes? (Conceptual)
14. Why does a nation war with itself? (Conceptual)
15. What emotional and psychological damages did the United States inflict on itself? (Factual)
16. Are the emotional and psychological damages caused by civil war irrevocable? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Summarize both the Northern and Southern war strategies.
2. Summarize the significance of the First Battle of Bull Run for both the North & South.

and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, 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.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History

Historical Sources and Evidence

- D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

3. Explain how the Civil War was a new kind of war.
4. Describe Union victories in the West.
5. Summarize Southern success in the East.
6. Analyze how the Emancipation Proclamation affected the war effort.
7. Identify contributions African-American soldiers made to the Union cause.
8. Explain the significance of the battles Gettysburg & Vicksburg.
9. Analyze how the war transformed the Nation.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Conflict/Cooperation

Topics:

- President Lincoln
- Grant and Lee
- Destruction of the South
- Turning points
- Gettysburg Address
- Strengths and weaknesses
- Assassination of Lincoln
- Anaconda Plan
- Physical geography of the North and South
- Climate of the South
- Supply lines
- Agriculture
- Naval blockade

Skills

Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
 - 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
 - 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
 - 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
 - 7. Other.
2. Compare information about an historical event using a variety of primary sources.

- Manufacturing
- Northern resources
- Emancipation Proclamation
- Foreign relations
- Border states
- Equality
- Life of a soldier
- Disunion of families

Concepts:

- Power
- National identity
- Total war
- Population density
- Natural resources
- Production, consumption, distribution
- Needs/wants
- Individual rights
- Rule of law
- Constitution
- Political conflict
- Citizenship
- Values and principles
- Common good

3. Interpret primary and secondary sources to determine accuracy and validity.
4. Analyze maps and charts to support conclusions about historical events.
5. Compose an essay stating a personal opinion on a historical event or social studies issue, and support it with relevant evidence.
6. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.
7. Orally present information on a historical event or social studies issue supported with primary and secondary evidence.
8. Participate in formal and informal debates on social studies-related issues.
9. Prepare an interpretive report on an historical question using appropriate visual evidence.
10. Compare and contrast two or more interpretations of a historical event.
11. Use R.A.C.E. written response strategy.
12. Cite evidence to support and/or critique a historian's interpretation of an event.
13. Analyze the range of options available to an individual in an historical situation.
14. Use evidence to describe why people might have different points of view on a historical or contemporary issue.
15. Use prior knowledge and information to support generalizations. (Reading)
16. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
17. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info. Lit.)
18. Extrapolate and combine relevant information from texts. (Reading)
19. Apply technology tools for research and problem solving. (Tech.)
20. Analyze author's bias and how it influences meaning (Info. Lit.)
21. Combine ideas to make new generalizations (Info. Lit.)
22. Create a summary (Reading)
23. Return to the text to support reasons with relevant references (Reading)

Core Learning Activities

1. After examining statistics for the North and the South on the eve of the Civil War, make two predictions about why the war will be long and bloody.
2. Write a paragraph explaining why the South was more effective than the North in the early part of the Civil War.
3. Create a historically accurate map, tracing battles and victories for each side through 1862. Describe which side had the advantage on both the Eastern and Western fronts.
4. Contrast the attitudes of citizens in New York and Kentucky when Lincoln called for help in putting down the uprising in the South. Explain how value systems affected reactions.

Resources

Professional & Student
For the Teacher

- American History text (Teachers Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator

5. Write a paragraph analyzing the most significant strengths and weaknesses of each side during the early part of the Civil War.
6. Read and summarize excerpts from the Emancipation Proclamation. Describe possible reactions of each of the following: Northern Democrat; Union soldier; white Southerner; freed slave.
7. Deliver a speech as Abraham Lincoln, emphasizing why preserving the Union was his most important goal as president.
8. Perform a skit from soldiers' perspectives, describing what life was like during different phases of the war.
9. Examine the primary source document on page 527. Describe how this painting conveys aspects of a soldier's life during the Civil War.
10. Write a newspaper editorial from a Northerner's or a Southerner's viewpoint on the battle of Fort Sumter.
11. Write an expository essay on what diseases existed during the Civil War and their effects on both soldiers and prisoners.
12. Write a persuasive speech answering the following question: Should the government have the right to draft people to serve in the military?
13. Create a map that shows the main features of the Anaconda Plan. Include annotations and a paragraph evaluating the strategic value of the plan for the North.
14. Create three captioned illustrations that show social changes that occurred during the Civil War.
15. Film—selected scenes from *Glory*—school use edit, no rating
16. Film—selected scenes from *Gettysburg*, PG-13
17. United Streaming—*The Civil War*
18. Examine the civilwartrust.org Gettysburg battle map.
19. Travel to Gettysburg and tour the battle field.
20. Compare and contrast the strengths and weaknesses of the North and the South at the start of the war.
21. Deconstruct the Gettysburg Address to determine its meaning.
22. Analyze soldiers' attitudes about war from the perspectives of both sides.
23. Stephen Crane's *Red Badge of Courage* [can be read or viewed]

- www.classzone.com
- *Glory*—DVD (edited version)
- *A Guide to MLA Documentation: Fifth Edition*
- *American Timeline*
- *The Presidents*—DVD
- *Interact*
- *Gettysburg*—DVD
- *History of Us: Civil War*
- UnitedStreaming.com
- *Lincoln*—DVD
- *Assignment Discovery: Victory on the Fourth*
- iconn.org
- www.civilwar.org (Civil War Trust)
- *History of Us: The Civil War*
- Edmodo

For the Student

- *American History text (Student Edition)*
- McDougal Littell workbooks
- www.classzone.com
- *History of Us: Civil War*
- Edmodo

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Chapter 16 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Summarize the war strategies of the North and the South.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<ul style="list-style-type: none"> • Write a letter home from the PoV of a soldier • Filtering contaminated water activity • Drama – deliver part of one of Lincoln's speeches • Graphing populations, analyzing the graphs; calculate daily living costs • Letter from the present

		explaining how America has changed since the end of the Civil War
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- Create a pin-hole camera

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Reconstruction

San Angelo, Andrew Middle School | 2014-2015
Global American History II | Grade 8 | Social Studies | Newtown



Wednesday, October 8, 2014, 10:12AM

Unit: Reconstruction (Week 29, 5 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. The end of armed conflict does not always mean the end of hostilities.
2. After civil war, a nation is not truly reunited until physical and emotional healing has occurred.
3. After many struggles a nation, like a phoenix, will rise from the ashes of civil war.
4. After a time of civil war, a new national identity will emerge.

Essential Question(s)

1. How did a deeply divided nation move forward after the Civil War?

Guiding Questions

Factual, Conceptual, Provocative

1. What hostilities remained after the Civil War, and how were they expressed? (Factual)
2. How did the South view the North's attempts to help? (Factual)
3. What does it take for hostilities to end? (Conceptual)
4. How did the North influence the rebuilding of the South? (Factual)
5. Has the United States fully healed from the Civil War? (Provocative)
6. How did the nation attempt to heal itself? (Factual)
7. How does a government reunite its people after civil war? (Conceptual)
8. What special problems does a country face after civil war? (Conceptual)
9. How did the United States handle its post-war problems? (Factual)
10. What does it take for a nation to rebuild itself after civil war? (Conceptual)
11. What national identity emerged after the Civil War? (Factual)
12. Why does a national identity have to change? (Conceptual)
13. Does national identity determine a country's beliefs, values, and principles? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: History/Social Studies

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

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Identify the goals of Presidential Reconstruction; Summarize its successes and failures.
2. Explain the laws passed to enforce the goals of Congressional Reconstruction.
3. Summarize ways the Ku Klux Klan resisted Reconstruction.
4. Explain why Reconstruction failed.

lowered).

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

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, 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.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WHST.6-8.2e. Establish and maintain a formal style and objective tone.

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.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - Civics

Civic and Political Institutions

- D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 2 - History

Perspectives

- D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Identity

Topics:

- Johnson as president

Skills

Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively

- Radical Reconstruction
- Grant as president
- Compromise of 1877
- Jim Crow
- Black codes
- Ku Klux Klan
- Military zones
- Sharecropping
- Carpetbaggers
- Scalawags
- Rebuilding the South
- Civil Rights
- 13th, 14th, 15th Amendments
- Impeachment
- Plessy v. Ferguson
- Racism
- Prejudice

Concepts:

- Transition from war to peace
- Common good
- Rural/urban
- Population density
- Cultural landscapes
- Expansion
- Standard of living
- Interest groups
- Scarcity
- Citizenship
- Roles, rights, responsibilities
- Political conflict
- National identity
- National healing

using a variety of tools/media in varied contexts for a variety of purposes.

- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

1. Compare information about an historical event using a variety of primary sources.
2. Interpret primary and secondary sources to determine accuracy and validity.
3. Analyze maps and charts to support conclusions about historical events.
4. Orally present information on an historical event or social studies issue supported with primary and secondary evidence.
5. Participate in formal and informal debates on social studies-related issues.
6. Compare and contrast two or more interpretations of an historical event.
7. Analyze the range of options available to an individual in an historical situation.
8. Use evidence to describe why people might have different points of view on an historical or contemporary issue.
9. Use prior knowledge and information to support generalizations. (Reading)
10. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
11. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info. Lit.)
12. Apply technology tools for research and problem solving. (Tech.)
13. Use R.A.C.E. written response strategy.

Core Learning Activities

1. Design and create a poster encouraging people to vote for a candidate in the presidential election of 1876.
2. As a reporter for a Northern newspaper, write an article about the Southern states rejoining the Union.
3. With several partners, write and perform a series of interviews with Southerners describing their views on reunification. Interviews might include a soldier, a former Confederate senator, a plantation owner, a former slave, a poor white woman, etc.
4. Prepare and conduct a debate regarding voting rights following the Civil War.
5. Design and create a political cartoon about one aspect of Reconstruction.
6. Compare and contrast cash crops and subsistence farming, and explain how each fit into Southern society during Reconstruction.
7. Create an editorial or political cartoon in support of, or opposition to, the impeachment of President

Resources

Professional & Student
For the Teacher

- American History text (Teachers Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator
- www.classzone.com
- A Guide to MLA Documentation: Fifth Edition
- Jackdaws: Reconstruction
- The Presidents—DVD

- Johnson.
8. After reading oral histories of former slaves, write and perform a short skit showing how life did or did not change for former slaves during Reconstruction.
 9. Write a series of journal entries in the role of a worker in the Freedman's Bureau, describing some of the people and stories with which you come into contact.
 10. Create an illustrated timeline of events that significantly shaped Reconstruction.
 11. Prepare and conduct a debate between the Radical Republicans and the Moderate Republicans regarding the path Reconstruction should take.
 12. As a reporter for a Southern newspaper, write an article about the Southern states rejoining the Union.
 13. Create a class chart detailing the 13th, 14th, and 15th amendments, analyzing the intent of each, and evaluating their effectiveness during Reconstruction.
 14. Role-play women's rights activists' response to the 15th Amendment.
 15. Analyze political cartoons comparing and contrasting presidential and Congressional Reconstruction.
 16. Research and discuss the impact of Black Codes.
 17. Investigate the activities of the Ku Klux Klan.
 18. Evaluate the effectiveness Grant's presidency.
 19. Compare and contrast African American representation in Congress during and after Reconstruction.
 20. Debate the validity of Andrew Johnson's impeachment.

- History of Us: Reconstructing America
- UnitedStreaming.com: Reconstruction
- *American Experience – Reconstruction: The Second Civil War* DVD [PBS]
- "The Rise and Fall of Jim Crow" - www.pbs.org/wnet/jimcrow/
- www.civilwar.org (Civil War Trust)
- iconn.org
- History of Us: Reconstructing America
- Edmodo

For the Student

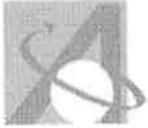
- American History text (Student Edition)
- McDougal Littell Workbooks
- www.classzone.com
- History of Us: Reconstructing America
- Edmodo

<u>Assessments (Titles)</u>	Graduation Standards	Interdisciplinary Connections
<p>Chapter 18 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Summarize the events that lead to the end of Reconstruction.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<ul style="list-style-type: none"> • Analyze sharecropping data; calculate statistics on Freedman's schools • Essay on how political corruption weakens the government and the nation • World Languages – identify words related to "amnesty," e.g. "amnesia"

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The Rising Nation

San Angelo, Andrew Global American History II Grade 8 Social Studies Newtown
Middle School 2014-2015



Wednesday, October 8, 2014, 10:13AM

Unit: The Rising Nation (Week 34, 6 Weeks)

Enduring Understanding(s)/ Generalization(s)

1. People seek new opportunities when faced with limited resources.
2. Immigration and industry spur the growth of cities.
3. Problems and opportunities develop as a nation becomes an industrial power.
4. Economic and industrial growth increase a nation's power and influence.

Essential Question(s)

1. How did the nation change as a result of westward movement after the Civil War?
2. What new problems and opportunities developed as America became an industrial power?
3. Why did violent conflict break out between the Plains Indians and American settlers in the 1860s and '70s? How did each side understand and respond to this conflict?

Guiding Questions

Factual, Conceptual, Provocative

1. What were the limited resources that caused people to move? (Factual)
2. What were the opportunities that people sought? (Factual)
3. Why do people migrate or immigrate? (Conceptual)
4. How do cities grow? (Conceptual)
5. How did industry and new inventions change society? (Factual)
6. What problems are associated with the growth of cities? (Factual)
7. How did industrial growth affect immigration? (Conceptual)
8. What problems developed as America became an industrial power? (Factual)
9. What opportunities did America's industrial growth create? (Factual)
10. What responsibilities does a nation have as an industrial power? (Conceptual)
11. How did America's economy grow? (Factual)
12. What factors contributed to the growth of industry in the United States? (Factual)
13. What is the relationship between government and industry? (Conceptual)
14. Who controls the economy? (Provocative)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, Reading: Science & Technical Subjects

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.

- RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Describe how the transcontinental railroad was built.
2. Summarize how the railroads changed the nation.

the topic.

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.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 6-8, 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.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WHST.6-8.2e. Establish and maintain a formal style and objective tone.
- WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and

generating additional related, focused questions that allow for multiple avenues of exploration.

C3: C3 Framework for Social Studies, C3: By the End of Grade 8, Dimension 3 - Evaluating Sources & Using Evidence

Gathering and Evaluating Sources

- D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

Developing Claims and Using Evidence

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

Content/Topics

Critical content that students must KNOW

Conceptual Lens: Continuity/Change

Topics:

- Haymarket Affair
- New industry
- Gilded Age
- Spanish-American War
- Immigration
- Closing of the West
- Growth of cities
- Transcontinental railroad
- Tycoons
- Labor unions
- Urban living conditions
- Business cycle
- Political machines
- Political corruption
- Philanthropy
- Assimilation
- Nationality
- Workers
- Nativists
- Native Americans

Concepts:

- Industrial growth
- Technology
- Imperialism
- Population density
- Migration
- Rural/urban
- Goods/services
- Resources
- Market economy
- Production, consumption, distribution
- Labor productivity

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

1. Compare information about an historical event using a variety of primary sources.
2. Interpret primary and secondary sources to determine accuracy and validity.
3. Analyze maps and charts to support conclusions about historical events.
4. Compose an essay stating a personal opinion on a historical event or social studies issue, and support it with relevant evidence.
5. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.
6. Orally present information on an historical event or social studies issue supported with primary and secondary evidence.
7. Participate in formal and informal debates on social studies-related issues.
8. Prepare an interpretive report on an historical question using appropriate visual evidence.
9. Compare and contrast two or more interpretations of an

- Wages/income
- Standard of living
- Domestic and foreign policy
- Interest groups
- Reform
- Identity
- Individual rights
- Common good
- Vanishing ways of life

- historical event.
10. Analyze the range of options available to an individual in an historical situation.
 11. Use evidence to describe why people might have different points of view on a historical or contemporary issue.
 12. Use prior knowledge and information to support generalizations. (Reading)
 13. Use content-specific tools to support thinking, learning, and problem solving. (Tech)
 14. Defend, qualify, or dispute differing interpretations or viewpoints of a given text. (Info. Lit.)
 15. Extrapolate and combine relevant information from texts. (Reading)
 16. Apply technology tools for research and problem solving. (Tech.)
 17. Use R.A.C.E. written response strategy

Core Learning Activities

1. Create a Venn diagram comparing and contrasting Andrew Carnegie and John D. Rockefeller. How did they change America?
2. Create a timeline showing the critical events that lead to the closing of the West.
3. Create an interview, poster, or report on the life of a cowboy during the 1870s.
4. Create a brochure on an invention and evaluate its effect on American life.
5. Analyze primary source documents on the growth of the railroads to explain their effect on the growth of the United States.
6. Write a news article on a significant event that occurred during the latter part of Westward Expansion.
7. Create and present a power point on how to become a United States citizen.
8. Design and create a poster/power point/short film tracing the creation of the Transcontinental Railroad.
9. Write and illustrate a journal describing life on the American frontier in the late 1870s.
10. Discuss: How did the lives of Black citizens change from the 1860s to the early 1900s?
11. Create a power point identifying and explaining the events that led to the end of the Native American way of life on the Great Plains.
12. Create an editorial or political cartoon supporting either a gold or silver standard.
13. Write and perform a monologue as a key figure of the Progressive Era explaining how you would improve American Society.
14. Create a short film demonstrating how technology changes society.
15. Design and create a poster illustrating the rights and responsibilities of citizens.
16. Compare and contrast life for Black Americans in the late 1800s to the lives of Black Americans today.
17. Play mission-us.org – A Cheyenne Odyssey – role-play game.
18. Using print and digital sources, determine whether

Resources

Professional & Student For the Teacher

- American History text (Teachers Edition)
- American History: Beginnings to 1914 Teacher's supplemental material
- Unit Resource Book
- Document-Based Questions Practice Workbook
- Test Practice and Review Workbook
- Unit Transparency Book
- Best Practices Toolkit
- Daily Test Practice Transparencies
- Power Presentations
- Easy Planner
- Test Generator
- www.classzone.com
- Dances with Wolves—DVD
- Mindsparks
- The Presidents--DVD
- History of Us: Age of Extremes
- Far and Away--DVD
- UnitedStreaming.com
- *Andrew Carnegie* - DVD
- Transcontinental Railroad-DVD/VHS
- Transcontinental Railroad-songs
- mission-us.org - Mission 3: A Cheyenne Odyssey
- www.youtube.com (Gilded Age & Ellis Island)
- iconn.org
- www.civilwar.org (Civil War Trust)
- History of Us: Age of Extremes
- Edmodo

For the Student

- American History text (Student Edition)
- McDougal Littell Workbooks
- www.classzone.com
- History of Us: Age of Extremes

<p>the economic leaders at the close of the 19th century were Captains of Industry or Robber Barons.</p> <p>19. Research and report on your family's immigration history.</p> <p>20. Write a letter from a new immigrant to family in the old country describing the new experiences in America.</p> <p>21. Prepare a display on electric street cars.</p>	<ul style="list-style-type: none"> Edmodo
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<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Chapter 19 Common Formative Assessment Formative: Other written assessments Type II John Collins Writing Method</p> <p>Summarize the ways the railroad changed the nation.</p> <p>Quarterly Research Assessment Summative: Personal Project Quarterly Research Based Assessment Common Rubric Elements. These will appear in each 8th grade research rubric, which will be used once per quarter to assess students' ability to conduct research and present findings. ~ A properly supported claim is evident. ~ Appropriate sources have been accessed and properly cited in the text and on a Works Cited page.</p> <p>Essential Question will be a self generated compelling and supporting question.</p> <p>possible examples:</p> <ol style="list-style-type: none"> How did a deeply divided nation move forward after the Civil War? What new problems and opportunities developed as America became an industrial power? 	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<ul style="list-style-type: none"> Calculations related to cattle drives Interview a cowhand Analyze and report on the changes in farm technology Art – design a cattle brand Graph figures on telephone access Write a news story announcing a new invention Development of the light bulb; report on the development of steel Music – play Scott Joplin rags - listen or perform

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LATIN AMERICAN STUDIES



Newtown Public Schools
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Browse Curriculum > Latin American Studies



Dietter, Candace

Grade 10 | Social Studies | Newtown High School

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<u>Geography</u> >										
<u>Ancient Civilizations</u> >										
<u>Colonization and Revolution</u> >										
<u>Contemporary Issues</u> >										

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Geography

Dietter, Candace Latin American Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:25AM



Unit: Geography (Week 1, 4 Weeks)

Enduring Understanding(s)/ Generalization(s)

Geography shapes people's economic, social, and political identity.

- What are the three main geographic regions of Latin America?
- How does climate impact its inhabitants?
- How does geography impact the way people make a living?
- How does geography affect population density and distribution?
- What impact do natural resources have on Latin Americans?

Essential Question(s)

- What impact do natural resources have on Latin Americans?

Guiding Questions

Factual, Conceptual, Provocative

Factual, Conceptual Questions:

1. What are the three main geographic regions of Latin America?
2. How does climate impact its inhabitants?
3. How does geography impact the way people make a living?
4. How does geography affect population density and distribution?
5. What impact do natural resources have on Latin Americans?

Provocative Questions:

1. Was the building of the Panama Canal worth all of the lives lost?
2. Are the endangered rain forest areas the United States' responsibility?
3. Does the geographic proximity of the United States to Latin America make them responsible for heightening the drug wars?

Standard(s)

Content and CCSS

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 3 Strategic Thinking/Reasoning

Students will analyze information within data sets, and synthesize information within one source of text.

aspects of history/social science.

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.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Geography

Geographic Representations: Spatial Views of the World

- D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environment Interaction: Place, Regions, and Culture

- D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

Human Population: Spatial Patterns and Movements

- D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

Content/Topics

*Critical content that students must **KNOW***

Amazon River, Andes Mountains, Rainforests, Lake Titicaca, Caribbean, Deserts, Patagonia, Water, Arid, Vegetation, Nomads, Hunter/gatherers, Isolation, Panama Canal, Endangered Species, Deforestation

Skills

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Core Learning Activities

Students will develop critical thinking skills as they:

1. Identify similarities and differences between the geography and the peoples of Latin America.
2. Analyze the impact of Latin America's physical

Resources

Professional & Student

Textbook Teacher and Student editions *The Americas* by Holt, Rhinehart, and Winston. Includes interactive online activities and quizzes to support students. Other online articles and videos as needed.

geography and climate on the development of its cultural, economic, and political institutions.

1. Identify Latin America's main geographic regions by using political and physical maps.
2. Read climate maps to distinguish differences in geographic location.
3. Analyze the climate and how it's conducive to producing illegal drug crops.
3. Explain why rain forest ecosystems are important, and why they are being economically developed.

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Latin American Country Project Summative: Other written assessments</p> <p>Students will analyze and interpret statistical information from the cia.gov website about a particular Latin American country and compare it to the USA. A comparison of statistics across various areas will give students an idea of the living conditions in their chosen Latin American country. This assessment meets the <i>School Wide Graduation Standard for Information Literacy</i>.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Information Literacy 	

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Ancient Civilizations

Dietter, Candace

Latin American Studies Grade 10 Social Studies Newtown High

School 2014-2015

Wednesday, October 8, 2014, 10:26AM



Unit: Ancient Civilizations (Week 5, 7 Weeks)

Enduring Understanding(s)/ Generalization(s)

Physical environment may limit or promote interaction with other groups shaping a people's identity.

1. How does the environment influence the contact groups have with each other?
2. What affect does the environment have on people's identity?

Different political, economic, military and religious systems may bring order and challenges, shaping the people's worldview.

1. How did the political, economic, military, and religious systems of the Mayans impact their society?
2. How did the political, economic, military, and religious systems of the Incas impact their society?
3. How did the political, economic, military, and religious systems of the Aztecs impact their society?
4. How does the scarcity of resources cause groups to dominate others?

Exchanges between cultures can lead to downfall or prosperity.

1. How did European contact spread disease?
2. How did European technology positively or negatively impact the ancient civilizations?
3. How did Europe's attempt to force Christianity lead to the downfall of ancient civilizations?
4. How does internal strife cause a civilization to fall?

Technological advances and discoveries promote change while challenging accepted beliefs and practices.

1. How did scientific discoveries benefit agriculture, architecture, medicine, and warfare?

Essential Question(s)

- What affect does the environment have on people's identity?
- How does the scarcity of resources cause groups to dominate others?
- How did Europe's attempt to force Christianity lead to the downfall of ancient civilizations?
- How does internal strife cause a civilization to fall?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. How does the environment influence the contact groups have with each other?
2. What affect does the environment have on people's identity?
3. How did the political, economic, military, and religious systems of the Mayans impact their society?
4. How did the political, economic, military, and religious systems of the Incas impact their society?
5. How did the political, economic, military, and religious systems of the Aztecs impact their society?
6. How does the scarcity of resources cause groups to dominate others?
7. How did European contact spread disease?
8. How did European technology positively or negatively impact the ancient civilizations?
9. How did Europe's attempt to force Christianity lead to the downfall of ancient civilizations?
10. How does internal strife cause a civilization to fall?
11. How did scientific discoveries benefit agriculture,

	<p>architecture, medicine, and warfare?</p> <p>Provocative Questions:</p> <ol style="list-style-type: none"> 1. Were the ancient civilizations primitive? 2. Does interaction between different cultures always lead to destruction? 3. Should religion be used as a catalyst for expansion?
<p>Standard(s)</p> <p><i>Content and CCSS</i> 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.</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History Change, Continuity, and Context</p> <ul style="list-style-type: none"> • D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • D2.His.2.9-12. Analyze change and continuity in historical eras. 	<p>Objective(s)</p> <p>Bloom/ Anderson Taxonomy / DOK Language Webb's DOK Level 4 Extended Thinking Students will synthesize information across multiple sources, and Apply understanding in a novel way.</p>
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> Amazon River, Atacama Desert, Andes Mountains small pox, Montezuma, Cortez, Pizzaro, guns, horses, steel, Christianity, slavery, trade, natural resources, imperialism, conquest, Hieroglyphics, astronomy, medical advancements, farming techniques, aqueducts, record keeping, calendar advancements, roads, number systems, architecture.</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
<p>Core Learning Activities</p> <ol style="list-style-type: none"> 1. Identify similarities and differences between the "Big 3" early Latin American cultures: Mayan, Aztec, and Inca. 2. Interpret maps of Latin America and how they create 	<p>Resources</p> <p><i>Professional & Student</i> Textbook Teacher and Student editions <i>The Americas</i> by Holt, Rhinehart, and Winston. Includes interactive online activities and quizzes to support students. Other online articles and videos as needed.</p>

<p>isolation among ancient civilizations.</p> <ol style="list-style-type: none"> 3. Compare/contrast peoples' world views using primary and secondary sources of the Spanish conquest and the native view. 4. Analyze the impact of European imperialism on ancient civilizations. 5. Apply the connection between our number system and calendar and that of the ancient Mayan system. 6. Analyze the styles of record keeping done by the ancient civilizations. 7. Analyze how Latin America's early civilizations have affected present day cultures in Latin America. 	
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<u>Assessments (Titles)</u>	Graduation Standards	Interdisciplinary Connections
<p>Codices Summative: Other Visual Assessments Students create codices (Mayan style book) that pictographically tells the history and advancements/accomplishments of the Aztecs, Mayans, or Incans.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <p>Other</p>	

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Colonization and Revolution

Dietter, Candace Latin American Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:27AM



Unit: Colonization and Revolution (Week 12, 4 Weeks)

Enduring Understanding(s)/ Generalization(s)

Economic, political, and military interests lead to colonization of foreign lands.

1. How did colonization economically, politically, and socially benefit the colonizer?
2. How did colonization impact the culture and religion of the native population?
3. How did slavery improve the economies of the conquerors?
4. How did slavery lead to disintegration of the native culture?

Class systems develop to create social order and structure.

1. How does discrimination create class systems?
2. How does the class system prevent upward mobility?

Developing awareness of economic, social, and political opportunities and inequities can lead to conflict and rebellion.

1. What were the causes and impact of the Haitian Revolution?
2. Why was Simon Bolivar important to various South American movements of independence?
3. What were the causes of the Cuban Revolution?
4. How did the Cuban Revolution impact America and the Cold War?

Essential Question(s)

- How does discrimination create class systems?
- How did the Cuban Revolution impact America and the Cold Wa

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. How did colonization economically, politically, and socially benefit the colonizer?
2. How did colonization impact the culture and religion of the native population?
3. How did slavery improve the economies of the conquerors?
4. How did slavery lead to disintegration of the native culture?
5. How does discrimination create class systems?
6. How does the class system prevent upward mobility?
7. What were the causes and impact of the Haitian Revolution?
8. Why was Simon Bolivar important to various South American movements of independence?
9. What were the causes of the Cuban Revolution?
10. How did the Cuban Revolution impact America and the Cold War

Provocative Questions:

1. Can colonization ever be positive?
2. Are class systems inevitable?

	3. Will oppressed people always revolt?
<p>Standard(s)</p> <p><i>Content and CCSS</i> CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: History/Social Studies 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.</p> <ul style="list-style-type: none"> RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources. <p>CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Writing 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.</p> <ul style="list-style-type: none"> 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. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History Change, Continuity, and Context</p> <ul style="list-style-type: none"> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.2.9-12. Analyze change and continuity in historical eras. <p>Causation and Argumentation</p> <ul style="list-style-type: none"> D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. 	<p>Objective(s)</p> <p>Bloom/ Anderson Taxonomy / DOK Language Webb's DOK Level 4 Extended Thinking Students will evaluate relevancy, accuracy, and completeness of information from multiple sources, and apply understanding in a novel way.</p>
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> Spanish and Portuguese Line of Demarcation, Balboa, Magellan, Cabral, encomienda system, slavery, Viceroy, Catholic Church, plantations, native slaves, African slaves, Bartolome de las Casas, Taino extinction, mercantilism, slave trade, triangle of commerce, Peninsulares, Creoles, Mestizos, Mulattos, Native Americans, free blacks, slaves, hierarchy, racism, discrimination, Catholic church influence,</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 2. Work independently and collaboratively to solve problems and accomplish goals.

Castro, Toussaint L'Overture, communism, slave uprisings, independence movements in South America, forms of governments, dictatorship, Maroons		
Core Learning Activities		Resources
Conduct a debate, whole class or mini, on the topic of: "Is Columbus a hero or a villain?"		<i>Professional & Student</i> Textbook Teacher and Student editions <i>The Americas</i> by Holt, Rhinehart, and Winston. Includes interactive online activities and quizzes to support students. Other online articles and videos as needed.
<u>Assessments (Titles)</u>	Graduation Standards	Interdisciplinary Connections
Journal Summative: Narrative Writing Assignment Students create a journal as if they were living the life of Simon Bolivar. In this, they highlight all of his successful leadership during multiple South American revolutions and why he is called the "South American George Washington."	<u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u> Other	

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Contemporary Issues

Dietter, Candace

Latin American Studies Grade 10 | Social Studies | Newtown High

School | 2014-2015

Wednesday, October 8, 2014, 10:28AM



Unit: Contemporary Issues (Week 16, 6 Weeks)

Enduring Understanding(s)/ Generalization(s)

Economic conditions can lead people to emigrate from their native lands.

1. What are the reasons people immigrate to the United States from Latin America?
2. How does immigration create conflict within the United States?
3. How does immigration positively impact the United States?

Economic conditions can lead people to engage in illegal activities.

1. Why do some Latin American people choose to participate in the drug trade?
2. How does the United States consumption of drugs and drug policies contribute to the negative effects on Latin America?
3. How have the drug wars affected Latin America?
4. What can be done or has been done to stop the drug wars?

Emerging countries in Latin America are setting examples for others to follow.

1. How did Brazil become the most notable emerging nation?
2. How did Chile, Peru, and Belize become emerging nations?
3. What is the blue print for success that other Latin American nations should follow?

Tropical rain forests are being devastated in Latin America.

1. What is a tropical rain forest?
2. Why are tropical rain forests important to humans and their health?
3. Why are tropical rain forests important to the well being of planet earth?
4. What is being done to counteract this devastation?

Essential Question(s)

- What is the "blue print for success," of emerging nations, that other Latin American nations should follow?
- What is being done to counteract tropical rain forest devastation?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. What are the reasons people immigrate to the United States from Latin America?
2. How does immigration create conflict within the United States?
3. How does immigration positively impact the United States?
4. Why do some Latin American people choose to participate in the drug trade?
5. How does the United States consumption of drugs and drug policies contribute to the negative effects on Latin America?
6. How have the drug wars affected Latin America?
7. What can be done or has been done to stop the drug wars?
8. How did Brazil become the most notable emerging nation?
9. How did Chile, Peru, and Belize become emerging

	<p>nations?</p> <p>10. What is the blue print for success that other Latin American nations should follow?</p> <p>Provocative Questions:</p> <ol style="list-style-type: none"> 1. Is the Amazon worth spending billions of dollars to preserve? 2. Are the Mexican drug cartels the problem of United States and other Latin American countries?
<p>Standard(s)</p> <p><i>Content and CCSS</i> CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, 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.</p> <ul style="list-style-type: none"> • RST.9-10.4. 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 9–10 texts and topics. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Civics Civic and Political Institutions</p> <ul style="list-style-type: none"> • D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. 	<p>Objective(s)</p> <p><u>Bloom/ Anderson Taxonomy / DOK Language</u> Webb's DOK Level 4 Extended Thinking Students will analyze multiple sources of evidence, devise a plan, and provide justification for the application of the plan to solve the problem.</p>
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> jobs, conflict, revolution, drug wars, dictatorships, border control, green cards, racism, racial profiling, illegal alien, culture class, Drug cartels, US Drug Policies, US war on drugs, job opportunities for Latin Americans, political corruption, US demand for drugs, bribery, Brazil, Chile, Belize, Peru, economic development, natural resources, slash and burn, cattle, natural medicine, native tribes, Amazon, poverty, rare species, naturalist efforts, preservation</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. • 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

<p>Core Learning Activities</p>	<p>Resources</p>	
<p>Students will write a letter to the editor of a local/national/international newspaper about border issues and illegal immigration. They will describe the problem and suggest solutions to fix it.</p>	<p><i>Professional & Student</i> Textbook Teacher and Student editions <i>The Americas</i> by Holt, Rhinehart, and Winston. Includes interactive online activities and quizzes to support students. Other online articles and videos as needed.</p>	
<p><u>Assessments (Titles)</u></p>	<p>Graduation Standards</p>	<p>Interdisciplinary Connections</p>
<p>Diplomatic Plan Summative: Other written assessments Have students create a detailed diplomatic plan to present to the United Nations on a solution to the Mexican Drug Cartels or the Amazon Rain forest dilemma or the illegal immigration issue.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u> Other</p>	

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AFRICAN STUDIES



Newtown Public Schools
Newtown, CT



Perspectives

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:16AM



Unit: Perspectives (Week 1, 1 Week)

Enduring Understanding(s)/ Generalization(s)

People enter situations with preconceived notions about others

- How does experience shape one's perspective in different situations?
- How does one's perception of Africa determine how it is seen?

When people put aside preconceived notions, they have a better understanding of others and the world.

- How can preconceived notions be challenged?
- What is an "open mind"? What can an individual do to keep an open mind?

Essential Question(s)

1. How does a person or group's perspective shape what they see, know, and believe?
2. How might your perspective shape how you view Africa?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. How does experience shape one's perspective in different situations?
2. How does one's perception of Africa determine how it is seen?
3. How can preconceived notions be challenged?
4. What is an "open mind"? What can an individual do to keep an open mind?

Provocative Questions:

1. Why do people judge? Are people's judgments valid?
2. To what extent is perception reality?

Standard(s)

Content and CCSS

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.

6. Assess how point of view or purpose shapes the content

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will analyze complex/abstract themes, perspectives, concepts and apply understanding and provide justification for the application.

<p>and style of a text.</p> <ul style="list-style-type: none"> RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History Perspectives</p> <ul style="list-style-type: none"> D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. 	
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Content/Topics	Skills
<p><i>Critical content that students must KNOW</i> Interaction between western society and Africa</p>	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Core Learning Activities	Resources
<p>1. Alpha-Beta Simulation: Class is divided into two groups with each group being a contrasting culture. The students learn their culture and then interact with the other. Students then have a discussion on the difficulties of two contrasting cultures and how perceptions impacted the situation.</p> <p>2. Old women/young women pictures: Students will view the old/young women pictures. They will discuss how people may have different perceptions of the same event, how these perceptions might lead to conflict, and how they can come to a resolution.</p> <p>3. Students read, "That Was No Brother, That Was No Welcome" and engage in class discussion about miscommunications and misperceptions between Africans and Europeans.</p> <p>4. Exiled Video: As a class, students will watch an episode of the show Exiled, while filling in a viewing guide, in which an American teen is sent to Africa. At the conclusion of the show, the class will discuss what they saw and make connections to the essential question.</p> <p>5. Words Activity: Students are given a list of words that they must find the literal and connotative meanings for as a way to understand how words impact perspective.</p>	<p><i>Professional & Student</i> Teacher textbook <i>World Cultures</i> provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Student textbook <i>World Cultures</i> <i>Various online articles and videos as appropriate and timely</i></p>

<u>Assessments (Titles)</u>	Graduation Standards	Interdisciplinary Connections
<p>Unit Reflection Summative: Other written assessments Students will write a unit reflection essay where they respond to the provocative question, "How does a</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u> Other</p>	

person or group's perspective shape what they see, know, and believe?" The reflection will be well-written and multi-paragraphed.

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Geography

Dietter, Candace

African Studies Grade 10 | Social Studies | Newtown High

School | 2014-2015

Wednesday, October 8, 2014, 10:17AM



Unit: Geography (Week 2, 2 Weeks)

Enduring Understanding(s)/ Generalization(s)

Natural resources contribute to a region or nation's level of development.

- How are Africa's natural resources distributed? How does this distribution impact Africa?
- What is the correlation between a country's natural resources and its prosperity?

Geographic location and climate can influence how culture groups interact with others.

- What are some of the advantages and disadvantages of Africa's geography?
- How do location, topography, and climate zones impact the ability of different culture groups to either cooperate or conflict?

Essential Question(s)

How do location, topography, and climate zones impact the ability of different culture groups to either cooperate or conflict?

Guiding Questions

Factual, Conceptual, Provocative
Factual and Conceptual Questions

1. How are Africa's natural resources distributed? How does this distribution impact Africa?
2. What is the correlation between a country's natural resources and its prosperity?
3. What are some of the advantages and disadvantages of Africa's geography?

Provocative Questions:

1. To what extent does Africa's geography contribute to its level of development?
2. Can natural resources be a curse?

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, 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.

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

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

- WHST.9-10.9. Draw evidence from informational

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 1 Recall and Reproduction

Students will recall, recognize, or locate basic facts, details, events, or ideas to complete activities in class.

Webb's DOK Level 4 Extended Thinking

Students will synthesize information across multiple sources or texts and write a cohesive response to questions posed.

<p>texts to support analysis, reflection, and research.</p> <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Geography Human-Environment Interaction: Place, Regions, and Culture</p> <ul style="list-style-type: none"> D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. <p>Human Population: Spatial Patterns and Movements</p> <ul style="list-style-type: none"> D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales. 		
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> African Natural Resource distribution, benefits and drawbacks to various natural resources, Benefits and drawbacks to various geographical features and climates, rivers, topography, deserts of Africa</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 2. Work independently and collaboratively to solve problems and accomplish goals. 	
<p>Core Learning Activities</p> <p>1. Geographic Travel Log: Using a map of African natural resources, students plan a trip through Africa, trying to take advantage of Africa's natural resources. 2. Advantages/Disadvantages chart- Students create a chart of Africa's geographic advantages and disadvantages. 3. Map of Africa Packet- Students fill out different maps of African political, topographical, and climatic features. 4. Map Puzzle Game- In groups of two, students quiz one another on the countries of Africa. 5. Physical Features- Students analyze the physical features of Africa through the five themes of geography. Students will use this research to complete the suggested assessment writing activity.</p>	<p>Resources</p> <p><i>Professional & Student</i> Teacher textbook <i>World Cultures</i> provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Student textbook <i>World Cultures</i> <i>Various online articles and videos as appropriate and timely</i></p>	
<p><u>Assessments (Titles)</u></p> <p>African Map Test Formative: Other Visual Assessments Students must fill in the political and topographical features of Africa from memory.</p> <p>Unit Reflection Summative: Other written assessments Students will write a unit reflection essay where they answer the question, "To what extent does Africa's geography contribute to its underdevelopment?" This is a multi-</p>	<p>Graduation Standards</p> <p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <p>Other</p>	<p>Interdisciplinary Connections</p>

paragraph response.

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Underdevelopment

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High

School | 2014-2015

Wednesday, October 8, 2014, 10:18AM



Unit: Underdevelopment (Week 4, 3 Weeks)

Enduring Understanding(s)/ Generalization(s)

Poor economic and political systems undermine the development of a nation.

- What is underdevelopment?
- What specific patterns or factors characterize underdevelopment?
- Which statistics should be used to determine the level of a country's development?
- How can statistics and characteristics be used to determine the level of development of a country?

Poor health, education, and social systems undermine the development of a nation.

- Which statistics regarding a country's health care, education and social systems are used to determine the level of a country's development?
- How can the health care, education and social characteristics/statistics be used to determine the level of development of a country?

Essential Question(s)

- How do we define the development of a nation?
What key factors characterize underdevelopment?

Guiding Questions

Factual, Conceptual, Provocative
Factual and Conceptual Questions:

1. What is underdevelopment?
2. What specific patterns or factors characterize underdevelopment?
3. Which statistics should be used to determine the level of a country's development?
4. How can statistics and characteristics be used to determine the level of development of a country?
5. Which statistics regarding a country's health care, education and social systems are used to determine the level of a country's development?

Provocative Question:

1. Is Africa underdeveloped?

Standard(s)

Content and CCSS

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will gather, analyze, and organize multiple information sources and synthesize information across multiple sources.

phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

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.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, 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.

- WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Economics

The National Economy

- D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.
- D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Geography

Global Interconnections: Changing Spatial Patterns

- D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

Content/Topics	Skills
<p><i>Critical content that students must KNOW</i> Statistics for health, education, economics, political, & geographical aspects of African nations compared to other nations</p>	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. • 2. Work independently and collaboratively to solve problems and accomplish goals.
Core Learning Activities	Resources
1. Pictures Activity: Student pairs receive two pictures, one	<i>Professional & Student</i>

from an "A" society which are developed and one from a "B" society which are underdeveloped. The students must discuss how the pictures are the same and how they are different. Then share their answers with the class. Each picture pair shows a different aspect of society, for example, health care or water.

2. The students read the article "How Europe Underdeveloped Africa" and complete reading packet. The next day, the class discusses the reading with the end results being a definition of underdevelopment.

3. **Reading Activity:** Students will read two articles "An Ethiopian Midwife" & "Secondary Education in the Ivory Coast" and answer questions that are related to underdevelopment

4. **Continuum Activity:** After students complete the investigation of their country, they will place their country on an underdevelopment spectrum 1 (completely underdeveloped) -100 (completely developed) and then defend why they chose that spot for their country using statistics.

5. **Country Statistical Analysis Project:** Students will give a statistical overview of African underdevelopment, investigate how development indicators relate to one another and interpret and present statistical data.

Teacher textbook *World Cultures* provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook.
 Student textbook *World Cultures*
Various online articles and videos as appropriate and timely

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p>Country Assessment Summative: Expository Essay Students will investigate a country to determine whether or not that country is developed or underdeveloped. Students will find statistics, about their assigned country, analyze those stats in a series of questions and then write an analysis of the development status of their country. Students will be graded on the <i>Written Performance Graduation Standard Rubric</i>.</p>	<p>Information Literacy Problem Solving Spoken Communication Written Performance</p> <ul style="list-style-type: none"> • Written Performance 	

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Traditional Cultures

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:19AM



Unit: Traditional Cultures (Week 7, 3 Weeks)

Enduring Understanding(s)/ Generalization(s)

People cling to group customs, beliefs, and cultural practices from the past.

- What are the beliefs and customs of various traditional African cultures?
- How are traditional African beliefs reflected in various artistic forms?

Tribal loyalty may outweigh national loyalty.

- In what situations do tribal loyalty and national loyalty come into conflict?
- Should tribal loyalty outweigh national loyalty?
- In what ways does tribal loyalty hamper national unity?

Modern day complexities undermine traditional values.

- In what situations does the modern day come into conflict with African traditional cultures?
- How do traditional African cultures compare to modern U.S. society?

Essential Question(s)

- In what ways does tribal loyalty hamper national unity?
- How do traditional African cultures compare to modern U.S. society?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. What are the beliefs and customs of various traditional African cultures?
2. How are traditional African beliefs reflected in various artistic forms?
3. In what situations do tribal loyalty and national loyalty come into conflict?
4. Should tribal loyalty outweigh national loyalty?
5. In what situations does the modern day come into conflict with African traditional cultures?

Provocative Question:

1. Should family loyalty outweigh personal aspirations?

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Reading: History/Social Studies

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

- RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will reorganize elements into new patterns/structures to exhibit new knowledge about beliefs and mores.

emphasize in their respective accounts.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Writing

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.

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - Economics

The Global Economy

- D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History

Change, Continuity, and Context

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Content/Topics

*Critical content that students must **KNOW***

African traditional political and cultural practices, e.g. stories, clothing, jewelry, games, ceremonies, Instances where tribal autonomy conflicts with national philosophy, African traditional aspects compared to US values

Skills

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Core Learning Activities

1. **Acholi Reading:** Students read an article about growing up in an Acholi village and compare it to growing up in Newtown.
2. **Naming Ceremony:** Students watch "Roots" video clip and participate in the African Naming Ceremony simulation. Then, they discuss with their parents why they got their names and choose an African name.
3. **Storytelling:** Students watch segment from "Angano, Angano" video and listen to several African Traditional stories. Then class discusses basic characteristics of African storytelling.
4. **Government Role Play:** After reading several scenarios on African traditional family obligations, "Kofi's Dilemma",

Resources

Professional & Student

Teacher textbook *World Cultures* provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook.
Student textbook *World Cultures*
Various online articles and videos as appropriate and timely

Blood is Thicker than Water”, “Art Learns a Lesson”, students discuss. Then class participates in the Government Role Play to put some of the family values into practice.

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Traditional Cultures Project Summative: Other Visual Assessments Students will create a representative piece of traditional African cultures based on elements that they have learned, incorporating the basic aspects of varying beliefs and mores. Students will share what they create.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <p>Other</p>	

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Slavery

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:20AM



Unit: Slavery (Week 10, 2 Weeks)

Enduring Understanding(s)/ Generalization(s)

Threats to survival will cause people to test moral boundaries.

- What are the elements of the triangular trade?
- What role did Africans play in the trans-Atlantic slave trade?
- How did guns impact participation in the trans-Atlantic slave trade?
- To what extent were Africans and Europeans forced into the Trans-Atlantic slave trade?

Slavery has immediate and long-term global impact on society, economies, and government.

- What was the immediate and long-term impact of slavery on Africa?
- What was the immediate and long-term impact of slavery on Europe/America?
- What came first, racism or slavery?

Essential Question(s)

- What came first, racism or slavery?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. What are the elements of the triangular trade?
2. What role did Africans play in the trans-Atlantic slave trade?
3. How did guns impact participation in the trans-Atlantic slave trade?
4. To what extent were Africans and Europeans forced into the Trans-Atlantic slave trade?
5. What was the immediate and long-term impact of slavery on Africa?
6. What was the immediate and long-term impact of slavery on Europe/America?

Provocative Questions:

1. To what extent is slavery a cause of Africa's underdevelopment?
2. At what point would you sacrifice your moral principles?
3. Is racism still relevant?

Standard(s)

Content and CCSS

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will synthesize information across multiple sources or texts as they examine the impact of slavery on Africa.

<ul style="list-style-type: none"> 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. <p>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.</p> <ul style="list-style-type: none"> RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. <p>C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History Change, Continuity, and Context</p> <ul style="list-style-type: none"> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. 	
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<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i> Trans-Atlantic slave trade in particular the role of Europeans, the role of Africans, the role of guns, and the triangular trade, long and short term impact of Trans-Atlantic slave trade on Africa, Europe, United States</p>	<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
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<p>Core Learning Activities</p> <p>1. Amistad & Roots Video Excerpts "Woman Named Solitude" Reading: Students will watch excerpts from Amistad and Roots about the details of the Trans-Atlantic slave trade. They will then read "Woman Named Solitude" and discuss dehumanizing elements of the trade. 2. Students will read "Slaves, Guns, and More Slaves", "Role of Africans", and "Results of the Slave Trade" and answer questions. Through these readings students will explore the aspects of slavery and moral boundaries.</p>	<p>Resources</p> <p><i>Professional & Student</i> Teacher textbook <i>World Cultures</i> provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Student textbook <i>World Cultures</i> <i>Various online articles and videos as appropriate and timely</i></p>
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<p>Assessments (Titles)</p> <p>Slavery Collage Summative: Other Visual Assessments Students will create an annotated collage, showing the impact of slavery on Africa. The collage must include the</p>	<p>Graduation Standards</p> <p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <p>Other</p>	<p>Interdisciplinary Connections</p>
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various elements of slavery including but not limited to guns, impact on Africa, impact on America/ Europe, and treatment of the slaves. This assessment is graded on a course generated rubric.

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Colonization

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High School | 2014-2015

Wednesday, October 8, 2014, 10:20AM



Unit: Colonization (Week 12, 4 Weeks)

Enduring Understanding(s)/ Generalization(s)

One country's control of another creates long-range obstacles for growth for the country being controlled.

- What is colonization?
- How is colonization in Africa different than American colonization?
- What is the political, social and economic impact of colonization?
- What lasting impact did colonization have on Africa?

Native people in a country dominated by another lose their freedoms, rights, autonomy, and personal safety.

- How are the colonized of Africa treated?
- What is the political climate of African colonization?
- To what extent were Africans second-class citizens under African colonization?

Multi-national corporations try to fill the void left by colonization.

- What is neo-colonization?
- How are multinational corporations impacting Africa and the third world?

Essential Question(s)

- What is the political, social and economic impact of colonization?
- To what extent were Africans second-class citizens under African colonization?
- How are multinational corporations impacting Africa and the third world?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. What is colonization?
2. How is colonization in Africa different than American colonization?
3. What lasting impact did colonization have on Africa?
4. How are the colonized of Africa treated?
5. What is the political climate of African colonization?
6. What is neo-colonization?

Provocative Questions:

1. To what extent is colonization a cause of Africa's underdevelopment?
2. Was colonization justified?
3. Are multinational corporations beneficial to Africa?

Standard(s)

Content and CCSS

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.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will participate in and articulate their new knowledge or perspective on the role of colonization in Africa.

- 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.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Writing

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.

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History
Change, Continuity, and Context

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Content/Topics	Skills	
<p><i>Critical content that students must KNOW</i> African colonization versus American colonization, political, social, and economic impact of colonization, Discrimination of native Africans by European colonizers, Neo-Colonization, role of multinational corporations in Africa</p>	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 2. Work independently and collaboratively to solve problems and accomplish goals. 	
Core Learning Activities	Resources	
<p>1. Color Purple: Students will read excerpts from the Color Purple and analyze using a set of questions which will be discussed.</p> <p>2. Gentlemen of the Jungle Reading: Students will read the allegory and make connections with the situation with colonization in Africa.</p> <p>3. De-Colonization/Impact of Colonization: The class will discuss the causes of de-colonization in Africa.</p> <p>4. Neo-Colonization bidding war: In groups, students will bid on an imaginary company that wants to set up in one of many third world nations. The students will decide to what lengths they will go to get the contract.</p>	<p><i>Professional & Student</i> Teacher textbook <i>World Cultures</i> provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Student textbook <i>World Cultures</i> <i>Various online articles and videos as appropriate and timely</i></p>	
Assessments (Titles)	Graduation Standards	Interdisciplinary Connections

<p>Colonization Trial Summative: Other oral assessments Students will participate in a trial to determine whether or not colonization should remain in Africa circa 1950. Students will each have a role in the trial and will have to “testify” according to their assigned roles. They will then write a decision based on the evidence they hear in the trial. Students will be assessed based on the <i>School Wide Spoken Communication Graduation Standard</i></p> <p>Balance Beam Summative: Other Visual Assessments Students will create a balance beam that weighs the benefits and disadvantages of colonization.</p>	<p>Information Literacy Problem Solving Spoken Communication Written Performance</p> <p>Other</p>	
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Contemporary Issues

Dietter, Candace African Studies Grade 10 | Social Studies | Newtown High School | 2014-2015



Wednesday, October 8, 2014, 10:21AM

Unit: Contemporary Issues (Week 16, 6 Weeks)

Enduring Understanding(s)/ Generalization(s)

People and nations attempt to solve complex contemporary issues in a variety of ways.

- What major issues does Africa face today? How has Africa been impacted by these issues?
- What is the connection between underdevelopment and these contemporary issues?
- In what ways do geographical, political, economic, and social characteristics complicate these contemporary issues?

Once an understanding emerges based on a global perspective, a world citizen can attempt to fix problems.

- What role can a student in Newtown play in affecting change?
- What steps can a person take to solve a range of complex issues?
- What specific measures can citizens of the world take to solve these complex problems?

Essential Question(s)

- In what ways do geographical, political, economic, and social characteristics complicate these contemporary issues?
- What specific measures can citizens of the world take to solve these complex problems?

Guiding Questions

Factual, Conceptual, Provocative

Factual and Conceptual Questions:

1. What major issues does Africa face today? How has Africa been impacted by these issues?
2. What is the connection between underdevelopment and these contemporary issues?
3. What role can a student in Newtown play in affecting change?
4. What steps can a person take to solve a range of complex issues?

Provocative Questions:

1. What is the biggest issue Africa faces today?
2. Are valuable natural resources a blessing or a curse? Do resources cause issues for African nations?

Standard(s)

Content and CCSS

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Webb's DOK Level 4 Extended Thinking

Students will develop generalizations of the results obtained or strategies used and apply them to new problem situations.

phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, CCSS: Grades 9-10, Writing 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.

C3: C3 Framework for Social Studies, C3: By the End of Grade 12, Dimension 2 - History Perspectives

- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Causation and Argumentation

- D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

<p>Content/Topics</p>	<p>Skills</p>
<p><i>Critical content that students must KNOW</i> Contemporary Issues of Africa like HIV/AIDS, child soldiers, genocide, political corruption, the conundrum of natural resources in Africa, Solutions to Contemporary Issues of Africa</p>	<p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. • 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
<p>Core Learning Activities</p>	<p>Resources</p>
<p>1. Students will independently investigate important vocabulary and background information and create an illustrated dictionary of important terms and background information for their topic. 2. Students will independently investigate important geographic features and aspects and create an annotated map for their issue. 3. Students will find and read articles about their topic and watch short informational video clips and longer movies</p>	<p><i>Professional & Student</i> Teacher textbook <i>World Cultures</i> provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Student textbook <i>World Cultures</i> <i>Various online articles and videos as appropriate and timely</i></p>

about their topic and log in an investigative journal.
 4. Students will work collaboratively to develop strategies for solving problems.

<u>Assessments (Titles)</u>	<u>Graduation Standards</u>	<u>Interdisciplinary Connections</u>
<p>Contemporary Problem Action Plan Summative: Other oral assessments Students will investigate a complex contemporary issue and create an action plan that will help solve the problem. The students will then present their action plan in a creative way, either through debate, sales pitch/persuasive presentation, or some alternative process.</p>	<p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> • Problem Solving 	

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FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Anthony Metz Date: 9/30/14
 Other Staff Involved: Lisa Meyer
 Date of Proposed Field Trip: ~~March 2016~~ Spring Break 2016 - TBD
 Class/Group Involved: Western Studies
 Number of Students Scheduled to Make Trip: TBD
 Other Adults (non-teachers) Chaperoning the Trip (list names): _____

Destination: England, Wales, Ireland
 Place and Time of Departure: JFK Airport TBD
 Estimated Time of Return: TBD
 Special Arrangements (i.e. stopping at a restaurant, picnic, etc.): School Bus back + forth to JFK

Estimated Cost of Transportation: Included
 Estimated Cost per Student: \$3713 ←
 Other Information: ACIS Trip

PRINCIPAL APPROVAL BY SIGNATURE: Terrie Rodriguez DATE: 9/30/14
 OVERNIGHT/OUT-OF-STATE FIELD TRIP BOE APPROVAL: _____ DATE: _____

Billing Information

Bill to: _____

 Pricing: _____ Hours @ _____ per hour = _____
 _____ Miles @ _____ per mile = _____
 Minimum Charge: _____
 Total Charge per Bus: _____

Confirmation

Information taken by: _____ Date Confirmed: _____
 Confirmed by: _____ Recorded in Book: _____



TOUR DETAILS

Mar 31 - Apr 7, 2016

Group Leader

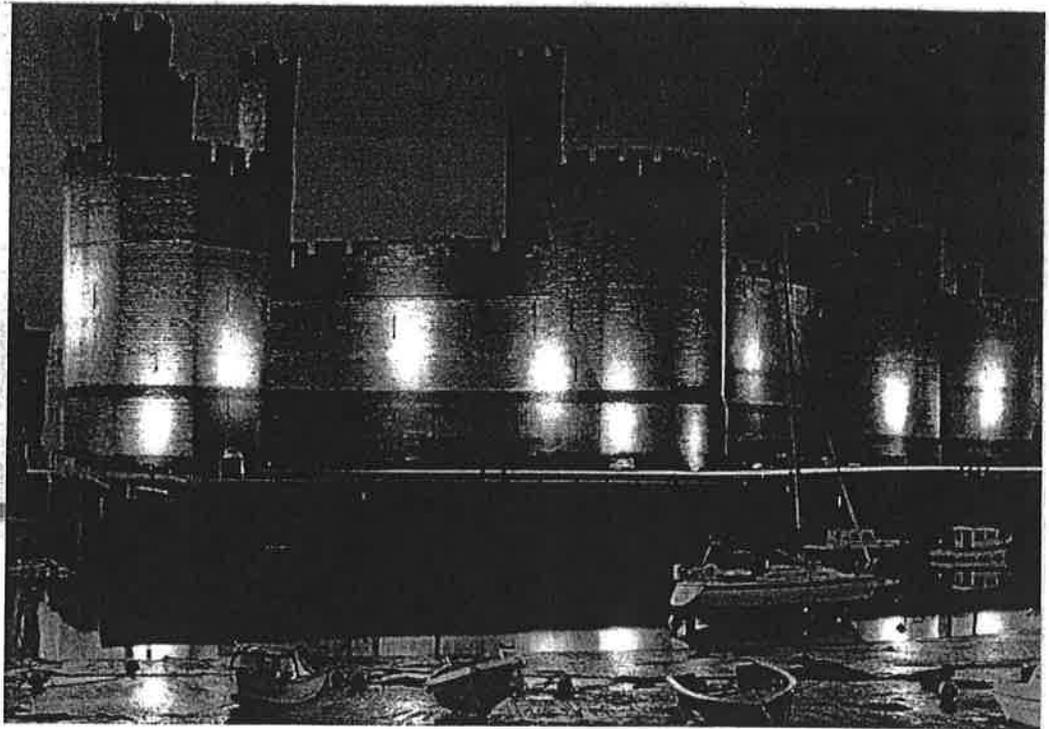
Anthony Metz

Group ID

144631

Depart From

New York



WHAT'S INCLUDED

- ✓ Round-Trip Flights
- ✓ Centrally Located Hotels
- ✓ 24-Hour Tour Manager
- ✓ Dally Breakfast and Dinner (unless otherwise noted)
- ✓ London Tour wth Guide
- ✓ British Museum with Guide
- ✓ Stonehenge
- ✓ Roman Baths and Pump Rooms
- ✓ Shakespeare's Birthplace
- ✓ Welsh Family Dinner
- ✓ Caernarfon Castle
- ✓ Holyhead-Dublin Ferry
- ✓ Dublin Tour with Guide
- ✓ Trinity College Library

The Bardic Realms

MAR 31, 2016: OVERNIGHT FLIGHT Depart from the USA.

APR 1, 2016: LONDON Arrive in the bustling city of London. Relax, unpack and become acquainted with your surroundings. (D)

APR 2, 2016: LONDON This morning's panoramic sightseeing tour, led by a local guide, shows you Trafalgar Square, the Houses of Parliament and Buckingham Palace. Continue with a guided visit of the British Museum, home to cultural treasures like the Rosetta Stone and sculptural friezes from the Parthenon. Later you can explore more of the museum or maybe come face-to-face with royals in the National Portrait Gallery. In the evening perhaps revel amid the sights and sounds of West End attractions such as Leicester Square or nearby Piccadilly Circus. (B,D)

APR 3, 2016: BATH Depart for the mysterious circles of Stonehenge, where sunrise rites are said to have occurred more than 4,000 years ago. Then arrive in Bath. Designated as a World Heritage Site, it's famous for its hot springs, Roman baths and medieval heritage. A walking tour will show you the Royal Crescent, Pulteney Bridge over the River Avon, Bath Abbey and the architecturally striking Circus. Entrance to the famous Roman Baths, built by legionnaires under Emperor Claudius, is also included. (B,D)

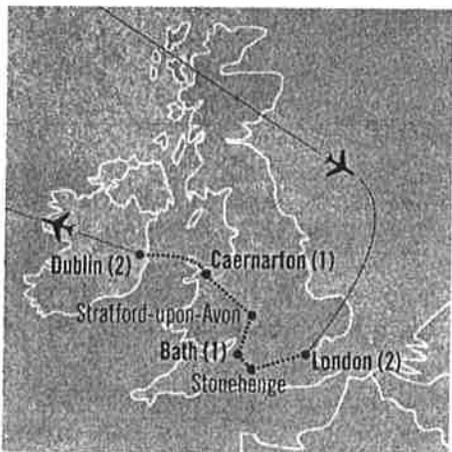
APR 4, 2016: CAERNARFON Travel this morning to Stratford-upon-Avon, the home of England's greatest playwright, William Shakespeare. Visit Shakespeare's Birthplace before continuing through the Welsh countryside toward Caernarfon. En route, learn some useful vocabulary with an introductory Welsh language lesson. Tonight put your new talent into practice as you visit the homes of local Welsh families in small groups for an authentic Welsh dinner and cultural exchange. (B,D)

APR 5, 2016: DUBLIN Visit the imposing Caernarfon Castle with a local guide and learn about medieval siege warfare. Then depart from Holyhead and cross the Irish Sea by ferry, arriving in Dublin in the afternoon. (B,D)

APR 6, 2016: DUBLIN Today starts with a guided panoramic sightseeing tour. Discover statue-filled O'Connell Street, Phoenix Park and sights along the famous River Liffey such as Ha'penny Bridge. Then explore Trinity College and see the Book of Kells, Ireland's most richly decorated medieval illuminated manuscript. In the afternoon you may opt to experience Irish culture through a unique Gaelic Games experience. Meet a coach at a local sporting club and try traditional sports such as Gaelic football, handball and hurling. (B,D)

APR 7, 2016: DEPARTURE Depart for the USA. (B)

This is a preliminary itinerary for your group.



LEARNING OBJECTIVES

- ✓ Students will gain increased familiarity with Shakespeare's plays and understand the social and political conditions under which Elizabethan actors worked to perform them.
- ✓ Students will learn some of the ways the Welsh cultural identity differs from other parts of the UK.
- ✓ Students will come to understand how the cultural and political traffic between London and Ireland over the centuries affected different parts of the country in radically different ways.

TOUR COST

Group Fees

Program Fee	\$3713
Early Registration Discount	\$-100

Total Group Fees² \$3613

² Valid through 11/01/14 with \$200 deposit.

Additional Fees (as applicable)

Adult Surcharge	\$95
Single Room Supplement	\$510
Double Room Supplement	\$270
Ultimate Protection Plan	\$240
Comprehensive Protection Plan	\$200
Gaelic Games Experience	\$70

TOP OF THE LINE SERVICES

We offer a first-rate experience from beginning to end. With ACIS expect:

- Three- and four-star hotels in convenient locations.
- Meals mixing both native and familiar cuisines.
- Professional sightseeing tours.
- Air-conditioned touring buses.
- Four-berth couchettes for overnight trains.
- Exclusive Eurostar service for all London-to-Paris travel.

Cultural Connections

Welsh Family Dinner and Home Visit

Receive a warm Welsh croeso (welcome) as you dine in small groups in the homes of local families.

Notes from ACIS

Participants registered on our 2016 tours will be exempt from any airline-imposed changes to Departure Fees.

Adult travelers age 24 and older should add in the Adult Surcharge and Double or Single Room Supplement to calculate their Total Group Fees.

All registered participants can enjoy the convenience, security and savings of having payments automatically withdrawn from a checking account by enrolling in an Automatic Payments plan within My Account (www.acis.com/accounts). To learn more, visit www.acis.com/studentsparents/autopay

This educational travel program is not school or district sponsored unless expressly stated by the Group Leader.





To school district officials, school board members, administrators and educators,

ACIS tours are built on a passionate belief that **travel changes lives**. Students gain insight not just from seeing famous places, but also from engaging with life in and around them. Whether uncovering the past in Pompeii or ordering a *café au lait* in Paris, ACIS students:

- Acquire skills and knowledge that prepare them for future success in college and careers
- Gain global perspective, cultural awareness, independence and responsibility
- Develop a spirit of discovery and love of learning that lasts a lifetime

At ACIS we respect and appreciate the concerns your school administration faces regarding the participation of your students on an educational trip abroad. Since our **founding in 1978**, we have recognized that an integral part of our responsibility is to provide school districts, school administrators, school board members, teachers and parents with proof of the **value, financial security and overall integrity** of our organization as well as address your liability concerns.

We trust that the enclosed information will assure you that secure educational travel with ACIS is an important vehicle for individual growth. The decision to allow educational travel opportunities can very much depend on the process used for selecting a reputable company. The professional integrity, accountability and ethical practices of ACIS are all a matter of record, supportable by documentation.

We welcome any additional questions you may have.

Sincerely,

Peter Jones
 President

ACIS
Report Card

99%
 of ACIS Group Leaders rate their overall satisfaction **good to excellent**

99%
 of ACIS Group Leaders rate our educational content **good to excellent**

97%
 of ACIS Group Leaders would **recommend us** to a colleague

98%
 of ACIS Group Leaders rate our tour managers **good to excellent**

Percentages for travel in 2014



American Council for International Studies

...the choice for secure, reliable, quality educational travel

Financial Security

Indemnity Bond

ACIS, as an Active member of the United States Tour Operators Association (USTOA), is required to post \$1 Million with USTOA to be used to reimburse, in accordance with the terms and conditions of the USTOA Travelers Assistance Program, the advance payments of ACIS customers in the unlikely event of ACIS bankruptcy, insolvency or cessation of business.

Corporate Affiliation

ACIS is the educational travel division of AIFS, Inc. the American Institute For Foreign Study. Founded in 1964, AIFS is the leading worldwide sponsor of educational programs for more than 50,000 students a year. With more than \$130 million in annual revenue and worldwide assets exceeding \$100 million, AIFS is one of the most financially secure companies in educational travel.

General Liability Insurance

Participants' payments are protected by ACIS. We hold a \$50 million general liability insurance policy with Admiral Insurance Company covering school districts and teachers.

ACIS Protection Plans

ACIS offers three protection plans to choose from. We recommend participants purchase the Ultimate Protection Plan designed specifically for their travel needs, but no matter which protection plan you choose, ACIS offers generous refund policies in the event that you have to cancel your tour due to a job loss in the family. Please visit www.acis.com/studentsparents/insurance for more information.

Ultimate Protection Plan

The Ultimate Protection Plan affords participants and their parents the comfort of knowing that they may cancel any time, for any reason and receive a cash refund.* In addition to the best cancellation policy in the educational travel industry, the Ultimate Protection Plan allows participants to benefit from expanded travel protection while on tour, including greater health coverage and more money for program interruption, baggage loss and travel delay reimbursement.

Comprehensive Protection Plan

The Comprehensive Protection Plan includes upgraded cancellation protection including for medical reasons and layoffs. Participants also receive expanded travel protection while on tour, including greater health coverage and more money for program interruption, baggage loss and travel delay reimbursement.

Basic Protection Plan

All ACIS participants are automatically covered by our Basic Protection Plan, of which certain portions are underwritten by ACE American Insurance Company (Travel Assist). Basic protection includes cancellation protection in the event of terrorism and travel warning, standard medical and job loss cancellation refunds and basic coverage while on tour.

*Portion of the refund may be in the form of a travel credit voucher.



American Council for International Studies

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ACIS Worldwide Network

United States Headquarters

American Council for International Studies
343 Congress Street, Suite 3100, Boston, MA 02210
800 888 ACIS
617 236 2051 *local*
617 450 5601 *fax*
617 450 5678 *24-hr emergency*
info@acis.com

ACIS Chicago

445 W. Erie Street, Suite 207
Chicago, IL 60654
800 367 1748
312 205 4760 *local*
312 205 4763 *fax*

ACIS West Coast

1107 9th Street, Suite 410
Sacramento, CA 95814
800 798 9710
916 448 7496 *local*
916 448 7497 *fax*

ACIS also maintains offices in London, Paris, Rome and Madrid, and affiliate partner offices in other major European and Latin American cities.

Safety is our Top Priority

The safety and well-being of our participants is always our primary concern. We have a 24-hour Duty Officer system operating seven days a week in the United States and overseas to deal with any emergency quickly and professionally. Every group leader receives a card containing emergency contact numbers staffed by trained ACIS travel professionals. We maintain extensive assistance networks everywhere we travel, including staff who can be on the scene as quickly as you need them.

Reaching the Group Overseas

ACIS will assist you in contacting the group overseas through its 24-hour network. If for some reason a participant needs to be reached while on tour, simply place a call to ACIS using the toll free number listed below. If you are calling before 10am or after 6pm EST, place a collect call to the emergency number. Give ACIS the name of the participant or group you are trying to reach, and an ACIS representative will work with you to establish contact with them.

800 888 2247 *toll free* (during office hours, 10am – 6pm EST)
617 450 5678 *collect* (after office hours)



American Council for International Studies

...the choice for secure, reliable, quality educational travel

Travel Assist

Travel Assist provides round-the-clock, 365-day travel assistance in cases of illness or injury. Participants can activate their service while on tour by placing a collect call to one of the numbers. In an emergency situation, Travel Assist will contact you through an ACIS-employed 24-hour duty officer.

If the participant is unable to call collect, Travel Assist will offer reimbursement.

800 472 0906 *toll free* (within the United States)

713 267 2525 *collect* (outside the United States)

ACIS Emergency Card

Every ACIS Group Leader receives a laminated emergency card about two weeks before departure. It contains phone numbers that connect to ACIS' international emergency network from anywhere in the world.

acis Emergency Number Card

In the unlikely event that your ACIS Tour Manager is not performing to the standard you expect from ACIS, we will work with you to resolve the problem quickly. Do not wait until your tour is over, please call the 24-hour U.S. Emergency Number collect.

U.S. Emergency Number: 001 617 450 5678 (collect)

PRE-14HS-07

acis If you have any problems before you meet your ACIS Tour Manager or while you are not with them, please call:

In the USA	office hours	800 888 2247
	after hours	617 450 5678 (collect)
In France	office hours	01 44 39 0424
	after hours	00 44 7775 796 473
In the UK	office hours	020 7590 7474
	after hours	07775 796 473
In all other European countries	office hours	00 44 20 7590 7474
	after hours	00 44 7775 796 473
In all other non-European countries	office hours	001 617 236 2051 (collect)
	after hours	001 617 450 5678 (collect)

ACIS office hours are from 10 am - 6 pm local time

Resources and Professional Affiliations

D&B Credit Reports

Reports on ACIS and AIFS are available by contacting D&B directly at (888) 347-0475.

United States Tour Operators' Association (USTOA)

To be admitted as an active member of USTOA, ACIS was required to post a \$1 million Consumer Protection Plan and demonstrate ethical and financial responsibility. For further information contact USTOA, 345 Seventh Avenue, Suite 1801, New York, NY 10001 or call them at (212) 599-6599.

American Society of Travel Agents (ASTA)

To remain an active member of ASTA, ACIS commits to upholding its principles of professional and ethical conduct.

International Association of Travel Agents Network (IATAN)

To remain in good standing with IATAN, ACIS must be an authorized ticketing agent as regulated by the Airline Reporting Corporation (ARC). ACIS maintains solid relationships with over 20 major airlines, both domestic and international carriers.

ACIS Teacher References

Reference lists for each state, trip or destination area are available upon request.



ACIS = Education

Educational travel brings classroom lessons to life, broadens student horizons and inspires interest in learning. Confucius once said, "I hear and I forget. I see and I remember. I do and I understand." ACIS recognizes the need for students to engage themselves with the world around them and become self-directed learners. Our itineraries are thoughtfully designed to combine just the right mix of fun, exploration, insightful commentary and hands-on learning. Through participating in carefully crafted Cultural Connections, included on every tour, participants on ACIS tours learn by doing, hearing and creating, with each type of learning style engaged. Our tour managers are constantly on the alert for opportunities to help students teach themselves.

The educational benefits of travel are far-reaching. Students will better understand cultural differences, improve language skills and sharpen critical thinking. They will become life-long learners! Every ACIS tour also includes specific Learning Objectives. The Learning Objectives are educational lessons we guarantee will be highlighted on tour. Examples of Learning Objectives are learning about Baroque and Rococo styles of architecture, and the evolution of one into the other; learning of the important contributions the Roman Empire made to science, art, and government; and learning the continuing importance of regional life and governance, e.g., in Catalonia and Andalusia, within Spain's democratic structure.

One of the oldest rules of travel is the more you know before you go, the more you'll see and experience when you're there. To help group leaders prepare for their educational tour, we provide the tools they need to teach their students before they step one foot on the plane. From white papers on engaging multiple intelligences through travel to "How to" papers written by ACIS Tour Managers, there's a wealth of information available on www.acis.com.

Student Behavior Guidelines

The following behavior guidelines are in place to ensure a safe time on tour and must be obeyed by all tour participants.

1. **Alcohol.** ACIS recommends a no tolerance policy. In some countries, it is customary to have beer or wine with meals. Students under 21 must obtain their parents' or legal guardians' written permission to sample beer or wine at mealtime. Sampling is limited to one glass of beer or wine at dinner, and a group leader must be present. Some group leaders and schools may not permit drinking of wine or beer for students under 21; in all cases, you will be subject to the wishes of your group leader, parents and school. Students may not drink liquor or spirits under any circumstances.
2. **Visiting Friends or Relatives.** If such visits involve temporarily leaving the program, you will need a letter of permission from your parents or legal guardians. The letter must be given to your group leader before departure. Guests or friends may not under any circumstances ride on the ACIS bus with you or spend the night in your hotel room.
3. **Attendance at Meals.** You are expected to be with your group at breakfast and dinner, unless special permission has been obtained from your group leader.
4. **Weapons** such as knives, firearms or firecrackers may not be carried or bought by students.
5. **Drugs.** Possession or use of illegal substances is absolutely forbidden, and will result in dismissal from the group and a return home at the parents' or guardians' expense.



6. **Motor Vehicles** of any kind may not be rented or driven by students.
7. **Curfew.** A general midnight curfew applies to all ACIS trips. Unless there is a teacher-supervised activity running past midnight, you must be in your hotel room from midnight until the next morning. Respect other hotel guests by keeping noise to a minimum after 10 p.m. Different curfew restrictions may apply on homestay programs. You are expected to respect the wishes of your homestay family.
8. **Gambling** of any form is not permitted.
9. **Sexual Misconduct.** You may be sent home at the parents' or guardians' expense for inappropriate sexual conduct.
10. **Hotel/Bus Behavior Guidelines.** Be especially careful with your room and your bus. You will be held personally responsible for any damage you cause, and you will not be allowed to leave the hotel until the damage is paid for. When an ACIS hotel reports damage to a room, ACIS will investigate as best it can, but will ultimately consider the hotel's report to be definitive
 - You will be responsible for phone calls made from your room and any extra hotel expenses (for example, items from a room mini-fridge). Under no circumstances may you consume alcoholic beverages from the mini-fridge.
 - Stealing towels or other items as souvenirs is forbidden. Participants will be required to pay for any stolen items.
 - You may not go barefoot or shirtless anywhere in the hotel outside your room.
 - Show consideration to others. You cannot expect English to be spoken by hotel staff. Learn a few courtesy phrases of the local language; it will go a long way. Absolutely no running in the hallways or shouting down the hallways is allowed at any time, day or night.
 - Do not wash clothing in the rooms. You will be charged for any water stains. Self-service laundromats are very common in Europe. Your hotel concierge will tell you where to find the nearest one.
 - Never leave money lying out in the open in your hotel room. Keep your money, passport and other valuables in a hotel safe when available. ACIS is not responsible for items lost or stolen in hotels.
 - Show respect to your tour manager and local guides. Do not use headphones or electronic games during commentary.
11. **Included Group Activities** require your participation. These include sightseeing and local excursions, which are among the very reasons for your taking an ACIS trip!
12. **Free Time Periods.** Even when no organized group activities are scheduled and you are on your own, your group leader must know where you are, when you will return and who is with you. You must be in groups of three or four when you are not with your group leader. Students are never to go off on their own. Be sure to carry the name, address and phone number of your hotel or homestay family with you at all times. Disco visits must be arranged by your group leader, and you are not allowed to enter any disco without him or her. You are expected to be mindful of your own safety and well-being at all times. Take caution in whatever you do or wherever you go, especially in unfamiliar areas.
13. **Respect for Local Culture.** The local people you meet are not "tourist attractions." This is their city, their home; remember to act like a guest. Monuments are made for admiring; please do not climb on them. Toss gum wrappers in public wastebaskets (or put them in your pocket). Behave in cathedrals or royal residences the way you would want visitors to behave at the White House or the Vietnam Memorial.
14. **Dress.** Your attire is an important way of showing respect for your host culture. Particularly in the Cathedrals of Italy and Spain, and Temples in Asia, you will not be allowed entrance wearing shorts



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or skirts above the knee, sleeveless blouses or T-shirts, no matter how hot it is. Keep your attire neat. Europeans interpret a neat appearance as a sign of respect.

15. **Adaptability.** You should be courteous and congenial at all times, even when encountering things you don't like. Since the time of Marco Polo, travel has involved certain inconveniences. Places may get crowded, traffic may be busy, buses may be delayed. Pack tolerance and a sense of humor in your suitcase!

Discipline

- A participant's first violation of the behavior guidelines requires a meeting with the group leader and tour manager. A restriction will be imposed and if necessary a collect phone call will be made at this time to the participant's parents or guardians.
- For continued violations, a collect phone call will be made to the participant's parents or guardians.
- If a serious violation such as drinking hard liquor, drinking wine or beer without a group leader present, sexual misconduct, or absence after curfew occurs, the nearest ACIS office will be contacted and a collect phone call made to the participant's parents or guardians. At this time the group leader and ACIS staff will decide whether to send the participant home at his or her expense. Only ACIS can make the final decision to send a participant home.
- For continued serious violations such as drunkenness, drugs, overnight absence, and sexual misconduct, the group leader and ACIS office will make a decision about sending the student home at his or her expense. Once decided, every effort will be made to contact the parents, guardians or near relatives (if the parents or guardians are away).

Reference List

We have compiled a list of administrators in education who have volunteered to be contacted with any questions you may have concerning educational travel abroad. Please feel free to reach out to them at your convenience and mention that ACIS gave you their contact information from our school board reference list.

Brother Gary Cregan, OSF
Principal
Saint Anthony's High School
275 Wolf Hill Road
South Huntington, NY 11747
(631) 271-2020 ext. 220

Greg Harkness
Principal
Rockhurst High School
9301 State Line Road
Kansas City, MO 64114
gharkness@rockhursths.ledu

Gordon Sisson
Principal
John Hersey High School
1900 E Thomas Street
Arlington Heights, IL 60004

Mr. Michael Rogosich
Assistant Principal
Cardinal Gibbons High School
1401 Edwards Mill Rd
Raleigh, NC 27607
(919) 834-1625 ext. 236



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"Once again, ACIS has excelled in planning our trips abroad. Somehow, ACIS selects tour managers which fit our group like a satin glove! As group leader, I would never entertain the thought of using anyone but ACIS. Bravo and Olé to ACIS! "

-Ana Felske, ACIS Group Leader, New York

"ACIS travel in my opinion continues to provide the consistency and reliability necessary when assuming the responsibility of other people's children. I cannot imagine doing this with any other organization."

-Niki Lallande, ACIS Group Leader, Maine

"The trip was absolutely amazing. It has convinced me to actually study abroad in Italy. It couldn't have turned out better!"

-Amanda Kesner, ACIS Participant, New Jersey

"I think that the best thing about ACIS is the people!"

-Patricia O'Sullivan, ACIS Group Leader, New York

"I was entirely impressed with our tour manager. She was knowledgeable, witty, charming, flexible, fun, cheerful, persuasive with the teens on important safety issues, and informative about French protocol. She made ancient history palatable to us with her anecdotes and gave us just enough information prior to our destination that we were able to expand our experience at each of the stops we made. We saw and learned so much more of France because of her."

-Kathleen Owyong, ACIS Participant, California

"ACIS treats its travelers like family. They absolutely "Do unto others..." I'm convinced you can't do better for the price. They are the best. I've tried others and it's a stupid thing to do!"

-Sue Vasant, ACIS Group Leader, Georgia

"Our tour manager was absolutely brilliant. I was enthralled by his wealth of knowledge and his ability to captivate his audience. He not only taught us about the history of each country, he recited poetry, quoted famous writers and managed to resuscitate history. We danced with the muses, walked in Versailles with Louis XIV and dined with the great philosophers of the Enlightenment. I feel forever changed after my whirlwind tour with ACIS. It is impossible to articulate the emotions we have felt over the past week."

-Julia Barker, ACIS Group Leader, Georgia

"Our tour manager didn't just spoon-feed my students information; she helped them relate what they were seeing to their experiences back home."

-Lynne Brooks, ACIS Group Leader, New York

"The trip was wonderful and I learned a lot. It definitely opened my eyes to different cultures and broadened my horizons. I hope to return again."

-ACIS Participant, Monika Schlesinger, North Carolina

"Centrally located hotels, excellent tour managers, delicious cuisine, superior bus drivers, the outstanding educational content of ACIS tours, informed and informative tour consultants... who could ask for anything more? These are only some of the reasons why I choose ACIS year after year."

-ACIS Group Leader, Mary Ann Larney, New York

"Thank you for helping open up the world to me. You won't be disappointed with what I intend to do in it."

-Sarah Nearhood, ACIS Participant, Texas

AUGUST 3(6)

M	T	W	TH	F
24	25	26	27	28
31				

24-All Teachers Report
 24, 25 & 26 -Staff Development Days
 27-Students Report

SEPTEMBER 19(19)

M	T	W	TH	F
	1	2	3	4
--	8	9	10	11
--	15	16	17	18
21	22	--	24	25
28	29	30		

7-Labor Day, Schools Closed
 14-Rosh Hashanah, Schools Closed
 23-Yom Kippur-Schools Closed

OCTOBER 22(22)

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

*7-Early Dismissal-Staff Dev.

NOVEMBER 18(19)

M	T	W	TH	F
2	--	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	*25	--	--
30				

3-Election Day-Schools Closed For Students, Staff Development Day
 25-Early Dismissal for Thanksgiving
 26-27-Thanksgiving Recess

DECEMBER 17(17)

M	T	W	TH	F
	1	*2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	--	--
--	--	--	--	--

*2-Early Dismissal-Staff Dev.
 24-31-Holiday Recess

JANUARY 19(19)

M	T	W	TH	F
				--
4	5	6	7	8
11	12	*13	14	15
--	19	20	21	22
25	26	27	28	29

1-New Year's Day 2
 *13-Early Dismissal-Staff Dev.
 18-Martin Luther King Day, Schools Closed

FEBRUARY 19(19)

M	T	W	TH	F
1	2	*3	4	5
8	9	10	11	12
15	16	17	18	19
--	--	24	25	26
29				

*3-Early Dismissal-Staff Dev.
 22-23-Schools Closed

MARCH 22(22)

M	T	W	TH	F
	1	*2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	--
28	29	30	31	

*2-Early Dismissal-Staff Dev.
 25 -Good Friday- Schools Closed

APRIL 16(16)

M	T	W	TH	F
				1
4	5	*6	7	8
--	--	--	--	--
18	19	20	21	22
25	26	27	28	29

*6-Early Dismissal-Staff Dev.
 11-15 Schools Closed

MAY 21(21)

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
--	31			

*4-Early Dismissal-Staff Dev.
 30-Memorial Day, Schools Closed

JUNE 7(7)

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	

☀-Projected last day of school without emergency closing days
 ■-Projected last day of school if the 5 built-in days

Student Days – 183
 Teacher Days – 187

The calendar builds-in five emergency closings, with the last day of school projected as June 16th. Unused closings will be deducted from this date. Extra closings will be added on June 17 and 20 with additional days taken from the April break starting with 4/15, 4/14, etc.

Open House Dates:

Elementary –
 Reed Intermediate –
 Middle School –
 High School –

Conferences/Early Dismissals:

Elementary –
 Reed Intermediate –
 Middle School –
 High School –

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

SEPTEMBER 21(21)

M	T	W	TH	F
			1	2
--	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

5-Labor Day, Schools Closed

OCTOBER 19(19)

M	T	W	TH	F
--	4	*5	6	7
10	11	--	13	14
17	18	19	20	21
24	25	26	27	28
31				

*5-Early Dismissal-Staff Dev.
 3 - Rosh Hashanah-Schools Closed
 12-Yom Kippur-Schools Closed

NOVEMBER 19(20)

M	T	W	TH	F
	1	2	3	4
7	--	9	10	11
14	15	16	17	18
21	22	*23	--	--
28	29	30		

8-Election Day-Schools Closed For Students, Staff Development Day
 23-Early Dismissal for Thanksgiving
 24-25-Thanksgiving Recess

DECEMBER 17(17)

M	T	W	TH	F
			1	2
5	6	*7	8	9
12	13	14	15	16
19	20	21	22	23
--	--	--	--	--

*7-Early Dismissal-Staff Dev.
 26-30-Holiday Recess

JANUARY 20(20)

M	T	W	TH	F
--	3	4	5	6
9	10	*11	12	13
--	17	18	19	20
23	24	25	26	27
30	31			

*11-Early Dismissal-Staff Dev.
 2-New Year's Day
 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
--	--	22	23	24
27	28			

*1-Early Dismissal-Staff Dev.
 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

*1-Early Dismissal-Staff Dev.

APRIL 14(14)

M	T	W	TH	F
3	4	*5	6	7
10	11	12	13	--
--	--	--	--	--
24	25	26	27	28

*5-Early Dismissal-Staff Dev.
 14-Good Friday- Schools Closed
 17-21 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
--	30	31		

*3-Early Dismissal-Staff Dev.
 29-Memorial Day-Schools Closed

JUNE 7(7)

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

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Open House Dates:

Elementary -
 Reed Intermediate -
 Middle School -
 High School -

Conferences/Early Dismissals:

Elementary -
 Reed Intermediate -
 Middle School -
 High School -

Adopted

PUBLIC ACTS AFFECTING SCHOOL DISTRICT OPERATION: Uniform Regional School Calendar

Public Act 14-38 pushes back by a year the date by which school boards must adopt the uniform regional school calendar that RESCs have developed for each of their catchment areas. Now, adoption of the uniform regional school calendar is optional for the 2014-2015 and 2015-2016 school years. However, beginning July 1, 2016, and each school year thereafter, each local or regional board of education will be required to adopt and follow the uniform regional school calendar, provided further however that a local or regional board of education may delay implementation of the uniform regional school calendar until the school year commencing July 1, 2017, if such board of education has an existing employee contract that makes implementation of the uniform regional school calendar impossible.