

**PLEASE NOTE: THIS MEETING IS NOT BEING LIVE-STREAMED AND ACCESS BY PHONE IS NOT AVAILABLE. HOWEVER, IT IS BEING RECORDED AND WILL BE POSTED ON THE TOWN WEBSITE.**

Board of Education Meeting  
June 4, 2024

Reed Intermediate School Library  
3 Trades Lane, Newtown, CT  
6:30 p.m.-Executive Session  
7:00 p.m.-Public Session

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

## AGENDA

- |         |  |
|---------|--|
| Item 1  | EXECUTIVE SESSION  |
|         | • Interview Interim Superintendent Candidate   |
| Item 2  | PLEDGE OF ALLEGIANCE   |
| Item 3  | CELEBRATION OF EXCELLENCE  |
|         | • Retiree Recognition  |
|         | • CABA Student Leadership Awards   |
|         | • Top 5% of the 2024 Graduating Class  |
| Item 4  | CONSENT AGENDA   |
|         | • Newtown High School International-Intercultural Learning Tour to South Korea           |
|         | • Correspondence Report  |
| Item 5  | **PUBLIC PARTICIPATION   |
| Item 6  | REPORTS  |
|         | • Chair Report   |
|         | • Superintendent's Report  |
|         | • Committee and Liaison Reports  |
|         | • Student Representatives Report   |
| Item 7  | OLD BUSINESS   |
|         | • Discussion and Possible Action on Policy 6153.1 Educational Tours                      |
|         | • Discussion and Possible Action on Sports Literature Curriculum                         |
|         | • Discussion and Possible Action on Project Adventure & Beyond Grades 7 and 8 Curriculum |
| Item 8  | NEW BUSINESS   |
|         | • First Read of Grade 6 Science Curriculum   |
|         | • Action on Authorization of Check Signers for HOM Activities Account                    |
|         | • Action on Minutes of May 21, 2024  |
|         | • Action on Minutes of May 28, 2024  |
| Item 9  | PUBLIC PARTICIPATION   |
| Item 10 | EXECUTIVE SESSION  |
|         | • Discussion and Possible Action on Non-union Salaries                                   |
| Item 11 | PUBLIC SESSION FOR POSSIBLE ACTION ON EXECUTIVE SESSION ITEM                             |
| Item 12 | ADJOURNMENT  |

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

## NICE International Travel Form for BOE Approval

**Type of trip:** (NICE, Collaborative with ACES, Travel Agency) Collaborative with ACES

**Country:** South Korea - International-Intercultural Learning Tour

**First-time visiting or repeat visit (Date of Travel)** Repeat - 12/16/23 - 12/24/23

**Dates of Trip:** Saturday, November 16, 2024 - Saturday, November 23, 2024

**Tentative number of students:** 16 Students

**Tentative Itinerary:**

See the attached itinerary from ACES

**Chaperones:** Susan McConnell and Jacob Thomas

**Link to academic learning:**

The US-Korea Science Collaborative Research and Education Project is sponsored in the United States through ACES International Education of Connecticut and in Korea by the Ministry of Science in Seoul.

The goal of the experience is to establish an intercultural exchange through the thematic purpose of science. Starting in May 2024, students will participate in science research projects and meet monthly via Skype with their Korean counterparts. They will prepare professional posters utilizing universal science standards of their research to share with the Korean community. In addition to content learning, students will gain scientific literacy skills through technical reading, writing, and presentation.

The intercultural exchange event will include the hosting school offering opportunities to interact with their students and teachers. The school will provide a campus tour of the premises and insights into its prominent programs and ongoing projects for students. Our students will present their work via PowerPoint, and the Korean students will reciprocate. There will be time for cultural inclusion through group activities after the formal presentations.

Students will enhance their historical and cultural understanding of Korea by visiting notable historical sites and dining in traditional Korean restaurants.

Below are the proposed research topics for our students. Not all the students listed below will be traveling to Korea, but representatives from each group will be present.

			2024-2025 Korea Teams and Titles
Team 1			Title
			<p><b>How does neighborhood and built environment impact the education and career paths of children in poorer communities</b></p>
Team 2			Title
			<p><b>The relationship between geographic location and reported cases of Alzheimer's</b></p>
Team 3			Title
			<p><b>Defensive Measures: Targeted Approaches for Public Health Transmission Prevention</b></p>
Team 4			Title
			<p><b>Prediction of psychological disorders based on analysis of behavioral patterns by machine learning</b></p>
Team 5			Title
			<p><b>The effect of <i>Rhizophagus irregularis</i> arbuscular mycorrhizal colonization on the quality of water filtered by the beaded sedge <i>Carex comosa</i></b></p>
Team 6			Title

			<b>Development of Mechanized Vertical Farming.</b>

**BOE authorized signature for approval:**  
**Denied by BOE and reason:**

**Approval Date:**

## 2024 United States-Korea Science Research & Education Collaborative

U.S. National High School Science Delegation

**KOREA: November 16, 2024 – November 23, 2024**



<b>Day 1</b>	<b>Saturday, November 16, 2024</b>	<b>(Active Dress)</b>
	Flight departure for Seoul, South Korea	
<b>Day 2</b>	<b>Sunday, November 17, 2024</b>	<b>(Active Dress)</b>
	Arrive at Incheon Airport Seoul, Korea	
	Welcome from the ACES International Team awaiting your arrival	
	Transfer to bus for departure to hotel	
	Arrival to Hotel	
	Participants check into hotel rooms <i>(Passports are required for check-in)</i>	
3:00PM	Delegation Briefing in the hotel: <i>cultural reminders, language lesson, student questions</i>	
5:00PM	Welcome Dinner	
7:00PM	Evening at hotel for time on your own and a restful sleep	
9:00PM	Chaperone Night Check	
<b>Day 3</b>	<b>Monday, November 18, 2024</b>	<b>(Active Dress)</b>
	Wake-up call and Breakfast	
9:00AM	Meet Your ACES International hosts and chaperone team for departure	
10:00AM	<b>Changdeokgung Palace Complex and The Secret Garden</b> is a UNESCO World Heritage Site recognized as an architectural masterpiece for its balance of harmony and nature.	
11:30PM	Lunch	
12:30PM	<b>Bukchon Hanok Village</b> is a traditional residential neighborhood in Jongno District, Seoul. The village offers a unique experience of traditional Korean culture and architecture with many of the houses restored as traditional Korean houses, called <i>hanok</i> .	

1:30PM	<b>Jogyesa Temple</b> is the chief temple within Seoul for Korean Buddhism dating back to the 14 <sup>th</sup> century.
2:30PM	<b>The Gyeongbokgung Palace</b> was the main royal palace of the Joseon dynasty. Built in 1395, it is in northern Seoul. The largest of the Five Grand Palaces built by the Joseon dynasty, Gyeongbokgung served as the home of the royal family and the seat of government.
3:30PM	<b>Gwangjang Market</b> provides an inside view into Korean society and culture as a traditional street market in Jongnogu. The market is one of the oldest and largest traditional markets in South Korea, with more than 5000 shops and 20,000 employees. Approximately 65,000 people visit daily with incredible sights, smells, and tastes for a highly engaging experience. Students “buddy-up” for time to explore and share in this culturally immersive experience.
5:00PM	Chaperone-Student Check-in at Gwangjang Market (designated checkpoint)
6:15PM	Chaperone-Student Check-in at Gwangjang Market (designated checkpoint)
6:30PM	Dinner: Designated restaurants for student choices in the market
8:00PM	Delegation meeting at Gwangjang Market checkpoint and depart for hotel
8:30PM	<ul style="list-style-type: none"> <li>• <i>Today’s experience and tomorrow’s Itinerary</i></li> <li>• <i>Student Observations and Reflections for the day</i></li> </ul>
10:00PM	Chaperone night check



<b>Day 4</b>	<b>Tuesday, November 19, 2024</b>	<b>(Professional Dress)</b>
	Wake-up call and Breakfast	
8:00AM	Depart for School in Incheon for Invitational Visit (Hosting school to be determined in October)	
8:30AM	Arrive to School [ <i>This will be a current R&amp;E partner of US School Science Team(s)</i> ] Today is an intercultural exchange event as the hosting school will offer opportunities to interact with their students and teachers. School will provide a campus tour of the premises and insights into their prominent programs and ongoing projects for students.	
9:30AM	School team introductions and research presentations from the Korean Team. <i>Please be aware that student participants may be asked for voluntary video contributions of the exchange visit</i>	
12:30AM	Lunch in the dining hall with all students participating in the <i>R&amp;E Collaborative</i> .	
1:00PM	Student Exchange Activities in the gymnasium	
1:00PM	US and Korean Teacher Thought Exchange Activities in the main conference center	
3:00PM	Photos and Farewells	
4:00PM	Depart	
5:00PM	A brief visit and stroll through the fashionable, trendy Gangnam district	
6:30PM	Dinner	
8:30PM	<ul style="list-style-type: none"> <li>• <i>Debrief: Today’s experience and tomorrow’s Itinerary</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Student Observations and Reflections for the day</i></li> </ul>
	Time on your own within the hotel
10:00PM	Chaperone night check
<b>Day 5</b>	<b>Wednesday, November 20, 2024 (Professional Dress)</b>
	Wake-up call and Breakfast
8:00AM	Depart for School in Seoul for Invitational Visit (Hosting school to be determined in October)
10:00AM	Arrive to School [ <i>This will be a current R&amp;E partner of US School Science Team(s)</i> ] Welcome from the headmaster Presentation about the school PowerPoint Presentation of US High Schools participating in the R&E Project
12:00PM	Lunch in the school canteen with students for social conversations and introductions
1:00PM	Research Exchange Activities: Team Korea and Team USA alternate with project presentations of research outcomes
(2:30PM)	( <i>In between research presentations, US students and educators participate in a school tour hosted by hosting school ambassadors</i> )
4:00PM	Farewell: Group photos and farewells
6:00PM	Dinner
8:00PM	<ul style="list-style-type: none"> <li>• <i>Today's experience and tomorrow's Itinerary</i></li> <li>• <i>Student Observations and Reflections for the day</i></li> </ul>
	Time on your own within the hotel
10:00PM	Chaperone night check



<b>Day 6</b>	<b>Thursday, November 21, 2024 (Active Dress)</b>
	Wake-up call and Breakfast
9:30AM	Meet Your ACES International hosts and chaperone team for a day of Culture!
10:30AM	Arrive to <b>Seoul Culinary Academy</b> Cooking class and lesson on Korean cuisine
11:30AM	Enjoy your lunch and vote for your favorite dish!
12:30PM	Farewells and photos with the chef and school kitchen staff
1:30PM	<b>Insadong</b> is a vibrant walking district filled with antique shops, traditional teahouses, bookstores, and unique art galleries. This pedestrian-friendly space allows time to enjoy and observe the Korean society moving past you - A good location for authentic gifts and souvenirs!
3:30PM	<b>Myeongdong</b> is a popular stop for locals and fans of Korean fashion, arts, and beauty in Seoul's famous shopping district.

6:30PM	Dinner
8:00PM	<ul style="list-style-type: none"> <li>• <i>Today's experience and tomorrow's Itinerary</i></li> <li>• <i>Student Observations and Reflections for the day</i></li> <li>• <i>Dance-Off Competition with prizes awarded</i></li> </ul>
10:00PM	Chaperone night check



<b>Day 7</b>	<b>Friday, November 22, 2024</b>	<b>(Professional Dress)</b>
	Wake-up call and Breakfast	
8:30AM	Meet Your ACES International hosts and chaperone team for a day of International Science and Intercultural Exchange	
9:00AM	Arrive to KOFAC Headquarters Welcome from the Director and KOFAC National Office	
9:30AM	Introductions of the American Science Team Delegation Introductions of the Korean Science Teams Team PowerPoint Presentations of Research Outcomes (15 minutes per team) <i>Note: All teams must be well-prepared to provide a professional presentation on their research and answer questions from an audience of professors, faculty, students, and industry attendees.</i>	
11:30AM	Lunch with the Director Special guest lecture during luncheon	
12:00PM	Continue Team Presentations of Research Outcomes <i>Note: All teams must be well-prepared to provide a professional presentation on their research and answer questions from an audience of professors, faculty, students, and industry attendees.</i>	
3:00PM	International-Intercultural Mixer with Activities <i>Please be aware that student participants may be asked for voluntary video contributions of the exchange visit</i>	
5:00PM	Photos and Farewells	
5:30PM	Dinner and Awards Ceremony	
7:00PM	Student speeches and reflections	
8:00PM	Time on your own to prepare for tomorrow's departure	
10:00PM	Chaperone night check	
<b>Day 8</b>	<b>Saturday, November 23, 2024</b>	
	Wake-up call and Breakfast	
9:00AM	Meet Your ACES International hosts and chaperone team for departure. Participants check out of hotel and board bus for departure with luggage. <i>Last check for passport and valuables!</i>	
9:30AM	Morning departure to Incheon Airport with the ACES International hosts and Chaperones	
11:00AM	Airport arrival and final farewells	



## KOREA: International-Intercultural Learning Tour 2024 United States-Korea Science Research & Education Collaborative

**USD \$4,290.00 per person with an all-inclusive price for travel itinerary**

**All-inclusive:**

1. Group Rate of minimum 20 student participants include two (2) Newtown Educator Chaperones
2. Formal *Letter of Invitation* for academic/attendance purposes
3. Two cultural preparatory virtual seminars with the ACES International Education Team (September 18, 6:30PM; November 6, 6:30PM - family members are welcome)
4. Round-trip economy flight U.S. international airport/Seoul Incheon Airport  
*Added flight amenities can be included with advanced notice to ACES before September 1, 2024*
5. Emergency medical coverage provided by ACES
6. In-country travel, cultural advisory, and hands-on supervision provided by ACES International
7. Logistical and operational itinerary management provided by ACES International Education Team and Korean Partner Institutions
8. All meals as specified in the itinerary (Breakfast, Lunch, Dinner)
9. All hotel accommodations are on a basis of twin or triple sharing
10. Chartered bus and private driver with all fees inclusive
11. Reliable English-speaking staff and translators
12. All entrance fees as specified in the itinerary visits and activities
13. Single adult room supplements: USD \$800 per single room requested
14. Specialized activity events are provided through the ACES International Global Network
15. Certificate Provided: *U.S. National High School Science Delegation to Korea*



**Pricing Does Not Include:**

1. Any personal expenses: mini-bar, laundry, telephone, or other expenses during the trip
2. Any programs not specified in the itinerary that may be voluntary for participants
3. Travel and medical insurance (*suggested providers: Travelex, Faye, AIG, AEGIS, World Nomads*)

**Payment Due Dates and Cancellation/Refund Policies: Valid Passports Required to Register**

1. Non-refundable security deposit and reservations **begin MAY 15, 2024:**  
USD 1,500.00 per person is dedicated to the transportation and accommodation reservations.
1. Registration Deadline including non-refundable security deposit: **JULY 1, 2024**
2. Remaining balance due before **SEPTEMBER 15, 2024**

*Family payments can be arranged in cooperation with the school or ACES. Participating schools will be invoiced by ACES.*

This portion of payment is refundable with:

- 50% penalty of remaining balance if cancellation notice is given within 40-50 days prior to the travel departure date;
- 80% penalty of remaining balance if cancellation notice is given within 30-40 days prior to the travel departure date;
- No refund is available when the cancellation notice is received within 30 days of notice before the travel departure date.

***Please note that ACES suggests that participants obtain travel insurance to support their investment.***

Student-Centered ■ Educator-Designed ■ Parent-Approved

acedillopulla@aces.org



All events and cultural activities are subject to change and may be adjusted according to safety, well-being, weather, activity priorities, and itinerary logistics.

### ACES International

is a service division of the Area Cooperative Educational Services (ACES). Headquartered in Connecticut, the ACES International team works with schools and partner institutions in North America and around the world. Our programming continues to expand as educators and community leaders recognize the benefits of collaboration in global connectivity and intercultural exchange. We help to give students, educators, and aspiring professionals from across the world skills that make them active and responsible global citizens. Every project we facilitate prioritizes intercultural competencies and international relevance.

### (ACES) Area Cooperative Educational Services

is based in Connecticut and was founded in 1969 as an Education Service Agency (ESA) for the State of Connecticut. ACES is a not-for-profit, fee-for-service public education authority under the jurisdiction of the Connecticut Department of Education. ACES supports over 150,000 students and learning communities in Connecticut.

ACES is a national model for public education and is recognized throughout the US for its depth and breadth of specialized programming and services. Its entirety of programs and services are one of the most diverse in the United States that has combined its resources to establish highly specialized schools and provide supportive services throughout North America and now, around the world. The ACES Services Divisions provide expertise that the field of education requires to support all areas of teaching and learning, school leadership, and program implementation.

### The Association of Educational Service Agencies (AESA)

is a professional organization serving educational service agencies (ESAs) in 45 United States with 553 agencies nationwide. AESA is in the position to reach well over 85% of public school districts, over 83% of private schools, over 80% certified teachers, more than 80% non-certified school employees, and well over 80% public and private school students. Annual budgets for ESAs total approximately \$15 billion. AESA's membership is agency wide and includes all ESA employees and board members. ACES International is the nationally authorized AESA office for global programming and international relations of ESAs and schools throughout the United States.

The Mission of AESA is to support and strengthen regional educational service agencies:

- Advocate nationally to assure that ESAs and the association's policy platform are represented in and influence education legislation and policy discussions and decisions;
- Provide professional growth opportunities for ESA leadership teams and their boards;
- Strengthen state ESA networks and individual agencies through technical assistance;
- Support external research studies along with member executed action research;
- Help member agencies form interest- and issue-based affinity groups. Capture and make accessible to members the knowledge that emerges from these groups;
- Support the establishment of ESAs and state ESA networks where they do not yet exist;
- Advance the programming of ESAs as an indispensable partner in the education system.

### Representing the United States in:

- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Mississippi
- Missouri
- Minnesota
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

[www.aces.org](http://www.aces.org)

Argentina. Australia. Canada. China. Hungary. India. Israel. Italy. Japan. Korea. Portugal. Romania. Singapore. Spain. United Kingdom. Vietnam.

Local-to-Global & Global-to-Local

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All events and cultural activities are subject to change and may be adjusted according to safety, well-being, weather, activity priorities, and itinerary logistics.

## **Instruction**

### **Educational Tours**

~~As a supplement to a particular course of instruction, Ss~~ Staff members may conduct educational tours, within or outside the District, the State of Connecticut or the United States, for the students or employees, or both, of any school or schools within the District. Such tour/trip is subject to District approval. Approval shall be based upon the educational relevancy to the proposed trip/tour.

Any approved trip/tour by the Board of Education (Board) to a destination outside of the United States shall be subject to U.S. State Department and Centers for Disease Control and Prevention travel advisories. In addition, any Board approved international student travel trip/tour requires registration of the trip with the local U.S. Embassy via the State Department's Smart Traveler Enrollment Program (STEP).

Foreign travel trips utilizing a tour company shall have the contract reviewed by the Board's attorney in advance of signing to ensure that it satisfies school Board policy and provides sufficient protection against liability. The District's policies shall apply, in addition to tour company requirements.

No student or employee may participate in such a tour unless he/she has accident and health insurance coverage protecting against bodily injury, disability or death while participating in the tour. Each student participating in the tour must provide an Emergency Treatment waiver signed by the parent or guardian to include emergency phone numbers and hospital insurance policy number and/or other data deemed necessary to implement this policy. Participation is dependent on meeting the deadline to visit a certified travel clinic, verification from a physician that student is fit for international travel, and compliance with district medication policy. School funds may not be used for any expenditures incurred on such a tour.

Employees entering into contracts or agreements with commercial agencies, without formal District approval, do so at their own risk. As such, any activity trip not approved by the Board is considered a private venture. The Board shall not be a co-sponsor of any such trip. Any distributed materials for such trips/tours must expressly and prominently state: "This program is not sponsored or endorsed by the Newtown School District." This disclaimer should appear on each item of tour/trip literature. The tour operator and/or the teacher sponsoring such trip shall acknowledge in writing to the Board that the trip/tour is not school or District sponsored or endorsed.

#### ***Alternate language:***

~~As a supplement to a particular course of instruction, staff members may conduct educational tours, within or without the District, the State of Connecticut or the United States, for the students or employees, or both, of any school or schools within the District.~~

## Instruction

### ~~Educational Tours~~

~~Alternate language: (continued)~~

~~Educational tour participants are required to have accident and health insurance coverage protecting against bodily injury, disability or death while participating in the tour. In addition, school funds may not be used for any expenditures incurred on such a tour, whereas school funds may be expended for a field trip. Each student participating in the tour must provide an Emergency Treatment waiver signed by the parent or guardian to include emergency phone numbers and hospital insurance policy number and/or other data deemed necessary to implement this policy.~~

- (cf. 1140 – Distribution of Materials to and by Students)
- (cf. 1140.1 – Distribution of Non-School Literature)
- (cf. 1324 – Fundraising)
- (cf. 1330 – Use of School Facilities)
- (cf. 3515 – Community Use of School Facilities)
- (cf. 6153 – Field Trips)
- (cf. 6153.11 – Non-Educational Field Trips)

Policy adopted:

rev. 4/15

*CABE's optional regulation.*

## Instruction

### Educational Tours

#### School Sponsored Tours

1. Administrative approval for the tour must be based upon educational relevancy. Requests for such trips shall include the essential outcomes/educational standards for the trip.
2. All school District policies, including those pertaining to student conduct shall apply to international student travel.
3. The District Central Office will review the District Insurance insurance must be reviewed with the insurance carrier to determine adequacy.
4. The participants on the tour, employees, and students, must show evidence of accident and health insurance. The Principal will have on file the documents which indicate that each participant of the tour has insurance and include the policy numbers when necessary.
5. Participation is dependent on meeting the deadline to visit a certified travel clinic, verification from a physician that student is fit for international travel, and compliance with the district medication policy.
6. The students and adults participating in the tour must be responsible for their own travel expenses and living expenses while on the tour. No school funds or educational funds will be utilized for any expenses incurred on such tours.
7. The Principal will be responsible to see that all Board of Education policies and administrative procedures are followed.
8. The Principal will be responsible for reviewing tours and will forward a recommendation concerning all suggested tours to the Superintendent for review.
9. Any tour out of the country shall then be forwarded to the Board of Education by the Superintendent with a recommendation for Board of Education consideration and possible approval. The recommendation will take into account any foreign travel warnings or cautions issued by the U.S. State Department.
10. Pre-approval in writing from the District's insurance company must be obtained by the District prior to departure.
11. A mandatory information meeting with students and their parents/guardians shall be held prior to the initiation of the tour. Parents and students shall be provided with information concerning the purpose and destination of the trip, transportation and eating arrangements, date and time of departure, estimated time of return, and a detailed itinerary. In addition, students and parents will be provided with the cost of the trip and the payment schedule.
12. Adequate supervision, based on the number of students and the travel involved, shall be provided by the District as directed by the Superintendent or his/her designee. This will include a minimum of two chaperones, ideally of different genders.

13. Chaperones shall be trained, as deemed necessary.
14. School District staff shall review acceptable standards of conduct with the students in advance of the trip/tour.
15. Student safety will be a primary consideration. School District staff sponsoring international student travel shall ensure chaperones and student participants register their travel with the Smart Traveler Enrollment Program (STEP) associated with the applicable US Embassy or Embassies. In the event an incident occurs requiring assistance from the US Embassy, the applicable District administrator incident commander will be notified.~~establish or procure written safety, crisis, and risk management plans.~~

## Instruction

### Educational Tours

#### School Sponsored Tours (continued)

16. All trip documents, signed medical disclosures and releases, etc., shall be retained at least until the expiration of the statute of limitations for filing a claim.
17. Permission forms and medical forms are to be reviewed by the Board's attorney.
18. Procedures are to be established for collecting pertinent health information including medical/prescription needs and for addressing students' health needs and any constraintseonstrains, including food allergies that might impact a student's ability to fully participate or keep up with the group's planned activities.
19. The tour company's contract is to be reviewed by the Board's attorney, prior to signature. All district policies shall apply, in addition to tour company requirements.

#### NonSchool Sponsored Tours

1. The District does not sponsor, provide, or facilitate non-school-sponsored international travel.
2. School District employees must not participate in or make arrangements for international travel involving District students that appear to be school sponsored.
3. ~~The teacher acting as a private agency must advise the school of intent to plan such tours.~~
4. ~~Students will not be contacted during regular school hours. The Principal may approve a limited number of meetings related to the proposed educational tour to be held in the school building. (*Alternate:* Meetings for non school sponsored international travel shall not be held on school property.)~~
5. ~~No pressure of any kind will be exerted on students to influence their participation.~~
6. ~~Clear and definitive statements from agents must accompany all materials and literature advising the Principal that the school is not in any way sponsoring or participating in the educational tour activity.~~
7. ~~The teacher acting as a private agency must file a list of participants ten days in advance of the intended trip in order to afford the school an opportunity to advise parents that the school is not sponsoring or participating in the educational tour.~~

Regulation approved:

rev. 4/15







## Unit Plan

### Unit 1-College Essay

Newtown High School / Grade 12 / English Language Arts

Week 1 - Week 5 | 4 Curriculum Developers | Last Updated: Jun 21, 2023 by Lye Jr, Victor

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

To support students in the process of writing an essay to send to colleges.

#### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Structure, form, voice

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

these are not overtly used in generalizations

Concepts: message, interpretation, purpose, emotion, , persuasion, engagement

#### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Writing provides the opportunity to reveal personal character and values to others both explicitly and implicitly to accomplish the purpose.
2. Function dictates form.
3. Authors create engagement with audience through literary devices.
4. The voice in which a story is told impacts the audience's understanding and interpretation of the author's message
5. Specific anecdotes and details reveal character and values more authentically by showing rather than telling to engage the audience on an emotional level to facilitate persuasion.

#### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. How does an author decide what they want people to know about them? (C)
- 1b. What stories from personal past demonstrate the person the writer is today? (C)
- 1c. How does an author make choices to reveal their character and values accurately and persuasively? (C)
- 1d. Is there a best way to tell a story? (P)
- 2a. What makes a successful college essay/narrative? (F)
- 2b. What is a hook? (F)
- 2c. What is an anecdote? (F)
- 2d. What are different formats used to tell a narrative story? (F)
- 2e. What is a flashback? (F)
- 2f. How does an author work within parameters to best tell the story? (C)
- 2g. How does an author select illustrative anecdotes, connected hooks to reveal themselves to the audience? (C)
- 3a. What is an extended metaphor? (F)
- 3b. How do authors avoid cliches? (C)
- 3c. What literary devices do authors use to engage audience? (F)
- 3d. How do authors select appropriate literary devices to match message and audience? (C)

3e. How does an author refine literary devices to meet audience needs? (C)

4a. What is voice? (F)

4b. How does an author reveal voice through diction, syntax, and delivery? (C)

4c. How does an author adjust voice depending on audience and situation? (C)

5a. What is showing versus telling? (F)

5b. How does an author select anecdotes to reveal character and values? (C)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

Students will know :

- the variations of an effective college essay
- the appropriate resources to help revision.
- to write and revise a college essay. (skill or activity)
- the technique of anecdote can lead the audience to desired inference.
- the power of an appropriate anecdote
- the proper way to match material to audience
- the variety of ways to write a college essay.

## Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 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.

Notes

Students will develop analysis, synthesis, and evaluative process skills as they...

1. convey information and ideas to others in a presentation using spoken language, non-verbal language, and multimedia.
2. convey information and ideas in a given written format
3. demonstrate strategies to identify, locate, and interpret information

## Standards

*The content standards that are taught and/or assessed in this unit.*

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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

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

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

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

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

- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading: Informational Text

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

- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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

- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 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.

- W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

- W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

## Speaking & Listening

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

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

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

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

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

college essay  
anecdote  
revision

## Resources

Teacher and student resources used to support the learning.

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

Welcome to the Wonderful World of College Essays

<https://www.conncoll.edu/admission/apply/essays-that-worked/>

<https://collegescorecard.ed.gov/>

[https://www.nytimes.com/2013/11/10/business/they-loved-your-gpa-then-they-saw-your-tweets.html?\\_r=3&adxnli=1&ref=general&src=me&adxnli=1384171753-17o+M4eVGUS/GAn/411aHQ&](https://www.nytimes.com/2013/11/10/business/they-loved-your-gpa-then-they-saw-your-tweets.html?_r=3&adxnli=1&ref=general&src=me&adxnli=1384171753-17o+M4eVGUS/GAn/411aHQ&)

<https://newtownk12.rubiconatlas.org/app/files/C434A1E4-77E9-4E5B-A2FB-D460F37D6EFB/7716?yearId=2024>

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

[College Essay](#)

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

College Essay | Summative | Personal Project

Expository Essay

8 State Standards Assessed

[CARES Peer-Review-Feedback-Form.pdf](#) [College Essay Checklist Rubric 2021.docx.pdf](#) [College Peer feedback.pdf](#)

[College Essay](#)

## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

Students who are not going to college, write a personal narrative

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*



## Unit Plan

### Unit 2- Society and Sports

Newtown High School / Grade 12 / English Language Arts

Week 5 - Week 8 | 4 Curriculum Developers | Last Updated: May 9, 2024 by Lye Jr, Victor

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

To give students a greater understanding of how integral sports are within the society, for better or worse.

#### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Society

Concepts: sports, social construct, athletics, community, fandom, isolation, governing bodies, monetary gain, life.

#### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Sports, a social construct, create an objective reality that changes across cultures.
2. Athletics contribute to community.
3. Fandom can both contribute to or eliminate isolation.
4. Governing bodies create monetary gain.
5. Sports may supersede other aspects of life.

#### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. What is the definition of sports? (F)
- 1b. How do historical or political facets contribute to how people view a particular sport? (C)
- 1c. How does an activity achieve inclusion in the category of sports? (P)
- 2a. How do people make connections to people through sports? (C)
- 2b. How do sports create larger communities within society? (C)
- 2c. Why do people play sports? (P)
- 2d. Do community expectations burden or benefit the athletes? (P)
- 3a. How do people define fandom? (F)
- 3b. What is it about sports that bring people together as well as tear them apart? (P)
- 3c. Why are people fans? (P)
- 3d. Are sports important? (P)
- 4a. What is the purpose of the NCAA? (F)
- 4b. How does the NFL impact college and high school football? (F)
- 4c. How does Title IX impact player pay? (C)
- 4d. Why aren't college athletes paid? (C)
- 4e. Why when athletic bodies make so much money do players make so little of it? (P)
- 5a. How have sports changed? (F)
- 5b. What sacrifices do athletes make to play the game? (C)
- 5c. What do communities sacrifice for sports? (C)
- 5d. Do athletes sacrifice or benefit more of their lives for sports? (P)

- 5e. Are changes in sports good for athletes? (P)  
 5f. How have cities/towns sacrificed other aspects of life for sports? (C)

## Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Students will know:

- the comprehensive definition of sport versus activity
- the role of the NCAA and the rules that govern college sports and how those rules affect athletes.
- the impact of sports on local communities
- the stories of various athletes who worked out of poverty to either gain or loss success through athletics.
- the impact of poverty on athletics and situations

## Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

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

## Notes

Students will develop analysis, synthesis, and evaluative process skill as they...

1. convey information and ideas to others in a presentation using spoken language, non-verbal language, and multi-media
2. take and support a position on information and ideas
3. convey information and ideas in a given written format
4. compare athletes' stories and backgrounds
4. relate and apply new knowledge using a variety of resources including technology
5. demonstrate strategies to identify, locate, and interpret information

## Standards

The content standards that are taught and/or assessed in this unit.

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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

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

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

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

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

- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Reading: Informational Text

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

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

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

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

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

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

## Writing

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

- W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

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

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

## Speaking & Listening

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

- SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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



- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Participate in a text-based seminar on the impact of sports on local communities
2. Write an analysis of the NCAA and ways to improve college sports for athletes
3. Identify greater themes in *Friday Night Lights* and *Across the River* and why those themes are still relevant in today's society.
4. Compare between athletes from *Friday Night Lights* and ESPN's *30-for-30 The Best That Never Was*
5. Write an essay comparing the lives of the people in *Friday Night Lights*, *Across the River*, and *Hoop Dreams*

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Sports  
Title IX  
NCAA  
Social construct

## Resources

Teacher and student resources used to support the learning.

### Book:



























*Friday Night Lights*, Buzz Bissinger  
*Across the River*, Kent Babb

### Film:

*Hoop Dreams*, directed by Steve James  
ESPN's *30-for-30 The Best That Never Was*  
Student Athlete  
Various Short Videos on College Football  
Football High, PBS Frontline

### Additional Materials:

After the Goal Rush by Tim Loh, CT Post  
High School Football, Inc. NYTimes  
*Going Deep: Great American Sports Stories* (excerpts), Gary Smith  
The Year's Best Sports Writing 2022, Edited by JA Adande

- ✓ ADDRESS to the National Association of Independent Schools.doc  
- ✓ After the Gold Rush-Ansonia Questions.doc  
- ✓ Friday Night Lights Prologue Close Reading.doc  
- ✓ Still dreaming-Hoop Dreams Afterward.doc  
- ✓ <http://www.ctpost.com/local/article/After-the-Goal-Rush-2431134.php>  
- ✓ Football High   ✓ High School Football, Inc.  
- ✓ New Orleans Gun Violence   ✓ IMG Academy  
- ✓ The NCAA's Summer   ✓ Odessa  
- ✓ Burden of Expectations   ✓ IMG  

[Allen, TX High School Football Stadium](#)[Alabama Locker Room Tour](#)

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

### Friday Night Lights Themes | Summative | Oral Report

FNL Social Issues

5 State Standards Assessed

### Hoop Dreams/Friday Night Lights Comparison | Formative | Expository Essay

Hoop Dreams.doc

4 State Standards Assessed

## Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

For CP classes, they will have one core text for the unit and fewer supplemental reading/writing assignments. The honors classes can have multiple core texts for the unit and be able to complete all of the supplemental reading/writing assignments, as well as discussions.

## Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



## Unit Plan

### Unit 3- Gender and Equity in Sports

Newtown High School / Grade 12 / English Language Arts

⤴ Week 8 - Week 10 | 4 Curriculum Developers | Last Updated: Today by Lye Jr. Victor

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

To give students a greater understanding of the struggle of athletes of color, female athletes, and athletes in poverty.

#### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Equality

Concepts: Title IX, women's sports, role models, hate, gender, race relations, barriers, segregate, barriers

#### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Title IX created an emphasis on women's sports.
2. Women's sports facilitates equality among the genders.
3. Female role models combat stereotypes.
4. Sports help improve racial relations.
5. Barriers to acceptance keep athletics economically segregated.

#### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. What is Title IX/ (F)
- 1b. How has Title IX positively impacted women's sports? (C)
- 1c. Why is it important for current athletes to know the stories of those who came before them? (P)
- 1d. What keeps women's sports from overtaking male sports? (P)
  
- 2a. What opportunities are available to women through sports? (C)
- 2b. What keeps women from seizing those opportunities? (C)
- 2c. How do sports negatively impact women's mental health? (C)
- 2d. Are women's sports important? (P)
- 2e. Why are the ratings lower for women's sports? (P)
- 2f. Why are the ratings higher for men's sports? (P)
  
- 3a. What makes someone a role model? (F)
- 3b. How do people determine their role models? (C)
- 3c. Is it important for girls to see female athletes? (P)
- 3d. Is representation important? (P)
- 3e. Is it important for people to understand that athletes are human? (P)
  
- 4a. What is racial bias? (C)
- 4b. Why is it important to see athletes of all races? (C)
- 4c. What is it important to tell the stories of underserved athletes? (C)
- 4d. Are sports racially segregated? (P)
- 4e. Are sports colorblind? (P)

4f. How does the pressure of a community negatively impact an athlete's mental health? (P)

- 5a. Is it necessary to have money to be successful in sports? (C)
- 5b. How does access to coaches and mental health experts help athletes become successful? (F)
- 5c. What obstacles must poor athletes overcome to success? (C)
- 5d. Is it important to understand stories about underserved communities? (P)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

Students will: know

- the impact Title IX had on women's sports
- the barriers women face in the world of sports
- the role that women's sports play in society
- the racial barriers that athletes face.
- the economic barriers that effect athletes and their road to success

## Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 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.

Notes

Students will develop analysis, synthesis, and evaluative process skill as they....

1. convey information and ideas to others in a presentation using spoken language, non-verbal language, and multi-media
2. take and support a position on information and ideas
3. convey information and ideas in a given written format
4. relate and apply new knowledge using a variety of resources including technology
5. demonstrate strategies to identify, locate, and interpret information
6. take and support a position on information and ideas.

## Standards

*The content standards that are taught and/or assessed in this unit.*

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Informational Text

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

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

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

- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Writing

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

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

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

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

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

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

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

- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.11-12.7. 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.

### Speaking & Listening

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

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Analyze athletic culture and the toxic nature of it.
2. Write an argument for why more people don't watch women's sports
3. Identify the external and internal pressures that affect athletes using What Made Maddy Run
4. Create presentations on how the positive nature of sports turned into negatives in What Made Maddy Run
5. Analyze the role of race and poverty in sports
6. Research a story of athletes who have gained success despite their humble beginnings.

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Title IX  
Equity  
Segregation

## Unit Plan

### Resources

Teacher and student resources used to support the learning.

**Book:**















*What Made Maddy Run*  
*A Most Beautiful Thing* By Arshay Cooper

**Film:**

*A League of their Own*, directed by Penny Marshall  
Ring of Fire  
Various ESPN 30-for-30s

**Supplemental Materials:**

*Playing with the Boys*, Ellen McDonagh and Laura Pappano  
*Let Me Play*, Karen Blumenthal  
*Title IX*, Linda Jean Carpenter  
The Death of Paret by Norman Mailer  
Essays/Articles from The Year's Best Sports Writing 2022 Edited by JA Adande

-  [https://www.huffpost.com/entry/ivy-league-quitters-the-c\\_b\\_4525656](https://www.huffpost.com/entry/ivy-league-quitters-the-c_b_4525656)  
-  <https://www.nbcsports.com/video/more-gold-jesse-owens-and-1936-berlin-olympics-0>  
-  What Made Maddy Run Intro   Title IX  
-  [https://www.youtube.com/watch?v=UzTP3f\\_6coA&t=71s](https://www.youtube.com/watch?v=UzTP3f_6coA&t=71s)  

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Maddy Presentations | Summative | Other oral assessments

Oral Report

 Maddy Presentations

4 State Standards Assessed

Title IX | Summative | Expository Essay

Analytical essay considering the impact and importance of Title IX.

6 State Standards Assessed

## Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

For CP classes, they will have one core text for the unit and fewer supplemental reading/writing assignments. The honors classes can have multiple core texts for the unit and be able to complete all of the supplemental reading/writing assignments, as well as discussions.

## Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.





## Unit Plan

### Unit 4- Sacrifices Athletes Make for Glory

Newtown High School / Grade 12 / English Language Arts

Week 10 - Week 13 | 4 Curriculum Developers | Last Updated: Today by Lye Jr. Victor

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

To show students the necessary sacrifices athletes make to achieve success.

#### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Fame

Concepts: coaches, athletes, fame, social standard, athletic success, historical understanding, physical detriment, today's athlete

#### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Coaches impact athletic success
2. Athletes promote a social standard.
3. Fame and notoriety justify athletic sacrifice.
4. Historical understanding expands knowledge of today's athletes
5. Physical detriment correlates with playing at any level.

#### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. Who are the greatest coaches of all-time? (F)
- 1b. What attributes are necessary to be a great coach? (C)
- 1c. What attributes do coaches lack that prevents them from being great coaches? (C)
- 1d. Are there universal traits to being a great coach? (P)
- 2a. To what standards are athletes held? (C)
- 2b. How do athletes not live up to that standard? (C)
- 2c. Are athletes held to different standards than the rest of society? (P)
- 2d. What is the best example of a sport hero and why? (P)
- 2e. Do athletes have social obligations? (P)
- 3a. What must an athletes accomplish to be remembered? (C)
- 3b. What makes someone a hero? (P)
- 3c. Are athletes more important than other historical figures? (P)
- 4a. Does the history of Sports change the present (F)
- 4b. What important historical events in sports should people know? (C)
- 4c. What faults did athletes make in the past? (F)
- 4d. Is it important to know the sacrifices of past athletes? (P)
- 5a. What is CTE? (F)
- 5b. How does CTE occur in athletes? (F)
- 5c. Why did the NFL cover-up its knowledge of concussions? (C)
- 5d. Should athletes under 14 play contact sports? (P)



## Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

Students will know

- the sacrifices made by professional and college athletes in times of war.
- the definition of what it means to be a coach.
- the stories of various athletes and their sacrifices during World War II and the War on Terror.
- the definition of CTE and how it impacts athletes who played contact sports.
- the responses of various sports leagues to concussions and the last effects on their players.

## Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 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.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Notes

Students will develop analysis, synthesis, and evaluative process skills as they...

1. demonstrates strategies to identify, locate, and interpret information
2. relates and applies new knowledge using a variety of resources and technology
3. convey information and ideas to others in a presentation using spoken language, non-verbal language, and multimedia.
4. convey information and ideas in a given written format
5. demonstrate strategies to identify, locate, and interpret information
6. compare the responses of various sports leagues to concussions and the last effects on their players

## Standards

The content standards that are taught and/or assessed in this unit.

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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

- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading: Informational Text

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

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

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

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

Writing

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

- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## Speaking &amp; Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Create a model for the ideal coach in the 21st century.
2. Identify the habits of Coach Bob Hurley and determine if he could successfully coach in Newtown.
3. Create a map of the major days of Pat Tillman's life and identify his decision making process on those particular days.
4. Trace the larger themes of *Where Men Win Glory* throughout the book and how they relate to Pat Tillman
5. Create an annotated website of one of the chapters in *Where Men Win Glory*.
6. Write and deliver a persuasive speech on a sport issue relevant to today's world.

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Coaching  
CTE  
Concussions  
theme  
model

## Resources

Teacher and student resources used to support the learning.

## Book:

*The Mosquito Bowl*, Buzz Bissinger  
*Where Men Win Glory*, Jon Krakauer  
*Unbroken* by Laura Hillenbrand

## Movies:

*Eight Men Out*, John Sayles  
The Pat Tillman Story  
Concussion  
PBS Frontline League of Denial  
The Street Stops Here  
various ESPN 30-for-30s

## Additional Material:

*Muhammed Ali*, Thomas Huser  
*The Miracle of St. Anthony's*, Adrian Wojnarowski  
various essays from *The Year's Best Sports Writing 2022* edited by JA Adande

- <http://sports.espn.go.com/espn/eticket/story?page=tillmanpart1>
- <https://sites.google.com/site/wheremenwinglory1000/home>
- <http://www.youtube.com/watch?v=jcqLIT44rR8>

## Unit Plan

-  <http://www.abc.org/video/frontline-league-denial-nfls-concussion-crisis/>  
-  <http://www.espn.com/video/clip?id=10802533>  
-  [http://www.espn.com/espn/feature/story/\\_/id/10816260/pat-tillman-enduring-guilt](http://www.espn.com/espn/feature/story/_/id/10816260/pat-tillman-enduring-guilt)  
-  Copy of Pat Tillman Days of Our Lives  
-  Copy of Where Men Themes   Head Injuries  
-  Coach Bob Hurley  

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

## Where Men Win Glory Website | Summative | Personal Project

In groups of 3-4, students will create an annotated website based on an assigned chapter of *Where Men Win Glory*

-  Where Men Win Glory website.docx
-  Copy of Chapter 22-Where Men Win Glory

1 State Standard Assessed

## Sports Issue Persuasive Speech | Formative | Other oral assessments

-  Persuasive Speech.doc

3 State Standards Assessed

## Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

## Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

Students will develop analysis, synthesis, and evaluative process skills as they...

1. demonstrates strategies to identify, locate, and interpret information
2. relates and applies new knowledge using a variety of resources and technology
3. convey information and ideas to others in a presentation using spoken language, non-verbal language, and multimedia.
4. convey information and ideas in a given written format
5. demonstrates strategies to identify, locate, and interpret information

## Standards

The content standards that are taught and/or assessed in this unit.

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Writing

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

- W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Research a non-mainstream sports story that can be turned into a mock ESPN 30-for-30
2. Write an essay identifying themes used throughout the semester and tie those themes into the paper.
3. Using movie making software, create a 5-7 video highlighting your subject

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

role models  
humanity  
inspiration  
collaboration

## Resources

Teacher and student resources used to support the learning.

We Video- accounts available through the LMC

Various ESPN 30-for-30 videos

- You Don't Know Bo
- Playing for the Mob
- Hawaiian: The Eddie Akau Story
- Once Brothers

 Sample Video  

 Cyrena Arokium 30-For-30 Fisk University Gymnastics Video.mp4  

 Sample Video  

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

30-for-30 | Summative | Expository Essay

Technology Project

 Copy of Sports Lit Final 30-for-30

5 State Standards Assessed

## Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Honors class are required to write 5-7 pages, while CP Class are required to write 3-5 pages.

## Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



## Unit Plan

### Unit 5-Culminating Project- Mock 30-for-30

Newtown High School / Grade 12 / English Language Arts

Week 12 - Week 17 | 4 Curriculum Developers | Last Updated: Today by Lye Jr, Victor

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

To give students an opportunity to tell a lesser-known sports story that highlights some of themes and concepts that they have discussed throughout the semester.

#### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Stories

Concepts:humanity, inspiration, athletes, audience

#### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Sports stories examine humanity.
2. Athletes offer inspiration.
3. Lesser known stories spark an interest in the audience.

#### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. How do sports reveal humanity? (C)
- 1b. What do sports say about America? (C)
- 1c. Why are Americans so interested in Sports? (C)
- 1d. Are sports healthy (mentally/physically) for Americans? (P)
- 2a. Are all athletes inspirational? (C)
- 2b. Are all athletes inspriational? (C)
- 2c. Should athletes be role models? (P)
- 3a. Who is the audience? (C)
- 3b. How do people find lesser known stories? (C)
- 3c. What stories are important to tell? (C)
- 3d. Does every athlete have a story? (P)

#### Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

Students will know:

- the qualities of an effective movie
- the research tools to use
- the benefits of collaboration
- the strategies for meeting deadlines

#### Critical Skills

*Critical skills that students are expected to be able to DO at the end of the unit.*

- 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.

Notes





## Unit Plan

### Unit 1: Creating a Community

Newtown Middle School / Grade 7 / Physical Education

⤴ Week 1 - Week 4 | 2 Curriculum Developers | Last Updated: Feb 26, 2024 by Chivinski, Ronald

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Community

Concepts: norms, honesty, respect, commitment, Challenge by Choice, awareness, physical and emotional safety, responsibility, experiences, participation, goal setting



## Generalizations

Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.

1. Awareness of self and others builds strong communities.
2. Successful communities establish norms.
3. Challenge by Choice defines participation.
4. Everyone's actions affect physical safety; equipment alone does not create physical safety.
5. Each participant creates or inhibits emotional safety; it is everyone's responsibility.
6. Each participant is responsible for their own experiences and outcomes through our Full Value Commitment.

## Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- 1a. What is awareness? (F)
- 1b. What is the difference between awareness of yourself and awareness of others? (C)
- 1c. Can there be community without awareness? (P)
- 2a. What are norms? (F)
- 2b. Why should communities establish norms? (C)
- 2c. What happens to communities when norms are not followed? (P)
- 3a. What is Challenge by Choice? (F)
- 3b. What are comfort, stretch, and panic zones? (F)
- 3c. How does Challenge by Choice impact participation? (C)
- 3d. Does Challenge by Choice promote better group outcomes? (P)
- 4/5a. What is emotional and physical safety? (F)
- 4/5b. What group actions ensure both emotional and physical safety? (C)
- 4/5c. What group actions could destroy either emotional and physical safety? (P)
- 6a. What is the Full Value Commitment? (F)
- 6b. What commitments make someone a valued member of this group? (P)

## Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

- Safe movement
- Full Value Commitment
- Challenge by Choice
- SMART Goal Setting
- Experiential Learning Cycle

 FVC--Full Value Commitment  

 Challenge by Choice.pptx    ELC Poster  

 Project Adventure-Setting goals  

## Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

## Standards

The content standards that are taught and/or assessed in this unit.

 CASEL-SEL-Framework-11.2020.pdf  

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Perfect Circle
2. Introduce Full Value Commitment (hand tracing activity)
3. Journal entry 1: Practice SMART Goal Setting & Reflection
4. Move Without Touching
5. Challenge Circles
6. Experience Theater
7. Pipeline
8. Moonball
9. Circle Name Games
10. Peek-a-Who
11. Inclusion Tag Games

 PA Curriculum-Unit 1 Rough Draft (7)  

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

## Resources

Teacher and student resources used to support the learning.

- *The Hundredth Monkey* by Nate Folan (HM)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure in Education* by Dick Prouty
- *Cowstails & Cobras II* by Karl Rohnke
- *Adventure in the Classroom*, Mary Henton
- *Adventure Curriculum for Physical Education (Middle School)* by Jane Panicucci

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Journal Entries | Formative | Other written assessments

Students will respond to prompts in their digital journals.

No State Standards Assessed

## Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

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## Unit Plan

### Unit 2: Responsible Problem Solving

Newtown Middle School / Grade 7 / Physical Education

Week 5 - Week 10 | 2 Curriculum Developers | Last Updated: Feb 26, 2024 by Chivinski, Ronald

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Responsible Decision-Making

Concepts: communication, teamwork, norms, relationships, responsibility, conflict, problem-solving, care for self, care for others, strengths/weaknesses, competency, goals

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Effective teams communicate to solve problems.
2. Responsible decisions require respecting the group's norms.
3. Effective teamwork relies on trust and confidence in others.
4. Healthy relationships require caring for self and others and addressing conflict constructively.
5. Recognizing strengths and weaknesses contributes to successful team outcomes.

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. What is effective communication? (F)
- 1b. What is the ABCDE method of problem solving? (F)
- 1c. What behaviors limit effective communication? (C)
- 1d. How do effective teams incorporate communication with problem-solving skills? (C)
- 1e. Does effective communication always lead to success? (P)
  
- 2a. What is a responsible decision? (F)
- 2b. Why should groups establish norms? (C)
- 2c. What happens to communities when norms are not followed? (C)
- 2d. Do norms always lead to stronger teams? (P)
  
- 3a. What characterizes effective teamwork? (F)
- 3b. How can groups grow their mutual trust? (C)
- 3c. How does greater trust within the group affect outcomes? (C)
- 3d. Is confidence in the group necessary for successful teamwork? (P)
  
- 4a. What is a healthy relationship? (F)
- 4b. What does constructive conflict resolution look like? (F)
- 4c. What strategies promote constructive conflict resolution? (C)
- 4d. Will some teams always be effective? (P)
  
- 5a. How do strengths and weaknesses affect a team? (F)
- 5b. How can a team address strengths and weaknesses to be more successful? (C)

5c. Does reflecting on team successes and setbacks impact the group's outcome? (P)

## Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

1. ABDCE Decision Making Process
2. offering support when appropriate
3. advocating for self and others
4. identifying & communicating challenges and solutions
5. individual talents & competencies contribute to a successful team outcome

## Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

## Standards

The content standards that are taught and/or assessed in this unit.

 CASEL-SEL-Framework-11.2020.pdf  

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. ABDCE Decision Making Process
2. Craft Stick Tower Challenge
3. Pressure Pit
4. Computer Key Punch
5. Maze Without Walls
6. Trolleys
7. Connectiles
8. Raft Race
9. Everybody's Up
10. Individual Rubric, Self Assessment
11. Personal Goal Reflection
12. Ubuntu Cards

 PA Curriculum-Unit 2 Rough Draft (7)  

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

## Resources

Teacher and student resources used to support the learning.

- - *The Hundredth Monkey* by Nate Folan (HM)
  - *Silver Bullets* by Karl Rohnke (SB)
  - *Count Me In* by Mark Collard
  - *No Props* by Mark Collard
  - *Adventure in Education* by Dick Prouty
  - *Cowstails & Cobras II* by Karl Rohnke
  - *Adventure in the Classroom*, Mary Henton

- Adventure Curriculum for Physical Education (Middle School) by Jane Panicucci

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## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

### Problem Solving Group Assessment | Formative | Self Assessment

Rubric found on page 150 from Adventure Curriculum for PE= Middle School. Modified as necessary

No State Standards Assessed

 PA Individual Rubric.pptx   ABCDE Problem Solving   ABCDE Problem Solving 

## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*



## Unit Plan

### Unit 3: Building Confidence & Trust

Newtown Middle School / Grade 7 / Physical Education

⤴ Week 11 - Week 15 | 2 Curriculum Developers | Last Updated: Feb 26, 2024 by Chivinski, Ronald

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

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### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Awareness

Concepts: self-awareness, social awareness, relationships, conflicts, honesty, integrity, diversity, differences, growth, goals, flexibility, trust, confidence, success

## Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Recognizing and incorporating each team member's diverse strengths, weaknesses, and attributes contributes to team success and growth.
2. Setting achievable team goals requires the ability to think flexibly as a group.
3. Diversity creates stronger teams.
4. Trustworthiness builds confidence in both individuals and teams.
5. Demonstrating honesty and integrity inspires confidence and trust.

## Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. What are the strengths and talents of my team and each member? (F)
- 1b. How can managing conflict become the basis for effective relationships? (C)
- 1c. Is understanding everyone's perspectives valuable when building relationships? Does it affect outcomes? (P)
- 2a. What is a goal? (F)
- 2b. What is the difference between being flexible and inflexible as a team? (C)
- 2c. What strategies can a team incorporate to encourage flexibility? (C)
- 2c. Is there a time when a group should remain inflexible? (P)
- 3a. What are some examples of our team's diversity? (F)
- 3b. What makes teams successful? (C)
- 3c. How do diverse perspectives contribute to a team's dynamic? (P)
- 4a. What is trust? (F)
- 4b. What does trust in a team look like? (C)
- 4c. What behaviors or statements consistently damage trust or confidence? (C)
- 4c. Is it easy for a team to lose confidence in itself? (P)
- 5a. What is integrity? (F)
- 5b. Can good teams exist without honesty? (P)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

- recognizing strengths & talents in both self and others
- considering others' perspectives
- resolving conflicts constructively
- proper spotting & communication techniques
- setting achievable goals
- demonstrating honesty & integrity

## Critical Skills

*Critical skills that students are expected to be able to DO at the end of the unit.*

## Standards

*The content standards that are taught and/or assessed in this unit.*

 CASEL-SEL-Framework-11.2020.pdf  

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.



1. Whale Watch
2. Everybody's Up/Spotting Sequence (Hundredth Monkey)  
- spotting stance, trust leans; trust falls
3. Telephone Pole Shuffle
4. Wild Woozy
5. Geo Crossing (Challenge by Choice review)
6. FFEACH Charades
7. Group Rubric Activity & Team Discussions

 Project Adventure Grade 7 Unit 3  

## Vocabulary

*Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.*

## Resources

*Teacher and student resources used to support the learning.*

- *The Hundredth Monkey* by Nate Folan (HM)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure in Education* by Dick Prouty
- *Cowstails & Cobras II* by Karl Rohnke
- *Adventure in the Classroom*, Mary Henton
- *Adventure Curriculum for Physical Education (Middle School)* by Jane Panicucci

## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

 Project Adventure Class Rubric.docx  

## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*



## Unit Plan

### Unit 4: Resiliency & Coping in a Group Setting

Newtown Middle School / Grade 7 / Physical Education

Week 16 - Week 19 | 2 Curriculum Developers | Last Updated: Feb 26, 2024 by Chivinski, Ronald

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: resiliency & coping

Concepts: competency, group dynamics, trust, emotional & physical safety, positive vs negative risk taking, preparedness, honesty, community goal, Challenge by Choice, participation, diversity

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Positive group dynamics rely on recognizing emotional and physical safety within the group.
2. Competency and safety depend on differentiating between positive and negative risk taking.
3. Achieving a community goal requires trust and preparedness from the group.
4. Challenge by Choice defines participation.
5. Acknowledging group diversity promotes positive outcomes and the ability to understand different perspectives.

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. What is both emotional and physical safety? (F)
- 1b. What group actions ensure both emotional and physical safety? (C)
- 1c. What group actions could destroy either emotional or physical safety? (P)
- 2a. What does being competent with a task mean to the success of the group? (F)
- 2b. What is the difference between positive and negative risk taking? (C)
- 2c. Is appropriate risk taking always beneficial? (P)
- 3a. What is a community goal? (F)
- 3b. How do groups prepare to achieve a community goal? (C)
- 3c. Can goals be achieved without either trust or preparation? (P)
- 4b. How does Challenge by Choice impact participation? (C)
- 5c. Does diversity impact the success of a group? (P)

### Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

- recognizing strengths & weaknesses within entire team

### Critical Skills

*Critical skills that students are expected to be able to DO at the end of the unit.*

- differentiating between positive vs. negative risk taking
- being mindful of the safety of both self & others within the team
- analyze what it means to participate fully (Challenge by Choice model)
- contemplating both emotional and physical safety of the team
- experiencing competency within the team setting

## Standards

The content standards that are taught and/or assessed in this unit.

 CASSEL-SEL Framework  

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. group rubric & team discussion, Are We Ready?
2. proper harness use
3. knot tying-figure 8 follow through & safety hitch
4. helmet adjustments & carabiners
5. Australian belay
6. climbing safety protocols
7. final reflection prompt

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

## Resources

Teacher and student resources used to support the learning.

- *The Hundredth Monkey* by Nate Folan (HM)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure in Education* by Dick Prouty
- *Cowstails & Cobras II* by Karl Rohnke
- *Adventure in the Classroom*, Mary Henton
- *Adventure Curriculum for Physical Education (Middle School)* by Jane Panicucci

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Final Reflection-Project Adventure Prompt | Summative | Self Assessment

 Final Reflection Prompt--Project Adventure

No State Standards Assessed

 Project Adventure Class Rubric.docx  

## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

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## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*



# Project Adventure & Beyond Gr. 8

2 Curriculum Developers | Last Updated: Thursday, Jun 30, 2022

## Unit Calendar by Year

Unit	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit 1: Promoting & Experiencing Community	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22
Unit 2: Responsible Problem Solving											
Unit 3: Developing Confidence & Trust											
Unit 4: Resiliency & Coping, Individual Competency											

Monday, Mar 25, 2024 - Sunday, Mar 31, 2024

4 Units found



## Unit Plan

### Unit 1: Promoting & Experiencing Community

Newtown Middle School / Grade 8 / Physical Education

⌵ Week 1 - Week 4 | 2 Curriculum Developers | Last Updated: Jun 29, 2022 by Chivinski, Ronald

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

#### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Community

Concepts: norms, honesty, respect, commitment, Challenge by Choice, awareness, physical and emotional safety, responsibility, experiences, participation, paradigm shift, goal setting

#### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Awareness of self and others builds strong communities.
2. Successful communities establish norms.
3. Challenge by Choice defines participation.
4. Everyone's actions affect physical safety; equipment alone does not create physical safety.
5. Each participant creates or inhibits emotional safety; it is everyone's responsibility.
6. Each participant is responsible for their own experiences and outcomes through our Full Value Commitment.
7. A group's ability to perceive paradigm shifts impacts group problem solving competency.

#### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. What is awareness? (F)
- 1b. What is the difference between awareness of yourself and awareness of others? (C)
- 1c. Can there community without awareness? (P)
- 2a. What are norms? (F)
- 2b. Why should communities establish norms? (C)
- 2c. What happens to communities when norms are not followed? (P)
- 3a. What is Challenge by Choice? (F)
- 3b. What are comfort, stretch, and panic zones? (F)
- 3c. How does Challenge by Choice impact participation? (C)
- 4/5a. What is emotional and physical safety? (F)
- 4/5b. What group actions ensure both emotional and physical safety? (C)
- 4/5c. What group actions could destroy either emotional and physical safety? (P)
- 6a. What is the Full Value Commitment? (F)
- 6b. What commitments make someone a valued member of this group? (P)
- 7a. How does paradigm shift impact group problem-solving competency? (C)

7b. Does Challenge by Choice promote better individual participation? (P)

## Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

- Safe movement
- Full Value Commitment
- Challenge by Choice
- SMART Goal
- Experiential Learning Cycle

 FVC--Full Value Commitment  

 Challenge by Choice.pptx  

 Project Adventure-Setting goals    ELC Poster  

## Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

## Standards

The content standards that are taught and/or assessed in this unit.

 CASEL-SEL-Framework-11.2020.pdf  

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Perfect Circle
2. Developing Full Value Commitment (hand tracing activity)
3. Journal entry 1: Practice SMART Goal Setting & Reflection
4. Move Without Touching
5. Experience Theater
6. Turnstile
7. Moonball
8. Circle Name Games
9. Peek-a-Who Name Game
10. Inclusion Tag Games

 PA Curriculum-Unit 1 Rough Draft (8)  

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

## Resources

Teacher and student resources used to support the learning.

- *The Hundredth Monkey* by Nate Folan (HM)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard

- Adventure in Education by Dick Prouty
- Cowstails & Cobras II by Karl Rohnke
- Adventure in the Classroom, Mary Henton
- Adventure Curriculum for Physical Education (Middle School) by Jane Panicucci

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## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

**Journal Entries | Formative | Other written assessments**

Students will respond to prompts in their digital journals.

No State Standards Assessed

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## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

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## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*





## Unit Plan

### Unit 2: Responsible Problem Solving

Newtown Middle School / Grade 8 / Physical Education

⤴ Week 5 - Week 10 | 2 Curriculum Developers | Last Updated: Jun 28, 2022 by Chivinski, Ronald

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Responsible Decision-Making

Concepts: communication, teamwork, norms, relationships, responsibility, conflict, problem-solving, care for self, care for others, talents, competency, goals, leadership

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Effective team leadership promotes communication to solve problems.
2. Responsible decisions require respecting the groups' norms.
3. Effective teamwork builds trust and confidence both in self and others.
4. Healthy relationships require caring for self and others and addressing conflict constructively.
5. Recognizing individual strengths and weaknesses contributes to successful team outcomes.

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. What is effective communication? (F)
- 1b. What is the ABCDE method of problem solving? (F)
- 1c. What does group leadership look like? How could leadership be established? (C)
- 1d. How do effective teams incorporate individual participants' problem-solving skill sets and communication styles? (C)
- 1e. Which leadership strategies and behaviors are the most effective? (P)
- 1e. Does leadership always lead to success? (P)
  
- 2a. How do individual decisions affect group outcomes? (C)
- 2b. Which group norms matter most? (C)
- 2c. What happens to individuals when norms are not followed? (C)
- 2d. Which group norms matter most? Does individual adherence to that norm affect the group outcome? (P)
  
- 3a. What individual actions, choices and behaviors contribute to effective teamwork? (F)
- 3b. How does effective teamwork and the mutual trust of the team affect individuals? (C)
- 3c. How does greater trust within the group affect outcomes? (C)
- 3d. Is confidence and trust in the group necessary for successful teamwork? (P)
  
- 4a. What is an individual's responsibility in a healthy relationship? (C)

4b. What individual behaviors and actions promote constructive conflict resolution? (F)

4c. What strategies promote constructive conflict resolution? (C)

4d. Is it better to avoid conflict? (P)

5a. How do individual strengths and weaknesses affect a team? (F)

5b. How can a team incorporate individual strengths and weaknesses to be more successful? (C)

5c. Does reflecting on team successes/setbacks and strengths/weaknesses impact the group's outcome? (P)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

1. ABDCE Decision Making Process
2. offering support when appropriate
3. advocating for self and others
4. identifying & communicating challenges and solutions
5. individual talents & competencies contribute to a successful team outcome

## Critical Skills

*Critical skills that students are expected to be able to DO at the end of the unit.*

## Standards

*The content standards that are taught and/or assessed in this unit.*

 CASEL-SEL-Framework-11\_2020.pdf  

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. ABDCE Decision Making Process
2. Craft Stick Tower Challenge
3. Pressure Pit
4. Computer Key Punch
5. Maze Without Walls
6. Trolleys
7. Connectiles
8. Raft Race
9. Mass Pass
10. Individual Rubric, Self Assessment
11. Personal Goal Reflection
12. Ubuntu Cards

 PA Curriculum-Unit 2 Rough Draft (7)  

## Resources

*Teacher and student resources used to support the learning.*

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

- *The Hundredth Monkey* by Nate Folan (HM)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure in Education* by Dick Prouty
- *Cowstails & Cobras II* by Karl Rohnke
- *Adventure in the Classroom*, Mary Henton
- *Adventure Curriculum for Physical Education (Middle School)* by Jane Panicucci

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Problem Solving Group Assessment | Formative | Self Assessment

Rubric found on page 150 from *Adventure Curriculum for PE= Middle School*. Modified as necessary

No State Standards Assessed

PA Individual Rubric.pptx   ABCDE Problem Solving   ABCDE Problem Solving  

## Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

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## Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

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## Unit Plan

### Unit 3: Developing Confidence & Trust

Newtown Middle School / Grade 8 / Physical Education

Week 11 - Week 15 | 2 Curriculum Developers | Last Updated: Jun 30, 2022 by Chivinski, Ronald

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Awareness

Concepts: self-awareness, social awareness, relationships, conflicts, creativity, collaboration, self-efficacy, empathy, compassion, diversity, growth, communication, Full Value Commitment, trust, confidence, culture

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Individual commitment to the components of our FVC creates a positive team culture.
2. Clear communication establishes trust in self and others.
3. Utilizing diversity promotes greater opportunity for success.
4. Creative collaboration in a changing environment enhances confidence and trust in self and others.
5. Demonstrating empathy and compassion within a team develops greater confidence and trust.

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. What are the strengths and talents of my team members? (C)
- 1b. How does "letting go and moving on" (FVC) affect team conflicts? (C)
- 1c. What parts of the FVC are most powerful to manage conflicts that arise on my team? (P)
- 1d. Must all individuals on my team get along well? (P)
- 2a. What is a communication? (F)
- 2b. How does communicating clearly impact team interactions? (C)
- 2c. Can teams experience success if they don't communicate well? (P)
- 2d. Does clear communication guarantee success? (P)
- 3a. What diversity do I bring to my team? (F)
- 3b. What can individual team members do to create a more inclusive environment? (C)
- 3c. How do diverse strengths, weaknesses, attributes and perspectives affect team dynamics? (P)
- 4a. What is trust? (F)
- 4b. How can an individual team member enhance confidence and trust? (C)
- 4c. Is it easy for a team to lose confidence in itself? What could cause this? (P)
- 5a. What is empathy? (F)

5b. Do the same strategies for demonstrating empathy and compassion work with all teammates? (P)

## Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

- recognizing strengths & talents in both self and others
- considering others' perspectives
- resolving conflicts constructively
- creative thinking in a changing environment
- collaboration effectively
- recognizing situational demands \* opportunities
- experiencing self-efficacy
- demonstrating empathy & compassion

## Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

## Standards

The content standards that are taught and/or assessed in this unit.

 CASEL-SEL-Framework-11.2020.pdf  

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. Whale Watch
2. Spotting Sequence (Hundredth Monkey)
  - spotting stance, trust leans, trust falls
3. Confused Muse
4. Triangle Traverse
5. Geocrossing
6. FFEACH Charades
7. Group Rubric Activity & Team Discussions

Project Adventure Grade 7 Unit 3  

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

## Resources

Teacher and student resources used to support the learning.

- *The Hundredth Monkey* by Nate Folan (HM)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure in Education* by Dick Prouty
- *Cowstails & Cobras II* by Karl Rohnke
- *Adventure in the Classroom*, Mary Henton
- *Adventure Curriculum for Physical Education (Middle School)* by Jane Panicucci

## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

 Project Adventure Class Rubric.docx  

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## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

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## Unit Plan

### Unit 4: Resiliency & Coping, Individual Competency

Newtown Middle School / Grade 8 / Physical Education

Week 16 - Week 19 | 2 Curriculum Developers | Last Updated: Jun 30, 2022 by Chivinski, Ronald

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: resiliency & coping skills

Concepts: individual competency, group dynamics, trust, emotional & physical safety, positive vs negative risk taking, preparedness, honesty, individual goal. Challenge by Choice, participation, diversity, self-efficacy

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Positive group dynamics rely on recognizing emotional and physical safety within the group.
2. Individual competency and safety depend on differentiating between positive and negative risk taking.
3. Experiencing individual competency in a community setting requires participating fully and being mindful of the safety of both self and others.
4. Achieving a community goal requires trust and preparedness between individual members of a group.
5. Challenge by Choice defines individual participation toward a group goal.
6. Embracing group diversity promotes positive outcomes and the ability to understand different perspectives and empathize with others.
7. Reflecting on an individual's role in promoting personal, social, and community well-being facilitates successful interactions and choices.

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1a. What is both emotional and physical safety? (F)
- 1b. What individual actions ensure both emotional and physical safety? (C)
- 1c. What individual actions could destroy either emotional or physical safety? (P)
- 2/3a. What does being individually competent with a task mean to the success of the group? (F)
- 2/3b. How do different individuals perceive & define positive & negative risk taking? (C)
- 2/3c. Are there risks which are universally positive or negative for every individual? (P)
- 4a. What is a community a goal? (F)
- 4b. How do individuals affect a community goal? (C)
- 4c. Can goals be achieved without individual trust or preparation? (P)
5. How does Challenge by Choice impact individual participation? (C)
6. Does diversity impact the success of a group? (P)
- 7a. Did individual reflection improve group outcomes? (P)
- 7b. How does individual competency build self-efficacy? (C)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

- recognizing strengths & weaknesses within entire team
- differentiating between positive vs. negative risk taking
- being mindful of the safety of both self & others within the team
- analyze what it means to participate fully (Challenge by Choice model)
- contemplating both emotional and physical safety of the team
- experiencing individual competency

## Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

## Standards

*The content standards that are taught and/or assessed in this unit.*

 CASSEL-SEL Framework  

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

1. group rubric & team discussion, Are We Ready?
2. harness review
3. knot tying--double figure 8 on a bight & safety hitch
4. helmet adjustments & carabiners review
5. individual belay school training
6. individual belay assessment
7. climbing safety protocols
8. final reflection-prompt

## Vocabulary

*Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.*

## Resources

*Teacher and student resources used to support the learning.*

- *The Hundredth Monkey* by Nate Folan (HM)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure in Education* by Dick Prouty
- *Cowstails & Cobras II* by Karl Rohnke
- *Adventure in the Classroom*, Mary Henton
- *Adventure Curriculum for Physical Education (Middle School)* by Jane Panicucci

## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

Final Reflection-Project Adventure Prompt | Summative | Self Assessment



 Final Reflection Prompt--Project Adventure

No State Standards Assessed

 CASEL SEL Framework   Project Adventure Class Rubric.docx 

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## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

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## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

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### Science 6 (Under Review/Revision)

4 Curriculum Developers | Last Updated: Thursday, May 23, 2024 by Stentford, Todd

#### Unit Calendar by Year

Unit

- Physical Science (Properties of Matter)
- Earth Space Science (Climate/Weather)
- Life Science (Ecosystems)

3 Units found

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May																												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38





## Unit Plan

### Physical Science (Properties of Matter)

Reed Intermediate School / Grade 6 / Science

🏠 Week 1 - Week 13 | 4 Curriculum Developers | Last Updated: May 23, 2024 by Stentiford, Todd

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

Students will have a basic understanding of physical science in terms of atoms, molecules, chemical and physical changes and The Law of Conservation of Matter

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Matter and Interactions

Concepts: Models, Data, Analysis, Energy, Explanations/Argument, Change, Conservation of Matter

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Models illustrate relationships and conservation of matter.
2. Data analysis determines change in state of matter.
3. Changes in state indicate when energy is added or removed.
4. Data supports scientific argument and explanation..

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

1. Models illustrate relationships and conservaion of matter.
  - How can models represent something that is too small to be seen? (C)
  - What is the value of making a model in science? (P)
  - What is an atom? (F)
  - What is a model? (C)
  - What constitutes a molecule versus an extended structure? (C)
  - What is matter? (F)
  - What is conservation of matter? (F)
  - How do scientists determine conservation of matter? (C)
  - What factors distinguish between elements and compounds? (C)
  - How can scientists measure the amount of matter to determine whether or not there is a chemical change? (F)
  - How can scientists determine if matter is gained or lost in a physical change? (C)
  - Can matter be created or destroyed? (F)
  - How can models represent a chemical change on the molecular level? (C)
  - What is the Law of Conservation of Matter? (F)
2. Data analysis determines change in state of matter.
  - What is a chemical reaction? (F)
  - How is the difference between a solution and a mixture explained? (C)

## Unit Plan

- How do scientists use data to determine changes in matter? (C)
  - How do scientists define physical and chemical changes? (F)
  - What are indicators of chemical reactions? (F)
  - What are some examples of physical/chemical changes? (F)
3. Changes in state indicate when energy is added or removed.
- What are different forms of energy? (C)
  - What is heat? (C)
  - How does temperature change contribute to change of state (phase change)? (C)
  - How can a model be used to demonstrate how substances change state? (C)
  - If matter can not be created or destroyed, does energy have that same property? Where does it go?(P)
4. Data supports scientific argument and explanation.
- What is a scientific argument? (F)
  - How do scientists use claims, evidence, and reasoning to construct an argument? (C)
  - Are scientific arguments a necessary part of the scientific process? (P)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

MSPS1-1 Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.

MSPS1-1 Solids may be formed from molecules, or they may be extended structures with repeating sub-units (e.g., crystals).

MSPS1-2 Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.

MSPS1-2 (Also found in PS1-5) Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

MSPS1-4 Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.

MSPS1-4 In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.

MSPS1-4 The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.

MSPS1-5 Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

MSPS1-5 The total number of each type of atom is conserved, and thus the mass does not change.

## Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 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.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

## Notes

Develop a model to describe a scientific phenomenon

Develop an argument using claim, evidence and reasoning (CER)

## Standards

The content standards that are taught and/or assessed in this unit.

NGSS: Science Performance Expectations

NGSS: MS Physical Science

MS.Structure and Properties of Matter

Performance Expectations [Show Details](#)

- MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. [Show Details](#)
- MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. [Show Details](#)

MS.Chemical Reactions

Performance Expectations [Show Details](#)

- MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Show Details](#)
- MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. [Show Details](#)

[Interactive version of NGSS](#)

[NGSS Resources](#)

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

**All lesson details are linked in the calendar under "Resources"**

Establish Classroom Norms

Mystery Tubes

"Water's the Matter"

Water on a Penny

"Ball and Ring" (solid molecules)

Hot and Cold Molecules

"Air: Is it Really There?"

"Cookie Crumble"

What happens to atoms during a chemical reaction?

Reaction in a Bag

Optional

Egg Drop Engineering Challenge

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

atom, molecule, compound, mixture, solution, chemical change, physical change, extended structure, exothermic, endothermic, substance, physical property, chemical property, matter, element, energy, precipitate, properties, structure, matter phases, reactions

## Resources

Teacher and student resources used to support the learning.

[Grade 6 Physical Science Unit Guide](#)

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit Pre-assessment | Formative | Other written assessments

Unit Pre-assessment: This assessment is not recorded in students' graded marks; rather, it is used as a tool to expose pre/misconceptions

Pre-assessment

No State Standards Assessed

DLE (Draw, Label, Explain) | Formative | Other Visual Assessments

Other written assessments

DLE (draw, label, explain) assessment asks students to demonstrate their understanding of a concept through a 2-D systems model

DLE modeling assessment

2 State Standards Assessed

Practice CER | Formative | Other written assessments

Students refresh prior learning about sharing evidence-based argument through this CER tool

CER Rubric Generic CER Template

1 State Standard Assessed

"Does Air Have Mass?" CER (Claim Evidence Reasoning) | Summative | Other written assessments

Use the CER tool as a formative and summative assessment during the middle school physical science unit. Familiarize yourself with the rubric and share these expectations with your students. The multiple choice assessment can be given at the start and end of the unit.

CER Rubric CER template (shareable and printable)

1 State Standard Assessed

Unit post-assessment | Summative | Other written assessments

Same form as pre-assessment

Unit post-assessment

No State Standards Assessed

## Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Extra time when appropriate

Charts

Note taking support

- Graphic organizers
- Small group cooperative learning
- Teacher conference
- Break down assignments
- Google translate and picture support for ELLs

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

- Vocabulary development
- NGSS based learning



## Unit Plan

### Earth Space Science (Climate/Weather)

Reed Intermediate School / Grade 6 / Science

⤴ Week 14 - Week 27 | 4 Curriculum Developers | Last Updated: May 23, 2024 by Stentiford, Todd

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

Students will have a basic understanding of earth and space science in terms of the water cycle, transfer of energy and the impact of the unequal heating of the earth.

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens: Patterns and Cycles

Concepts: Systems, Energy, Matter, Data, Explanation/Argument, Weather, Location

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Cycles are driven by energy from the sun.
2. Patterns indicate changing weather conditions.
3. Weather and climate are influenced by location.
4. Data supports scientific argument and explanation.

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

1. Cycles are driven by energy from the sun.
  - What is a system? ( F)
  - How does water cycle through Earth's system? (C)
  - What are the components of the water cycle? (F)
  - What drives the water cycle? (C)
  - What roles do gravity and sun play as drivers of weather/water cycle? ( C)
  - How does weather impact human life? (P)
2. Patterns indicate changing weather conditions.
  - How does weather move? ( high/low pressure) (C)
  - What is weather? (F)
  - What contributes to local weather patterns? (ex. land forms, ocean temps., currents and wind) ( C)
  - What is a front? ( F)
  - How do scientists track the movement of weather patterns? (C)
  - Why is weather so difficult to predict? ( P)
3. Weather and climate are influenced by location.
  - What is the difference between weather and climate? (F)
  - How does proximity to the equator affect weather and climate? (C)
  - What is the Coriolis Effect? (F)
  - How does latitude affect weather and climate? (C)



- How do coastlines affect the flow of energy in ocean currents? ( C)
4. Data supports scientific argument and explanation.
- What is a scientific argument? (F)
  - How do scientists use claims, evidence, and reasoning to construct an argument? (C)
  - Are scientific arguments a necessary part of the scientific process? (P)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

MSESS2-4 Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.  
 MSESS2-4 Global movements of water and its changes in form are propelled by sunlight and gravity.  
 MSESS2-5 The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.  
 MSESS2-5 Because these patterns are so complex, weather can only be predicted probabilistically.

## Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 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.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

## Notes

Develop a model to describe a scientific phenomenon

Develop an argument using claim, evidence and reasoning (CER)

## Standards

The content standards that are taught and/or assessed in this unit.

NGSS: Science Performance Expectations

NGSS: MS Earth & Space Science

MS.Earth's Systems

Performance Expectations [Show Details](#)

- MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. [Show Details](#)

MS.Weather and Climate

Performance Expectations [Show Details](#)

- MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. [Show Details](#)
- MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. [Show Details](#)

[Interactive version of NGSS](#)

[NGSS Resources](#)

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

**All lessons are linked in the calendar under "Resources"**

Year Without a Summer ( Anchoring phenomenon)  
 Water Cycle -DLE ( revisited throughout the unit)  
 Main components of the water cycle  
 Water Phase Change card sort  
 A Year of Weather  
 Heating and Cooling of Earth Materials  
 Water cycle web quest  
 A Day in March  
 3 Cities Temperature Graph  
 Compare and Contrast High and Low Pressure Systems  
 Can Crush  
 Heat Probes  
 3 Types of Heating  
 Weather Front Simulation  
 Water Columns/Density Box -DLE  
 Greenhouse Effect/Coriolis Effect  
 Thunderstorm Simulation  
 Boats and Clouds video -CER  
 Optional:  
 Daily Weather Log  
 Cloud in a bottle  
 Potable Water demonstration  
 Watch Daily Weather Report ( WTNH)  
 Weather on the Moon  
 Air Pressure Investigation using syringes

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

conduction, convection, radiation, crystallization, humidity, transpiration, evaporation, condensation, precipitation, sublimation, pressure, temperature, wind, air mass, front, latitude, longitude, Water Cycle, Air Mass, Unequal Heating, Earth Rotation, Ocean Currents

## Resources

Teacher and student resources used to support the learning.

[Earth Space Science Unit](#)

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Pre-assessment | Formative | Other written assessments

Unit Pre-assessment: This assessment is not recorded in students' graded marks; rather, it is used as a tool to expose pre/misconceptions

Unit Pre-assessment

No State Standards Assessed

Water Cycle DLE | Summative | Other Visual Assessments

Students demonstrate their understanding of the water cycle through 2-D models with labels and explanations. Revisions to the model are made throughout the unit. The final product reflects multiple reflections and sessions of revision and is more inclusive of an understanding of the system.

Model (DLE) rubric

2 State Standards Assessed

"Cloud Elevation" Probe CER | Formative | Other written assessments

Students use what they are learning about the hydrosphere to explain why very heavy clouds do not fall out of the sky.

Cloud Elevation CER CER Rubric

1 State Standard Assessed

Summative | Other written assessments

Unit Post-assessment

Unit-Post-assessment

3 State Standards Assessed

## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

- Extra time when appropriate
- Charts and Models
- Note taking support
- Graphic organizers
- Small group cooperative learning
- Teacher conference
- Break down assignments
- Google translate and picture support for ELLs

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

- Vocabulary development
- NGSS based learning



## Unit Plan

### Life Science (Ecosystems)

Reed Intermediate School / Grade 6 / Science

🏠 Week 28 - Week 38 | 4 Curriculum Developers | Last Updated: May 23, 2024 by Stentiford, Todd

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

Students will have a basic understanding of Life Science in terms of ecosystems, flow of energy and human impact

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Lens : Systems and Models

Concepts: Patterns, Systems, Explanations/Argument, Ecosystem, Natural Resources, Matter and Energy, Population, Relationships, Biodiversity

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

1. Natural resources support/limit populations in an ecosystem.
2. Relationships among organisms translate across multiple ecosystems.
3. Matter and energy cycle through the ecosystem in predictable patterns.
4. Changes in ecosystem impact changes in populations.
5. Biodiversity supports healthy ecosystems.
6. Human population and consumption of natural resources impact Earth systems.
7. Data supports scientific argument and explanation.

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

1. Resource availability regulates organisms and populations in an Ecosystem.
  - What is an ecosystem? (F)
  - What are components of an ecosystem? (F)
  - What data could be collected to determine available resources of an ecosystem? (F)
  - How do available resources affect organisms and populations in an ecosystem? (C)
  - Why is it important for an ecosystem to be in balance? (P)
2. Relationships among organisms translate across multiple ecosystems.
  - What is a biotic factor? (F)
  - What is an abiotic factor? (F)
  - What role do abiotic factors play in an ecosystem? (F)
  - What are the different relationships among organisms in an ecosystem? (F)
  - How do organisms interact with one another in ecosystems (C)
  - How can one ecosystem affect another? (C)
  - How can scientists use data to predict patterns of change in populations across ecosystems? (C)
3. Matter and energy cycle through the ecosystem in predictable patterns.
  - What is a cycle? (F)

## Unit Plan

- What is a food chain? (F)
  - What is a food web? (F)
  - How does energy cycle through an ecosystem? (C)
  - What types of energy cycle through the ecosystem? (F)
  - How do scientists use patterns to make predictions? (C)
4. Changes in ecosystem impact changes in populations.
- What is an invasive species? (F)
  - What makes a species invasive? (F)
  - Are there any benefits from invasive species? (P)
  - Can native species become invasive? (C)
  - How does the increase or decrease of a species impact an ecosystem? (C)
  - Can the removal of one species from an ecosystem result in ecosystem collapse? (P)
5. Biodiversity supports healthy ecosystems.
- What is biodiversity? (F)
  - What is a pollinator? (F)
  - Can a pollinator garden decrease human impact on an ecosystem? (C)
  - What can be done to increase pollinators chance of survival? (C)
  - How can citizens know if a bee hotel is actually having a positive effect? (C)
  - How do scientists design methods to monitor and minimize human impact on the environment?(C)
  - How can competing designs for biodiversity be evaluated? (C)
  - What constitutes a successful design for maintaining biodiversity and ecosystem services? (C)
  - Should non - native plants be banned? (P)
  - Do humans have a responsibility to address the impact of invasive species on an ecosystem? (P)
6. Human population and consumption of natural resources impact on Earth systems
- What is the human population of the earth? (F)
  - What impact does an increasing human population have on earth's resources? (C)
  - What information would scientists need to show that human consumption of resources impacts earth's systems? (C)
7. Data supports scientific argument and explanation.
- What is a scientific argument? (F)
  - How do scientists use claims, evidence, and reasoning to construct an argument? (C)
  - Are scientific arguments a necessary part of the scientific process? (P)

## Content Knowledge

*Critical facts and information that students are expected to KNOW at the end of the unit.*

MS-LS2-1: Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.

## Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 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.

MS-LS2-1 In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.

MS-LS2-1: Growth of organisms and population increases are limited by access to resources.

MS-LS2-2: Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.

MS-LS2-3: Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem.

Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.

MS-LS2-4: Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.

MS-ESS3-3: Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.

MS-ESS3-4: Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

#### Notes

Develop a model to describe a scientific phenomenon

Develop an argument using claim, evidence and reasoning (CER)

## Standards

*The content standards that are taught and/or assessed in this unit.*

### NGSS: Science Performance Expectations

#### NGSS: MS Life Science

#### MS.Matter and Energy in Organisms and Ecosystems

##### Performance Expectations [Show Details](#)

- MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Show Details](#)
- MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Show Details](#)

#### MS.Interdependent Relationships in Ecosystems

##### Performance Expectations [Show Details](#)

- MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Show Details](#)

#### NGSS: MS Earth & Space Science

#### MS.Human Impacts

##### Performance Expectations [Show Details](#)

- MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. [Show Details](#)
- MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. [Show Details](#)

[Interactive version of NGSS](#)

[NGSS Resources](#)

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## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

**All lessons are linked in the calendar under "Resources"**

"Need of Seeds " probe ( Keely)  
 "Is it Living" probe ( Keely)  
 "Cucumber Seeds" probe ( Keely)  
 Backyard Ecosystem - DLE  
 Ecosystems Brainpop- vocabulary  
 Ecosystem card sort  
 "Eat or Be Eaten" card game  
 On-line Food Chain Game  
 "Food Chain Energy" probe( Keely)  
 Ecosystem simulation  
 Invasive species videos  
 Invasive Species in CT web-quest  
 "43 Frightening Bee Statistics" activity  
 Pollinator Garden Design Challenge

### Optional

Courtyard Observations  
[School yard interactions](#)  
 Brainpop- Food web/ food chain  
 Brain pop - Food pyramid  
 NEWSELA Invasive species articles

## Vocabulary

*Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.*

Individual, population, community, ecosystem, biotic, abiotic, habitat, producer, consumer, decomposer, scavenger, predator, prey, natural resources, food chain, food web, native species, invasive species, biodiversity, herbivore, carnivore, omnivore, pollinator, human impact, cause and effect, cycles, stability/balance

## Resources

*Teacher and student resources used to support the learning.*

[Grade 6 Life Science Unit](#)

## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

Grade 6 Ecosystems Pre-assessment | Formative | Other written assessments



This assessment is not recorded in students' graded marks; rather, it is used as a tool to expose pre/misconceptions.

Grade 6 Ecosystems Unit pre-assessment

No State Standards Assessed

Local Ecosystem DLE | Summative | Other Visual Assessments

Draw, Label and Explain how matter and energy cycle through a local ecosystem.

DLE Rubric

1 State Standard Assessed

Human Intervention on Ecosystems CER | Summative | Other written assessments

Students respond to the provocative question: "Do humans have a responsibility to address the impact of invasives on ecosystems?"

CER Rubric Ecosystem Intervention CER

3 State Standards Assessed

Grade 6 Unit Post-assessment | Summative | Other written assessments

Grade 6 Ecosystems Assessment

Grade 6 Ecosystems Assessment

5 State Standards Assessed

## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

- Extra time when appropriate
- Charts and Models
- Note taking support
- Graphic organizers
- Small group cooperative learning
- Teacher conference
- Break down assignments
- Google translate and picture support for ELLs

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

- Vocabulary development
- NGSS based learning

**Please Note: These minutes are pending Board approval.  
Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting held on May 21, 2024 at 6:30 p.m. in the Reed Intermediate School Library, 3 Trades Lane, Newtown, CT.

A. Plante, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Gouveia
S. Tomai	125 Staff and Public
C. Gilson	1 Press
D. Linnetz	
G. Peteronjes (absent)	
I. Khazadian (absent)	

Mrs. Plante called the meeting to order at 6:36 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Profiles in Professionalism

Mr. Melillo introduced the following staff members who were receiving the Profiles in Professionalism awards: Carola Amb, PAL Program Teacher, Middle Gate Elementary School, Cindy Aponte, Technology Coordinator, Technology Department, Jennifer Brodtman, Behavior Therapist, Reed Intermediate School, Susan Burbank, Special Education Paraeducator, Newtown Middle School, Sue DaPra, Executive Administrative Assistant, Facilities Department, Michael Delvecchio, Lead School Security Officer, Newtown High School, Kerry Iacomini, Rise Program Teacher, Newtown Middle School, Andrea Martinetto, Grade 1 Teacher, Middle Gate Elementary School, Lauren Nash, Kindergarten Paraeducator, Middle Gate Elementary School, Nelson Santos, Technology Support Specialist, Technology Department, Patricia Vitarelli, Language Arts Consultant, Hawley Elementary School, Suzanne Zimmerman, Executive Administrative Assistant, Newtown Middle School. A reception followed.

Item 3 - Consent Agenda

MOTION: Mr. Leonardi moved that the Board of Education approve the consent agenda which includes the donations to Hawley and Sandy Hook Schools and the correspondence report. Mrs. Tomai seconded.

Mrs. Linnetz noted that the date for the last entry on the correspondence report should be changed to 5/20/24.

Motion passes unanimously.

Item 4 – Public Participation

Jessica Galterio, 8 Surrey Trail, encouraged the Board to make thoughtful adjustments to the budget and consider why people move to Newtown which is for the schools.

Trent Harrison, NFT president, 59 Platts Hill Road, hopes the Board makes thoughtful decisions tonight. When the referendum didn't pass he reached out to teachers who might be interested in a retirement incentive to which 13 responded. That would save money with retirees at the top of the pay scale.

Aaron Cox, 31 Pond Brook Road, spoke about the educational tours policy and complimented the Board Policy Committee. He wants parents along with students to receive communications about any trips.

Donna Albano, 8 Cobblers Mill, currently teaches Kindergarten at Hawley but will be moving to first grade next year. She was concerned about losing a first grade class next year leaving us with higher class sizes. She asked the Board to consider the students needs first and that smaller class sizes are needed.

Derek Bell, 43 The Boulevard, said his daughter is in Kindergarten at Hawley this year in a combined classroom. It was overwhelming for her with the large class size and she needed extra support. They split the class which provided a positive effect on his daughter. It's a detriment to increasing first grade class size at Hawley.

Kimberly O'Connor, 12 Grand Place, is a kindergarten parent at Hawley and is concerned about the elimination of a first grade teacher and its impact on students getting the support they need.

Deborah Lubin, 10 Overlook Drive, teaches in Newtown and spoke about her concerns with more students in first grade at Hawley next year. She asked the Board to reconsider the position.

#### Item 5 – Reports

**Chair Report:** Mrs. Plante thanked the community for voting again and the superintendent, assistant superintendent, director of business, building principals and directors for their work on the budget. As a Board we will do what we can to minimize the impact on students.

**Superintendent's Report:** Mr. Melillo spoke about the amount of reductions and trying to maintain the instructional core. We made a point to keep classroom sizes low and present what will maintain services in the district.

#### **Committee and Liaison Reports:**

Mrs. Linnetz spoke about the policy committee and continuing to finalize Policies 6114 Emergencies and Disaster Preparedness and 6114.1 Fire Emergency Drills/Crisis Response Drills/Bus Safety Drills. May 13 meeting received an update on policy 6163.1 Selection of Library Media Resources and there are some update. The next meeting is May 31 and they hope to finalize the security policy. Given the concerns of the Registrar of Voters, we will review policy 3152 Spending Public Funds for Advocacy to determine if there are any updates. Also, there will be Federal updates to Title IX in August. We are looking at policy 5112 which is the Age of Attendance.

Mr. Ramsey reported that the Curriculum and Instruction Committee met and heard two presentations on the middle school project adventure and high school sports literature curriculums. They requested going forward that the presentation slides be attached to the minutes. Mrs. Uberti also updated them on professional development.

#### **Financial Report month ending April 30, 2024:**

**MOTION:** Mr. Leonardi moved that the Board of Education approve the financial report and transfers for the month ending April 30, 2024. Mr. Vouros seconded.

Ms. Gouveia presented the report.

Motion passes unanimously.

#### Item 6 – Old Business

**Discussion and Possible Action on 2024-2025 Budget:**

**MOTION:** Mr. Leonardi moved that the Board of Education approve the recommended 2024-2025 budget adjustments totaling \$1,936,436. Mr. Vouros seconded.

Mr. Melillo and Ms. Gouveia gave an overview of the budget adjustments and the rationale for making them.

The Board members asked questions and discussed the following budget reductions:

BCBA position

Elementary Spanish positions

Head O'Meadow 4<sup>th</sup> grade position

Hawley 1<sup>st</sup> grade position

Health and Wellness Coordinator position

Nixon and Company Consulting

Middle and High School Dean of Students positions

Non-certified Allowance to offset turnover and unfilled positions

Middle School Assistant Softball Coach and Assistant Baseball Coach

Security Guard increases

Rosetta Stone at the middle school

Newtown High School athletic contracted services

School level supplies

Mrs. Plante suggested the following adjustments: preserve the two elementary teachers for \$134,278, remove the existing part-time Health and Wellness Coordinator position for \$46,077, remove the part-time athletic trainer and replace it with \$16,000 back into the high school athletics contracted services for a \$13,400 savings, use the excess \$38,839 adjusted from the administration's list of proposed budget reductions, increase the non-certified allowance by \$20,000, and remove \$16,801 from the existing line items. The Board agreed on these adjustments to reach the total amount in the motion.

Motion passes unanimously.

MOTION: Mr. Leonardi moved that the Board of Education allow the Director of Business to make any mathematical or other adjustments necessary to balance this budget. Mr. Vouros seconded. Motion passes unanimously.

Theater Design Curriculum:

MOTION: Mr. Leonardi moved that the Board of Education approve the Theater Design Curriculum. Mr. Vouros seconded. Motion passes unanimously.

#### Item 7 – New Business

Chartwells Contract Renewal:

MOTION: Mr. Leonardi moved that the Board of Education approve a one-year renewal "Amendment No.1" to Compass Groups USA, Inc., by and through its Chartwells Division initial agreement for food services dated August 23, 2022 with an effective date of July 1, 2024 through June 30, 2025. The terms and conditions in the original agreement as amended will apply. Mr. Ramsey seconded. Motion passes unanimously.

First Read of Policy 6153.1 Educational Tours:

Mrs. Linnetz noted that this was a new policy to the district.

First Read of Sports Literature Curriculum and Project Adventure & Beyond Grades 7 and 8 Curriculums Mr. Ramsey spoke about in the committee reports.

Mrs. Linnetz asked how project adventure curriculum moved from the fifth and sixth grades to the middle and high school.

Mr. Melillo suggested a future project adventure presentation to the Board.

Minutes of May 7, 2024:

MOTION: Mr. Leonardi moved that the Board of Education approve the minutes of May 7, 2024.

Mr. Ramsey seconded. Motion passes unanimously.

Item 8 – Public Participation

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

Item 9 – Adjournment

The meeting adjourned at 10:27 p.m.

Respectfully submitted:

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Donald Ramsey  
Secretary

**Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education special virtual meeting on May 28, 2024 at 6:00 p.m.

A. Plante, Chair  
J. Vouros, Vice Chair  
D. Ramsey, Secretary  
S. Tomai  
C. Gilson  
D. Linnetz  
B. Leonardi (absent)

Mary Broderick, CABE  
5 Public

Call to Order

Mrs. Plante called the meeting to order at 6:01 p.m.

Presentation and Discussion on Updated Leadership Profile for Superintendent Search

Mary Broderick presented her updated Superintendent Leadership Profile based on the 331 responses to the Board of Education's recent survey.

MOTION: Mr. Gilson moved to add Public Participation as an agenda item. Mr. Ramsey seconded. Motion passes unanimously.

Public Participation – None

MOTION: Mr. Gilson moved to adjourn. Mr. Ramsey seconded. Motion passes unanimously.

Adjournment

The meeting adjourned at 6:28 p.m.

Respectfully Submitted:

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Donald Ramsey  
Secretary