

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

Minutes of the Board of Education meeting held virtually on June 2, 2020 at 6:30 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski
D. Leidlein (6:46 p.m.)	3 Staff
J. Vouros	2 Press
R. Harriman-Stites	30 Public
D. Zukowski	
H. Jojo	
M.Chand	

Mrs. Ku called the meeting to order at 6:34 p.m. with Board members joining virtually and members of the public joining on the phone line. The meeting is also being recorded. The members on video include Mr. Delia, Mr. Cruson, Mrs. Leidlein, Mrs. Harriman-Stites, Ms. Zukowski, Hannah Jojo, and Milan Chand. Mr. Vouros joined by phone along with members of the public. Administrators on video were Dr. Rodrigue, Mrs. Uberti, Mr. Bienkowski, Dr. Longobucco and Mrs. Marks.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue said it was an honor recognizing staff member who will be retiring at the end of this school year which is always bittersweet. She was privileged to work with these outstanding educators. Together they have 126 years in Newtown and a total of 196 years in education. The retirees are Tracy Fanelli, Kindergarten teacher at Hawley School, Keith Hedin, music teacher at Newtown Middle School, Jennifer Huettner, Latin teacher at Newtown High School, Carol Pelligra, art teacher at Newtown High School, and Donna Perugini, art teacher at Hawley and Head O'Meadow Schools.

Mrs. Harriman-Stites noted that this was her favorite meeting of the year and had heard wonderful things about these teachers. Mr. Hedin meant so much to her son who was disappointed to not have him these past months.

Mr. Cruson said this was an enjoyable night but bittersweet. He and his brother had many teachers here and Mrs. Fanelli was his Kindergarten teacher. His children had Mrs. Perugini at Head O'Meadow.

Mrs. Ku thanked them for their years of service.

Dr. Longobucco read the names of the Top 5% of the Newtown High School graduating class which included Milan Chand, Justin DeThomas, Michael Enaye, Kylie Giroux, Aliya Hafix, Sophia Hafiz, Catherine Hanna, Julia Klein, Sachin Mansukhani, Quinn McAndrews, Eileen McCleary, Moira McKinley, Shivani Mendiratta, Annelie Minor, Keenan Murphy, Nihal Nawaz, Jake Pare, Mason Suba, Lily van der Kroef, and Jackson Hebner is the Salutatorian and Sophia Guizzo is the Valedictorian. They have achieved many things through academics. Mrs. Ku congratulated everyone and wished them the best of luck in their future endeavors.

Mrs. Ku then introduced the students who received the Western Connecticut Superintendent's Award. They included Puma Marx and Reese Wheat from the middle school and Danielle Johnson and Milan Chand from the high school.

Dr. Rodrigue introduced the students who received the CABA Student Leadership Award. They were Natalie Barden and Jack Mulligan from the high school and Eleanor Cruwys-Hayes and Alexis Underwood from the middle school.

Mrs. Ku said they were notified by the Connecticut Association of School Business Officials that Ron Bienkowski was selected to receive this award as the business official of the year based on his contributions to their profession. We are proud of this recognition.

Dr. Rodrigue congratulated Mr. Bienkowski on behalf of the staff and leadership team. He has devoted his career to Newtown and was so deserving of this award. Along with this award, a \$1,000 scholarship was awarded to senior Lily van der Kroef who was interested in this field.

Mr. Bienkowski thanked them for the opportunity to do the job he is doing. Our sole purpose and commitment is to provide support for the betterment of public and private education. It is with great honor and appreciation that he accepts this recognition from his colleagues and is humbled to receive this a second time in his career. He thanked the Board for the important work they are doing supporting the mission of improving our schools and our community.

Mrs. Leidlein said Mr. Bienkowski has been the only Director of Business she has worked with and thanked him for all he does for our students.

Mrs. Ku thanked our Board of Education student representatives, Milan Chand and Hannah Joho, for being on the Board this year and appreciated their perspective on Newtown High School.

Mrs. Ku welcomed the new representatives for the coming year who are Jillian Clure and Rushil Jerfy. Both students were looking forward to being student representatives and shared that they missed being at school and the atmosphere there.

Mrs. Ku requested moving the first read of the Creative Writing and Journalism curricula to after the discussion of the English I and American Literature curricula.

#### Item 3 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the donations to Hawley School and Newtown High School and the correspondence report.

Mr. Delia moved that the Board of Education approve the consent agenda which includes the donations to Hawley School and Newtown High School. Mr. Cruson seconded.

Vote: 6 ayes, 1 abstained (Mr. Vouros) Motion passes.

#### Item 4 – Public Participation - none

#### Item 5 – Reports

Chair Report: Mrs. Ku received correspondence from Kathy Quinn of the Sustainable Energy Commission who has been working with Mr. Gerbert and Mr. Delia. She feels it would be good if the Board heard about their efforts and tours of the schools regarding our mutual interests and what they endeavor to do. Mrs. Leidlein and Mr. Cruson will represent the Board in the administrators negotiations. Mr. Delia and Ms. Zukowski will be the liaisons to the Public Building and Site Commission for the Hawley School project. Mrs. Harriman-Stites and Mr. Vouros joined her in being on the Re-Entry Committee. Mr. Delia is the new representative on the EdAdvance Board of Directors.

Superintendent's Report: Dr. Rodrigue recognized our amazing staff, leadership team, parents and students for making this part of the year manageable and thanked the Board members for their ongoing support for our alternative learning plan. She plans to send a note to parents and staff to address some of the violence taking place across the country especially as it relates to our core value of diversity. It is critical we talk to students about these issues. My heart goes out to all of the victims. It's getting close to graduation and she wished our students the best of luck.

We've been awarded the Steelcase Active Learning Center grant worth \$132,000 in total. \$82,000 will be in classroom furniture and tools and \$50,000 will be in services, which is all in-kind, not monetary. She thanked Kristin Larson for her work in securing this grant. We received this because we based our focus on social and emotional learning and our desire to create a unique learning space called the Flex Flip Studio Model that allows for student collaboration in the Newtown Middle School library. Due to the COVID-19 crisis, the timeframe has changed and Steelcase will install the furniture in the spring/summer of 2021.

Our re-entry groups begin to meet this week and the full group will meet again next week. Our meetings are recorded and posted. She thanked everyone in the community who participated in our Core event Friday as well as the PEAC and our PTA members and staff that brought this to life.

Ms. Zukowski mentioned that this afternoon a white car with names drawn on it and stopped at her address instead of a neighbor's. It was a teacher visiting one of her students. She was very impressed with that and thanked the teachers who have visited their students.

#### Committee Reports:

Mr. Delia reported that the CIP/Finance Committee met May 27 and discussed revising the CIP and also removed the land purchase next to Hawley School. They spoke about upgrading the security shack at the high school and moved forward on that. They also discussed the non-lapsing regulation which is ongoing.

Mr. Cruson said the Communications Subcommittee met yesterday and have met with staff members to build articles around various sections of the district. They began discussing the next newsletter for November which will be around re-entry and where we were the beginning of the school year.

Mrs. Harriman-Stites reported that the Policy Committee met last Wednesday and discussed the non-lapsing policy and continued to move through the 4000 and 5000 series. Policy 3160 was brought to the Board tonight.

Mr. Vouros said the Curriculum and Instruction Committee brought the Creative Writing and Journalism curricula for first read tonight which Abi Marks would detail for them. Mrs. Uberti has penned this revised Curriculum and Instruction guide regarding curriculum writing and, on behalf of the staff and Board, we thank her for a document that left no stone unturned in establishing those guidelines for the staff.

#### Student Reports:

Mr. Chand said they were exited and sad about this crazy time at Newtown High School and thanked the Board for their gift. All students picked up yearbooks but it is a bittersweet ending for the Class of 2020.

Ms. Jojo thanked the Board for their gifts and for being students representatives this year. They were picking up caps and gowns on Friday. Students are extremely happy to be graduating June 10, 11 and 12 and are looking forward to the parade around town. They will have a Google Meet with teachers to end the year.

Mr. Chand thanked Dr. Rodrigue for recognizing the black movement and educating the Newtown community. As we look ahead, leadership here is amazing he wants to keep student voices at the forefront. The State Department of Education has put out their newest platform called ThoughtExchange to receive opinions from students across Connecticut. It would be beneficial for us to do this type of collection in Newtown. Whether it is in the form of a virtual town hall or an online survey, any and all feedback will be best for reshaping our learning model.

Ms. Jojo shared hers and Mr. Chand's gratitude for this opportunity which they enjoyed immensely.

Mr. Cruson thanked the students for preparing an article for our newsletter.

Mrs. Ku verified that June 15 was the date for the parade.

#### Item 6 – Old Business

English I Curriculum:

MOTION: Mr. Delia moved that the Board of Education approve the English 1 Curriculum.

Mr. Cruson seconded. Motion passes unanimously.

American Literature (English iii) Curriculum:

MOTION: Mr. Delia moved that the Board of Education approve the American Literature (English III) Curriculum. Mr. Cruson seconded. Motion passes unanimously.

#### Item 7 – New Business

First Read of Creative Writing Curriculum and Journalism Curriculum:

Abi Marks, English Department Chair, presented the Creative Writing Curriculum which is a full-year elective for grades nine to eleven. Students continue into Honors Journalism Editors in year two to four. This was written by Marc Kenney.

Mrs. Marks explained that the Creative Writing Curriculum is a senior elective semester-long course and runs three to four sections per year. This was written by Jacqui Kaplan and Rick Lye.

#### Item 6 – Old Business (continued)

Policy 3171.1 Non-lapsing

MOTION: Mr. Delia moved that the Board of Education approve Policy 3171.1 Non-Lapsing Education Fund. Mr. Cruson seconded.

Mrs. Harriman-Stites said not having been at the end of the last board meeting for this discussion, we had both policies on our committee agenda. This has no changes.

Ms. Zukowski was concerned with the word "planned" in the policy and would be more comfortable voting if we were able to do it along with policy 3160. She was concerned we might get a negative notice from people in town and can avoid that by adding language to policy 6130. She would not be able to vote on this now.

Mrs. Harriman-Stites asked for an explanation of how that word could have a negative reaction from anyone.

Ms. Zukowski felt that “planned” means bringing in capital expenditures. There was a time a process was brought in where something like this would be reviewed by many people. Mr. Bienkowski said this was a way for us to use money to offset projects on the CIP and help relieve taxpayers.

Mrs. Harriman-Stites feels they are two separate issues. This is a positive thing and strongly believes we had a robust conversation about adding that word to the policy to plan for extraordinary expenses. That word should be included.

Mr. Delia said if we are going to talk about what school is going to be looking like that would be a planned expense like masks. If Dr. Rodrigue said we need money set aside for Covid expenses that would be a planned expense and we could use the non-lapsing fund.

Dr. Rodrigue agreed with Mrs. Harriman-Stites and Mr. Delia. There are appropriate protocols for the CIP and putting funds in the non-lapsing account and they take care of themselves.

Mr. Delia is in support of this policy. We have an approved budget but there will be expenses not planned for. That’s where he sees that word falling. We have to be careful not getting too specific defining it.

Ms. Zukowski said the broadness of the word concerns her and she is very uncomfortable to vote yes for this until she sees the other policy. We can table it or postpone it till we have the final 3160 policy.

Mr. Bienkowski said Policy 3160 is in the packet with a recommended change. The word “planned” doesn’t allow circumventing any other policies or practice. It’s a positive to give us the opportunity to look forward to what needs may be and perhaps include them as expenses from the non-lapsing fund.

Mr. Vouros was in favor of this policy. It’s important that you have an element of trust in what your colleagues, and the director and superintendent are saying regarding this and the ones reporting negative to you we need to find some way to educate them on having the trust factor in this Board of Education.

Vote: 6 ayes, 1 nay, (Ms. Zukowski) Motion passes.

#### Item 7 – New Business

Whitsons Contract:

MOTION: Mr. Delia moved that the Board of Education approve a one-year renewal “Amendment No. 4” to Whitsons initial agreement for food services dated July 1, 2016 with an effective date of July 1, 2020. The terms and conditions in the original agreement as amended will apply. Mr. Cruson seconded. Motion passes unanimously. Mr. Cruson seconded.

Mr. Delia said Whitsons presented to the CIP Committee and he supports this motion. Mr. Bienkowski stated that at this time of year we need to have a food service company in place by July 1. The first renewal is by the State of Connecticut. The second amendment is an agreement just for the high school because they are not in the National School Lunch Program.

This is the last year we are allowed to offer a one-year extension to this contract. Next year this will go out to an RFP. Contracts are based on the assumption we will have a normal year.

Ms. Zukowski said there is an issue of where we are with the Covid so it's probably better to have someone used to our schools and students and feels it's good to continue with who we have.

Motion passes unanimously.

Middle Gate School HVAC Project:

MOTION: Mr. Delia moved that the Board of Education award the contract for the Middle Gate School Gym/Auditorium air conditioning project to Automated Building Systems (ABS) for a bid price of \$107,690. Mr. Cruson seconded.

Mr. Bienkowski said the original budget was \$45,000. We received seven bids in April but Mr. Gerbert felt we should explore other options and contracted Trane and Automated Building Systems. After discussions, we recommended ABS be awarded this contract.

Mr. Delia thanked Mr. Gerbert for his work on this. The CIP Committee agreed to support this motion.

Motion passes unanimously.

Pay Down of Verkada Security Camera Lease:

MOTION: Mr. Delia moved that the Board of Education approve the pay down of the remaining three years of the Verkada Security Camera lease for \$374,797.44 from current available operating funds. Mr. Cruson seconded.

Mr. Delia said that Mrs. Leidlein recommended and we agreed to bring this to a full Board discussion after it was discussed in the CIP meeting.

Mr. Bienkowski reported on this recommendation. We financed these cameras over five years as they offered us a 2.65% interest rate for that period of time. We paid the first installment last June of \$125,000 and will make another payment this month. This recommendation is to pay for the remaining three years so we won't have to budget for that amount over the next three budgets and will free up \$125,000 each year. There is no pre-payment penalty so it can be paid off. We would save about \$6,000 for each year. We could also pay for this from current operating funds from technology and security accounts and still have about \$896,000 in the non-lapsing fund which will help with expenses for next year. The CARES Act will provide \$130,000 and the NOVO balance of \$50,000 will give us more for that account. These total a potential of \$1.2M left in the non-lapsing fund for potential expenses. He recommends we buy down the three years as it will not cause any financial hardship for this or next year.

Dr. Rodrigue clarified that the \$1.2M is the total that includes the \$896,000 in the non-lapsing fund and the money available through the CARES Act, NOVO and the balance from the cameras. Today we looked at what we would need for next year for distance learning from Mrs. Uberti and also the technology needs. She also spoke to Kristin Larson regarding the Novo balance and what we would anticipate receiving from CARES.

Ms. Zukowski said there was a discussion about the budget hole and if we could bring anything up from the 2020-21 year and pay it now. Paying this would be a way of emptying out money for the following years. It should be considered seriously. Instructional materials for distance learning would be taken out of our non-lapsing fund but Mr. Bienkowski said it could be taken

out of our budget. The size of our budget balance is concerning to people. She suggested taking it out of our operational budget.

Mrs. Ku asked if this proposal is to take it from this year budget.

Mr. Bienkowski said it was and clarified that the distance learning materials and Verkada payment would come out of this year's budget so that would reduce what was in the non-lapsing fund.

Mr. Delia said his struggle is we are paying so far out and not getting any interest forgiveness from them. He was not understanding the benefit.

Mr. Bienkowski discussed this with Verkada. When they make a sale they have a financing arm that pays for the sale and writes the mortgage for that sale, so it's beyond Verkada's ability to modify that. The total interest we would be paying is approximately \$16,000 for three years. This would give us a \$125,000 balance in next year's budget and reduce future budget obligations.

Mrs. Ku was in favor of doing this being consistent with an idea we had in the town to pay things down as we go and will save taxpayers in the future years.

Vote: 6 ayes, 1 nay (Mr. Delia) Motion passes.

First Read of Policy 3160 Budget Procedures and Line Item Transfers:

Mrs. Harriman-Stites said the only change was page "b" saying it has the same language in the non-lapsing policy the Board approved.

Ms. Zukowski understands she should trust the process. There is some logic that seems to be missing for her. The State Statute recently amended gives a great deal of flexibility to boards of education in Connecticut. It specifically says it's the authority of boards of education to withdraw funds from the non-lapsing account. She had two questions and referred to page "c" Removing Funds From The Non-lapsing Educational Account. The first phrase states a board of education vote is needed to send an explanation for the use of the funds to the board of finance. What is it we are requesting the board of finance to do? If what we are requesting is looking for their approval or recommendation on whether or not we can use the funds, is their input binding or non-binding?

Mrs. Harriman-Stites said the statute gives the board flexibility but past practice in town has been to work alongside the Board of Finance. There hasn't been an instance where they said no. They give us the trust that we know what's best.

Mrs. Ku agreed with Ms. Zukowski that if we've already designated money she didn't think we needed to request it from the Board of Finance.

Mrs. Harriman-Stites said the language on page "c" is current language that has been in that policy and was not changed.

Mr. Bienkowski said last year when we had our fund balance and asked them to transfer that into the non-lapsing account we identified \$63,000 to go into the special education portion of the non-lapsing fund.

Ms. Zukowski agreed that the current practice is good but is asking to consider codifying it more into the policy itself like forwarding a request to the Board of Finance for approval and then

designating what the money will be used for such as for Covid 19 recovery. The logic in the words doesn't match the practice.

Mrs. Ku asked if the Board of Finance rejection was binding. She doesn't see a need to put it in a policy.

Mrs. Harriman-Stites said the policy as is, is working fine. She understands the logic behind the suggestion and believes the reason we opened this policy was to be in alignment with the non-lapsing policy. She would like to close out the discussion and send language suggestions in writing to the Policy Committee for further discussion to do the work on the committee level.

Minutes of May 19, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of May 19, 2020.

Mr. Cruson seconded.

Mrs. Harriman-Stites would abstain from voting as she left the meeting early.

Vote: 5 ayes, 2 abstained (Mrs. Leidlein, Mrs. Harriman-Sitites) Motion passes.

Item 8 – Public Participation - none

MOTION: Mr. Delia moved to go into executive session to discuss the Superintendent's self-evaluation. Mr. Curson seconded. Motion passes unanimously.

MOTION: Mr. Delia moved to amend the motion to invite Dr. Rodrigue. Mr. Cruson seconded. Motion passes unanimously.

Vote on the main motion: Passes unanimously.

Executive Session began at 8:56 p.m.

MOTION: Mr. Delia moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

The meeting adjourned at 9:20 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary

**To:** Dr. Lorrie Rodrigue  
**From:** Christopher Moretti  
**Date:** May 27, 2020  
**Re:** PTA Donation



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The Hawley PTA has voted to donate \$10,844.72 to Hawley School for the purchase of a new Audio Presentation System (speakers, wired and wireless microphones, bluetooth music capability, possible mixer, installation, etc).

The check has been given to Central Office and I am requesting that the Board of Education accept this generous gift.

**RICHARD N. DIECKMAN**  
**FAIRFIELD COUNTY CAPTAINS**  
3 KAECHELE DR  
NEWTOWN, CT 06482

333

51-7218/2211  
80064

3-14-20 DATE

CHECK ARMOR  
TRADE FINANCIAL

PAY TO THE ORDER OF NHS Athletics \$ 373.33

Three Hundred Seventy-Three and 33/100 DOLLARS

Photo Safe Deposits  
Details on back

**People's United Bank**

peoples.com

FOR pitching ramp - NHS

Richard Dieck MP

⑆ 221172186⑆ 6500551136⑆ 0333

Harland Clarke

**AMENDMENT NO. 4**

NEWTOWN BOARD OF EDUCATION  
AND  
WHITSONS NEW ENGLAND, INC.

THIS AMENDMENT No. 4, dated as of June 2, 2020, is between Newtown Board of Education ("SFA") and WHITSONS NEW ENGLAND, INC. ("FSMC").

WITNESSETH:

WHEREAS, the parties entered into a certain Contract, which included a Side Letter to Food Service Management Company Contract, dated as of July 1, 2016 (the "Side Letter"), further amended by Amendment No. 1 dated as of June 20, 2017, Amendment No. 2 dated as of June 5, 2018, and Amendment No. 3 dated May 16, 2019 (collectively, the "Agreement") whereby FSMC manages and operates the SFA's high school food service operation in Newtown, CT; and

WHEREAS, the parties now desire to [further] amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. The SFA finds that the services are being performed in an effective and efficient manner. The Term of the Agreement is hereby extended to cover the period July 1, 2020 to June 30, 2021, unless terminated earlier as hereinafter provided. This constitutes the fourth amendment of the Agreement, and, in accordance with Section 16.1, Subsection B, of Article XVI (Contract Term, Renewal and Termination) of the Agreement, this Agreement cannot be further amended as this Amendment No. 4 is the last renewal allowed.
2. As contemplated in Section 12.11, Subsection G, of Article XII, the March U.S. Consumer Price Index – Food Away from Home, Northeast Urban, reflects a 3.2% increase over the prior fiscal year. Accordingly, Article XII, Section 12.11, Subsection C (first sentence) of Article XII, as amended as to the High School only in Section III of the Side Letter, shall be amended to read "The FSMC's management fee for the High School is \$393.80 per month for ten (10) months."
3. As contemplated in Section 12.11, Subsection G, of Article XII, the March U.S. Consumer Price Index – Food Away from Home, Northeast Urban, reflects a 3.2% increase over the prior fiscal year. Accordingly, Article XII, Section 12.11, Subsection D (first sentence), as amended as to the High School only in Section III of the Side Letter, shall be amended to read "The FSMC's administrative fee for the High School is \$1,575.30 per month for ten (10) months."
4. Article XII, Section 12.11, Subsection K, as amended as to the High School only in Section III of the Side Letter, shall be further amended to add the following:

"The FSMC shall guarantee that the food service program at the High School will achieve financial Surplus in the amount of \$70,299.00 for the fifth year of the Contract; defined as "generated High School program revenues will exceed all actual and direct High School operating costs incurred".

Since the Guarantee for the NSLP Schools allows a deficit of \$80,993.00 for the fifth year of the Contract, the FSMC shall also guarantee that the combined food service program, NSLP Schools and the High School, will a financial deficit in the amount of \$10,694.00 for the fifth year of the Contract; defined as "generated program losses will exceed all actual and direct operating costs incurred".

If necessary, FSMC will reduce its total Management Fee and total Administrative Fee (\$137,837.00) to achieve said Guarantees. This will be the SFA's exclusive remedy for FSMC's failure to achieve

the Guarantees, and in no event shall FSMC be liable for any amount in excess of its total Management and total Administrative Fees (\$137,837.00).

The Guarantee for any subsequent year of the Contract shall be as mutually negotiated by the parties and reflected in a duly executed amendment to this Contract.”

5. As described in Sections E.15 (pg. 14) and 5.2 of the Agreement, equipment purchases were requested through the RFP. As of the date of this Amendment, the unamortized equipment of \$11,041 plus the equipment purchased as per the RFP response of \$9,681 have been made pursuant to Section 5.2. This value will continue to be depreciated through the program.
6. Pursuant to Section II of the Side Letter, the parties have agreed upon a new budget and replace the Exhibit A to the Side Letter with the revised budget for the 2020-2021 school year, as attached to this Amendment No. 4.
7. This Amendment is effective July 1, 2020. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date first above written.

NEWTOWN BOARD OF EDUCATION

WHITSONS NEW ENGLAND, INC.

By: \_\_\_\_\_

By: \_\_\_\_\_

Name (printed): Dr. Michelle Ku

Name (printed): Beth Bunster

Title: Chair, Newtown Board of Education

Title: Chief Financial Officer

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Newtown High School  
SY 2020 -2021 Cafeteria Budget**

5/29/2020	Rationale	2020-2021 Budget
Alacarte	enrollment down 63	\$727,965
Adult Sales	Increasing	\$12,382
Catering	Using CY Trend	\$23,500
Vending	Using Current Year Trend	\$2,268
Other Income	Free/Red Meal Cost	\$24,864
<b>Total Sales</b>		<b>\$790,979</b>
Total Food Cost	Free/Red Cost \$25,000	\$323,132
Paper/Cleaning Cost		\$18,552
Whitsons Payroll	3% Increase, Inc Benefits	\$301,811
District Payroll	2.25% Increase	\$23,333
<b>Total Cost of Sales</b>		<b>\$666,828</b>
<b>Gross Profit</b>		<b>\$124,151</b>
<b>Other Expenses</b>	Additional Training/Marketing	\$34,161
Adm Exp	3.2% (Using State CPI)	\$15,753
Mgt Fee	3.2% (Using State CPI)	\$3,938
<b>Total Other Expenses</b>		<b>\$53,852</b>
<b>Return To District</b>		<b>\$70,299</b>

# 2020-21 SFA - FSMC Contract Renewal Amendment

(Fixed Fees)

This renewal amendment is between NEWTOWN PUBLIC SCHOOLS (SFA) and the WHITSONS NEW ENGLAND, INC (FSMC) and constitutes Amendment No.4.

WITNESSETH:

WHEREAS, the parties entered into a certain Food Service Management Agreement, dated May 4, 2016 as amended by Addendum No. 1 dated June 20, 2017 and Amendment No. 2 dated June 5, 2018 and Amendment No. 3 dated May 16, 2019 (collectively, the "Agreement") whereby, the FSMC manages and operates the SFA's USDA Child Nutrition food service program in Newtown, CT; and

WHEREAS, the parties now desire to amend the aforesaid agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Both parties mutually agree to extend the Agreement beginning July 1, 2020 and ending June 30, 2021, unless terminated by either party as hereinafter provided. (Section 16.1)
2. This agreement may be further amended for up to ZERO (0) one-year renewal(s) with mutual agreement. (Section 16.1 B)
3. Any and all references to the "2019-20" school year shall be amended to read "2020-21"
4. Section 12.11 (C) shall be amended to read "The FSMC's Management Fee (FSMC's profit) for August/September - June is: \$2,362.96 per month for ten (10) months. Fee Total: \$23,629.60 (Per calculation below based on the agreed upon percentage not to exceed the March 2020 Consumer Price Index (CPI) - Food Away From Home, Northeast Urban 3.2%)".

Management Fee				
2019-20 Fee	CPI%	Fee Increase	2020-21 Fee	Fee Per Month for 10 Months
\$22,896.90	3.2%	\$732.70	\$23,629.60	\$2,362.96

5. Section 12.11 (D) shall be amended to read "The FSMC's Administrative Fee (FSMC's profit) for August/September - June is: \$9,451.62 per month for ten (10) months. Fee Total: \$94,516.24 (Per calculation below based on the agreed upon percentage not to exceed the March 2020 Consumer Price Index (CPI) - Food Away From Home, Northeast Urban 3.2%)".

Administrative Fee				
2019-20 Fee	CPI%	Fee Increase	2020-21 Fee	Fee Per Month for 10 Months
\$91,585.50	3.2%	\$2,930.74	\$94,516.24	\$9,451.62

The following functions are the FSMC's responsibility and will be included in such fees:

- Corporate supervision;
  - Financial reporting and analysis;
  - Field auditing;
  - Marketing assistance; and
  - Purchasing administration.
6. Additional changes (must be reviewed for material changes to the contract)

Article XII, Sec : 12.11, Sub K, shall be amended to provide that the deficit shall be no more than \$80,993 for the school year 2020-2021.

This renewal amendment is effective July 1, 2020, provided both parties execute this renewal by June 30, 2020. If this renewal amendment is executed after June 30, 2020, the effective date will be the date this document is fully executed.

**Chief Financial Officer**

\_\_\_\_\_  
Signature of Food Service Management Company's Authorized Representative  
Beth Bunster

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Food Service Management Company's Authorized Representative

**Chair, Newtown Board of Education**

\_\_\_\_\_  
Signature of School Food Authority's Authorized Representative  
Dr. Michelle Ku

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of School Food Authority's Authorized Representative

Newtown Schools NSLP - (Elem, RIS, MS)

SY 2020 -2021 Cafeteria Budget

5/28/2020	Rationale	2020-2021
		Budget
Type A Breakfast	No Increase	\$0
Type A Lunch	1% Increase	\$486,930
Alacarte	1% increase	\$304,551
Adult Sales	Increasing	\$7,660
Federal /State Reimbursements	Using Current Year Trend	\$193,241
Additional .07 Cent reimbursment	Using Current Year Trend	\$13,374
<b>Total Sales</b>		<b>\$1,005,756</b>
Total Food Cost	Excess Commodity Inventory, offets increases	\$303,267
Paper/Cleaning Cost		\$34,139
Whitsons Payroll	3% Increase, Min Wage Inc, Health Ins Increase	\$559,860
District Payroll	Using 2.25%	\$27,805
<b>Total Cost of Sales</b>		<b>\$925,071</b>
<b>Gross Profit</b>		<b>\$80,685</b>
<b>Other Expenses</b>	Additional Training/Marketing	\$43,532
Adm Exp	3.2% (Using State CPI)	\$94,516
Mgt Fee	3.2% (Using State CPI)	\$23,630
<b>Total Other Expenses</b>		<b>\$161,678</b>
<b>Return To District</b>		<b>(\$80,993)</b>

Middle Gate School – Gym Air Conditioning Project

Original Budget - \$45,000 (based on installing ductless split a/c units)

Revised design for two rooftop air conditioning units.

Project was out for bid in April 2020 with bid opening on April 23, 2020.

Received seven bids ranging from \$127,516 to \$212,400. Low bidder is Perfectemp from Plainville, CT.

Explored alternative options to reduce cost:

1. Trane via US Communities purchasing program.  
Provided a bid price of \$126,823
  
2. Automated Building Systems (ABS) via CT DAS contract  
Provided a bid price of \$107,690\*

\*ABS has proposed alternate scope to replace existing heating units in-kind with air conditioning.

Recommendation is to pursue Option 2 via ABS.

**BOE Non-Lapsing Fund, Potential Activity & Other Funds**

<u>Non-Lapsing Fund</u>	<u>Reserved for Special Ed</u>	<u>Proposed Expense</u>	<u>Anticipated Balance</u>	<u>Notation</u>
2019-20 Current Balance Non-Lapsing Account	\$63,000		\$220,334	Current Balance
2019-20 Anticipated Deposit based on 4/30/20 financial Instructional materials to be purchased prior to 6/30/20		(\$188,000)	\$1,238,354 (\$188,000)	Anticipated Distance learning materials
2019-20 Anticipated Non-Lapsing Balance	\$63,000		\$1,270,688	Anticipated balance
Proposed purchase prior to 6/30/20		(\$374,797)	(\$374,797)	Verkada payment
<b>Total Balance Non-Lapsing Fund</b>	<b>\$63,000</b>		<b>\$895,891</b>	6/30/2020 Anticipated Balance

<u>Other Available Funds</u>				
CARES Act			\$130,000	Available
NOVO Balance			\$50,000	Available
Balance in 2020-21 Budget from VERKADA payment relief			\$124,932	Available
<b>Total Other Funds</b>			<b>\$304,932</b>	2020-21 Available Funds

<b>Funds Available for Additional COVID Expenditure Requirements</b>	<b>\$1,200,823</b>	Total Available for 2020-21
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Verkada Security Camera System

Payment Proposal for Consideration - June 2, 2020

The District Security Camera system was upgraded last year via a five year lease purchase arrangement.

The first installment was paid in June of the 2018-19 fiscal year.

The second installment will be due this June, of the 2019-20 fiscal year.

The three remaining installments will be due in each of the next three fiscal years, as detailed below.

There is no prepayment penalty and no interest forgiveness with prepayment.

<u>Payment Schedule</u>	<u>Due Date</u>	<u>Amount</u>	
2018-19 Invoice Date	6/20/2019	\$ 125,007.48	Paid - <i>(included a \$75.00 Documentation fee)</i>
2019-20 Due Date	6/20/2020	\$ 124,932.48	Included in this years' Operating Budget
2020-21 Due Date	6/20/2021	\$ 124,932.48	Included in next years' Operating Budget
2021-22 Due Date	6/20/2022	\$ 124,932.48	To be included in the 2021-22 proposed Operating Budget
2022-23 Due Date	6/20/2023	\$ 124,932.48	To be included in the 2022-23 proposed Operating Budget

Consideration, due to our current financial position, can be given to pre paying one, two or three of these future installments. One year would remove the need to budget this amount for the 2022-23 budget.

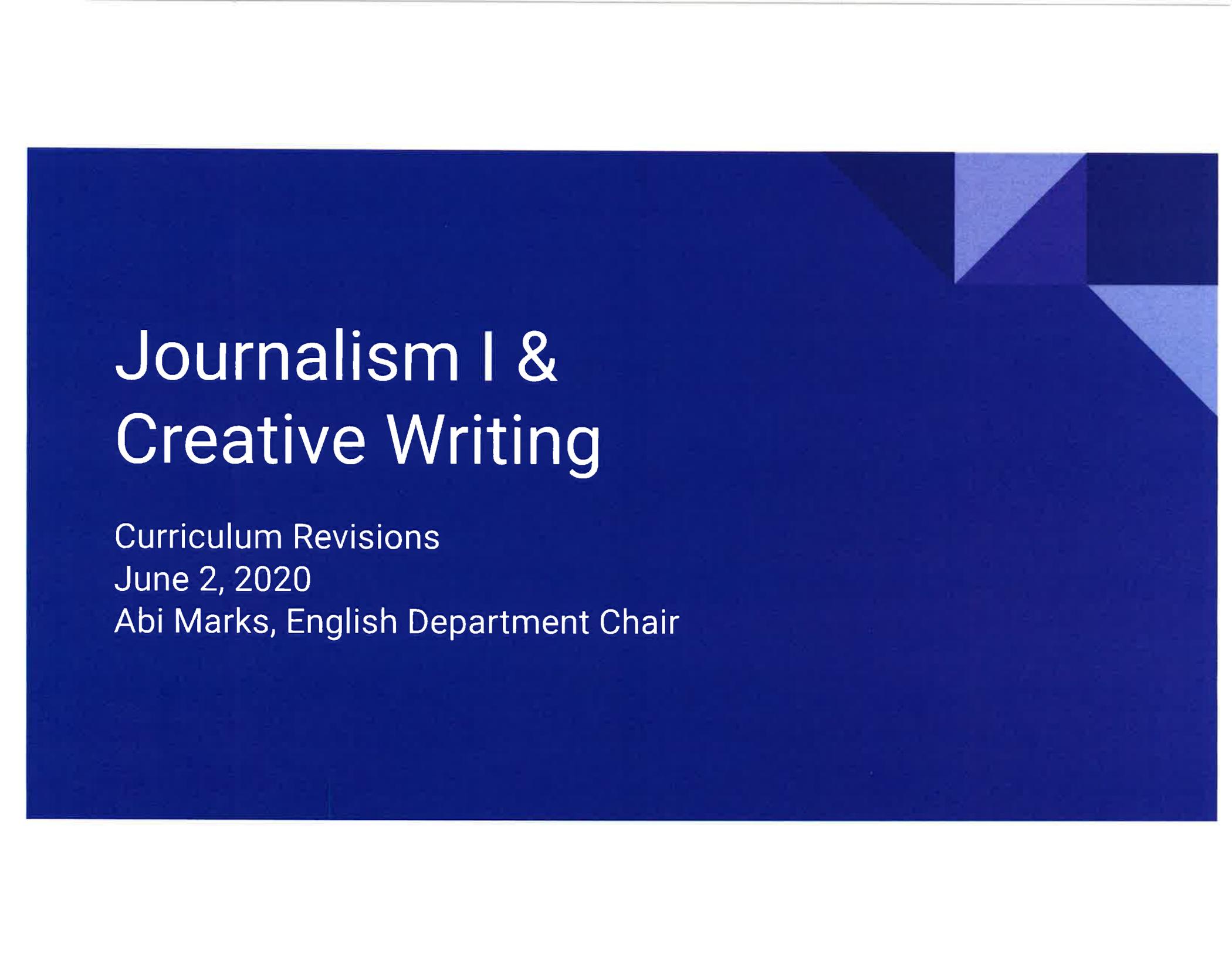
Two years would remove the need to budget this amount for the 2021-2022 and 2022-23 budgets.

Three years would remove the need to budget this amount for the 2021-2022 and 2022-23 budgets and give the BOE the opportunity to reallocate the amount that is currently included in the 2020-21 approved Operating Budget.

Moving forward with the three year option will reduce the current anticipated remaining expenditure balance by \$374,797.44

Other Options:

Total amount for one year =	\$ 124,932.48
Total amount for two years =	\$ 249,864.96
Total amount for three years =	\$ 374,797.44



# Journalism I & Creative Writing

Curriculum Revisions

June 2, 2020

Abi Marks, English Department Chair

# Journalism I

- ❑ English elective (full year)
- ❑ Offered grades 9-11
- ❑ Students continue into Honors Journalism Editors in years 2-4
- ❑ ~48 students in program each year
- ❑ Written by Marc Kenney

**THE  
HAWKEYE**

## Goals of the Revisions

- Create concept-based units
- Balance foundations of journalism with preparing for production of Hawkeye
- Ensure skill-building aligned with CT Core Standards
- Maintain flexibility in assignments for students who stay in the program for multiple years



# Journalistic Style

## Unit 1

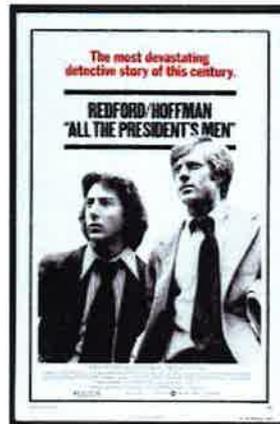
Conceptual Lens: Precision

Concepts: organization, inverted pyramid, presentation, audience, information

Summative Assessment:

News Story

Style Assessment



# Ethics of Journalism

## Unit 2

Conceptual Lens:  
Responsibility/Ethics

Concepts: opinion, boundaries, diversity, credibility, truth, legality

Summative Assessment:

What is a journalist?

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# Technology in Journalism

## Unit 3

**Conceptual Lens:** Evolution

**Concepts:** layout, design principles, technology

**Summative Assessment:**  
Design a page for the student newspaper

# Identifying News

## Unit 4

**Conceptual Lens:** Definition

**Concepts:** newsworthiness, selection, impact

**Summative Assessment:**  
Current event presentation - tracking a news story

---

# Production of The Hawkeye

## Unit 5

**Conceptual Lens:** Collaboration

**Concepts:** accountability,  
application, revision, deadlines

**Summative Assessment:**

Write story for The Hawkeye

Final exam: Write and layout  
magazine article



# Creative Writing

- ❑ Senior English elective (semester-long)
- ❑ Runs 3-4 sections each year
- ❑ ~75-95 students
- ❑ Written by Jacqui Kaplan & Rick Lye



## Goals of the Revisions

- Revise units in concept-based format
- Ensure skill-building aligned with CT Core Standards for narrative writing
- Build students' capacity for complexities in structure and collaboration
- Include unit on college essay for fall semester



# College Essay

## Unit 1 (fall only)

Conceptual Lens: Identity

Concepts: perception,  
individualism, truth, memory

Summative Assessment:  
College essay

# Short Story

## Unit 2

Conceptual Lens: Structure

Concepts: dialogue, imagery,  
pacing, workshopping

Summative Assessment:  
Short story

—



TELL US  
A STORY

# Historical Fiction

## Unit 3

**Conceptual Lens:** Perspective

**Concepts:** research, setting,  
language, revision

**Summative Assessment:**  
Original work of historical fiction

# Children's Literature

## Unit 4

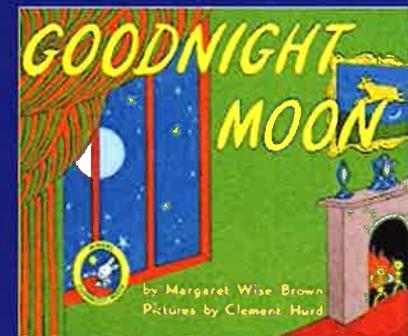
**Conceptual Lens:** Patterns

**Concepts:** memory, structure,  
visuals, collaboration

**Summative Assessment:**

Co-authored  
children's book

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# One-Act Play

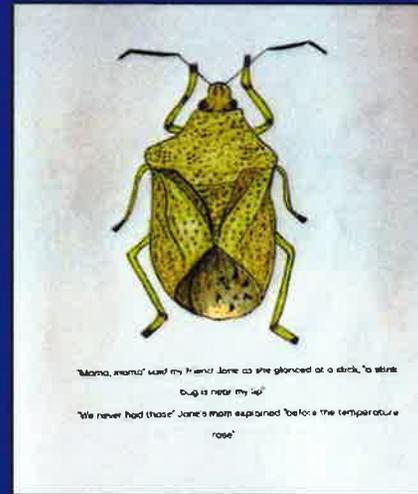
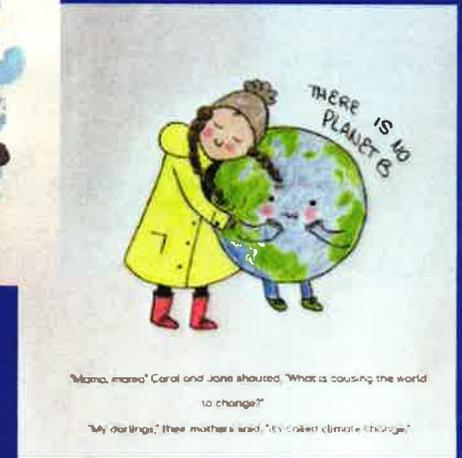
## Unit 5

Conceptual Lens: Tension

Concepts: performance and meaning, format of drama

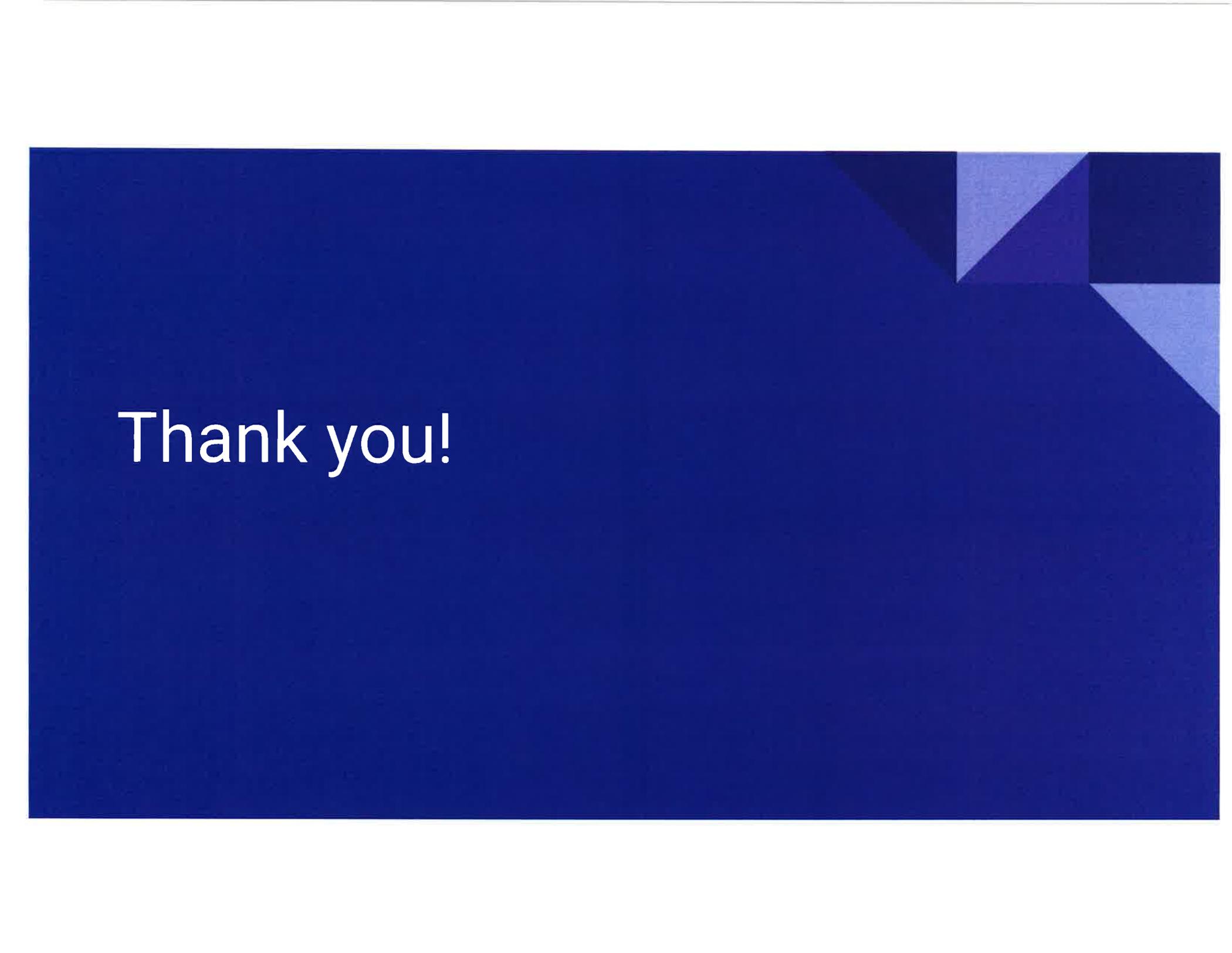
Summative Assessment:

Write and perform a one-act play with a group



at Timmy shocked. She reached for his collar and helped tie his blue bandana back on.  
"You look so nice on you, I don't know what you're talking about!" She reassured him.





Thank you!



6 Curriculum Developers

Unit:	Sep				Oct					Nov			Dec			Jan					Feb				Mar				Apr				May		Jun												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38									
Understanding What Makes Us Human	█																																														
Recognizing and Responding with Resiliency										█																																					
Life is a Matter of Decisions																					█																										
Stand Up, Speak Out: A Call for Social Justice																																															



# Understanding What Makes Us Human

6 Curriculum Developers

## Concept-Based Unit Development Graphic Organizer (Download)

### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: Voice and Identity

Process Concepts: summarizing, close reading (annotating, questioning, seeing patterns), visualizing, inferencing, selecting text evidence, planning, drafting, revising, reflecting (goal setting)

English Microconcepts: theme, evidence, connections, summary, literary terms: plot, sub plot, setting, character, motivation, conflicts (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), memoir, diction, connotation, tone, literary devices, parts of speech, phrases, clauses

Knowledge Concepts: voice, identity, empathy, human nature

#### Generalizations / Enduring Understandings

1. Stories reflect on the human experience through author's purpose.
2. Theme conveys a universal truth about human nature and why it is important.
3. A critical reader distinguishes between objective and subjective, as well as relevant and irrelevant details.
4. Author-selected details in plot, conflict, and characterization shape theme.
5. Author's voice elicits reader response.
6. Authors' manipulation of sentence structure engages the reader and develops voice.
7. Author's voice contributes to the reader's understanding of theme.
8. Close reading identifies appropriate evidence to support a justifiable theme.
9. Reading a wide range of stories helps develop empathy and an understanding of self (identity) and others.

#### Guiding Questions

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

- 1a. Why do authors write stories? (C)
- 1b. Do authors write stories for the same purpose? (P)
- 1c. What is human nature? (F)
- 2a. What is theme? (F)
- 2b. Why is understanding universal truth and human nature important? (C)
- 2c. How does a theme differ from a moral or lesson? (C)
- 2d. Is it possible to write a truly original story? (P)
- 3a. What is the difference between objective and subjective, relevant and irrelevant details? (F)
- 3b. How do readers differentiate between objective and subjective, relevant and irrelevant details? (C)
- 4a. What are plot, conflict and characterization? (F)
- 4b. Why do authors include the details they choose? (C)
- 5a. What is voice in writing? (F)
- 5b. What strategies do authors use to develop voice? (F)
- 5c. How does voice impact reader response - emotionally and intellectually? (C)
- 6a. What are the parts that make up a whole sentence? (F)
- 6b. What is the difference between a phrase and a clause? (F)
- 6c. What are the types of clauses? (F)
- 6d. How do authors use sentence structure to engage the reader and develop voice? (C)
- 6e. How do authors create variety in their writing? (C)
- 7a. How does an author's voice facilitate the reader's understanding of theme? (C)
- 8a. What strategies do readers employ to close read? (F)

8c. Are some pieces of textual evidence better than others? (P)

9a. How does reading stories help us understand ourselves and others? (C)

9b. How does reading stories help us understand what makes us human and feel empathy for others? (C)

## Standard(s)

Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 9-10

### Capacities of the Literate Individual

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

- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.

#### Reading: Literature

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  - RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### Reading: Informational Text

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  - RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
  - RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

#### Writing

##### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

##### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

## Language

### Conventions of Standard English

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

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

- L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

## Objective(s)

Common/ Anderson Taxonomy / DOK Language

Students will objectively summarize a text.

Students will identify and state themes in two parts without using morals or cliches.

Students will draw conclusions about how authors reveal theme and will justify their analysis with appropriate evidence.

Students will interpret and analyze how authors develop voice and its impact on the reader.

## Critical Content & Skills

*What students must KNOW and be able to DO*

Students will be able to define human nature.

Students will be able to define theme as a two-part statement revealing a universal truth and its importance.

Students will be able to delineate between objective and subjective, relevant and relevant details.

Students will be able to define plot, conflict and characterization.

Students will be able to identify voice in writing and strategies authors use to develop voice.

Students will be able to identify parts of speech and clauses in others' writing and their own.

Students will be able to identify and employ close reading strategies.

Students will be able to identify and support a theme from a story.

**Theme.** evidence, connections, summary, literary terms: plot, sub plot, setting, character, motivation, conflicts (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), memoir, diction, connotation, tone, literary devices, parts of speech, phrases, clauses

Summarizing, close reading (annotating, questioning, seeing patterns), visualizing, referencing, selecting text evidence, planning, drafting, revising, reflecting (goal setting)

## Assessments

### Close Reading Assessment

Formative: Other written assessments

Students will close read and annotate a text to identify and support analysis of a theme.

 Close Reading and Annotation Rubric.docx

### Narrative

## Core Learning Activities

### Writing a Summary

Students will read fiction and determine the relevant details to include in a summary that includes the narrative elements, such as plot, main characters, and setting.

### Identifying Theme

As theme is what the author is saying about human nature and reading texts help students understand what makes us human, students get a variety of opportunities to identify theme from different medium, selecting from short videos, music videos, short stories, and full length texts.

Students read a short story, identify a central theme and write an essay that develops the central theme.

### Narrative Writing

Students compose their own narrative, based on personal experience or a character in the core text.

## Resources

### Professional & Student

#### Full-length Texts:

Speak by Laurie Halse Anderson

Night by Elie Wiesel

To Kill a Mockingbird by Harper Lee

Lord of the Flies by William Golding

If I Should Die Before I Wake by Han Nolan

Romeo and Juliet by William Shakespeare

Students will employ voice and understanding of human nature to write a story (fictional or memoir) that conveys a theme.

Students will reflect on the choices they made in developing their voice and theme.

#### Short Stories:

"A Brief Moment in the Life of Angus Bethune" by Chris Crutcher  
"Sucker" by Carson McCullers  
"Scarlet Ibis" by James Hurst  
"Teenage Wasteland" by Ann Tyler  
"Two Kinds" by Amy Tan  
"The Osage Orange Tree" by William Stafford  
"The Necklace" by Guy de Maupassant  
"The Bass, the River, and Sheila Mant" by W.D. Wetherell  
"Isabel Fish" by Julie Orringer

#### Poetry:

"Richard Cory" by Edwin Arlington Robinson

#### Films:

*The Sandlot*  
*Finding Forrester*  
*Romeo and Juliet* dir. by Zeffereilli  
*William Shakespeare's Romeo + Juliet* dir. by Baz Luhrmann  
*Twilight Zone* episodes (i.e. "One for the Angels," "The Hitchhiker")  
Various Pixar shorts  
Johnny Cash "Hurt" video  
Youtube video: "How to find a theme"  
<https://www.youtube.com/watch?v=p4qME64SkxM>

#### Potential Additional Activities:

- Students read *To Kill A Mockingbird* and write a creative piece from the perspective of one of the characters where they "walk around in another character's skin." This may include the incorporation of research for support.
- Students take a main character to focus on and create graphics to identify the adjectives, nouns, and verbs associated with that character. Using the details they create a poem that encapsulates the inferences about that character.
- Students participate in centers where they experience and discuss a variety of supplemental materials providing multiple perspectives on the core text.
- Draft and workshop personal narratives in small writing groups.

## Student Learning Expectation & 21st Century Skills

Information Literacy  
Critical Thinking  
Oral Communication  
Written Performance

## Interdisciplinary Connections

Social Studies, World Language and Music - True stories of individuals from different cultures and time periods help us develop empathy.

World Language - Structures of language can be manipulated to develop voice.





# Recognizing and Responding with Resiliency

6 Curriculum Developers

## Concept-Based Unit Development Graphic Organizer (Download)

### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Themes: Perception, Balance, and Hardship

Process Concepts: quote analysis, literary device analysis, close reading (annotating, questioning, seeing patterns), visualizing, inferencing, selecting text evidence, planning, rafting, revising, reflecting (goal setting)

English Microconcepts: literary devices (simile, metaphor, personification, hyperbole, alliteration, allusion, oxymoron), imagery, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), memoir, diction, connotation, parallel structure, colon

Knowledge Concepts: perception, balance, hardship, resiliency, journey, self-care, mindfulness, self-awareness, self-expression, self-image, private and public self, conflict & relationships

#### Generalizations / Enduring Understandings

1. Individuals faced with hardship or conflict innately seek comfort. Resilient individuals have self awareness and choose more productive strategies for long-term solutions.
2. Conflict between private and public perception of self requires a decision to defend one's perception or to accept others'.
3. Self care promotes one's ability to respond with resiliency.
4. Resiliency increases by reevaluating relationships based on their positive or negative influence on oneself.
5. Resilient individuals balance between self-care and contribution to the greater good.
6. One's perception of hardship transforms with experience.
7. Author-selected details, e.g., literary devices, enable the reader to visualize and better understand the implied meaning of their work.
8. Sentence structure and punctuation balance content and style.
9. The recursive practices of reading and writing foster one's ability to explore and interact with the world and develop literary skills and resiliency to become a contributing member.

#### Guiding Questions

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

- 1a. What is resiliency? (F)
- 1b. What are strategies resilient people use? (F)
- 1c. How is the quality of life different for those who are resilient versus those who aren't? (C)
- 1d. How can individuals be resilient in the face of conflict or hardship? (C)
- 1e. Is resilience necessary? (P)
- 1f. What happens when resilience fails? (C)
- 2a. Is there always a difference between public and private self? (P)
- 2b. What happens when our perceptions of ourselves differ from others' perceptions of us? (C)
- 3a. What are self care strategies? (F)
- 3b. How do people use self care to overcome hardship or respond to conflict? (C)
- 4a. What factors affect one's ability to care for and express oneself? (F)
- 4b. How do relationships impact one's ability to be resilient? (C)
- 5a. What are the costs and benefits of being resilient? (C)
- 5b. How does one find a balance between self-care and contributing to the greater good? (C)
- 5c. Is the greater obligation to self or the community? (P)
- 5d. What motivates people to choose self over community or community over self? (P)
- 6a. Is hardship universally defined? (P)
- 6b. How do experiences shape one's perception of hardship? (C)
- 7a. Why do authors select details, e.g. literary devices? (C)

- (C)
- 7c. What is the difference between show and tell? (C)
- 8a. What is parallel structure? (F)
- 8b. When is parallel structure used? (F)
- 8c. How do writers use colons? (F)
- 8d. How do authors balance content and style? (C)
- 9a. How do reading and writing relate to each other and to the world? (C)
- 9b. How do we develop resiliency through and in reading and writing? (C)

## Standard(s)

Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 9-10

### Reading: Literature

#### Key Ideas and Details

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

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

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

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

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

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

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

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

#### Range of Reading and Level of Text Complexity

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

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

### Reading: Informational Text

#### Key Ideas and Details

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

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

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

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

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

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

#### Craft and Structure

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

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

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

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

### Writing

#### Text Types and Purposes

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

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

anticipates the audience's knowledge level and concerns.

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

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

- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

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

**Speaking & Listening**

**Comprehension and Collaboration**

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

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**Language**

**Conventions of Standard English**

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

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1a. Use parallel structure.\*

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

- L.9-10.2b. Use a colon to introduce a list or quotation.

## Objective(s)

loom/ Anderson Taxonomy / DOK Language

students will identify and analyze how authors use details, e.g. literary devices, to create meaning.

students will identify resiliency strategies through reading, writing, viewing, and purposeful discourse.

students will analyze multiple sources to evaluate resiliency strategies and synthesize them for personal application.

## Critical Content & Skills

*that students must KNOW and be able to DO*

students will be able to identify literary devices.

students will be able to identify resiliency strategies.

students will be able to define resiliency.

students will be able to unpack quotations.

students will be able to analyze how an author uses details, e.g., literary devices to create meaning.

## Core Learning Activities

**Class Discussion/Journaling**

Connecting to the SEL curriculum of advisory and supplemented by the mindfulness work, and drawing on student's own experiences, engage the class in a discussion or journal activity on resiliency. Some potential talking points: What situations require resiliency? What are resilient strategies that are successful? what are inherent dangers in some strategies?

unctuation to enhance meaning.

literary devices (simile, metaphor, personification, hyperbole, alliteration, allusion, oxymoron), imagery, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, connotation, parallel structure, colon

quote analysis, literary device analysis, close reading (annotating, questioning, seeing patterns), visualizing, inferencing, selecting text evidence, planning, drafting, revising, reflecting (goal setting)

## Assessments

### Literary Analysis

#### Summative: Other written assessments

Students write a literary analysis.

### Quote Analysis

#### Formative: Other written assessments

Students will write a quote analysis, unpacking text and explaining how details, e.g. literary devices, contribute to the author's purpose.

### Midterm Exam

#### Summative: Other written assessments

Students will close read a short story and respond to four prompts.

## Student Learning Expectation & 21st Century Skills

Information Literacy  
Critical Thinking  
Written Communication  
Written Performance

- Written Performance

With a whole class, book club, or independent text, students read using the lens of hardship. They identify the hardships the main character faces and evaluate the way the character deals with it.

### Close Reading

Students conduct close reading of passages from a text, annotating literary devices and analyzing how the writer uses them to convey their point.

## Resources

### Professional & Student

#### Whole Texts

*Speak* by Laurie Halse Anderson

*Night* by Elie Wiesel

*To Kill a Mockingbird* by Harper Lee

*If I Should Die Before I Wake* by Han Nolan

*I am Malala* by Malala Yousafzai

*The Absolutely True Diary of a Part Time Indian* by Sherman Alexie

*The Running Dream* by Wendelin Van Draanen

#### Short Stories

"The Isabel Fish" by Julie Orringer

"Snow" by Julie Alvarez

"Note to Myself 6th Grade Self" by Julie Orringer

Spoken Word Poetry

Guided Meditations :<http://marc.ucla.edu/mindful-meditations>

Apps: 10% Happier and Insight Timer

#### Poems

"Still I Rise" by Maya Angelou

"I Know Why the Caged Bird Sings" by Maya Angelou

"If" by Rudyard Kipling

"Richard Cory" by Edwin Arlington Robinson

#### Potential Additional Activities:

- Students write a resiliency rap that tracks the character arc of a central character—specifically how the character responds to and overcomes challenges, and how the character changes as a result.
- Students complete a close reading journal of the three hangings and aftermath in *Night* to identify and explore how Wiesel makes use of literary devices to explore the different kinds of loss (e.g., spiritual, emotional, humanity) the prisoner's experienced. This later becomes textual evidence for their paper on defining resilience.
- Final close reading with *To Kill a Mockingbird*. The students read and annotate the passage that begins with "We came to the light on the street corner..." and ends with "...except possibly algebra..."

 resiliency- Mr. Rogers.pdf

## Interdisciplinary Connections

Health - Mindfulness and self-care strategies

Social Studies - Historical figures who have shown resilience in the face of hardship

Science - the physiology of self-care strategies and brain health





# Life is a Matter of Decisions

6 Curriculum Developers

## Concept-Based Unit Development Graphic Organizer (Download)

### Unit Web Template (Optional)

### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Themes: Beliefs and Reason

Process Concepts: argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting), comparing/contrasting

English Microconcepts: claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Knowledge Concepts: emotion, reason, bias, subjective reasoning, objective reasoning, power

### Generalizations / Enduring Understandings

1. Balancing emotion and reason facilitates decision making to successfully navigate the world.
2. Uncertainty leads people to consciously and subconsciously look to others to influence their beliefs and decisions.
3. Recognizing bias, both personal and in others, empowers one to evaluate objectively others' intentions.
4. Persuasive arguments depend on selecting evidence from valid sources and refuting or conceding the counter claim.
5. An effective argument combines appeals to ethos, pathos and logos.
6. Strategic presentation of material controls the audience's response.
7. Sophisticated consumers of media recognize creators' intentions and implementation and evaluate their efficacy.

### Guiding Questions

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

- 1a. How do emotion and reason affect decision making? (C)
- 1b. What defines success? (P)
- 1c. Is it possible to control the balance between emotion and reason? (P)
- 1d. Can emotions be controlled? (P)
- 1e. What factors influence emotion? (C)
- 2a. How do others influence one's beliefs and decisions? (C)
- 2b. What qualities of mentors and leaders influence decision making positively? (C)
- 2c. What is the difference between consciously and subconsciously? (F)
- 2d. Should people allow others to influence their decision making? (P)
- 3a. What is bias? (F)
- 3b. How does one identify personal bias? (C)
- 3c. How does one identify bias in sources? (C)
- 3d. How does recognizing bias broaden one's ability to evaluate objectively? (C)
- 4a. What makes an argument persuasive? (C)
- 4b. How does one construct a persuasive argument? (F)
- 4c. What defines claim and counterclaim? (F)
- 4d. What determines the validity of a source? (C)
- 4e. What are strategies for evaluating the validity of a source? (F)
- 4f. How does one select the most appropriate and effective evidence to support an argument? (C)
- 5a. What are ethos, pathos and logos? (F)
- 5b. What creates an effective argument? (C)
- 6a. How do creators attempt to control audience response? (C)
- 6b. Can creators make different decisions and be equally effective in controlling audience response? (P)

# Standard(s)

## Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 9-10

### Reading: Literature

#### Integration of Knowledge and Ideas

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

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

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

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

### Reading: Informational Text

#### Key Ideas and Details

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

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

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

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

#### Integration of Knowledge and Ideas

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

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

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

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

### Writing

#### Text Types and Purposes

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

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### Production and Distribution of Writing

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

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

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

significant for a specific purpose and audience.

#### Research to Build and Present Knowledge

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

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

#### Range of Writing

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

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

#### Language

##### Conventions of Standard English

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

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.2c. Spell correctly.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Objective(s)

loom/ Anderson Taxonomy / DOK Language

Students will evaluate argument.

Students will compare and contrast the same material presented in two or more artistic mediums and evaluate their effectiveness.

Students will gather information from sources to develop and support argumentation.

Students will evaluate source material for bias and validity.

Students will construct and deconstruct an argument.

Students will define, identify, and apply appeals to ethos, pathos, and logos.

## Critical Content & Skills

*That students must KNOW and be able to DO*

Argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting)

Claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Students will define, identify and apply appeals to ethos, pathos, and logos.

Students will define claim and counterclaim.

Students will understand and apply strategies for note taking, organizing and citing sources.

## Assessments

### Written Argument

Summative: Other written assessments

Students will compose an argument employing strategies learned throughout the unit.

## Core Learning Activities

### Evaluating validity of sources

In preparation for making an argument (essay, debate, presentation), students use on-line sources and evaluate them for reliability and usefulness for their task.

### Informal Debate/Text-based Seminar

Using one of the texts for the unit, conduct an informal debate or text-based seminar around the decision a main character made.

### Comparison of text and film or other genre.

Students can view scenes from partner films to *To Kill a Mockingbird*, *Romeo and Juliet*, *Doubt* to identify director's decisions and the effects of those decisions.

 CARS Checklist for Evaluating Sources.pdf

## Resources

*Professional & Student*

### Whole Texts

*Monster*- Walter Dean Myers

*Separate Peace*-John Knowles

*Lord of the Flies* - William Golding  
*Absolutely True Diary of a Part-time Indian*- Sherman Alexie  
*Romeo and Juliet*- William Shakespeare

#### Films

Different film versions of *Romeo and Juliet*, 1968 Zeffereilli, 1996 Luhrman, *Gnomeo and Juliet*, 2011  
*Doubt- the film* 2008

#### Short Stories

"*Pyramus and Thisbe*"- Edith Hamilton

#### Plays

*Doubt*- John Patrick Shanley

#### Library Databases

##### Noodle Tools

Ted Talks- What makes an effective leader?

"Camaro"-Phil Kaye <https://www.youtube.com/watch?v=56NKbE44zpl>

##### Teacher Texts

*Everything is an Argument* - Andrea Lunsford, John Ruszkiewicz, and Keith Walters  
*Practical Argument* - Laurie Kirszner and Stephen Mandell

#### Potential Additional Activities

- Possible informal debate topics: In *Monster*, when James King asks Steve to participate in the robbery, what does he say? In *Speak*, did Heather make the best decision when leaving Melinda?
- Students evaluate the credibility and bias in profile essays and then conduct observations and interviews of a person to write their own profiles essays.
- Students engage in a text-based seminar using student generated thematic and author's craft related questions about a whole class text.
- Students compare *To Kill a Mockingbird* with texts by writers of color to evaluate how voice and perspective change the story and shape the reader's understanding.
- Following Part One in *To Kill a Mockingbird*, students identify Lee's key themes and watch the film up to the trial to determine if the movie adequately communicates Lee's intent. Culminates in an essay.
- Literary dominoes-Students evaluate the decisions made by the protagonist. Then consider which decision most impacts the character and/or the outcome of the story. Create a visual that illustrates this.

## Student Learning Expectation & 21st Century Skills

Information Literacy  
Critical Thinking  
Oral Communication  
Written Performance

## Interdisciplinary Connections

Social Studies - Western Studies - Is Napoleon a good leader or not?

Science - Evaluating evidence in the experiment.

Music - Comparing and contrasting the same material presented in different ways (different arrangements).

Art - Critiquing and evaluating efficacy of work

Geometry - Selecting the best method for proof



# Stand Up, Speak Out: A Call for Social Justice

6 Curriculum Developers

## Concept-Based Unit Development Graphic Organizer (Download)

### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Themes: Influence and Transformation

Process Concepts: argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting), speaking, listening, oration

English Microconcepts: claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Knowledge Concepts: silence, morality (good vs. evil), prejudice, racism, integrity, individual vs. society, greater good, empathy

#### Generalizations / Enduring Understandings

1. Silence can be used effectively to stand up for social justice, as a means of survival, or can allow the injustice to continue.
2. A courageous individual who desires to make change may suppress their needs for the greater good.
3. Acting with integrity inspires others to follow the cause.
4. Social issues, e.g. prejudice and racism, must continually be addressed and develop empathy for the oppressed.
5. Argumentation requires selecting a medium and presenting claims and evidence to make a change.
6. Close reading to identify and evaluate ethos, pathos and logos builds understanding of the impact on audience.
7. Specific, relevant and varied evidence substantiates claims to empower agency and change.
8. Mutual respect and preparation strengthens discourse.
9. Respectful and appropriate discourse enables participants to evaluate their course of action.

#### Guiding Questions

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

- 1a. What are the consequences of silence? (C)
- 1b. Is it ever acceptable to remain silent in the face of injustice? (P)
- 1c. What is social justice? (F)
- 1d. What are effective examples of social justice that use silence or voice? (F)
- 2a. Is it brave or unwise to take action when one's chance of success is limited? (P)
- 2b. What is the line between courage and foolishness? (C)
- 2c. What is the greater good? (C)
- 2d. Who decides what is best for larger community? (C)
- 2e. What is courage? (F)
- 3a. What is integrity? (F)
- 3b. How does one act with integrity? (C)
- 3c. Who has inspired others to follow their cause? (F)
- 4a. What is empathy? (F)
- 4b. What are contemporary social issues? (F)
- 4c. Is it possible to inspire people who are apathetic to injustice?(P)
- 4d. Why is it important to address social issues with empathy? (C)
- 4e. Who are the stakeholders who participate to create long-lasting social change? (C)
- 5a. How do writers build claims to a call to action? (F)
- 5b. What mediums are available for presenting an argument? (F)
- 5c. How does form follow function? (C)
- 5d. Is it possible to have too much evidence to support an argument? (P)
- 5e. Are certain types of evidence more persuasive than others depending on purpose and medium? (P)

(C)  
6b. What strategies does the author use to employ ethos, pathos and logos? (F)

7a. What makes evidence specific and relevant? (F)

7b. How do writers cite evidence to substantiate claim and credit the original source? (F)

7c. How does a variety of evidence effectively influence the audience to act? (C)

7d. What is agency? (F)

7e. Can writers use these skills for devious purposes? (P)

8a. How does a participant show respect in discourse? (F)

8b. What strategies does a participant use to prepare for discourse? (F)

8c. Is it possible to have a discussion that leads to change without mutual respect and preparation? (P)

8d. When is the call for change greater than the need for individual respect? (P)

9a. Does being persuaded demand action? (P)

9b. As a result of discourse, how does one evaluate one's resources (tangible and intangible) to allocate them effectively for the greatest impact? (C)

## Standard(s)

Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 9-10

### Reading: Literature

#### Key Ideas and Details

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

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

#### Craft and Structure

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

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

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RL.9-10.8. (Not applicable to literature)

#### Range of Reading and Level of Text Complexity

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

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Reading: Informational Text

#### Key Ideas and Details

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

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

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

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

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

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

#### Craft and Structure

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

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

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

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

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

## Integration of Knowledge and Ideas

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

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

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

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

## Range of Reading and Level of Text Complexity

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

- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing

### Text Types and Purposes

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

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

### Production and Distribution of Writing

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

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

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

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

### Research to Build and Present Knowledge

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

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

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

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

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

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

### Range of Writing

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

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

## Speaking & Listening

### Comprehension and Collaboration

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

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

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

## Language

### Conventions of Standard English

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

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.2c. Spell correctly.

### Knowledge of Language

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

- L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Objective(s)

loom/ Anderson Taxonomy / DOK Language

Students will conduct close reading of evaluated/vetted fiction and non-fiction texts to advance a position.

Students will gather and organize information from sources to develop and support argumentation.

Students will prepare for discussions, 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.

Students will propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Students will practice collaborative, respectful discourse.

Students will reflect on how research and discourse have impacted their thinking.

Students will identify and apply ethos, pathos, and logos in presentations, speeches, and visuals.

## Critical Content & Skills

*that students must KNOW and be able to DO*

argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting), speaking, listening, oration

claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Students will conduct close reading of evaluated/vetted fiction and non-fiction texts to advance a position.

Students will gather and organize information from valid sources to develop and support argumentation.

Students will prepare for discussions, 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.

## Core Learning Activities

### Close Reading

- Read and annotate the passage (show all of your thinking and noticings).
- Write a paragraph with a theme statement for the passage and explain how one literary device or word, phrase or sentence contributes to the theme

### Research

- Depending on independence of students, they start research by finding or being given topics that reflect a metaphoric "disease or beast" that is harming the current society. Students note take from credible sources.
- Students create an MLA Works Cited page.

the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Students will practice collaborative, respectful discourse.

Students will reflect on how research and discourse have impacted their thinking.

Students will identify and apply ethos, pathos, and logos in presentations, speeches, and visuals

## Assessments

### Socratic Seminar Reflection

Formative: Other oral assessments

 Socratic Seminar Preparation.docx

### Occasional Paper

Formative: Other oral assessments

Students select a topic from an occasion in their life that has broader ramifications to change the world.

Examples: obsession with phone leading to societal ills.

 occasional paper.docx

### The Beast of The Year/Disease of the Year

Summative: Other written assessments

Student identifies and reflects on a self-identified "major social issue" in modern time, via essay or speech.

 Beast: Lord of the Flies Final Assessment

 Freshman final exam and rubric 2017

## Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Oral Communication

Written Performance

## Resources

### Professional & Student

Whole Texts

*Speak* Laurie Halse Anderson

*Night*-Elie Wiesel

*Monster*-Walter Dean Myers

*To Kill a Mockingbird*- Harper Lee

*If I Should Die Before I Wake*-Han Nolan

*Lord of the Flies*-William Golding

*Doubt*-John Patrick Shanley

*Romeo and Juliet*-William Shakespeare

Short Story

"Persian Carpet" Hanan Shaykh

Tedtalk

"Everyday Leadership" Ted Talk

[https://www.ted.com/talks/drew\\_dudley\\_everyday\\_leadership](https://www.ted.com/talks/drew_dudley_everyday_leadership)

"Listen. Learn, and then Lead"

[https://www.ted.com/talks/stanley\\_mcchrystal](https://www.ted.com/talks/stanley_mcchrystal)

"How to Start a Movement"

[https://www.ted.com/talks/derek\\_sivers\\_how\\_to\\_start\\_a\\_movement](https://www.ted.com/talks/derek_sivers_how_to_start_a_movement)

Potential Additional Activities:

- Students adapt persuasive essays to speech form, and deliver them to the class.
- Seminars/presentation- students share the results of their research.

## Interdisciplinary Connections

Conversations on Race

Social Studies

Public Speaking

Philosophy

Peer Leadership After school debates

Environmental Science class

LMC Freshman Seminar





6 Curriculum Developers

Unit:	Lessons	Sep				Oct				Nov			Dec			Jan					Feb				Mar				Apr				May				Jun		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Who Are We?	0	[Shaded bar from Sep 1 to Jan 17]																																					
What is the American Dream?	0	[Shaded bar from Sep 1 to Jan 17]																																					
Amplifying All Voices	0	[Shaded bar from Jan 18 to Mar 28]																																					
Power of Inquiry	0	[Shaded bar from Apr 29 to Jun 38]																																					



# Who Are We?

6 Curriculum Developers

## Concept-Based Unit Development Graphic Organizer (Download)

### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lenses: Identity and Perception

Theory of Process concepts: close reading, narrative construction, development of voice, writing for self and audience, editing and revising for impact

English microconcepts: memoir, autobiography, personal narrative, voice, style, irony, author's craft, audience awareness, structure

Theory of Knowledge concepts: voice, identity, individualism, community, culture, truth, memory, identity, American identity, historical context

#### Generalizations / Enduring Understandings

- Writing personal stories facilitates the investigation and discovery of personal truth.
- Perspective, experience and time shape memories and interpretation of the truth.
- Memoirs and personal narratives cultivate a deeper understanding of individual and collective identity.
- American literature has historically grappled with the conflict between individualism and community.
- Memoirs manipulate language (style, sentence structure, tone) to influence the reader's perception of the writer's experience.
- Memoirs may employ techniques of fiction in order to better convey the truth.

#### Guiding Questions

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

- 1a. What are the distinctions between memoir, autobiography, and personal narrative? (F)
- 1b. Why do individuals write about themselves? (C)
- 1c. How do authors decide what to include in an autobiography/memoir? (C)
- 1d. Does personal writing always need an audience? (P)
- 2a. How do perspective, experience, and time shape our memories? (C)
- 2b. Is there one objective truth? (P)
- 2c. Can people have different memories of the same event? (P)
- 3a. How does reading others' personal stories help individuals understand themselves? (C)
- 3b. How does reading others' personal stories help individuals understand a collective identity? (C)
- 3c. Is there an American Identity? (P)
- 3d. How does one shape their identity within a community? (C)
- 4a. How is history a collection of stories? (C)
- 4b. What is individualism? (F)
- 4c. What is the individual's responsibility to their communities? (C)
- 4d. Why is the conflict between individualism and community so deeply rooted in American literature? (C)
- 4e. How is the American experience unique? (C)
- 4f. Whose voices tell the story of American history? (C)
- 5a. In what ways may writers choose to present their experiences? (F)
- 5b. How do writers manipulate language? (F)
- 5c. How does a writer's manipulation of language affect the reader's interpretation of their experience? (C)
- 5d. What effects do various literary and rhetorical strategies have on the reader? (F)

- 6b. Under what circumstances might a writer fictionalize an account or experience? (F)
- 6c. How does an author's decision to fictionalize personal experience affect the audience? (C)
- 6d. Is it easier to get at the truth through fiction? (P)

## Standard(s)

Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 11-12

### Reading: Literature

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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).

### Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.11-12.3b. 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.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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 & 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.
  - 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.
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.

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.

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.

#### Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Objective(s)

Common Core/ Anderson Taxonomy / DOK Language

Students will identify and analyze style and voice in readings.

Students will uncover how authors' manipulation of language affects reader interpretation.

Students will develop a personal voice and style in narratives.

Students will create a personal narrative that is anchored in an essential moment in their lives.

Students will assess, revise, and critique personal narratives.

Students will explore the American identity by analyzing multiple sources and reflecting on personal experience.

## Critical Content & Skills

*What students must KNOW and be able to DO*

Memoir, autobiography, personal narrative, voice, style, irony, author's craft, audience awareness, structure, identity, individualism, community, American identity, historical context

Close reading, narrative construction, development of voice, writing for self and audience, editing and revising for impact

## Core Learning Activities

Formative: Close reading exercises, reading of memoir and creative nonfiction, responses to reading, discussion, revision, and writing center

Summative: Seminar, memoir

 walden response papers.doc

 Memoir Prompts.docx

 Where I'm From.docx

## Assessments

Personal Narrative

Summative: Narrative Writing Assignment

Students will create a personal narrative revealing an essential moment in their lives as well as their distinct personality and voice.

Reflection

Formative: Self Assessment

Students reflect on the experience of participating in the story exchange and the creation of their personal narrative.

 Memoir assignment.docx

 rubric for memoir.docx

## Resources

*Professional & Student*

**Full Text**

*The Things They Carried* (Tim O' Brien)

*Black Boy* (Richard Wright)

*In Our Time* (Ernest Hemingway)+++

*Walden* (Henry David Thoreau)++

**Autobiography (Excerpts)**

"Indian Education" from *The Lone Ranger and Tonto Fistfight in Heaven* (Sherman Alexie)

"Indian Camp" from *In Our Time* (Ernest Hemingway)+++

"Cyclops" and other essays from *Naked* and "Now We Are Five" from *The New Yorker* (David Sedaris)

"Killing Chickens" (Meredith Hall)

"From Cop Killer to Law and Order" (Ice-T)

*Decoded* (Jay-Z)

*The County of Kings* (Lemon Anderson)

*'Tis* (Frank McCourt)

*Narrative of the Life of Frederick Douglass* (Frederick Douglass)++

"Burning of Our House," "To My Dear and Loving Husband," and other poems by Anne Bradstreet+~  
"On Being Brought From Africa to America" (Phyllis Wheatley)+~

#### INFORMATIONAL TEXTS

"Memory and Imagination" (Patricia Hampl)  
"The New Journalism" (Tom Wolfe, Ed.)

#### ART, AUDIO, MUSIC, AND MEDIA

*My Girlfriend's Boyfriend* (Mike Birbiglia) – Stand-Up Comedy & Theatre  
"A Cloud of Smoke" from *The Prince of Frog Town* (Rick Bragg)  
*Israel-Haifa-Nazareth Story Swap* - Youtube video from N4  
*Haiti-New Orleans Story Swap* – Youtube video from N4  
"Hello I Have Cancer" (Tig Notaro)

## Student Learning Expectation & 21st Century Skills

Information Literacy  
Critical Thinking  
Oral Communication  
Written Performance

## Interdisciplinary Connections

History  
Art  
Social studies



# What is the American Dream?

6 Curriculum Developers

## Concept-Based Unit Development Graphic Organizer (Download)

### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Opportunity

Theory of Process concepts: argument, rhetoric, reasoning, identifying bias, research, synthesis

English Microconcepts: ethos, pathos, logos, connotation, denotation, refutation, tone, syntax, organization, craft, audience, primary source, secondary source, rhetorical strategies, rhetorical triangle, claim, refutation

Theory of Knowledge concepts: opportunity, inequality, social mobility, American Dream, wealth, poverty, values, perception, evolution of American government and economic structures

#### Generalizations / Enduring Understandings

- Skillfully used connotation, rhetorical strategies, syntax, tone and form persuade a targeted audience.
- Persuasive writers synthesize primary and secondary source materials in conjunction with rhetorical strategies to create an argument.
- Defensible claims drive persuasive writing.
- Literature reflects the values and principles of a nation.
- Origins impact access to opportunities.
- Perception of the American Dream changes over time as values and culture evolve.

#### Guiding Questions

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

- 1a. What rhetorical strategies do authors use in crafting argument? (F)  
1b. How do authors determine the audience for their argument? (C)  
1c. What different forms can an argument take? (F)  
1d. How do authors select the most effective form for their argument? (C)
- 2a. What is a primary source? (F)  
2b. What is a secondary source? (F)  
2c. How do writers evaluate and select effective sources for an argument? (C)  
2d. How do authors synthesize sources to support a persuasive argument? (C)
- 3a. What makes a claim defensible? (F)  
3b. How does the claim drive persuasive writing? (C)
- 4a. What are the founding principles of America? (P)  
4b. How do the founding principles of America influence its government and economic structures? (C)  
4c. How has the evolution of American government and economic structures influenced American literature? (C)  
4d. Does American society live up to its founding ideals? (P)
- 5a. What are different examples of opportunity? (F)  
5b. How do origins affect access to opportunities? (C)  
5c. Does equal opportunity exist? (P)
- 6a. What is the American Dream? (C)  
6b. How has the American Dream changed through time? (C)  
6c. How is the American Dream different for different people? (C)  
6d. Is achieving the American Dream possible? (P)

**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).

**Craft and Structure**

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

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**Integration of Knowledge and Ideas**

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

- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**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.

**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).

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

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

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

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

**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.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(Not applicable to literature)

- RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

**Range of Reading and Level of Text Complexity**

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

- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**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.
- 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.11-12.2c. 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.

#### Production and Distribution of Writing

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

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

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

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

#### 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.

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

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").

#### 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.
- 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.11-12.1c. 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.

**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.

#### Language

##### Conventions of Standard English

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

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

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

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

##### Knowledge of Language

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

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Objective(s)

Common Core/ Anderson Taxonomy / DOK Language

- Students will identify and analyze arguments presented in nonfiction texts.
- Students will analyze and draw conclusions from complex nonfiction and fictional texts.
- Students will identify and analyze author's craft, viewpoint, and potential bias.
- Students will synthesize information across multiple sources or texts.
- Students will create an argument that persuades the audience to consider their solution to a complex problem.
- Students will anticipate, assess, and refute opposing viewpoints

## Critical Content & Skills

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

Argument, rhetoric, audience, organization, research, syntax, tone, craft, ethos, pathos, logos, connotation, denotation, refutation, opinion/editorial, claim

## Core Learning Activities

Formative: close reading practice, viewing and reading of text, analyze and discuss editorials and opinion pieces

Summative: Formal argument (Op-Ed, Persuasive Speech, Debate, or Project)

 Op Ed webquest.docx

 Op-Eds.pptx

## Assessments

Opinion Editorial

Summative: Expository Essay

Students will identify an issue related to class, wealth or empathy and then create a strong position on the issue.

Students will then write an opinion/editorial that synthesizes their knowledge gleaned from primary and secondary source materials and utilizes persuasive appeals as well as the conventions of an editorial (economic, declarative, passionate, insightful) and effective syntax and diction

Mid Term Exam

Summative: Written Test

The mid-term consists of an SBAC-style synthesis essay and close reading taken from one of the curricular texts addressed 1st semester.

Resources attached below. Note: the cartoon is on pg. 10 of the pdf.

 Midterm\_2014.docx

 midterm argument rubric\_2014.docx

## Resources

Professional & Student

Books:

*The Great Gatsby*+++

*Death of a Salesman*\*\*

*Bartleby the Scrivener*++

*The Grapes of Wrath*

*Ethan Frome*+++

*The Autobiography of Benjamin Franklin*+

excerpts from *Hologram for a King* - Dave Eggers

Film:

*Park Avenue: Money, Power, and the American Dream*

*The Empathy Exams: Essays*

Articles:

"Way to Wealth" - Benjamin Franklin+

"What is an American" Jean de Crevecoeur+

"The Money Empathy Gap" - Lisa Miller

"The Tale of Two Schools" - Joel Lovell

ife.html?\_r=1&

<http://www.nytimes.com/2013/12/29/arts/the-meanings-of-the-selfie.html>

<https://www.youtube.com/watch?v=jjylcz7wUH0>

[http://apcentral.collegeboard.com/apc/public/repository/ap10\\_frq\\_e rg\\_lang.pdf](http://apcentral.collegeboard.com/apc/public/repository/ap10_frq_e rg_lang.pdf)

"The Good Samaritans: Melinda Gates, Bono, and Bill Gates: Three People on an Global Mission to End Poverty, Disease - and Indifference" - Nancy Gibbs

**Web Resources:**

RSA Animate: The Empathic Civilization

RSA Shorts: The Power of Empathy

Emotional Intelligence Quiz: The Greater Good

Yale Center for Emotional Intelligence

<http://nymag.com/news/features/money-brain-2012-7/>

[http://www.nytimes.com/interactive/2014/05/04/magazine/tale-of-two-schools.html?\\_r=0](http://www.nytimes.com/interactive/2014/05/04/magazine/tale-of-two-schools.html?_r=0)

<http://healthland.time.com/2010/11/24/the-rich-are-different-more-money-less-empathy/>

<https://www.youtube.com/watch?v=l7AWnfFRc7g>

<https://www.youtube.com/watch?v=1Evwgu369Jw>

[http://greatergood.berkeley.edu/ei\\_quiz/](http://greatergood.berkeley.edu/ei_quiz/)

<http://ei.yale.edu/>

## Student Learning Expectation & 21st Century Skills

Information Literacy  
Critical Thinking  
Oral Communication  
Written Performance

- Written Performance

## Interdisciplinary Connections

Social Studies, Art



# Amplifying All Voices

6 Curriculum Developers

## Concept-Based Unit Development Graphic Organizer (Download)

### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lenses: Agency and Justice

Theory of Process concepts: close reading, determining context, using context to infer meaning, analyzing structure

English microconcepts: motif, literary devices, characterization, audience, structure, critical lens, context, citations, theme, voice

Theory of knowledge concepts: marginalization, injustice, social justice, struggle, triumph

#### Generalizations / Enduring Understandings

- 1. Historical, social, political, and economic contexts yield texts.
- 2. Literature exposes injustice and advocates for social justice.
- 3. American literature reveals the unique struggles and triumphs of marginalized or oppressed voices.
- 4. Analysis of text employs critical lenses to reveal layered meanings.
- 5. Evaluation of context and manipulation of text structure contribute to conveying message to intended audience.
- 6. Motifs convey complex thematic ideas.

#### Guiding Questions

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

- 1a. What defines context? (F)
- 1b. How does context inform the reading of a text? (C)
- 1c. How can readers evaluate the context(s) of a work? (C)
- 1d. Can a work be read without context? (P)
- 2a. What is injustice? (F)
- 2b. What is social justice? (F)
- 2c. How does literature expose injustice? (C)
- 2d. How can literature advocate for social justice? (C)
- 2e. Should literature be an argument? (P)
- 2f. Can a book change the world? (P)
- 3a. How is America culturally unique? (C)
- 3b. How is America historically unique? (C)
- 3c. How has America's unique cultural history contributed to the marginalization and oppression of certain voices? (F)
- 3d. How have American authors amplified the voices of marginalized individuals, their struggles and triumphs? (C)
- 3e. Can a book change your life? (P)
- 4a. What is a critical lens? (F)
- 4b. Through what types of critical lenses can one view literature? (F)
- 4c. How does the use of critical lenses affect understanding and appreciation of a text? (C)
- 4d. How can reading through a critical lens help readers understand the context of a work? (C)
- 5a. What is structure? (F)
- 5b. What are some structures authors use? (F)
- 5c. How can structure be manipulated? (C)
- 5d. How can structure affect meaning? (C)
- 5e. How do context and audience inform structure? (C)
- 5f. Can structure interfere with meaning? (P)

- 6a. What is a motif? (F)
- 6b. How do authors use motifs to enhance themes? (C)
- 6c. How does the study of literary devices evolve? (C)

## Standard(s)

Connecticut Core Standards / Content Standards

CSS: 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.

#### Craft and Structure

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

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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).

#### Integration of Knowledge and Ideas

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

- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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

- RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

#### Range of Reading and Level of Text Complexity

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

- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Reading: Informational Text

#### Key Ideas and Details

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

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

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

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

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

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

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.

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

- RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

## Text Types and Purposes

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

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

## Production and Distribution of Writing

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

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

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

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

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

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

## 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.
- 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.

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.

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.

## Language

### Conventions of Standard English

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

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.2a. Observe hyphenation conventions.
- L.11-12.2b. Spell correctly.

### Knowledge of Language

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

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Objective(s)

loom/ Anderson Taxonomy / DOK Language

- Students will infer meaning from primary text
- Students will apply reading strategies to construct meaning from the text
- Students will recognize and compare motifs within and across multiple texts
- Students will create an analytical argument that poses a claim and employs evidence from the text(s)
- Students will identify and analyze critical lenses through which texts can be viewed and analyzed

## Critical Content & Skills

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

Close reading, inference, rhetorical analysis, theme, motif, literary devices, characterization, plot structure, conventions of Standard English, citations

## Core Learning Activities

Formative: Close reading practice, theme tracking practice, literary analysis, literary devices, organization and citation

Summative: Formal literary analytical essay or project

 Death of a Salesman Notetaking.docx

## Assessments

Formative Literary/Rhetorical Analysis  
Formative: Other written assessments

Summative Literary Analysis or Project  
Summative: Other written assessments

 Ethan Frome Analytical Essay.docx

 fahrenheit Motif Presentations.doc

## Resources

*Professional & Student*

*Their Eyes Were Watching God* (Zora Neale Hurston)+++  
*The Narrative of the Life of Frederick Douglass* (Frederick Douglass)++  
*The Crucible* (Arthur Miller)\*\*  
*Ethan Frome* (Edith Wharton)  
*A Raisin in the Sun* (Lorraine Hansberry) \*\*  
*Educated* (Tara Westover)  
*SlaughterhouseFive* (Kurt Vonnegut)  
*The Night Thoreau Spent in Jail* (Lawrence & Lee)

Supplemental Texts

*Dead Poets' Society* (film)  
*The Color Purple* (film)  
Obama's March 18, 2008 Speech on Race  
*The Lone Ranger and Tonto Fistfight in Heaven* (Sherman Alexie)  
*Decoded* (Jay Z)  
Queen Victoria's Letters (Longman British Literature Anthology)  
"A Case for Reparations" (Ta-Nehisi Coates)  
"What We Mean When We Say 'Race is a Social Construct'" (Ta-Nehisi Coates)  
"To Be Black At Stuyvesant High" (Fernanda Santos)  
"How It Feels To Be A Colored Me" (Zora Neale Hurston)+++  
"I Like Guys" (David Sedaris)  
"The Venus Hip-Hop and the Pink Ghetto: Negotiating Spaces for Women" (Imani Perry)  
"When Black Feminism Faces the Music, And the Music is Rap" (Michele Wallace)  
"Beyond Racism and Misogyny: Black Feminism and 2 Live Crew" (Kimberle Crenshaw)  
"On Civil Disobedience" (Henry David Thoreau)

# 21st Century Skills

Information Literacy  
Critical Thinking  
Oral Communication  
Written Performance

History  
Sociology  
Art

- Written Performance



# Power of Inquiry

6 Curriculum Developers

## Concept-Based Unit Development Graphic Organizer (Download)

### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Inquiry

Theory of Process concepts: inquiry, versatility, adaptability, independence, authenticity, research

English microconcepts: speaker, audience, purpose, rhetorical triangle, citation, organization, juxtaposition, presentation, audience engagement, genre, form, primary research, secondary research, discussion

Theory of Knowledge: inquiry, versatility, adaptability, independence, authenticity, humanity

#### Generalizations / Enduring Understandings

- Authentic inquiry comprises a fundamental aspect of being human.
- Research to pursue inquiry requires initiating, accessing and evaluating primary and secondary sources.
- Versatility in reading, writing, and discussing requires purposeful choice of genre and modalities.
- In written work, rhetorical strategies, structure, and visuals convey different meanings to an audience when adapted.
- In presentations, rhetorical strategies, structure, and visuals engage an audience when adapted.

#### Guiding Questions

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

- 1a. What is authentic inquiry? (F)
  - 1b. How can a researcher frame questions for the best possible results? (C)
  - 1c. How can a researcher pursue a line of inquiry? (C)
  - 1d. How does inquiry enhance critical thinking skills? (C)
  - 1e. Is inquiry necessary for progress? (P)
  - 1f. What is the value of being curious? (C)
- 2a. When can one trust what one read? (F)
  - 2b. What is experiential research? (F)
  - 2c. How do primary sources supplement secondary sources? (F)
  - 2d. How does inquiry guide research? (C)
  - 2e. How do accurate source citations promote further inquiry? (C)
  - 2f. How does one initiate research? (C)
- 3a. How do readers choose which book to read next? (C)
  - 3b. What are some different purposes for reading? (C)
  - 3c. How do writers choose what to write? (C)
  - 3d. What are some different purposes for writing? (C)
  - 3e. How do style and genre change according to the writer's purpose? (C)
  - 3f. How do book club members decide what to discuss? (C)
  - 3g. Is discussing a text always valuable? (P)
- 4a. What are rhetorical strategies? (F)
  - 4b. What is visual rhetoric? (F)
  - 4c. What is the rhetorical triangle? (F)
  - 4d. How do speaker, audience, and purpose interact? (C)
  - 4e. How does structure affect meaning? (C)
  - 4f. How do writers manipulate their audience? (C)

- 5b. What is the rhetorical triangle? (F)
- 5c. How do speaker, audience, and purpose interact? (C)
- 5d. How does structure affect meaning? (C)
- 5e. How do speakers manipulate their audience? (C)
- 5f. How does the rhetorical triangle operate in spoken communication? (C)
- 5g. What is engagement? (F)
- 5h. What are some strategies speakers use to engage their audience? (C)
- 5i. How do presenters ensure transfer of knowledge to their audience? (C)
- 5j. What are the responsibilities of an audience? (C)
- 5k. Is an audience always a group of learners? (P)
- 5l. Are spoken and written communication different? (P)

## tandard(s)

Connecticut Core Standards / Content Standards

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).

#### Craft and Structure

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

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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

- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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).

### Writing

#### Text Types and Purposes

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

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

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

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

- W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3b. 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.

**Production and Distribution of Writing**

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

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

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

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

**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.

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

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

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

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
- W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

**Range of Writing**

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

- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

**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.
- 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.

**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 or formal and informal tasks.

- 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.

## Objective(s)

Common Core / Anderson Taxonomy / DOK Language

- Students will develop and revise questions to guide their research of a self-selected topic.
- Students will identify and evaluate multiple primary and secondary sources of information during the research process.
- Students will create a multi-genre project that presents the conclusions drawn from their research.
- Students will create an interactive presentation of their project.
- Students will analyze texts and initiate discussion of those texts with peers.

## Critical Content & Skills

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

inquiry, research, organization, juxtaposition, rhetorical arrangement, rhetorical triangle, citation of sources, presentation, audience engagement, genre, form, independence

## Assessments

### Proteus Project

Summative: Other written assessments

- 📎 Proteus Spring 2018 For Realsies Honors\_AP Rubric.docx
- 📎 CP Proteus Rubric 2019.docx
- 📄 Proteus presentation rubric for realsies
- 📄 NHS Standards for Written Communication.pdf

### Book Club discussion

Summative: Lecture/seminar

- 📎 American Literature Book Clubs.docx

## Core Learning Activities

Formative: Citation worksheets and practice, research visits to library, writing center, collaboration, revision, book club reading, speaking practice, visual rhetoric practice

Summative: Proteus project. Proteus presentation, student choice book club discussion

- 📎 What is the Proteus Project.docx

## Resources

Professional & Student

Student-selected book club texts

Any curricular texts not read yet during the year

Suggested resources:

- Into the Wild* (Jon Krakauer)
- Born a Crime* (Trevor Noah)
- Educated* (Tara Westover)
- The Monk of Mokha* (Dave Eggers)

Resources for examining rhetorical arrangement in fiction:

- In Our Time* (Ernest Hemingway)
- Slaughterhouse Five* (Kurt Vonnegut)
- Their Eyes Were Watching God* (Zora Neale Hurston)
- Ethan Frome* (Edith Wharton)
- The Great Gatsby* (F. Scott Fitzgerald)
- The Night Thoreau Spent in Jail* (Lawrence & Lee)
- The Things They Carried* (Tim O'Brien)

- 📎 Visual Rhetoric.pptx
- 📎 peer collaboration rubric.doc

## Student Learning Expectation & 21st Century Skills

Information Literacy  
Critical Thinking  
Oral Communication  
Written Performance

- Information Literacy

## Interdisciplinary Connections

Senior Capstone  
Science - inquiry  
Art  
Performing Arts  
History

- Spoken Communication
- Written Performance

## **Business and Non-Instructional Operations**

### **Non-Lapsing Education Fund**

The Newtown Board of Education (Board) may request the Town's Board of Finance deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such amount does not exceed ~~one percent (1%)~~ **the percentage** of the total budgeted appropriation for education for such prior fiscal year ~~pursuant to~~ **as referenced in** C.G.S. 10-248a.

Prior to any expenditure from the Non-Lapsing Education Fund the Board of Education shall vote to authorize such spending. The transfer of monies shall follow the process as laid out in policy 3160 (Budget Procedures and Line Item Transfers).

The Board may designate these funds for a specific purpose. The Board will expend these funds for such previously designated specific purpose except that they may also be used for other **planned**, extraordinary or emergency expenditures which may be necessary but not otherwise budgeted.

The account shall be subject to the annual audit as required by State statute. The Board shall review the fund balance on an annual basis.

(cf. 3160 – Budget Procedures and Line Item Transfers)

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget 10-248a Unexpended education funds account

Policy adopted: April 4, 2017

**NEWTOWN PUBLIC SCHOOLS, Newtown, Connecticut**



4 Curriculum Developers

Unit:	Lessons	Sep		Oct					Nov			Dec			Jan				Feb				Mar				Apr				May				Jun					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
College Essay	0	█																																						
Short Story	0		█																																					
Historical Fiction	0							█																																
Children's Literature	0												█																											
One-Act Play	0													█																										



## Unit Planner: College Essay Creative Writing

Newtown High School > 2019-2020 > Grade 12 > English Language Arts >  
Creative Writing > Week 1 - Week 3

Last Updated: Saturday, May 9, 2020  
by Abigail Marks

### College Essay

Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Conceptual Lens: Identity

Concepts: identity, individualism, perception, truth, memory

#### Generalizations / Enduring Understandings

1. Writing personal stories yields investigation and discovery of personal truth.
2. Memories and the interpretations of them shape an individual's identity.
3. Manipulation of language (style, sentence structure, tone) influences the reader's perception of a storyteller's experience.
4. Writing college essays requires acute awareness of the audience.

#### Guiding Questions

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

- 1a. How is a college essay different from a memoir or personal narrative? (F)
- 1b. Why do authors write about themselves? (C)
- 1c. How do authors decide what to include in a college essay? (C)
- 1d. Does personal writing always need an audience? (P)
  
- 2a. How do perspective, experience, and time shape memories? (C)
- 2b. How do experiences shape one's identity? (C)
- 2c. Can people ever truly know another's real self? (P)
  
- 3a. In what ways may writers choose to present their experiences? (F)
- 3b. How do writers influence language? (F)
- 3c. How does a writer's manipulation of language affect the reader's interpretation of their experience? (C)
- 3d. What effects do various literary and rhetorical strategies have on the reader? (F)
  
- 4a. How do writers craft college essays to fit their specific audience? (F)
- 4b. How can writers use close reading to interpret the true nature of the task? (F)
- 4c. Can writers of college essays truly write about any topic? (P)

#### Standard(s)

*Connecticut Core Standards / Content Standards*

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Writing

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

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

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

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

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

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

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

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

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

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

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

W.11-12.3b. 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.

#### Production and Distribution of Writing

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

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

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

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

#### Language

##### Conventions of Standard English

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

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

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

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

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

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

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

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## Objective(s)

### Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze style and voice in readings.
- Students will uncover how authors' manipulation of language affects reader interpretation.
- Students will develop a personal voice and style in narratives.
- Students will create a personal narrative that is anchored in an essential moment in their lives.

Students will assess, revise, and critique personal narratives.

## Critical Content & Skills

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

Students will be able to differentiate between memoir and autobiography.

Students will write personal narratives that showcase their voice and style.

In all types of writing, students will use author's craft appropriate to their chosen audience.

Students will experiment with different structures to compare effectiveness.

Students will close read memoirs and personal narratives to use them as mentor texts for their writing.

Students will apply the elements of the writing process from brainstorming, drafting, conferring, revising, editing to publishing.

Students will revise to maximize impact and word economy.

## Core Learning Activities

Formative: writing center, in-class writing exercises

Summative: college essay

In Class Activities:

- Review both good and bad college essays to determine what makes quality essays.
- Peer edit college essays.

[Peer Editing Rubric.docx](#)

## Assessments

### **College Essay**

#### **Summative: Other written assessments**

Students will examine several college essays to identify key strengths and weaknesses.

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

Students will workshop the college essay both in class and in the writing center.

[Rubric](#)



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

[Essays](#)

## Resources

### *Professional & Student*

[The 7 Worst Types of College Admissions Essays](#)

[College Essay Prompts: Complete List](#)

[10 Offbeat College Essay Topics](#)

[They Loved Your GPA. Then They Saw Your Tweets](#)

[The College Essay That Got a HS Senior into Every Ivy League School](#)

[The Greatest College Application Essay Ever](#)

## Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

## Interdisciplinary Connections

Counselor Workshop

- Written Performance



Atlas Version 9.6

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## Unit Planner: Short Story Creative Writing

Newtown High School > 2019-2020 > Grade 12 > English Language Arts >  
Creative Writing > Week 3 - Week 9

Last Updated: Saturday, May 9, 2020  
by Abigail Marks

### Short Story

Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Structure

Concepts: creativity, dialogue, style, imagery, revision, workshopping, pacing, tension, literary elements, voice, setting, plot, characters, economy of writing

#### Generalizations / Enduring Understandings

1. Short stories develop fully realized plots and characters with an economy of writing.
2. Peer editing through workshopping promotes assessment and revision of writing.
3. Dialogue conveys character, plot, and meaning.
4. The revision process enhances any creative endeavor.
5. Authors adapt voice and style (including imagery and literary elements) for purpose and audience.
6. Authors create tension by manipulating the pacing of a story.

#### Guiding Questions

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

- 1a. What strategies do authors use to construct plot? (F)
- 1b. How do authors both utilize and subvert traditional plot structures? (C)
- 1c. How do authors create and develop fully realized stories within the constraints of the genre? (C)
- 1d. Does a story need a resolution? (P)
- 2a. What makes for an effective peer editing conference? (F)
- 2b. What do writers look for in the work and process of others? (C)
- 2c. How can writers utilize the work of critical reading to inform the revision of their own work? (C)
- 3a. How does the formatting of dialogue impact the reader? (F)
- 3b. How does dialogue define characters? (C)
- 3c. How does language change for each character? (C)
- 3d. How can writers reveal plot and setting through dialogue? (C)
- 3e. How does an author's understanding of language and listening skills affect dialogue? (P)
- 4a. What role does the writing center play in creating better writers and works? (F)
- 4b. Can writers be critical readers of their own work? (C)
- 4c. How does a writer know when a story is done? (P)
- 4d. How does a writer use the revision process to tell better stories? (C)
- 5a. How does punctuation and sentence variety reveal a writer's voice? (C)
- 5b. Can a writer effectively enter the mind of various

characters? (P)

5c. How do writers adapt their own voices to fit thematic and structural differences? (C)

6a. How do writers create tension in a story? (F)

6b. How do writers manipulate the pacing of a story? (C)

## Standard(s)

*Connecticut Core Standards / Content Standards*

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

They demonstrate independence.

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

They comprehend as well as critique.

### Writing

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

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

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

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

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

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

W.11-12.3b. 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.

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.

### Range of Writing

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

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

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## Objective(s)

### Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze how authors build plot and tension in short fiction.
- Students will identify and analyze how authors develop characters in short fiction.
- Students will identify and analyze how authors establish setting in short fiction.
- Students will create and develop well rounded characters with depth and individuality.
- Students will conceive rich and believable settings.
- Students will build and resolve complex plot lines.
- Students will assess, revise, and critique short stories.

Students will navigate and utilize the revision process.

## Critical Content & Skills

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

Students will identify and write distinct genre of fiction writing.

Students will workshop their short stories through the writing process from brainstorming through publication to improve the quality of their work.

Students will develop their writing through close reading of other stories.

With each story, students will tell the plot of a story that comes to a resolution balancing pacing and tension.

## Core Learning Activities

Formative: Analysis of short fiction pieces, character exercises, revision, writing center, dialogue exercises, persona assignment

Summative: Short stories, small and large group workshops

In class activities:

- Using Edgar Allan Poe's The Fall of The House of Usher, recreate Poe's house in drawing to help create setting.
- In class dialogue activities to help students learn to write the way they speak.
- Persona to help create the main character of their stories.

[Poe's Fall of the House of Usher in-class dialogue work.doc](#)  
[Persona Assignment.docx](#)

## Assessments

### **First Short Story**

**Formative: Other written assessments**

 [Short Story 1.doc](#)

### **Second Short Story**

**Formative: Other written assessments**

 [short story 2.doc](#)

 [Story Story Rubric.doc](#)

### **Final Short Story**

**Summative: Other written assessments**

 [Story Story Rubric.doc](#)

 [Final Exam.doc](#)

## Resources

### *Professional & Student*

Books: On Writing by Stephen King

Writing Without Teachers by Peter Elbow

Sudden Fiction, ed. By Robert Shapard and James Thomas

The Fall of the House of Usher by Edgar Allan Poe

Websites:

"Nuts and Bolts: Thought Words"

<https://litreactor.com/essays/chuck-palahniuk/nuts-and-bolts-%E2%80%9Cthought%E2%80%9D-verbs>

"The 22 Rules of Storytelling According to Pixar"

<https://io9.gizmodo.com/the-22-rules-of-storytelling-according-to-pixar-5916970>

[Character Portrait.doc](#)

[Final Exam.doc](#)

[in-class dialogue work.doc](#)

[Short Story 1.doc](#)

[short story 2.doc](#)

[Short story graphic organizer.doc](#)

	<a href="#">The 22 rules of storytelling.doc</a> <a href="#">Voice Activity.doc</a> <a href="#">Writing Advice.docx</a> <a href="#">Writing Effective Dialogue.doc</a> <a href="#">Writing Advice from Chuck Pahlaniuk</a> <a href="#">Character Chart.pdf</a>
<p>Student Learning Expectation &amp; 21st Century Skills</p> <p><a href="#">Information Literacy</a></p> <p><a href="#">Critical Thinking</a></p> <p><a href="#">Spoken Communication</a></p> <p><a href="#">Written Performance</a></p>	<p>Interdisciplinary Connections</p> <p>Conversations on Race</p>





# Unit Planner: Historical Fiction Creative Writing

Newtown High School > 2019-2020 > Grade 12 > English Language Arts >  
Creative Writing > Week 9 - Week 14

Last Updated: Saturday, May 9, 2020  
by Abigail Marks

## Historical Fiction

Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Conceptual Lens: Perspective

Concepts: research, dialogue, setting, language, revision

#### Generalizations / Enduring Understandings

1. Research facilitates the construction of stories.
2. Fiction transports readers to different settings.
3. Non-contemporary settings address social and thematic elements in new ways.
4. Authors change dialogue and language to fit a time period/setting different from their own.
5. The revision process enhances any creative endeavor.

#### Guiding Questions

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

- 1a. How does an author seamlessly incorporate factual details into a fictional story? (F)
- 1b. How does one evaluate the accuracy of a source? (F)
- 1c. What factual information is necessary to create setting and character development? (C)
- 1d. Are factual details necessary to create a fictional work? (P)
- 2a. Why tell stories about history or imagine the future? (P)
- 2b. How can fiction help people understand human nature? (C)
- 2c. How can fiction help people understand history? (C)
- 2d. How can factual details build and enhance stories? (C)
- 3a. How can connection with the past help people understand the present? (C)
- 3b. How can imagining the future help people understand the present? (C)
- 3c. How can historical or science fiction help explain truths about society? (C)
- 3d. Does fiction reveal universal truths? (P)
- 4a. What changes in language are necessary to create a new world? (F)
- 4b. What uses of contemporary language are necessary in a fictional setting different from the writer's own? (C)
- 4c. Does language have to change to convey truths? (P)
- 5a. What role does the writing center play in creating better writers and works? (F)
- 5b. What can writers learn from the process of others? (F)

- 5c. Can writers be critical readers of their own work? (P)  
5d. How does a writer know when a story is done? (P)  
5e. How do authors decide what is important to tell the audience? (C)

## Standard(s)

*Connecticut Core Standards / Content Standards*

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

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

They value evidence.

## Writing

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

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

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

W.11-12.3b. 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.

## Production and Distribution of Writing

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

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

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

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

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.

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

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches

effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language

Conventions of Standard English

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

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

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

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

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

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

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze relevant source material for their work.
- Students will create and develop a setting not of their own time and place.
- Students will conceive characters unlike them and those around them.
- Students will build and resolve complex plot lines.
- Students will assess, revise, and critique short stories.
- Students will navigate and utilize the revision process.

Students will seamlessly integrate their source material into their stories.

Critical Content & Skills

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

Students will research to write a creative story.

Students will incorporate realistic details to convey setting.

Students will incorporate realistic dialogue to convey time and place.

Students will emphasize plot and character development.

Students continue to hone their writing craft through the revision process.

Core Learning Activities

Formative:

- Research practice
- Analysis of film and story with research
- MLA formatting practice
- Dialogue exercises

Summative: Research-based fiction piece (Historical, Science Fiction, etc.)

[science fiction.pptx](#)

[scifi rubric.doc](#)

[Science Fiction Research Log.docx](#)

Assessments

**Historical Fiction**

**Summative: Other written assessments**

 [Historical Fiction.doc](#)

 [Story Story Rubric.doc](#)

Resources

*Professional & Student*

Student samples

Reference to previous curricular work, e.g. Fahrenheit 451, The Things They Carried

Current Science Fiction, e.g. Black Mirror, The Twilight Zone

	<p>Historical Fiction in literature and film, e.g. Amadeus, 2013 Luhrman Great Gatsby</p> <p><u><a href="#">LMC List of databases useful for historical fiction Alice Walker1955.doc</a></u></p>
<p>Student Learning Expectation &amp; 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> </ul>	<p>Interdisciplinary Connections</p> <p>American Literature</p> <p>US History</p> <p>Area Studies courses</p>





# Unit Planner: Children's Literature Creative Writing

Newtown High School > 2019-2020 > Grade 12 > English Language Arts >  
Creative Writing > Week 13 - Week 15

Last Updated: Saturday, May 9, 2020  
by Abigail Marks

## Children's Literature

Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Conceptual Lens: Patterns

Concepts: childhood, memory, artistic ability, stories, structure, pacing, patterns, visuals, collaboration

#### Generalizations / Enduring Understandings

1. Childhood memories inspire the writing of children's books.
2. Children's books convey complex stories, information, and ideas in simplified ways.
3. The internal structure (pacing, organization, patterns, etc.) of children's books engages and influences the reader.
4. Creative visuals enhance the text of children's books.
5. Collaboration capitalizes on writers' and artists' individual strengths to create a children's book.

#### Guiding Questions

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

- 1a. What do people remember about books from childhood? (F)
- 1b. How does language change in a children's book? (C)
- 1c. How does subject matter change within a children's book? (C)
- 1d. Are an author's memories true? (P)
- 2a. What information does the author believe children should know? (C)
- 2b. How can an author convey complex information in a simple way? (C)
- 2c. Can an author convey complex information in the form of a children's book? (C)
- 3a. How does the internal structure of children's books function? (F)
- 3b. What are examples of internal structure used in children's books? (F)
- 3c. Is an internal structure necessary for a children's book? (C)
- 3d. Is it possible to create a new internal structure in a children's book? (P)
- 4a. What images should correspond with the text? (C)
- 4b. How does an author use storyboarding to combine the story with the images? (C)
- 4c. Are illustrations necessary for children's books? (P)
- 5a. What are the guidelines of working with another author? (F)
- 5b. How does a group of writers function? (C)
- 5c. How does a group of writers delegate the workload? (C)
- 5d. Can writers work together to create one seamless

## Standard(s)

Connecticut Core Standards / Content Standards

**CCSS: English Language Arts 6-12**

**CCSS: Grades 11-12**

**Capacities of the Literate Individual**

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

They demonstrate independence.

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

**Reading: Informational Text**

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

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

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

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

**Writing**

**Text Types and Purposes**

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

W.11-12.1c. 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.

**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.11-12.2c. 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.

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

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

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

W.11-12.3b. 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.

### Production and Distribution of Writing

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

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

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

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

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### Objective(s)

#### Bloom/ Anderson Taxonomy / DOK Language

- Students will recognize and manipulate memories from their childhoods for their own work
- Students will simplify and utilize complex subjects for use in children's books.
- Students will establish and implement internal plot structure of children's books
- Students will demonstrate and shape their understanding of audience
- Students will demonstrate appropriate use of language relative to audience and subject matter.
- Students will communicate and delegate within the structure of their group to create a children's book together.

### Critical Content & Skills

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

Students will simplify complex subjects for use in children's books.

Students create appropriate artistic designs relative to the subject matter

Students use adapt storytelling for a younger audience

Students emphasize plot and language usage to tell a story for children.

Students develop characters to expose children to a variety of people.

### Core Learning Activities

Formative:

- Analysis of favorite children's book
- Storyboarding
- Outline
- 

Summative: children's book

[favorite book presentations.doc](#)

[children's book rubric.doc](#)

[children's book freewrite.doc](#)

### Assessments

#### **Children's Book**

**Summative: Other written assessments**

[Children's Book.doc](#)

### Resources

#### *Professional & Student*

Texts: The Very Hungry Caterpillar by Eric Carle

Goodnight Moon by Margaret Wise Brown

Mr. Rogers visits Eric Carle:

<https://pbskids.org/video/mister-rogers/1430584275>

Examples of books from previous students

### Student Learning Expectation & 21st Century Skills

### Interdisciplinary Connections

Modernism and Mythology

AP Psychology

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Written Performance



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# One-Act Play

4 Curriculum Developers

## Concept-Based Unit Development Graphic Organizer (Download)

### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Tension

Playwright, format of drama, collaboration, revision, performance and meaning, creative skills (plot, pacing, setting, character development)

#### Generalizations / Enduring Understandings

Creative skills (plot, pacing, setting, character development) create full and meaningful plays and stories.

Dialogue and stage directions influence the performance of a playwright's story.

The formatting of drama guides and informs the performance of the story.

Collaboration between playwrights, authors, performers and others (costume and set designers, directors) develops the interpretation of a story told in play form.

The revision process enhances any creative endeavor.

#### Guiding Questions

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

1a. How are one-act plays different from full-length dramas? (F)

1b. How do playwrights convey meaningful character development without the help of narration? (C)

1c. How do playwrights construct and convey setting through both stage directions and dialogue? (C)

1d. How do one-act plays come to a climax and resolve in such a short length of time? (C)

1e. Can a full story be told in 10 minutes? (P)

2a. How do playwrights convey how the play should look on stage? (F)

2b. How does the knowledge of its eventual performance influence the play's development on the page? (C)

2c. How do playwrights write dialogue that sounds real and authentic? (C)

3a. What are some common formatting rules that help playwrights convey their story to both audience and performers? (F)

3b. How does the formatting of a play and its stage directions affect the interpretation of the work? (C)

3c. Does a play need stage directions? (P)

4a. How can collaboration both challenge and affirm playwrights' ideas? (C)

4b. How can creative artists work together to create something new? (P)

4c. How do playwrights collaborate with performers and others (costume and set designers, directors) to develop an interpretation of their work for performance? (C)

4d. How can collaboration help to expand and inform definitions of revision and the creative process? (C)

5a. What role does the writing center play in creating better writers and works? (F)

5b. What can writers learn from the process of others? (C)

5c. Can writers be critical readers of their own work? (P)

# Standard(s)

Connecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 11-12

## Capacities of the Literate Individual

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

- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They come to understand other perspectives and cultures.

## Reading: Literature

### 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).

## Craft and Structure

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

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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

- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

## 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.11-12.2d. 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.

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

- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3b. 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.

## Production and Distribution of Writing

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

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

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

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

## Range of Writing

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

- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

## 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.
- 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.

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

## Conventions of Standard English

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

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

## Knowledge of Language

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

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

## Objective(s)

loom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze how playwrights utilize the genre of one-act play.
- Students will identify and analyze how playwrights use stage directions.
- Students will compare and contrast one-act plays with the full length dramas they have already read in the curriculum.
- Students will create and develop well rounded characters with depth and individuality.
- Students will conceive rich and believable settings.
- Students will build and resolve complex plot lines.
- Students will collaborate to create a finished product.
- Students will assess, revise, and critique short stories.

Students will navigate and utilize the revision process.

## Critical Content & Skills

*What students must KNOW and be able to DO*

Students will recognize the specialized genre of drama within the larger study of literature

Students will identify how one-act plays differ from full-length dramas

Students will apply appropriate formatting for their plays

Students will know and emulate how directors, actors, and set designers use written scripts to create a new product.

Students will write a script with the performance in mind

Students will utilize the limits of the one act play genre to produce tight, simply-instructed pieces

Students will continue to develop plot and characters

Students will revision process to create a quality one act play.

## Core Learning Activities

Reading and Analyzing One-Act Plays

Collaborative performance of a published one-act play

Exercises to learn formatting for plays

In class activities:

- Reading/performing sample one act plays.
- Polishing dialogue in order to create effective plays.
- Learning how to use iMovie in order to record play performance.
- Learning how to create stage directions and spacing on camera for effective videos.

 One Act Play Sample

 Acting/Spacing

 playwriting assignment.doc

 acting project.doc

## Assessments

 acting project.doc

 playwriting assignment.doc

## Resources

*Professional & Student*

Take Ten: New Ten Minute Plays ed. By Eric Lane and Nina Shengold

Standard Stage Play Format from Writopia:

<https://www.writopialab.org/programs/specialty-programs/worldwide-plays-festival/the-competition/standard-playwriting-format>

## Student Learning Expectation & 21st

### Century Skills

Information Literacy

Critical Thinking

Oral Communication

Written Performance

## Interdisciplinary Connections

Acting

Theater Production





3 Curriculum Developers

Unit:	Lessons	Sep				Oct				Nov			Dec			Jan					Feb				Mar				Apr				May				Jun			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
Journalistic Style	0	█																																						
The Ethics of Journalism	0									█																														
Technology in Journalism	0												█																											
Identifying News	0																																							
Production of The Hawkeye	0																																							



# Unit Planner: Journalistic Style Journalism I

Newtown High School > 2019-2020 > High School > English Language Arts  
> Journalism I > Week 1 - Week 9

Last Updated: Thursday, May 7, 2020  
by Kathleen Swift

## Journalistic Style

Kenney, Marc; Marks, Abigail; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Lens: Precision  
Organization  
Inverted Pyramid Style  
Finding voice  
Presentation  
Information  
Editing  
Revision  
Audience

#### Generalizations / Enduring Understandings

1. Inverted Pyramids organize ideas in an order from most to least important to classify and deliver ideas to best inform the audience with clear presentation.
2. Deep understanding of news depends on integrating ideas, information and research.
3. Objective voice balances coverage.
4. Drafting articles, including revision and editing, despite tight timelines, ensures increased accuracy and clarity for the audience.
5. Credibility for reporters and newspapers increases with accuracy in interviews and writing.
6. News cycles change frequently necessitating strict guidelines.

#### Guiding Questions

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

- 1a. How are news stories organized? (F)
- 1b. What is the Inverted Pyramid Style? (F)
- 1c. What distinguishes journalistic writing from other writing forms?(F)
- 2a. What factors determine accuracy and objectivity in news reporting? (C)
- 3a. In writing a news story, what is the proper voice to convey the ideas? (F)
- 3b. Why is objectivity essential in news writing? (C)
- 3c. Why does voice matter in journalistic style? (C)
- 4a. As a news piece is edited, what is the effect of brevity and clarity on writing? (C)
- 5a. Is form essential to a writer's ability to provide their message? (P)
- 6a. In today's ever-changing news cycle, why is objectivity often hard to find? (P)

#### Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: English Language Arts 6-12**

**CCSS: Grades 9-10**

## Capacities of the Literate Individual

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

They demonstrate independence.

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

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

### Reading: Literature

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

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

### Integration of Knowledge and Ideas

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

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

### Reading: Informational Text

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

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

### Integration of Knowledge and Ideas

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

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

## Writing

### Text Types and Purposes

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

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

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

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

counterclaims.

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

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

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

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

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

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

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

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

**Production and Distribution of Writing**

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

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

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

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

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

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge**

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

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

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

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

**Range of Writing**

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

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

## Language

### Conventions of Standard English

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

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1a. Use parallel structure.\*

L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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## Objective(s)

### Bloom/ Anderson Taxonomy / DOK Language

The student will:

- identify the types of news leads and their elements.
- write news leads.
- write in an inverted pyramid format.
- utilize transitions effectively.
- employ the point of view to match the writing style (mainly third person).
- use appropriate diction and style to facilitate reader understanding.
- attribute sources correctly and accurately.

## Critical Content & Skills

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

- identify and write news leads
- write in an inverted pyramid format.
- utilize transitions effectively.
- use quotes and writer's own words in concert
- employ point of view to match the style (i.e. news, feature, editorial)
- use appropriate diction and style to facilitate reader understanding.
- attribute sources correctly and accurately.
- maintain balance and objectivity

## Core Learning Activities

Interview Partner activity  
Write about a current event  
Identifying Media Bias

[Interesting Person piece.docx](#)  
[Written News story rubric.docx](#)  
[All the President's Men piece.docx](#)  
[All the President's Men piece rubric.docx](#)  
[Media analysis oral communication rubric.docx](#)  
[Current Event presentation.docx](#)  
[Editorialassign.doc](#)  
[Romeo&Julietrubric.doc](#)

## Assessments

### Written News Story

**Summative: Other written assessments**

**Journalistic Style Final Assessment**

**Summative: Other written assessments**

[Journalistic Style Final Assessment.docx](#)

[Written News story rubric.docx](#)

## Resources

### Professional & Student

*Journalism Matters* by Schaffer, McCutcheon, and Stofer- teacher resource

*The Radical Write (third edition)* by Bobby Hawthorne- class set

Media and Culture 5 by Campbell, Martin, and Fabos  
current newspapers, such as *The New York Times*,  
*Newtown Bee*, and other various sources

Associated Press Style Manual

<https://www.apstylebook.com>

	<p>University of Indiana school of Journalism website  <a href="https://mediaschool.indiana.edu/">https://mediaschool.indiana.edu/</a>  Ethics Case Studies  (course text?)  "All the President's Men"  Journalism Training:  <a href="https://www.schooljournalism.org/journalism-">https://www.schooljournalism.org/journalism-</a>  PBS Newshour website:  <a href="http://www.studentreportinglabs.org/lesson-plans/">www.studentreportinglabs.org/lesson-plans/</a></p>
<p>Student Learning Expectation &amp; 21st Century Skills  <u>Information Literacy</u>  <u>Critical Thinking</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p>	<p>Interdisciplinary Connections  Capstone/Advisory  American Literature, American Studies, and AP  Language (Proteus interviewing)  Composition  History  Sciences for ethical cases  Government  English I (Romeo and Juliet)</p>





# Unit Planner: The Ethics of Journalism Journalism I

Unit 1: The Ethics of Journalism

Newtown High School > 2019-2020 > High School > English Language Arts >  
Journalism I > Week 10 - Week 15

Last Updated: Thursday, May 7, 2020  
by Kathleen Swift

## The Ethics of Journalism

Kenney, Marc; Marks, Abigail; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Lens: Responsibility/Ethics

#### Concepts:

Roles and Responsibilities of the journalist  
 Diversity of opinion  
 Legal and ethical boundaries of journalism  
 Journalist as gatekeeper  
 Role  
 Responsibility (moral, questionable material)  
 Diversity  
 Opinion  
 Ethics  
 Legality  
 Boundaries  
 Gatekeeper  
 Harm  
 Credibility  
 Standards  
 Accuracy  
 Truth  
 Slander/libel  
 Prior review,  
 Off the record, censorship,  
 Confidentiality

#### Generalizations / Enduring Understandings

1. Publication of incomplete or inaccurate information harms subjects and society.
2. Journalists operate under a set of standards to protect their ethics, credibility and follow the Constitution.
3. Responsible journalists fulfill their role to cover all sides of an idea to benefit society at large.
4. Accurate reporting requires truth more than anything else.
5. Historical court cases apply to student publications and reporting.
6. Journalists operate with credibility by adhering to professional standards of ethics (for slander, libel, confidentiality and off the record).

#### Guiding Questions

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

- 1a. What does a journalist do to ensure accuracy? (F)
- 1b. What impact does unreliable and inaccurate reporting have on the subjects and audience? (C)
- 2a. What is a balanced article? (F)
- 2b. What are the principal pieces of journalistic ethics (i.e. slander, libel, prior

review, off the record, censorship, confidentiality, retraction, obscenity)? (F)  
2c. Why is there a need for policies and procedures to avoid censorship and other legal ramifications of journalistic decisions? (C)  
2d. Does the digital age change or maintain journalistic standards/rules? (P)  
3a. What role does journalism play in a community or nation? (C)  
3b. What is the value of diversity in journalism? (C)  
4a. Do the pressures of deadline ever relieve the burden of thorough reporting? (P)  
5a. Which court cases directly apply to high school journalism? (F)  
5b. What court cases anchor/challenge the First Amendment? (F)  
5c. Does free speech impact journalism and the ability to successfully inform people? Is the impact the same for students in a high school? (P)  
5d. Should changing times require adjustments in court cases? (P)

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**CCSS: English Language Arts 6-12**

**CCSS: Grades 9-10**

**Capacities of the Literate Individual**

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

They demonstrate independence.

They build strong content knowledge.

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

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

**Reading: Literature**

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

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

### **Reading: Informational Text**

#### **Key Ideas and Details**

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

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

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

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

#### **Integration of Knowledge and Ideas**

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

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

**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

**(Not applicable to literature)**

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

### **Writing**

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

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

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

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

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

#### **Production and Distribution of Writing**

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

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

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

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

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

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

### Speaking & Listening

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

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### Language

#### Conventions of Standard English

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

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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### Objective(s)

#### Bloom/ Anderson Taxonomy / DOK Language

The student will:

- learn and apply principal journalism terminology in the production of articles and pages for the school newspaper.
- define journalistic ethics
- analyze published articles for compliance or noncompliance to journalistic ethics
- discuss ethics involved prior to covering articles
- evaluate how the school newspaper/The Newtown Bee contributes to a sense of community.
- analyze the roles that journalism plays in a community or nation
- explain the value of diversity in journalism and how to include diversity in the school paper
- explain the concepts of legal and ethical boundaries of journalism and how they relate to the student journalist
- analyze the court cases that affect free speech in schools and draw conclusions on significance for day-to-day operations for the student journalist
- apply the key points in a professional code of ethics in conducting interviews, writing and publishing articles for the school newspaper.
- learn and apply policies and procedures to avoid censorship and other legal ramifications of journalism.

### Critical Content & Skills

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

Students will be able to:

- discuss the contributions, roles, responsibilities of a journalist and newspaper.
- define and apply relevant terminology and concepts (diversity opinion, ethics, legality, boundaries, gatekeeper, harm, credibility, standards, accuracy truth, slander/libel, prior review, off the record, censorship, confidentiality, and retraction).
- apply judgments in relevant court cases affecting school journalism to real-life situations.

### Core Learning Activities

Recognize and report bias  
Study the role journalists have played in historic cases (Watergate, Spotlight).  
[Ethics guiding questions.docx](#)

- identify and apply the elements of a professional code of ethics to their own writing.
- analyze articles to determine their ethics.
- analyze publications and the school newspaper for diversity.
- select articles to reflect and expand school population's diversity.

## Assessments

### Mid-term Paper on What is Journalism Today?

#### Summative: Written Report

Your task is to write a four to six page MLA formatted paper in which you answer the following:

What is journalism? What is a journalist? How has the message impacted our society?

[Honors Journalism midterm paper 2019.docx](#)

## Resources

### Professional & Student

*Journalism Matters* by Schaffer, McCutcheon, and Stofer- teacher resource

*The Radical Write (third edition)* by Bobby Hawthorne- class set

Media and Culture 5 by Campbell, Martin, and Fabos

"Spotlight" film (permission slip attached)

"The Post" film

University of Indiana School of Journalism ethics

<https://sites.mediaschool.indiana.edu/ethics-case-studies/>

[Spotlight permission slip.doc](#)

[Hack Heaven Stephen Glass article.doc](#)

## Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

## Interdisciplinary Connections

Philosophy

English I- study of *Doubt*



Atlas Version 9.6

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# Unit Planner: Technology in Journalism Journalism I

Newtown High School > 2019-2020 > High School > English Language Arts >  
Journalism I > Week 16 - Week 24

Last Updated: Thursday, May 7, 2020  
by Kathleen Swift

## Technology in Journalism

Kenney, Marc; Marks, Abigail; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

##### **Lens: Evolution**

##### **Concepts**

Objectivity  
Subjectivity  
Presentation  
Information  
Layout  
Design principles  
Website construction  
Website maintenance  
The role of technology on journalism  
High school papers as real-life journalism

#### Generalizations / Enduring Understandings

1. Presentation facilitates communication of information and ease of reading.
2. Audiences quickly determine whether to read an article or not.
3. Reporters modify and edit stories based on the inverted pyramid to fit the news hole.
4. Understanding and integrating basic layout terminology (i.e. art, rule, gutter, tombstone, credit, byline, pic, jump, balance) creates an eye-pleasing publication that facilitates communication.
5. Journalists adapt design principles to new platforms as technology evolves.
6. Layout influences the objectivity or subjectivity of an article.
7. High school journalists like paid journalists appeal to their audience through website construction and maintenance to adapt to changing times.
8. Editors and publishers balance cost, efficiency, effectiveness and thoroughness when making decisions from what new to include to how to publish.

#### Guiding Questions

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

- 1a. How is a newspaper laid out properly and effectively to aid reader? (F)
- 1b. How does a journalist apply the inverted pyramid to design? (F)
- 1c. What is a U and L layout? (F)
- 1d. What does "above the fold" mean? (F)
- 1e. Does the layout of a newspaper or website directly influence and impact the reader? (P)
- 2a. In the fast-paced world, how does a newspaper attract readers? (C)
- 2b. Can anyone be a journalist? (P)
- 3a. How do editors evaluate articles for inclusion or exclusion from paper? (C)
- 4a. What are art, rule, gutter, tombstone, credit, byline, pic, jump, balance? (F)
- 4b. What is the best manner to convey information for the high school audience? (C)
- 4c. How do layout designers balance rules and creativity? (C)

- 5a. What computer programs layout newspapers professionally? (F)  
 5b. How do the computer programs work? (F)  
 5c. What is the benefit of using a variety of platforms to convey information? (C)  
 5d. How does a publisher evaluate and select a computer program? (C)
- 6a. How does every aspect of layout impact objectivity and balance? (F)
7. a. How do websites broaden the readership of the publication?
8. Of cost, efficiency, effectiveness and thoroughness, which is most important in making journalistic decisions?

Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: English Language Arts 6-12**

**CCSS: Grades 9-10**

**Capacities of the Literate Individual**

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

They build strong content knowledge.

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

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

**Reading: Literature**

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

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

**Reading: Informational Text**

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

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

**Integration of Knowledge and Ideas**

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

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print

and multimedia), determining which details are emphasized in each account.

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

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

### Writing

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

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

### Speaking & Listening

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

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

SL.9-10.5. 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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### Objective(s)

#### Bloom/ Anderson Taxonomy / DOK Language

The student will be able to:

- utilize Indesign software to produce pages.
- understand and utilize selectively the various social media platforms that contribute to news reporting.
- maintain and update a website to showcase student newspaper.
- understand and create a television news "package."

### Critical Content & Skills

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

- utilize Indesign software to produce pages of school newspaper.
- understand and utilize the various social media platforms that contribute to news reporting.
- maintain and update a website featuring the school newspaper.
- understand and create on-air television news pieces.

### Core Learning Activities

Work with Indesign software to create mock and publishable pages

Create a video newscast while adhering to journalistic principles

Create a website/blog focused on a personal interest

[video project.docx](#)

[website creation project.docx](#)

## Assessments

### **Design A Page for the Student Newspaper**

#### **Formative: Other Visual Assessments**

Students design a page for clarity and audience appeal.

Layout Final Assessment.docx

## Resources

### *Professional & Student*

Online news sites such as national (CNN, FOX, MSNBC, BBC, Al-Jazeera) and local (nbconnecticut.com) as examples/guides

Video production website:

[www.collegemediamatters.com](http://www.collegemediamatters.com)

Imovie or other video production program

## Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

## Interdisciplinary Connections

Video production

Music Makerspace



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# Unit Planner: Identifying News Journalism I

Newtown High School > 2019-2020 > High School > English Language Arts > Journalism I > Week 25 - Week 27

Last Updated: Thursday, May 7, 2020  
by Kathleen Swift

## Identifying News

Kenney, Marc; Marks, Abigail; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

**Lens:** Definition

#### **Concepts**

Newsworthiness  
Writing styles  
Medium  
News  
Features  
Sports  
Entertainment  
Humor  
Selection  
Timeliness  
Prominence  
Proximity  
Conflict  
Impact  
Human interest  
Editorial philosophy  
Business considerations  
Edification

#### Generalizations / Enduring Understandings

1. Journalists categorize information by evaluating each item's newsworthiness based on timeliness, prominence, proximity, conflict, impact, and human interest.
2. Readership depends on papers' covering a broad range of topics, so papers include sections of news, features, sports, entertainment, and humor.
3. Readers' convenience impacts the organization of a paper.
4. Reporters pursue stories based on their ability to educate, edify, or entertain their readership.
5. Reporters determine and cultivate sources who offer depth to news stories.
6. A news medium offers balanced stories that educate a public to make decisions that better society at large.
7. Publishers and editors balance editorial philosophy with business considerations to stay a viable publication.

#### Guiding Questions

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

- 1a. What are the factors unrelated to any single news story that determine what is considered newsworthy? (F)
- 1b. Which aspect of newsworthiness (timeliness, prominence, proximity, conflict, impact, and human interest) is most important for each section of a paper? (C)
- 2a. What should a newspaper include? (F)
- 2b. How does a staff ensure that popular and unpopular topics are covered to broaden readership? (C)
- 3a. How are newspapers (and websites) organized by content (i.e. local, national, sports, arts & leisure etc.)? (F)
- 3b. Why is organizing papers by content effective? (C)

- 4a. How does a reporter cultivate a “nose for news” and stay alert for stories? (F)  
 4b. How do journalists find stories? (C)  
 4c. What is the impact of audience on newsworthiness? (C)
- 5a. How does a reporter cultivate sources? (F)  
 5b. Does anything limit a journalist’s cultivating a source? (P)
- 6a. Should school newspapers have topics that are off-limits? (P)  
 6b. On the whole, how much should the type or depth of stories in a news medium incite a public to promote change? (P)

Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: English Language Arts 6-12**

**CCSS: Grades 9-10**

**Capacities of the Literate Individual**

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

They demonstrate independence.

They build strong content knowledge.

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

They value evidence.

They use technology and digital media strategically and capably.

**Reading: Informational Text**

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

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

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

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

**Writing**

**Text Types and Purposes**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Production and Distribution of Writing**

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

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

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

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

**Research to Build and Present Knowledge**

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

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

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

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

**Speaking & Listening**

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

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Presentation of Knowledge and Ideas**

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

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

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

SL.9-10.5. 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.

**Language**

**Conventions of Standard English**

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

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS: Grades 11-12**

**Language**

**Conventions of Standard English**

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

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

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**Objective(s)**

**Bloom/ Anderson Taxonomy / DOK Language**

The student will:

- understand key terminology (outlined above).
- understand that every item that is newsworthy will have one or more of these characteristics: timeliness, prominence, proximity, conflict, impact and human interest.
- understand news depends on facts, interest and audience.
- understand that there are factors unrelated to any single story that determine what is considered newsworthy.
- understand a variety of sources journalists use for locating news sources.

**Critical Content & Skills**

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

Students will be able to:

- analyze potential news ideas and articles for their "newsworthiness."
- identify factors that would determine whether a news article would be included in a paper.
- analyze the audience for a particular publication or article.
- locate potential news items and sources.
- analyze and compare various newspapers for news content.

**Core Learning Activities**

Explore various newspapers and magazines to determine newsworthiness. Present findings to class in discussion or presentation.

Look at online, television, and radio news media to evaluate content, find discrepancies, and look for bias. Present findings to class in discussion or presentation.

Evaluate consumers of news

## Assessments

[Current Event presentation 2.docx](#)

[Media analysis oral communication rubric.docx](#)

## Resources

*Professional & Student*

*Journalism Matters* by Schaffer, McCutcheon, and Stofer- teacher resource

*The Radical Write (third edition)* by Bobby Hawthorne-class set

Media and Culture 5 by Campbell, Martin, and Fabos

Media bias chart [www.adfontesmedia.com/product/...](http://www.adfontesmedia.com/product/...)

## Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

## Interdisciplinary Connections

Government



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# Unit Planner: Production of The Hawkeye Journalism I

Newtown High School > 2019-2020 > High School > English Language Arts > Journalism I > Week 28 - Week 38

Last Updated: Thursday, May 7, 2020  
by Kathleen Swift

## Production of The Hawkeye

Kenney, Marc; Marks, Abigail; Swift, Kathleen

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

**Lens: Collaboration**

#### **Concepts:**

Collaboration  
Team work  
Mentorships  
Goal  
Individual accountability  
Deadlines  
Revision  
Feedback  
Social media  
Accuracy

#### Generalizations / Enduring Understandings

1. Collaboration promotes achieving a common goal.
2. Peer revision suggests improvements for editing and adjusting individual writing through tactful and respectful feedback.
3. Decisions in writing and design define the quality of a final news product.
4. Tact, accuracy, and empathy in critiquing articles and layout develop effective mentorships.
5. A good newspaper relies on a clear adherence to the Journalistic Code of Ethics, strong writing skills, an attention to detail, and a focus on the audience and meeting the established deadline.
6. A set of common guidelines ensures a shared mission to achieve the ultimate goal a consistent, quality final product.
7. Despite social media, journalists understand that accuracy is still paramount to responsible journalism.

#### Guiding Questions

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

- 1a. What is collaboration?(F)
- 1b. When there are varied roles and positions of authority, how does a team develop collaboration? (F)
- 1c. How does a newspaper staff balance individual and group responsibility? (C)
- 1d. Does an individual need ever supersede the group's need?
- 2a. What is the difference between peer revision and editing? (F)
- 3a. What are rules and standards by which a good newspaper, such as The Hawkeye, is produced? (F)
- 3b. How do journalists internalize what is a quality news product? (C)
- 4a. What role do tact, accuracy, and empathy play in critiquing parts of the paper? (F)
- 4b. What role does mentorship play in creating a quality product? (F)
- 5a. How important are deadlines in producing a newspaper? (C)

6a. With any organization, how does operating under a standardized set of guidelines help achieve a better final product? (C)

7a. Is it possible for a school newspaper to deliver accurate reporting and compete with social media? (P)

Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: English Language Arts 6-12**

**CCSS: Grades 9-10**

**Capacities of the Literate Individual**

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

They demonstrate independence.

They build strong content knowledge.

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

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

**Writing**

**Text Types and Purposes**

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

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

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

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

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

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

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

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

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections

and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

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

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

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

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

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge**

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

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

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

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

**Speaking & Listening**

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

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Language**

**Conventions of Standard English**

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

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1a. Use parallel structure.\*

L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

when writing.

L.9-10.2c. Spell correctly.

**Knowledge of Language**

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

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CCSS: Grades 11-12**

**Language**

**Conventions of Standard English**

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

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

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

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

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

**6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Solve problems that arise during deadline time (writing and lay out) by applying journalistic principles.

Revise final draft of articles and pages for meaning and audience appeal.

By selecting and applying an approach, students will solve any problems that interfere with meeting their deadlines.

Critical Content & Skills

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

Students must be able to work collaboratively to produce a monthly newspaper.

Student must understand the Indesign layout program.

Student must meet strict timelines to produce a public medium dependent upon a very fast media news cycle.

Core Learning Activities

Monthly written articles for publication in school paper

Production of pages of the school newspaper using

Indesign software

Editing of articles and pages for the school newspaper

Assessments

Final exam- magazine article- layout- cumulative.docx

Journalism Mid year Reflection.docx

Written News story rubric.docx

Resources

*Professional & Student*

The Hawkeye layout manual (contained on Hawkeye server)

CP syllabus.docx

Student Learning Expectation & 21st Century

Interdisciplinary Connections

Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

English (grammar/writing skills)  
BEAT



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## **Business/Non-Instructional Operations**

### **Budget Procedures and Line Item Transfers**

In accordance with Connecticut General Statutes §10-222, the Newtown Board of Education shall prepare an itemized estimate of its budget each year for submission to the Board of Finance and the Legislative Council for review and appropriation. Such budget estimate shall include, but is not limited to, the following major object line item categories:

- 100 - Salaries
- 200 - Employee Benefits
- 300 - Purchased Professional Services
- 400 - Purchased Property Services
- 500 - Other Purchased Services
- 600 - Supplies
- 700 - Property
- 800 - Other

Following the annual appropriation, the Board of Education shall meet and revise such itemized estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or his/her designee in the development, administration and monitoring of the budget after the initial approval of the budget by the Board of Education. The Superintendent shall present for Board approval any proposed additional staff that exceeds the staffing summary approved concurrent with the fiscal year budget. Hiring of additional staff that would be legally mandated will be brought to the Board for approval at the next scheduled Board meeting if all attempts for the Board of Education to meet prior to the hiring are unsuccessful.

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or his/her designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform to the requirements for State and Federal accounting reports. A monthly budget report shall be prepared in the same format as the annual object detail budget (as a minimum), showing for each major object code line item, the appropriated budget amount, transfers, expenditure to date, encumbered amounts, and current balance.

Such budget report shall be presented to the Board of Education at the regularly scheduled meeting in the month following the period for which such report is prepared, except the year-end report which shall be completed and presented by the end of August. The year-end report shall reflect all major object codes in positive balance. The Superintendent or designee shall recommend to the Board of Education and the Board shall approve transfers from one major object code to another.

## Business/Non-Instructional Operations

### Budget Procedures and Line Item Transfers (continued)

Any movement by the Board to expend funds that would otherwise render a major object code in a negative balance shall be preceded by a Motion to Transfer Funds between major object codes to maintain a positive balance in the account from which the funds will be expended. However, this action would not take place if there were expected incoming supplemental funds recognized by the Board.

For effective and efficient administration of day-to-day operations, budget transfer authority is granted to the Superintendent or the Director of Business, as his/her designee, under the following restrictions:

No transfers within major object codes, whether individual or cumulative, of \$10,000 or more shall be made unless authorized by the Board.

If the emergency transfer of \$50,000 or less is needed and the Board is unable to meet in advance, the Board will take action at its next regularly scheduled meeting. In addition, all transfers within an object summary category under \$10,000 will also be approved at the next meeting.

The Board of Education shall not expend more than the amount of the total appropriation and the amount of money received from other sources for school purposes. If any occasion arises whereby additional funds are needed by the Board of Education, the Chairperson of the Board of Education shall notify the Board of Finance, Board of Selectman, or appropriating authority and submit a request for such necessary additional funds. No additional funds shall be expended until such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.

### Adding Funds to the Non-Lapsing Educational Account

1. Each year, before August 31<sup>st</sup>, the Newtown Public Schools Director of Business will recommend to the Board **to deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such amount does not exceed the percentage of the total budgeted appropriation for education for such prior fiscal year as referenced in C.G.S. 10-248a.** ~~an unexpended amount consistent with the Connecticut Statute 10-248a not to exceed 1% of the previous year's budgeted education appropriation to be placed into the non-lapsing education account~~
2. Each year, before August 31<sup>st</sup>, the Board will forward a request to transfer unexpended funds from the previous year's budgeted education appropriation, to the non-lapsing education account. The transfer request will include each account number and the amount to be transferred. If known, the specific use for the funds will be communicated.

## **Business/Non-Instructional Operations**

### **Budget Procedures and Line Item Transfers (continued)**

#### **Removing Funds from the Non-Lapsing Educational Account**

The Board will vote to forward a request and explanation to the Board of Finance for use of funds from the Non-Lapsing Education Account. Consistent with the Connecticut Statute 10-248a, the use can be for any educational purpose. If appropriate, this request will also include a financial impact sheet.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. (as amended by PA 13-60, An Act Concerning the Consolidation of Non-Educational Services)

Charter, Town of Newtown, 2008, P. 28



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

Minutes of the Board of Education meeting held virtually on May 19, 2020 at 7:00 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski
D. Leidlein (absent)	3 Staff
J. Vouros	Public by phone
R. Harriman-Stites (left 9:33 pm)	
D. Zukowski	
H. Jojo	
M.Chand	

Mrs. Ku called the meeting to order at 7:06 p.m. with Board members joining virtually and by phone. The meeting was also being recorded. Board members on video were Mr. Delia, Mr. Cruson, Mrs. Harriman-Stites, Mrs. Zukowski, Ms. Jojo and Mr. Chand along with Mrs. Uberti, Mr. Bienkowski, Mrs. Petersen, Dr. Longobucco, Mr. Einhorn and Mrs. Marks. Mr. Vouros and Dr. Rodrigue joined by phone as well as members of the public.

Item 1 – Pledge of Allegiance

Mrs. Ku asked to move the English I and III curriculum to after the financial report.

Item 2 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of May 5, 2020, the donation to Newtown High School, and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation - none

Item 4 – Reports

Chair Report: Mrs. Ku said the Regional Advisory Team advising Commissioner Cardona met today regarding reopening considerations. We discussed the pros and cons of three models for reopening the schools which include half-day attendance alternating in the morning and afternoons, alternating days of attendance, or individualized learning with in-person instruction with distance learning. There is frustration about the decisions that have to be made. She asked for volunteers for the administrators' contract negotiations, the Re-Entry Committee, and also the Hawley HVAC Project for a representative to attend the Public Building and Site meetings. CABE has asked for a resolution for next years' legislative session due in August. The Superintendent's evaluation is also coming up in June. Congratulations to Dan Delia who was named Teacher of the Year at Woodside Intermediate School.

Mr. Delia asked if the committee would be discussing unanticipated expenses like masks. Dr. Rodrigue said there was a Superintendent's group that put a cost estimate together to provide masks each day. The State will not be purchasing masks and it hasn't been decided if each district will be required to have them. We have been identifying cost items.

Committee Reports:

Mrs. Harriman-Stites said the Policy Committee would be starting the 4000 series and cleaning up some in the 5000 series that had updates regarding harassment, Title IX, and the student grievance procedure.

Mr. Vouros reported at the April 28 Curriculum and Instruction Committee meeting the English I and III curricula were addressed. At the May 12 meeting there was a sixth grade Spanish update. There is a plan in place to evaluate progression of language between seventh and

ninth grades. When this articulation takes place he feels the language arts teachers will have input.

Superintendent's Report: Dr. Rodrigue reports that with distance learning we were monitoring student engagement and interactions with students. We collected data through teachers and found that 86% of the students were fully engaged and 2.6% were minimal or had no engagement. She thanked the teachers and administrators who have done an outstanding job. Dr. Rodrigue spoke about the SEL component. We are having a district-wide event to express artistic talent and hopes everyone gets involved on May 29 and throughout that weekend. Parents will receive information this Thursday. The Town also agreed to participate.

Mrs. Harriman-Stites appreciated keeping the students engaged and asked the feedback from families of students with minimal engagement and the issues families are struggling with.

Dr. Rodrigue has spoken to those families and they have the technology they need. Most of what she is hearing a lot is those students were struggling when they left, especially if they had one-on-one support. Also, the motivation is critical so we are working with parents individually. Some students not engaged earlier are coming back online.

Mrs. Zukowski asked if any families had parents who are essential workers so they have a babysitter or someone who is not able to help as much.

Dr. Rodrigue said we do have families in that situation but what is important is not having to do the work at a specific time has helped. The Western Connecticut Superintendent's Association just sent a survey to ask how many of us took that approach. They can do the work later when parents can support them. Counselors will also meet with students to help.

Mr. Delia asked what efforts were being made to be sure the teachers are supported with them working from home and if they are struggling.

Dr. Rodrigue said she has been working with the president of the union and we work with our administrators. We do meet with staff, especially those with young children at home. That's a reason we moved to quiet Fridays to have time learning new apps. Mrs. Uberti and Dr. Purcaro have been excellent in knowing what those needs are. They still have PLC time and meet with administrators. The teachers have done an outstanding job.

#### Student Representatives:

Ms. Jojo reported that with one more day to the start of reopening they are excited to see a glimpse of the quarantine ending

Mr. Chand reported that the seniors are thrilled that the staff and administrators care about making our time at NHS special including the graduation plans.

Ms. Jojo said many students have been taking the AP tests the past two weeks which have been shortened to 45 minutes and students can use notes. There are also make-up days in June.

Mr. Chand said that as the exams come to a close they are all excited for the celebrations at the end of the year.

MOTION: Mr. Delia moved that the Board of Education approve the financial report for the month ending April 30, 2020. Mr. Cruson seconded.

Mr. Bienkowski presented the financial report which included some changes in the Purchased Property Services and the Other Purchases services accounts. The additional tuition expense

is primarily the result of the Excess Cost Grant providing less offset due to a couple of students exiting.

Mr. Delia said we would have to discuss the final payment for transportation and asked when that would occur.

Mr. Bienkowski said all payments to All-Star have been made at this point. They presented us with reduced expenses for portions of March, April, May and June. The expenses we haven't completed are ones for special education transportation services.

Mrs. Zukowski said there has been some talk about drivers being paid base salary which was not what they were getting before schools closed down. Also, was there any chance the bus company went for PPP?

Mr. Bienkowski said there has been talk early in the process because there was concern about the pay but Mr. Dufour didn't know how to include those extra services drivers signed up for such as field trips. The bottom line is there is no consistent way to determine what the drivers have made so it was decided to pay them for their regular daily routes. Regarding PPP, they didn't participate in that at all. That was reserved for smaller companies. Whitsons have participated in the PPP program but not bus drivers.

Mrs. Harriman-Stites asked if we paid All-Star for field trips or sports runs even though they aren't happening now. She wanted to be sure we aren't paying for something they aren't doing. Mr. Bienkowski said the sports trips are in a different account and no payments were made for those activities.

Mrs. Ku referred to the rate of reimbursement with the Excess Cost Grant and asked if it was just based on the number of districts that applied for the grant and the number of students.

Mr. Bienkowski said two of our students had withdrawn so they weren't included in the March data submission which caused a drop in the grant.

Motion passes unanimously.

#### Item 6 – New Business

First Read of English I and III American Literature Curriculum:

Abi Marks, English Department Chair, spoke about the revisions to the English I and III American Literature curriculum. The goal of the revisions was to create concept-based units, align with conceptual scope and sequence that builds grades 9 to 11, ensure skill-building is aligned with CT Core Standards, maintain flexibility in choice of texts within units, and plan common assessments with units. English I is for ninth grade students and English III American Literature is an eleventh grade course.

#### Item 5 – Old Business

MOTION: Mr. Delia moved that the Board of Education approve the Sociology Curriculum.

Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Delia moved that the Board of Education approve the Western Studies I and II Curriculum. Mr. Cruson seconded.

Mrs. Uberti stated that the curriculum was just Western Studies which was a combination of I and II.

Mr. Delia moved to amend the motion to remove "I and II" from the description. Mr. Cruson seconded.

Mr. Delia moved that the Board of Education approve the Western Studies curriculum.

Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Delia moved that the Board of Education approve Policy 5144.1 Use of Physical Force/Physical Restraint/Seclusion/Exclusionary Time Out. Mr. Cruson seconded.

Mrs. Zukowski had six comments on this policy. On Page b under Conditions Pertaining to the Use of Physical Restraint and/or Seclusion under C that no students shall be placed in seclusion she asked if these all applied to involuntary physical force as well as seclusion and if wherever seclusion is listed that and/or involuntary physical force be listed.

Mrs. Harriman-Stites said the policy committee forwarded these questions to Mrs. Petersen. The policies come from CAGE and we followed their advice to the letter. She asked Mr. Cruson to go through the policies on her behalf.

Mr. Cruson said the committee looked at these and sent them to Mrs. Petersen and took guidance from her because of how complex this is.

Mrs. Petersen said this policy comes from CAGE and our attorneys and everything needs to be spelled out in each of these. Sometimes seclusion is not explained as well.

Mrs. Zukowski asked if the CAGE recommended policy was in the appendix at the end of the policy. She had concerns about what was in the policy and the appendix.

MOTION: Mrs. Zukowski moved to amend the motion to change section C subsection a and subsection b where the word seclusion is it will now say seclusion and/or involuntary physical restraint.

Mrs. Zukowski said it would make it more consistent with the content used in Appendix A.

Mr. Delia thought physical restraint and seclusion were two different things.

Mrs. Petersen said the two are different but you can have a seclusion and restraint at the same time.

Mrs. Zukowski wanted the merge of physical restraint and seclusion to be consistent with both sections of the Appendix.

Mr. Cruson stated that the Appendix is part of the regulation which we are not voting on because they are decided by the administration. The administration can mold the regulation.

Mrs. Zukowski said if the policy applies to all students, the regulation is inconsistent with the policy

MOTION: Mrs. Harriman-Stites called the question. Mr. Vouros seconded.

Vote: 5 ayes, 1 nay (Mrs. Zukowski) Motion passes.

Vote on amendment regarding section C subsection a and C subsection b change: 2 ayes, 4 nays (Mrs. Ku, Mr. Cruson, Mr. Vouros, Mrs. Harriman-Stites) Motion fails.

Mr. Delia called a point of order and asked the Board to please stick with Robert's Rules in speaking out and not being recognized by the Chair.

Mrs. Zukowski referred to Item J on page "d."

MOTION: Mrs. Zukowski moved to change the phrase "any use of physical restraint or seclusion on a student to "any use of physical restraint or seclusion on a student at risk." There was no second.

Mrs. Zukowski said it was clear that her level of detail was not supported by the rest of the Board.

MOTION: Mrs. Zukowski called the question. Mrs. Harriman-Stites seconded.

Mr. Delia wanted to add something to the overall motion and wanted to speak to this policy.

Mrs. Zukowski withdrew her motion to call the question.

Mrs. Ku said because it was seconded the Board had to vote on calling the question.

Vote: 1 aye, 5 nay (Mrs. Ku, Mr. Delia, Mr. Cruson, Mrs. Harriman-Stites, Mrs. Zukowski) Motion fails.

Mr. Delia clarified that we are voting on the policy, not the regulation.

Mr. Cruson said the Board votes on policy and regulations are there for our reference in looking at the policy.

Dr. Rodrigue said this has been gone over by our attorney. If we are going to make too many changes we should take it back to the attorney because there are reasons for everything.

Vote: 5 ayes 1 nay (Mrs. Zukowski) Motion passes.

MOTION: Mr. Delia moved that the Board of Education approve Policy 5151.5 Suicide Prevention Intervention. Mr. Cruson seconded.

Mr. Cruson said in the first sentence we removed the word "Public." Also, we did not decide to make any changes addressed in the questions that were sent.

Mrs. Zukowski referred to the language in the grade report and the page "c" regulations.

MOTION: Mrs. Zukowski moved to amend the motion to replace the words if deemed "high risk" with the words if deemed at "immediate risk."

Mr. Cruson seconded.

Dr. Rodrigue said there is a huge difference in high risk and immediate risk. The flow chart in the policy is in the regulations which could be changed by us rather than changing wording in the policy.

Mrs. Petersen stated that high risk is very different from immediate risk and cautioned changing this.

Mrs. Zukowski said the policy says if deemed high risk the student will not be left alone. The procedure for high risk is level two and does not include monitoring students and not being left alone.

Mrs. Ku said the issue is understood. We should leave the policy as is and the administration can work with the regulation to be consistent with the policy.

Dr. Rodrigue said we can look at the regulations again which are more for our staff who follow this practice but we can make it clearer.

Vote on amendment: 6 nays. Motion fails.

Vote to approve policy: Motion passes unanimously.

#### Item 6 – New Business (continued)

Middle/High School Graduation Programs:

MOTION: Mr. Delia moved that the Board of Education approve the middle school moving-up and high school graduation programs. Mr. Cruson seconded.

Dr. Rodrigue stated that principals worked with the staff to develop these plans and will bring a respectable closure to the year. Part one of the program will be a virtual ceremony with multiple pre-recorded segments which will be combined into one video. Part 2 will be more personal

with cluster teachers and will be released as a video for students and families. We want them to know how proud we are of them moving to the high school. Students will receive their Moving-Up Certificates prior to the program as well as a printed program with student names with pick-up at specific times. They will also have photos taken.

Mr. Einhorn said this was a very special class and they tried to model this after what we've been doing for many years and acknowledging our students with names being read. They will see their teachers and receive their certificates with a chance to say good-bye.

Mr. Delia asked what this would look like.

Mr. Einhorn said this will be in scheduled waves a cluster at a time so students have time to see their teachers. We will use the primary lot at the middle school for people to circle into.

Mrs. Zukowski asked if students would get out of their cars to get the certificate.

Mr. Einhorn stated that tables will be set up for certificates or possibly they will be brought to the car.

Mrs. Ku asked how much time will be needed.

Mr. Einhorn said they are expecting two minutes per person. Not everyone will want to participate so some will get their certificates through the mail.

Dr. Rodrigue spoke about the high school graduation plan is complex and extremely important. For the in-person ceremony they will drive up to the front parking lot to a designated spot with a stage set up. Photos will be taken walking across stage. Student would go to another location for a photo and then pick up diploma and return to their car and leave with their family.

Dr. Longobucco said this was a six-part plan for the 411 students who will graduate over three days. There will be 20 cars waiting in spaces and 40 students per hour will graduate. The video will be compiled with pre-recorded speeches, the choir and all 411 students walking across the stage which will look like a traditional graduation ceremony. Students are excited about the parade on June 15 and we have suggested that a parent drive. They will be lead by the policy and there will be a video of the cap and gown pick-up and the parade.

Mr. Delia asked if students would be sent guidelines such as wearing a mask.

Dr. Longobucco said she was working with Donna Culbert, Health Director, and if we can space the students out more than six feet we hope they won't have to wear a mask crossing the stage.

Mr. Delia asked if there was an area if teachers want to be there as they graduate.

Dr. Longobucco said we have to wait on that piece. We need teachers to help in the parking lot so we broke them in to two-hour shifts and teachers will be able to watch for a two-hour period.

Mrs. Ku said her main concern was that often during ceremonies such as this students are not thinking about rules. She appreciates the detail in this plan. We need to celebrate this momentous event and was glad you found a way to do that.

Mrs. Harriman-Stites left the meeting at 9:33 p.m. prior to the vote.

Vote: 5 ayes. Motion passes.

MOTION: Mr. Delia moved that the Board of Education approve the proposed middle school staffing change for the 2020-2021 school year. Mr. Cruson seconded.

Dr. Rodrigue said that we are asking to include a middle school math interventionist position next year to meet the needs of our struggling math students. Foreseeing additional support in

the areas we looked at changing the title of that position to SRBI Coordinator which requires a 092. This is still a teacher level position and would still support students through intervention in math as well as support in the school as the SRBI Coordinator. It would increase the level of responsibility for this position including helping to coach teachers. We would like to include a stipend of 8% for this position as other coordinators receive.

Mr. Delia asked the budget impact.

Dr. Rodrigue said it would be between \$8,000 and \$9,000.

Mrs. Zukowski asked if this was added because of COVID 19 issues or the SRBI program. Dr. Rodrigue said this would be a long-term need but also due to COVID when you think of struggling learners. There will be an increased number of students needing these services.

Vote: 5 ayes. Motion passes.

Dr. Rodrigue said the second staffing change does not require action as there is no budgetary impact. We want to focus on the World Language program in grades K-5. The Spanish program has its own definitive space in the schedule. This is a good time to put grade six on pause for now and focus on the K-5 program since it will be new to grade five next year. Using the proposed position for grade six will help with scheduling.

Mrs. Uberti said another consideration is looking ahead at how trying to add Spanish to sixth grade would impact that group moving forward. We would have to modify what seventh and eighth grade Spanish would look like for those sixth graders.

Mr. Cruson confirmed this was a one-year pause and the fifth graders this year will get Spanish in sixth grade. If we repurpose this .5 position which was supposed to be for sixth grade, we will have to add another .5 position for the following year.

Mrs. Uberti stated that next year will be the first year that K-8 will be on a common schedule. We might have to increase the FTE for Spanish but staff may be able to be shared K-8. We are also going to look at students taking a second language after Spanish.

First Read of Policy 3171.1 Non-lapsing Education Fund:

Mr. Cruson said the overall goal of this policy was to make it so we hopefully won't have to change it every time the State makes a change to the statute and he reviewed the revisions.

Mr. Delia suggested that since this refers to Policy 3160 we might want to look at them at the same time.

Mr. Cruson said that policy is just procedures of the budget.

Mr. Bienkowski stated that in Policy 3160 there is another reference to not exceeding 1% so that needs to be changed in that policy also.

Mrs. Ku said we can pass the policy at a later date if there is a conflict.

Mr. Delia said this was a first read and asked if the Policy Committee would consider bringing the other policy to the table.

Mr. Cruson said they would look at that policy again.

Mrs. Zukowski said that in the CIP/Finance Committee meeting Sandy Roussas noted the word "planned" as it could have an impact on financial planning. We don't need the vote of the Board of Finance for us to take money from the fund. She sent a note to Bob Tait regarding the

difference between appropriation and funding. We might end up doing actions that might not seem like we were being cooperative. We need to understand the appropriations process for capital improvements. Certain things have a multi-board process. She thinks we should talk to the Board of Finance regarding that word and bring in other boards about the process.

Mrs. Ku said before we bring in other boards we should have the conversation with our Board and Business Director regarding the questions Mrs. Zukowski was bringing up in the CIP/Finance committee.

Mr. Delia said that policy would be part of the discussion at that meeting.

Mr. Bienkowski said the word planned was inserted to address the possibility and concern about us planning uses for the non-lapsing fund. It has nothing to do with other boards or agencies. It has to do with our CIP. If we have a CIP project and want to offer financial support to move that project along this is the only way we could do it.

Mr. Delia agreed with Mr. Bienkowski and appreciated his clarification.

Mrs. Zukowski also appreciated his clarification but felt it was important to see Policy 3160.

MOTION: Mr. Delia moved that the Board of Education approve the HVAC project for Hawley School for indoor air quality improvements be referred to the Public Building and Site Commission for project review and management. Mr. Cruson seconded.

Mrs. Ku spoke with Dan Rosenthal and Bob Mitchell and they are anxious to get this project going. If we transfer project to Public Building and Site and they will set up a team including Mr. Gerbert, Mr. Bienkowski and Board members. The team will interview contractors and make recommendations. The \$300,000 was approved by Board of Finance.

Vote: 5 ayes. Motion passes.

MOTION: Mr. Delia moved that the Board of Education approve the continuation of the school activities fund accounts. Mr. Cruson seconded. Motion passes unanimously.

Dr. Rodrigue said this is something we do annually.

Mrs. Ku stated that part of our policy is to approve this on an annual basis.

Motion passes unanimously.

#### Item 7 – Public Participation - none

MOTION: Mr. Cruson moved to adjourn. Mr. Vouros seconded. Vote: 5 ayes. Motion passes.

#### Item 8 – Adjournment

The meeting adjourned at 10:12 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary