

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

**To make a public comment, the call in number is**

**(US) 1-475-222-3530 PIN 832 166 933#**

Regular BOE Agenda  
May 6, 2025

Council Chambers  
3 Primrose St.  
Newtown, CT 06470  
7:00 PM

*As stewards of Newtown Public Schools, we commit to conducting ourselves with honesty, integrity, and respect. Guided by Newtown's Core Values and the Portrait of a Graduate, we will strive to prepare every student to think critically and innovate with curiosity; adapt, persevere, and pursue goals with strategic focus; act with compassion, collaborate across differences, and communicate with clarity. We hold ourselves to the same attributes we seek to instill in our students, embodying them in our work together.*

## AGENDA

1. PLEDGE OF ALLEGIANCE
2. CELEBRATION OF EXCELLENCE
  - A. Newtown Middle School and Newtown High School Unified Sports
3. CONSENT AGENDA
  - A. Correspondence Report
4. \*\*PUBLIC PARTICIPATION
5. REPORTS
  - A. Chair Report
  - B. Superintendent's Report
  - C. Committee and Liaison Reports
  - D. Student Representatives Report
6. OLD BUSINESS
  - A. Discussion and Possible Action on 2025-2026 Budget
  - B. Action on Minutes of April 22, 2025
  - C. Second Read and Action on Policies
    1. 3010 Code of Conduct Governing Procurements Under a Federal Award
    2. 3030 Disposal of Obsolete or Surplus Equipment/Materials
    3. 3040 Policy and Administrative Regulations Regarding Individuals with Disabilities Education Act
    4. 5132 Student Dress
  - D. Second Read and Action on Policies to Rescind
    1. 3230.1 Federal Funds

2. 3260 Disposal of Obsolete or Surplus Equipment - Materials
3. 3340 Individuals with Disabilities Education Act Fiscal Compliance
4. 3542.22 Food Service Personnel - Code of Conduct
5. 3000 Concepts and Roles in Business and Non-Instructional Operations
6. 3100 Budget: Budgeting System
7. 3110 Budget Planning
8. 3113 Setting Budget Priorities
9. 3121 Approval of the Budget/Delivery to Fiscal Authority
10. 3170 Expenditure Plan
11. 3220 State Federal Funds

7. NEW BUSINESS

- A. Discussion and Possible Action on MP Planning Demographic and Utilization Studies
- B. First Read of High School Asian Studies Curriculum
- C. First Read of High School Poetry Curriculum

8. ADJOURNMENT

*\*\*During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. Per Board Policy 9325, we request that speakers be respectful and limit comments to not more than three minutes, and we note that public complaints about employees are not permitted during meetings. All such concerns should instead be submitted to the Superintendent. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the Board: [NewtownBOE@newtown.k12.ct.us](mailto:NewtownBOE@newtown.k12.ct.us)*



# Newtown Public School District

## Newtown Board of Education

### Correspondence Report 04/22/2025 – 05/06/2025

Date	Sender Name	Subject
04/22/2025	Deborra Zukowski	Correspondence Report: 04/22/2025
04/22/2025	Kathy June	Non-renewal List with Assignments
04/22/2025	Gail Heath	Advocacy Highlights - April 22, 2025
04/23/2025	Gail Heath	Advocacy Highlights - April 23, 2025
04/23/2025	Nancy Propfe	What's Going On at CABE? 04.23.25
04/24/2025	Kat Mellen	K-6 Spanish support
04/25/2025	Gail Heath	Advocacy Highlights - Updated Date for Webinar
04/25/2025	Gail Heath	Advocacy Highlights - Webinar Canceled and Rescheduled -see new date
04/25/2025	Anne Uberti	Friday Notes 4.25.25
04/27/2025	Kristy Meyer	State Budget & Partnering [Message misdirected. Emailer situated in Ohio.]
04/28/2025	Anne Uberti	NPS Weekly Update 4.28.25
04/29/2025	Gail Heath	Advocacy Highlights - There's Still Time to Register for Today's Webinar!
04/29/2025	Sarah Connell	BOE C&I Mintues 4/22/25
04/29/2025	Carrie Grummons	In support of the fine arts position
04/29/2025	Randi Kiely	Dress Code
04/29/2025	Alison Plante	Week in Preview - April 29th
04/30/2025	Nancy Propfe	What's Going On at CABE? 04.30.25
05/01/2025	Nancy Propfe	CABE Journal May 2025
05/01/2025	Gail Heath	Advocacy Highlights - May 1, 2025
05/01/2025	Joanne Morris	Chartwells Spring Barbeque!!!
05/02/2025	Wilmarie D. Newton	CABE Webinar Invitation: Direct Support Professional Forum
05/02/2025	BoardBook	Meeting Notification: May 6, 2025 at 7:00 PM - Regular BOE Agenda
05/02/2025	Shannon Hamilton	Policy Highlights 5/2/2025
05/02/2025	Anne Uberti	Friday Notes 5.2.25 - Time Sensitive
05/05/2025	Anne Uberti	Friday Notes 5.5.25

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

Minutes of the Board of Education meeting held on April 22, 2025 at 7:00 p.m. in the Council Chambers, 3 Primrose Street, Newtown, CT.

A. Plante, Chair	A. Uberti
J. Vouros, Vice Chair	F. Purcaro
D. Zukowski, Secretary	T. Gouveia
S. Tomai	1 Staff
C. Gilson	1 Public
D. Linnetzi	1 Press
B. Leonardi (absent)	

Mrs. Plante called the meeting to order at 7:05 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Vouros moved that the Board of Education approve the consent agenda which includes the correspondence report. Mrs. Linnetz seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Mrs. Plante spoke about the referendum and looks forward to seeing the results.

Superintendent's Report: Today is bus driver appreciation day and the PTAs provided the drivers with a catered breakfast along with cards signed by students and bags of treats. Tomorrow is administrative assistant's day and Mrs. Uberti spoke about their importance in the district and that they are appreciated for all that they do. The schools are eagerly awaiting the referendum results.

Committee and Liaison Reports:

Ms. Tomai reported on the CFF Subcommittee meeting tonight and discussed the financial report and transfers up to March 31 and an update on the Estimated Cost Grant from the State.

Dr. Gilson spoke about the most recent DEAI Subcommittee meeting and the federal changes that will impact school districts. He also referred to Mrs. Uberti's update in February which outlines the district goals regarding DEI. There was also an update from Mrs. DiBartolo on the equity leaders and their training. The next meeting is the end of April. They also reviewed the anonymous alerts reported. The Curriculum and Instruction Subcommittee met tonight and reviewed the Asian Studies and Poetry curricula which were voted to move to the Board of Education for approval.

Student Representatives Report:

Mr. Jerfy reported that spring sports started and end of year activities have begun. Students participated in a field trip to Spain on March 31 and returned April 11. Earlier this month, 12 students took the Armed Services Vocation Aptitude Battery as they consider potentially going into the military. Over spring break a group of students traveled to Europe. May 1 is decision day with the majority of seniors settled on their plans for next year.

Monthly Financial Statement:

MOTION: Mr. Vouros moved that the Board of Education approve the financial report and transfers for the month ending March 31, 2025. Ms. Zukowski seconded. Motion passes unanimously.

Item 5 – Old Business

Minutes of April 1, 2025:

MOTION: Mr. Vouros moved that the Board of Education approve the minutes of April 1, 2025. Mrs. Linnetz seconded. Motion passes unanimously.

Item 6 – New Business

Action on the 2024-2025 Non-renewal List:

MOTION: Mr. Vouros moved that the Board of Education approve the 2024-2025 non-renewal list. Ms. Tomai seconded.

Mrs. Uberti said doing this protects the district should we have to non-renew an employee due to budgetary concerns. We won't know how many until we have a budget and the Board makes their final adjustments.

Ms. Tomai asked why the Board was approving the list.

Mrs. Uberti said they are not affected until the Board decides on the budget. The letters are just notification that they may not be renewed.

Vote: 5 ayes, 1 nay (Ms. Tomai) Motion passes.

Discussion and Possible Action on Propane Contract:

MOTION: Mr. Vouros moved that the Board of Education approve the propane contract with Mitchell effective July 1, 2025. Mrs. Linnetz seconded.

Ms. Gouveia spoke about the bidding process with Mitchell coming in as the low bidder. Motion passes unanimously.

Policies for First Read:

Mrs. Linnetz spoke about the policies and that the first three are mandatory policies from Shipman. We will meet May 6 and asked for questions to be sent to the committee. Policy 5132 Student Dress is being brought to get everyone's input so she asked for everyone to send comments.

Ms. Zukowski questioned if this policy also applied to clothing worn on fields trips on weekends and bathing suits when students are at a water park.

Mrs. Uberti said if there is a field trip that will require a significant diversion in the type of clothing that would be worn during the school day it would be in the trip description for the parents. If going to a water park there would be significant instructions as to the type of clothing the students should wear.

Ms. Zukowski referred to the policies to rescind. Policy 3113 Setting Budget Priorities states budget priorities are the responsibility of the Board and due by October 1 prior to the building of the budget and asked if there was another place where it is said it's the responsibility of the Board prior to budget development.

Mrs. Plante said not to her knowledge but the Board still drives the priorities.

Mrs. Linnetz said this would be covered under Policy 9000 under the BOE bylaws.

Item 7 – Public Participation

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

Item 8 – Adjournment

The meeting adjourned at 7:44 p.m.

Respectfully submitted:

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Deborra J. Zukowski  
Secretary

**Note: This is a required policy and the Code of Conduct applies to procurements under all federal grants. This policy will have a new number in an effort to streamline the numbers in this series.**

**This policy replaces Policy 3230.1, which should be rescinded when this policy is adopted.**

**Series 3000  
Business**

**3010**

**CODE OF CONDUCT  
GOVERNING PROCUREMENTS UNDER A FEDERAL AWARD**

In accordance with Federal and State regulations, the following Code of Conduct applies to the selection, award, and/or administration of a contract procuring property or services under a Federal award, including the expenditure of Connecticut School Nutrition Program (“School Nutrition Program”) funds by any Newtown Public Schools Board of Education (“Board”) employee or agent.

**Article I. Purpose**

The purpose of this Code of Conduct is to establish standards of conduct covering real or apparent conflicts of interest and governing the actions of Board employees engaged in the selection, award, and/or administration of contracts procuring property or services under a Federal award, including expending School Nutrition Program funds on goods and/or services. This Code of Conduct also sets forth discipline that may result from violating these standards.

**Article II. Code of Conduct Provisions**

In addition to other applicable policies and regulations promulgated by the Board, the Board expects the following conduct of all persons who are engaged in the award and administration of contracts supported by Federal funds, including School Nutrition Program funds:

1. No employee, officer, or agent of the Board shall participate in the selection, award and/or administration of a contract supported by Federal funds if a conflict of interest, real or apparent, would be involved. Conflicts of interest arise when one of the following has a financial or other interest in, or a tangible personal benefit from, the firm selected for the award:
  - a. The employee, officer, or agent of the Board;
  - b. Any immediate family member of the Board employee, officer, or agent (spouse, sibling, parent, child);

- c. The partner of the Board employee, officer, or agent; or
  - d. An organization that employs or is about to employ one of the above.
2. The Board's employees, officers, or agents shall neither solicit nor accept gratuities, favors, travel packages, incentives or anything of monetary value from contractors, potential contractors, or parties to sub-agreements related to programs funded by the Federal government, in whole or in part.
  3. The Board's employees, officers, or agents shall disclose any actual or potential conflict of interest to the Superintendent of Schools or his/her designee. Thereafter, as required by law, the Board shall disclose in writing any potential conflict of interest to the Connecticut State Department of Education.

Failure of any Board employee to abide by this code of conduct may result in disciplinary action, up to and including termination. The Board reserves the right to pursue legal actions for violations as permitted by law.

#### Legal References:

#### Federal Regulations and Guidance

2 C.F.R. § 200.112 Conflict of Interest.

2 C.F.R. § 200.318 General Procurement Standards.

2 C.F.R. § 400.2 Conflict of Interest.

United States Department of Agriculture, Contracting with Food Service Management Companies: Guidance for School Food Authorities, [https://fns-prod.azureedge.net/sites/default/files/cn/SP40\\_CACFP12\\_SFSP14-2016\\_a2.pdf](https://fns-prod.azureedge.net/sites/default/files/cn/SP40_CACFP12_SFSP14-2016_a2.pdf) (May 2016).

United States Department of Agriculture, Contracting with Food Service Management Companies: Guidance for State Agencies, [https://fns-prod.azureedge.net/sites/default/files/cn/SP40\\_CACFP12\\_SFSP14-2016\\_a1.pdf](https://fns-prod.azureedge.net/sites/default/files/cn/SP40_CACFP12_SFSP14-2016_a1.pdf) (May 2016).

United States Department of Agriculture, Written Codes of Conduct and Performance of Employees Engaged in Award and Administration of Contracts, SP 09-2015, CACFP 03-2015, SFSP 02-2015, [https://fns-prod.azureedge.net/sites/default/files/cn/SP09\\_CACFP%2003\\_SFSP02-2015os.pdf](https://fns-prod.azureedge.net/sites/default/files/cn/SP09_CACFP%2003_SFSP02-2015os.pdf) (November 2014).

#### Connecticut Statutes, Regulations and Guidance

Conn. Gen. Stat. § 1-79 Definitions.

Conn. Gen. Stat. § 10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

Conn. Gen. Stat. § 10-215b Duties of State Board of Education re feeding programs.

Conn. Gen. Stat. § 10-216 Payment of expenses.

Regs. Conn. State. Agencies § 10-215b-1 Competitive foods.

State of Connecticut, Department of Education, Operational Memorandum No. 10-16, Written Code of Conduct and Performance of Employees Engaged in Award and Administration Contracts,

<https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/Memos/OM2016/OM10-16.pdf>  
(August 2016).

Policy adopted:

Newtown Public Schools

Policy revised:

Newtown, Connecticut

**Note: This is a mandated policy. At the time this policy is adopted, Policy 3260 should be rescinded.**

**Series 3000  
Business**

**3030**

### **DISPOSAL OF OBSOLETE OR SURPLUS EQUIPMENT/MATERIALS**

No obsolete or surplus equipment or materials will be discarded or disposed of by a teacher or other school employee. Such items will be set aside and reported to the principal. The principal or his/her designee will prepare lists of such equipment and materials annually and forward such lists to the Superintendent of Schools or his/her designee.

Obsolete or surplus equipment or materials shall be donated or sold only upon the approval of the Superintendent of Schools or his/her designee.

Prior to making a donation or conducting a public sale, and after determining there is no appropriate use of such equipment or materials within the school system, the Superintendent of Schools or his/her designee shall notify the First Selectman's Office of the equipment or materials approved for disposal, and shall request a written response within 15 days indicating the Town's interest, if any, in such equipment or materials. Any transfer costs shall be borne by the recipient of the surplus or obsolete equipment or materials.

Obsolete or surplus equipment or materials not retained within the school system or transferred to the Town may be donated or sold to the general public in a manner determined by the Superintendent of Schools to be in the best interests of the school district. Such equipment or materials shall not be donated to an employee of the school district and shall only be sold to an employee of the school district if the equipment or material is offered for sale to the general public. Under those circumstances, the employee shall receive an equal, but not preferential, opportunity to purchase the equipment or materials.

If the equipment and materials cannot be donated or sold, the Superintendent of Schools or his/her designee may dispose of such items.

**Note: This is a mandated policy. At the time this policy is adopted, Policy 3340--Individuals with Disabilities Education Act Fiscal Compliance, should be rescinded. This policy has a new number to better align the numbers in Series 3000.**

**Series 3000  
Business**

**3040**

**POLICY AND ADMINISTRATIVE REGULATIONS REGARDING  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
FISCAL COMPLIANCE**

The Newtown Board of Education (the “Board”) will, in all respects, comply with the requirements of state and federal law with regard to special education fiscal compliance. Pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. (“IDEA”) and its associated regulations, the Board shall specifically ensure compliance with the fiscal provisions of the IDEA, as they may be amended from time to time. The Superintendent or designee shall develop administrative regulations with regard to such fiscal compliance.

Legal References:

Individuals with Disabilities Education Act, 20 U.S.C. § 1400, et seq. (IDEA)  
34 C.F.R. § 300.144  
34 C.F.R. § 300.202(a)(3)  
34 C.F.R. § 300.133(d)  
34 C.F.R. § 300.172  
34 C.F.R. § 300.205(d)  
34 C.F.R. § 300.226(a)  
34 C.F.R. § 300.209(b)  
34 C.F.R. § 300.818, Appendix A

Policy adopted:  
Policy revised:

Newtown Public Schools  
Newtown, Connecticut

**Series 3000  
Business**

**3040 R**

**ADMINISTRATIVE REGULATIONS CONCERNING  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
FISCAL COMPLIANCE**

The Newtown Board of Education (the “Board”) will, in all respects, comply with the requirements of state and federal law with regard to special education fiscal compliance. Pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. (“IDEA”) and its associated regulations, the Board shall specifically ensure compliance with the fiscal provisions of the IDEA, as they may be amended from time to time.

**1. Property, Equipment and Supplies**

The Board, through the Director of Special Education or designee, shall ensure that any property, equipment or supplies purchased with funds from an IDEA grant shall be purchased, used and maintained in accordance with such grant requirements. Among any other statutory or regulatory requirement, the Director of Special Education or designee must ensure that:

- A. All property, equipment and supplies purchased with IDEA grant funds are labeled as such, including equipment supplied to students with disabilities attending private schools at parental expense;
- B. A labeling procedure is in place for all property, equipment and supplies purchased with IDEA grant funds;
- C. All property, equipment and supplies purchased with IDEA grant funds are used for assistive technology, instructional or educational purposes;
- D. Copies of purchase orders for property, equipment and supplies purchased with IDEA grant funds indicate the source of funding for such purchases; and
- E. A tracking procedure is in place for all property, equipment and supplies purchased with IDEA grant funding.

Any procedures mentioned above shall be developed and maintained by the Director of Special Education or designee.

**2. Supplanting**

Funding provided to the Board through an IDEA grant must be used to supplement state, local and other federal funds, not to supplant those funds. The Board shall comply with all federal and state laws in this regard.

### **3. Parentally Placed Private School Special Education Students - Expenditures**

The Director of Special Education or designee will maintain an ongoing census of all students with disabilities who are eligible for special education and related services and attend school within the geographical bounds of the district. Eligible students with disabilities who attend private schools within the geographical bounds of the district will receive services equal to a proportional share of the IDEA grant funds received annually by the district. The proportionate share shall be calculated on an annual basis in accordance with federal law, but no later than October 1<sup>st</sup> of any given year. Calculation of the proportionate share shall be the responsibility of the Director of Special Education or designee.

The Director of Special Education or designee shall meet annually with all private school representatives to consult on matters related to the distribution of funds under the IDEA. Documentation regarding annual meetings shall be maintained by the Director of Special Education or designee.

The Director of Special Education or designee shall annually maintain budgets with regard to the manner in which IDEA grant funds are expended for eligible parentally placed private school students with disabilities.

### **4. National Instructional Materials Accessibility Standard**

The Board shall ensure compliance with the National Instructional Materials Accessibility Standard (“NIMAS”). In this regard, the Director of Special Education or designee shall maintain procedures to inform all staff within the district how a blind and/or print disabled student shall be referred in order to receive materials from the National Instructional Materials Access Center (“NIMAC”). Such procedures shall include, but not be limited to, the following:

- A. Initial referral to a planning and placement team (“PPT”), or if such child is already identified as having a disability under the IDEA, direct referral to the child’s PPT;
- B. Identification of the name of the district personnel who shall receive, and are responsible for, referrals for the receipt of materials from NIMAC; and
- C. The requirement that either (i) publishers prepare and, on or before delivery of the print instructional materials, provide to the NIMAC electronic files containing the contents of the print instructional materials using the standards of the NIMAS; or (ii) instructional materials are

purchased from the publisher that are produced in, or may be rendered in, specialized formats.

## **5. Coordinated Early Intervening Services**

Coordinated Early Intervening Services (“CEIS”) may be used to support students in grades K-12 who are not currently identified as needing special education or related services, but who need additional academic or behavioral support to succeed in a general education environment. Up to 15% of IDEA grant funds may be used for CEIS. In this regard, the Director of Special Education or designee shall maintain procedures to ensure that:

- A. The funds used for CEIS are used only for the K-12 levels;
- B. Students receiving CEIS are tracked directly over a three-year period to determine if, at any time during this period, these students should be referred for special education services; and
- C. Documentation of funds spent on professional development are maintained, which documentation shall include the teachers who receive professional development for CEIS and the names of the students of those teachers who would have benefited from the teacher receiving the professional development.

## **6. Charter Schools**

In compliance with federal law, the Board shall ensure that all eligible students with disabilities who attend charter schools that are part of the district receive special education services in the same manner as eligible students with disabilities who attend other district schools. Further, the Board shall ensure that IDEA grant funds are provided to charter schools within the district that serve eligible students with disabilities on the same basis as the district provides funds to other public schools within the district.

## **7. Excess Costs Calculation - Federal Requirement**

The Board shall comply with federal law with regard to the calculation of excess cost. The Director of Special Education or designee shall maintain documentation regarding the separate excess cost calculations for elementary and secondary school students, as well as the formulas used for each level of students.

Legal References:

Individuals with Disabilities Education Act, 20 U.S.C. § 1400, et seq. (IDEA)  
34 C.F.R. § 300.144

34 C.F.R. § 300.202(a)(3)  
34 C.F.R. § 300.133(d)  
34 C.F.R. § 300.172  
34 C.F.R. § 300.205(d)  
34 C.F.R. § 300.226(a)  
34 C.F.R. § 300.209(b)  
34 C.F.R. § 300.818, Appendix A

Administrative Regulations adopted:

**NOTE: This is an updated policy from Newtown's current Policy (5132 - Dress and Grooming)**

**Series 5000  
Students**

**5132**

**STUDENT DRESS**

In order to maintain an environment conducive to the educational process, the Newtown Board of Education (the "Board") prohibits the following from wear during the academic school day:

- a. ~~Coats, jackets or other attire normally worn as outerwear. Outerwear includes: coats, jackets, windbreakers, nylon pullovers, down vests, and other clothing the administration deems inappropriate. Outerwear shall not be worn, carried, or kept in the classroom during regular school hours.~~
- b. ~~Head coverings of any kind, including but not limited to scarves, bandannas, masks, headbands, visors, kerchiefs, athletic sweatbands, hats, caps, or hoods. Head coverings shall not be worn, carried, hung on belts or around the neck, or kept in the classroom during regular school hours. Approved coverings worn as part of a student's religious practice or belief, or as required or permitted in conjunction with school district health and safety protocols, shall not be prohibited under this policy. Nothing in this policy shall be construed to prohibit protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.~~
- c. ~~Items a. and b. above must be secured in the student's locker or other storage area before school starts. Items not stored will be confiscated by the administration.~~
- d. Footwear which marks floors or is a safety hazard.
- e. Sunglasses, whether worn or carried, unless required pursuant to a documented medical issue.
- f. ~~"Name" or other~~ Oversized metal belt buckles and all metal belts.
- g. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.

- h. Attire or accessories that contain vulgarity or that contain overly offensive or disruptive writing or pictures, which are likely to disrupt the educational environment.
- i. Attire or accessories depicting or suggesting violence so as to disrupt the educational environment or that provokes others to act violently or causes others to be intimidated by fear of violence or that constitute "fighting words," including but not limited to attire or accessories depicting the Confederate flag and/or the Nazi swastika.
- j. Attire or accessories that depict logos or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.
- ~~k. Shirts and/or blouses that reveal the abdomen, chest, or undergarments and see-through clothing.~~
- ~~l. See-through clothing, tank tops or sleeveless shirts.~~
- k. Shirts and/or blouses that reveal the more than one handwidth of the abdomen.
- l. See-through clothing or clothing that reveals the chest or undergarments.
- ~~m. Shorts, miniskirts, or pants that reveal the upper thigh or undergarments. Spandex garments are allowed only if they are covered by shorts or skirts.~~
- ~~N. Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.~~

While the district maintains a general dress code for all students, individual schools may establish additional guidelines regarding appropriate dress. These guidelines may be tailored to reflect the developmental needs, activities, and culture of their specific age group or school community. Any school-specific dress expectations must align with the overarching principles of the district dress code and be communicated clearly to students and families.

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

Legal Reference:

Connecticut General Statutes § 46a-51 (definition of protective hairstyles)

ADOPTED: \_\_\_\_\_  
REVISED: \_\_\_\_\_

3/11/21







## Unit Plan

### India and South Asia

Newtown High School / High School / Social Studies

Week 1 - Week 6 | 8 Curriculum Developers | Last Updated: Jun 29, 2024 by Foss, David

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

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

Overarching goals for this unit are to examine the ways in which geography has influenced a unique cultural identity for the subcontinent, ways in which religion has impacted or determined societal norms and social hierarchies from ancient times to the present, impacts of foreign (particularly British) colonialism on the Indian Subcontinent, the restructuring of power, demographics, and borders following revolutions, and the struggle for different groups in gaining freedom and equality in the modern world.

#### Conceptual Lens/Concepts

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

Lens: Cultural identity

Concepts: Social hierarchy, Imperialism, Subjugation, Exploitation, Resistance, Religion/Belief, Geography, Tension, Progress, Opportunity, Change, Independence, Modernization, Stability

#### Generalizations

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

1. Geographic conditions create a unique sense of cultural and religious identity.
2. Social hierarchies create tensions that limit opportunities and impede progress.
3. Imperialist nations introduce changes which yield positive and negative consequences.
4. Sustained subjugation and exploitation generates resistance.
5. Independence results in the burgeoning of religious, ethnic, and class tension impeding modernization.
6. Modernization depends on economic and political stability.

#### Guiding Questions

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

- 1a. To what extent has India's geography played in the development of India's Religions? (F)
  - b. Compare Hinduism, Buddhism, and Sikhism. (F)
  - c. How does geography impact the creation of the Indus and Aryan civilizations? (F)
  - d. In what ways can geography be responsible for shaping the cultural and religious identity? (C)
- 2a. What are the origins of the Hindu caste system? (F)
  - b. What are the characteristics of the Hindu caste system? (F)
  - c. Compare the Hindu social hierarchy to other types of social hierarchy. (F)
  - d. To what extent does a social hierarchy advance or impede a society/civilization? (C)
- 3a. For what reasons did the British East India Company (EIC) exercise control of the Indian subcontinent? (F)
  - b. What factors lead to Indian rebellion against the EIC? (F)
  - c. How was Indian society positively and negatively impacted by the British Raj? (F)
  - d. To what extent does colonization of a country irrevocably change it? (C)
- 4a. In what ways was the Indian population subjugated and exploited by the British? (F)

- b. What non-violent acts were taken by Gandhi and other revolutionaries to provoke response by the British? (F)
- c. What ultimately led to Gandhi's leadership gaining control of India as a free and independent nation? (F)
- d. What factors or forces contribute to a colonial power relinquishing control of a colony? (C)

- 5a. What agreements were reached in geography and politics following India's newly won independence? (F)
- b. What was the reasoning behind the partition of India and Pakistan in 1947 and Bangladesh in 1971? (F)
- c. What were the consequences of the partitioning? (F)
- d. In what ways do forced migration and changes in government and geography affect the stability of a region or country? (C)

- 6a. How has India modernized to meet the needs of the largest population on the planet? (F)
- b. To what extent does India's religious diversity and regionality affect political stability? (F)
- c. Why is the India Institute of Technology globally significant? (F)
- d. How does Indian and Pakistani nuclear capability impact stability in the region? (F)
- e. How does a country's economic and political stability affect its ability to compete in a global economy? (C)

Provocative Questions.:

1. Does an Imperial Power always subjugate and exploit its colonies?
2. Was British rule of India a net positive for India?
3. What is the most effective form of resistance?
4. Does India have the capability to be a global superpower?

## Content Knowledge

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

Geographical features of India, Indus and Aryan civilizations, Hinduism, Buddhism, Sikhism, Caste System including examples from other societies, British East India Company, British Raj, Gandhi and Indian independence, India/Pakistan partition, Bangladesh, India Rising

## Critical Skills

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

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

Notes

Use map skills to develop a deeper understanding of geography.

## Standards

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

**CT: Social Studies (2023)**  
**CT: HS: Modern World History**  
**Inquiry Standards**

Dimension 1- Develop Questions and Plan Inquiries

- MW.Inq.1.a. Explain how a question reflects an enduring issue in Modern World History.

Dimension 2- Apply Disciplinary Concepts and Tools

- MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content.

#### Dimension 3- Evaluate Sources and Use Evidence

- MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

#### Dimension 4- Communicate Conclusions and Take Informed Action

- MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

### Content Standards

#### MW-1. Exchange and Interconnections

- MW.Geo.6.a. Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world (e.g., hacienda, encomienda, Jesuit missionaries, East India Company, Ottoman Empire, unification of Japan, Indigenous genocide).

#### MW-3. Industry and Progress

- MW.Eco.4.a. Evaluate the extent to which competition for access to resources existed during industrialization (e.g., Chinese tea, silk, and porcelain; South African gold, salt, and ivory; Indian spices and jewels).

#### MW-4. Global Imperialism

- MW.Eco.1.a. Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups (e.g., West African diamonds, Middle Eastern oil, Congolese rubber, Indian spices, Panama Canal, Manchuria).
- MW.His.4.a. Analyze the complex and interacting cultural, religious, and racial factors that influenced perspectives of imperialist policies (e.g., Rudyard Kipling, E. D. Morel, Dadabhai Naoroji, Boxer Rebellion, Sepoy Rebellion).
- MW.Geo.2.a. Explain the relationships between the locations of places and the impact of imperialism using maps and other representations (e.g., social, cultural, economic, political).
- MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress).

#### MW-5. Global Conflicts and Decolonization

- MW.His.2.c. Examine ways in which decolonization altered the balance of power within and among nations (e.g., independence movements, decline of European political imperialism, economic imperialism, ascendancy of United States and Soviet Union as leading world powers).
- MW.Civ.14.b. Analyze historical and contemporary examples of the formation, dissolution or restructuring of governments (e.g., Soviet Union, Israel, Republic of Iran, Zaire, Cuban Revolution, Sandinista National Liberation Front).

#### MW-6. Economic Globalization and Global Governance

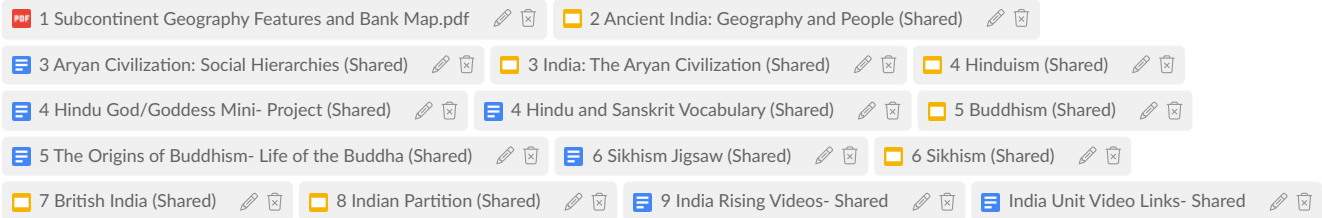
- MW.His.2.d. Analyze the impact of scientific and technological change in the late 20th and early 21st century (e.g., International Space Station, computer technology, vaccines and public health, Global Positioning Systems, cellular technology, Artificial Intelligence).
- MW.Geo.8.a. Evaluate how the growth of the global economy has led to changes in settlement patterns (e.g., urbanization, resource scarcity, immigration, emigration, war, industrial waste).
- MW.Eco.15.a. Explain how free-trade alliances and agreements have affected economic growth in different nations in the late 20th century and 21st century (e.g., standard of living, e-commerce, intellectual property, outsourcing, multinational organizations).

## Core Learning Activities

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

1. Students will analyze and interpret a map of the prominent geographical features of the Indian sub-continent.
2. Students will investigate the importance and impact of the India's first civilization, the Indus valley civilization.
3. Students will create a group hierarchy for America and Newtown High School after learning about the Aryan Caste System.
4. Students will research a Hindu god or goddess of their choice and write an essay with an artistic component.

5. Students will examine a documentary on the origins of Buddhism in ancient India and its founder Siddhartha Gautama to answer a series of questions.
6. Students will jigsaw the different aspects of Sikhism after researching.
7. Students will identify the effects of British colonialism in India.
8. Students will investigate lasting effects of the India-Pakistan-Bangladesh split how that impacted the stability of the region.
9. Students will explore "India Rising" and India's emergence into a technological and economic superpower.
10. Video Links for videos commonly used in the preceding activities/lessons are attached below.



## Vocabulary

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

Social hierarchy, Caste System, subjugation, civil disobedience/Satyagraha, modernization, subcontinent, Hinduism, Buddhism, Sikhism, IIT, British Raj

## Resources

Teacher and student resources used to support the learning.

Textbook:

World Cultures: A Global Mosaic, Prentice Hall, 1999

Videos:

Gandhi- Full movie available in NHS Library Media Center

Life of the Buddha- <https://www.youtube.com/watch?v=B1Qhja4OhdM>

<https://www.youtube.com/watch?v=B1Qhja4OhdM>

**Video Links for videos commonly used in the preceding activities/lessons are attached below.**

Optional Activities:

1. Students will analyze a series of Documents and pictures about British Imperialism in India and write a DBQ style essay.
2. Students will explore the impact that Indian Empires had.



## Assessments

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

### Gandhi and Non Violent Protest Essay | Summative | Written Report

After watching excerpts from the classic movie Gandhi and learning about the tactics involved in non-violent resistance toward the British, students will write an essay in which they evaluate the non-violent tactics employed by Gandhi and their efficacy for the world at large.



### 9 Standards Assessed

### Geography Quiz | Summative | Other written assessments

After grappling with the geography of the Indian sub-continent, students will demonstrate their geographic knowledge in a quiz that will include multiple choice, short answer, and a significant map portion.

 IndianGeographyQuiz.pdf

[2 Standards Assessed](#)

### Indian Culture Project | Summative | Oral Report

Personal Project


Students will choose an aspect of historical or contemporary Indian culture and research it. They will then create a slideshow of the information that they will present to the class.

 Cultural Project on Indian Civilization (Shared)

[7 Standards Assessed](#)

### India Quiz | Summative | Written Test

Students will demonstrate their learning through a quiz that will contain a series of multiple choice, fill in the blank and short answers. The quiz will be on Ancient India.

 Indian Subcontinent Quiz: Asian Studies (H) (Shared)

[11 Standards Assessed](#)

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## Differentiation

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

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## Test Prep Connections

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

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## Unit Plan

### China

Newtown High School / High School / Social Studies

Week 7 - Week 12 | 8 Curriculum Developers | Last Updated: Jun 28, 2024 by Foss, David

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

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

Overarching goals for this unit are to examine the ways in which geography has influenced movement and settlement of civilizations in China, ways in which geography has shaped identity and impacted relations between China and its neighbors, how the religious philosophies of Taoism, Confucianism, and Buddhism have impacted or determined societal norms from ancient times to the present, impacts of different ruling dynasties in China's progression as a nation, influence of foreign involvement on China's stability and sense of national identity, the restructuring of power dynamics and social hierarchy that comes from political and economic revolutions, and the struggle for different groups in gaining freedom and equality in the modern world.

#### Conceptual Lens/Concepts

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

Lens: Control/ Lack of Control

Concepts: Geography, Population, Conflict, Religious Philosophy, Stability, Unification, Threats, National Identity, Change, Communism, Resources, Progress, Repression/Human Rights

#### Generalizations

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

1. Complex geography fosters uneven population distribution and conflict.
2. Rulers use differing religious philosophies to overcome challenges to unification and stability.
3. Outside threats prompt a sense of identity, adaptation, and change.
4. Communism's popularity hinges on a quest for national identity and unification.
5. Population change strains resources and forces leaders to promote controversial ideas.
6. Economic progress causes the world to ignore human rights violations.

#### Guiding Questions

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

- 1a. In what ways does the varying landscape of China create an uneven population distribution? (F)
  - 1b. How does Chinese geography create difficulties with neighboring countries? (F)
  - 1c. In what ways does the uneven population distribution in China cause conflict? (F)
  - 1d. How does an uneven population distribution create difficulties in order and control? (C)
- 2a. What are the basic philosophies of Confucianism, Taoism, and Legalism? (F)
  - 2b. What were some of the characteristics of the most prominent dynasties of China? (F)
  - 2c. How did various dynastic rulers of China use these philosophies to exert control over their population? (F)
  - 2d. To what extent do rulers use religious ideologies to exert control over their population? (C)
- 3a. How did the Chinese respond to persistent Mongolian threats including those of Genghis Khan? (F)
  - 3b. What were Britain's imperialistic goals in China? (F)
  - 3c. How did the Opium Wars and Boxer Rebellion impact China? (F)

d. In what ways do threats from foreign powers spur national unity and prompt change, good or bad? (C)

4a. Compare the policies of Mao Zedong and Chiang Kai-Shek. (F)

b. In what ways did Mao appeal to Chinese working class? (F)

c. What were some of Mao's policies to advance Communism in China (Great Leap Forward, Hundred Flowers Campaign, Cultural Revolution, etc)? (F)

d. In what ways does Communism exploit the individual for the goal of collective progress? (C)

5a. What forces were responsible for China's rapid increase in population? (F)

b. What are the short and long term consequences of China's One Child Policy? (F)

c. What other controversial policies has China adopted in order to address its high population (3 Gorges Dam, Sweatshops, etc)? (F)

d. In what controversial ways do nations facing extraordinary circumstances address them and what consequences result? (C)

6a. What justification does China use for the mistreatment of the Uighur people? (F)

b. Why does China insist on control of the Tibetan region and people? (F)

c. In what other ways has China placed economic progress before Human Rights? (F)

d. Why are some human rights violations actionable while others are ignored? (C)

Provocative Questions:

1. Should Mao be seen as a hero or a villain?
2. Should China's One Child Policy be seen as a success or a failure?
3. To what extent should the world get involved in the imprisonment and "re-education" of the Uighur people?
4. Is modern China a stabilizing or destabilizing force?

## Content Knowledge

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

Geographical impact on China, Chinese Writing Characters, Ancient China, Sun Tzu, Confucianism, Taoism, Legalism, Prominent Chinese Dynasties, Mongols/ Genghis Khan, British Imperialism in China, Opium Wars, Boxer Rebellion, Mao Zedong, Chiang Kai-Shek, Communism vs. Nationalism, Deng's China, Tiananmen Square, Modern China, One child Policy, Uighur "Re-Education", China vs. Tibet

## Critical Skills

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

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

## Standards

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

**CT: Social Studies (2023)**  
**CT: HS: Modern World History**  
**Inquiry Standards**

**Dimension 1- Develop Questions and Plan Inquiries**

- MW.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. [Show Details](#)

**Dimension 2- Apply Disciplinary Concepts and Tools**

- MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content.

**Dimension 3- Evaluate Sources and Use Evidence**

- MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

**Dimension 4- Communicate Conclusions and Take Informed Action**

- MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
- MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.

**Content Standards****MW-1. Exchange and Interconnections**

- MW.His.1.a. Evaluate how historical events and developments were shaped by the movement of individuals and groups during maritime exploration (e.g., Treaty of Tordesillas, Seven Voyages of Zheng He, Columbian exchange).

**MW-3. Industry and Progress**

- MW.His.5.a. Analyze how industrialization gave rise to new ideals and their related policies (e.g., laissez-faire, communism, feminism, socialism, utilitarianism, utopianism).
- MW.His.14.a. Analyze multiple and complex causes and effects of industrialization (e.g., geographic features, technological innovations, access to capital, exploitative foreign policies and impact on native populations, environmental degradation, population trends, labor standards).
- MW.Eco.4.a. Evaluate the extent to which competition for access to resources existed during industrialization (e.g., Chinese tea, silk, and porcelain; South African gold, salt, and ivory; Indian spices and jewels).
- MW.His.14.b. Analyze how the Industrial Revolution impacted the balance of power among nations (e.g., Opium Wars, Sino-Japanese relations prior to and post the Meiji Reformation, Crimean War, Zulu War, Mahdist War, Anglo-German naval arms race, Scramble for Africa).

**MW-4. Global Imperialism**

- MW.His.4.a. Analyze the complex and interacting cultural, religious, and racial factors that influenced perspectives of imperialist policies (e.g., Rudyard Kipling, E. D. Morel, Dadabhai Naoroji, Boxer Rebellion, Sepoy Rebellion).
- MW.Geo.2.a. Explain the relationships between the locations of places and the impact of imperialism using maps and other representations (e.g., social, cultural, economic, political).

**MW-5. Global Conflicts and Decolonization**

- MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).

**MW-6. Economic Globalization and Global Governance**

- MW.Geo.5.a. Evaluate the multinational political and economic agreements that have led to changes in cultural and environmental characteristics among and within nations (e.g., European Union, Kyoto Protocol, Paris Agreement, North American Free Trade Agreement, Trans-Pacific Partnership, International Monetary Fund).
- MW.Geo.8.a. Evaluate how the growth of the global economy has led to changes in settlement patterns (e.g., urbanization, resource scarcity, immigration, emigration, war, industrial waste).
- MW.Geo.11.a. Evaluate how economic globalization and the expanding use of scarce resources has led to conflict and cooperation within and among nations and international organizations (e.g., Role of International Monetary Fund austerity policy in Jamaica, 2003 invasion of Iraq, Annexation of Crimea, African Union, Central America-Dominican Republic Free Trade Agreement, International Group of Seven).
- MW.Eco.15.a. Explain how free-trade alliances and agreements have affected economic growth in different nations in the late 20th century and 21st century (e.g., standard of living, e-commerce, intellectual property, outsourcing, multinational organizations).
- MW.Civ.5.b. Evaluate the role of various media platforms such as television, newspapers, and social media in shaping reactions to events (e.g., Vietnam War, Tiananmen Square, fall of the Berlin Wall, Arab Spring, Russo-Ukrainian War, 2016 and 2020 U.S. Presidential Elections).

## Core Learning Activities

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

1. Students will analyze a map of China and its prominent geographical features.
2. Students will practice writing Chinese characters after exploring the origins of Chinese writing.
3. Students will explore the advancements of ancient Chinese civilizations by watching a documentary entitled, "Ancient China Engineering an Empire."
4. Students will compare the philosophies of Taoism, Confucianism, and Legalism and determine how each would handle modern situations.
5. Students will read Sun Tzu's Art of War and apply it to modern day situations in business, sports, and politics.
6. Students will research the history of the most significant Chinese dynasties and determine their most significant contributions.
7. Students will assess whether or not Genghis Khan should be "cancelled" after learning the history of the Mongolians.
8. Students will collaborate on a decision making exercise on how the Chinese should deal with British Imperialist actions (Opium, Open ports, Hong Kong, etc)
9. Students will compare Capitalism, Socialism, and Communism and investigate the rivalry between Mao Zedong and Chiang Kai-Shek in preparation for the unit assessment.
10. Students will investigate modern policies on China culminating in Tiananmen Square.
11. Students discuss the current situation with the Uighur "re-education camps" after watching "Inside China's Thought Transformation Camps."
12. Students will write a short essay on Chinese control over the Tibetan region.
13. Students will assess the positive and negatives of modern Chinese manufacturing as it emerges as an economic superpower.
- 14. Video Links for videos commonly used in the preceding activities/lessons are attached below.**

1 Chinese Geography (Shared) PDF 1 China/East Asia Blank Map PDF 1 China/East Asia Geography: Features to Label and Questions

2 Chinese Writing (Shared) 3 Engineering an Empire: Ancient China (Video Questions) (Shared)

4 Asian Studies: Confucianism (Shared) 4 Confucianism Questions (Shared) 4 Taoism (Shared)

4 Taoism (Shared) 4 Chinese Legalism (Shared) 5 Sun Tzu: The Art of War In-Class Teaching (Shared)

5 Sun Tzu: The Art of War (Shared) 6 Chinese Dynasties Chart (Shared)

7 Rise of the Mongolians: Video and Critical Thinking (Shared) 8 Britain in China: The Opium Wars (Shared)

8 Opium War Critical Thinking (Shared) 9 Mao and Communism Notes (Shared) 10 China's One Child Policy (Shared).pptx

11 China: Uighur 'Re-education' (Shared) 12 Chinese Control of Tibet (Shared)

13 China Today: Modern China Videos (Shared) Video Links for China Unit Shared

## Resources

Teacher and student resources used to support the learning.

## Vocabulary

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

Taoism, Legalism, Confucianism, Dynasty, Tributary System, Capitalism, Communism, Socialism, Sweatshop, Uighurs

Textbook:

World Cultures: A Global Mosaic, Prentice Hall, 1999

Videos:

Ancient China Engineering an Empire-

<https://www.youtube.com/watch?v=iYF4FrwvAZo>

Inside China's Thought Transformation Camps-



<https://www.youtube.com/watch?v=Wmld2ZP3h0c>



To Live- Full movie- <https://www.youtube.com/watch?v=HorOrml6hKg>



**More Videos that are Commonly Used are attached below**



Optional activities:

1. Students will answer short answer quiz style questions either in writing or in a discussion.
2. Students will read and answer questions on the Tiananmen Square Massacre. Could work as a HW assignment.
3. Students will solve modern problems using Daoism. (Alternate option for CLA 4)
4. Students will solve modern problems using Confucianism. (Alternate option for

1 China Quiz- Open Note- Shared  

2 Tiananmen Square Massacre- Shared  

3 Daoism- Shared  

4 Confucius Scenarios Shared  

Video Links for China Unit Shared  


## Assessments

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

### Chinese Culture Project | Summative | Personal Project

Oral Report


Students will choose an aspect of historical or contemporary Chinese culture and research it. They will then create a slideshow of the information that they will present to the class.

 Chinese Culture Project (Shared)

[5 Standards Assessed](#)

### China Quiz | Summative | Written Test


Students will partly demonstrate understanding during the China unit by taking a quiz. The quiz is a combination of multiple choice, fill in the blank, and short answer and includes critical analysis of contemporary Chinese issues and policies .

 Communist Revolution to Modern China Quiz (Shared)

[11 Standards Assessed](#)

### To Live Assignment | Summative | Expository Essay

Students will watch the film "To Live" and using their background knowledge from class and examples from the film complete the critical thinking writing assignment on communism in China.

 'To Live' Essay Questions on Communist China (Shared)

[6 Standards Assessed](#)

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## Differentiation

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

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## Test Prep Connections

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

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## Unit Plan

### Korea and Japan

Newtown High School / High School / Social Studies

Week 13 - Week 16 | 8 Curriculum Developers | Last Updated: Jun 28, 2024 by Foss, David

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

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

Goals for this unit are to examine the ways in which Korean and Japanese geography has created unique, isolated, and homogeneous societies, ways in which proximity to other nations has shaped a national mindset, the extent to which ancient China has influenced language, customs, art, religion, and politics in both Korea and Japan, impacts of different invasions and wars on both countries and their attempts to modernize and rebuild, the blending of ancient customs with rapid development, and the strong sense of national identity held by both.

#### Conceptual Lens/Concepts

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

Lens: Identity

Concepts: Geography, Culture/Customs, Creation Mythology, Conflict, Nationalism, Cultural Homogeneity, Cultural Interaction/Exchange, Advancement/Progress

#### Generalizations

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

1. Physical geography influences the development of political, economic, social, and cultural customs.
2. Creation mythology and cultural identity shapes the character of a people.
3. Homogenous societies breed nationalism and conflict.
4. Cultural exchange leads to advancement that also threatens a homogenous society.

#### Guiding Questions

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

- 1a. In what ways has geography contributed to national identity for both Korea and Japan? (F)
- b. In what ways has the unique physical positioning of Japan and Korea created homogenous societies with distinct culture and customs? (F)
- c. In what ways does the unique physical positioning of Japan, Korea, and China contribute to conflict? (F)
- d. How is identity tied to geography? (C)
  
- 2a. What are some specific Japanese creation myths and what is their significance?
- b. In what ways has the Japanese creation myth shaped a unique national identity and character? (F)
- c. How much impact does creation mythology have modern day culture and life? (C)
  
- 3a. What are the characteristics of Shintoism and Zen Buddhism? (F)
- b. What are the most significant Japanese periods (Edo, Meiji, Taisho, etc)? (F)
- c. How did Bushido/Samurai values evolve into a mainstay of Japanese culture? (F)
- d. How did Japan's and Korea's respective histories result in a homogenous society? (F)

- e. How has regional conflict created generational animosity between Japan, Korea, and China? (F)
- e. What are the benefits and drawbacks of a rigid homogenous society? (C)

- 4a. How did the imperialist era impact Japan and Korea individually? (F)
- b. In what ways have the homogenous societies of Korea and Japan been reticent to change from foreign influence? (F)
- c. How did Japan's national identity contribute to their involvement and action in WWII? (F)
- d. In what ways was Japan able to recover and rebuild so rapidly following WWII? (F)
- e. What impact has the spread of communism had on Korean history? (F)
- f. What were the causes and long term consequences of the Korean War? (F)
- g. Compare the economics, government, standard of living, culture, rights and freedoms between North and South Korean. (F)
- h. To what degree is cultural exchange welcomed or resisted in homogenous societies? (F)

Provocative:

1. Will nationalism always lead to aggressive national behavior?
2. Has a rigid cultural homogeneity benefitted or hindered Japan and Korea?

## Content Knowledge

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

Japan:

Creation Mythology, Geography, Chinese Influence, Shinto, Zen Buddhism, Historical periods (Edo, Meiji, etc), Bushido/ Samurai, Imperialism era- relations with the US, Japan's role in WWII, Japan's modern economy

Korea:

Geography, Wars with China and Japan, Spread of Communism, Kim Il Sung, Korean War, Modern North and South split, Modern North and South Korean (Economy, government, culture, etc)

## Critical Skills

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

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

## Standards

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

**CT: Social Studies (2023)**

**CT: HS: Modern World History**

**Inquiry Standards**

**Dimension 1- Develop Questions and Plan Inquiries**

- MW.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

**Dimension 2- Apply Disciplinary Concepts and Tools**

- MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content.

#### Dimension 3- Evaluate Sources and Use Evidence

- MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

#### Dimension 4- Communicate Conclusions and Take Informed Action

- MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

#### Content Standards

##### MW-1. Exchange and Interconnections

- MW.Geo.6.a. Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world (e.g., hacienda, encomienda, Jesuit missionaries, East India Company, Ottoman Empire, unification of Japan, Indigenous genocide).

##### MW-3. Industry and Progress

- MW.His.14.a. Analyze multiple and complex causes and effects of industrialization (e.g., geographic features, technological innovations, access to capital, exploitative foreign policies and impact on native populations, environmental degradation, population trends, labor standards).
- MW.His.14.b. Analyze how the Industrial Revolution impacted the balance of power among nations (e.g., Opium Wars, Sino-Japanese relations prior to and post the Meiji Reformation, Crimean War, Zulu War, Mahdist War, Anglo-German naval arms race, Scramble for Africa).

##### MW-4. Global Imperialism

- MW.His.1.d. Evaluate how imperialism was shaped by rivalries between industrialized nationstates for political and economic power (e.g., Japan, Great Britain, France, Belgium, Germany).
- MW.Geo.2.a. Explain the relationships between the locations of places and the impact of imperialism using maps and other representations (e.g., social, cultural, economic, political).

##### MW-5. Global Conflicts and Decolonization

- MW.His.15.a. Develop a historical argument about the long-term causes and triggering events that led to World War II (e.g., militarism, nationalism, Treaty of Versailles, Japanese imperialism, appeasement).











##### MW-6. Economic Globalization and Global Governance

- MW.His.2.d. Analyze the impact of scientific and technological change in the late 20th and early 21st century (e.g., International Space Station, computer technology, vaccines and public health, Global Positioning Systems, cellular technology, Artificial Intelligence).
- MW.Eco.15.a. Explain how free-trade alliances and agreements have affected economic growth in different nations in the late 20th century and 21st century (e.g., standard of living, e-commerce, intellectual property, outsourcing, multinational organizations).

## Core Learning Activities

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

1. Students will analyze and interpret a map of the prominent geographical features of the Japanese islands and Korean peninsula.
2. Students will analyze Japanese creation myths and link the characteristics to the modern day.
3. Students will link the code of the Bushido to Japanese mindset, actions, and tactics in WWII.
4. Students will explore the philosophies of Shinto and Ikegai and how they permeate Japanese modern culture.
5. Students will investigate the conflicts Korea had with Japan and China and those conflicts created a sense of isolation and national identity.
6. Students will assess how the spread of Communism brought about the eventual split between North and South Korea.
7. Students will determine the course of action of several different parties (US President, Japanese Prime Minister, Young student) in handling the North Korean situation after watching the video called, "Inside North Korea."

- 1,2,4 Japan: History, Geography, and Culture (Shared)   3 Japan in WW2 (Shared)   5 Intro to Korea Questions (Shared)  
- 6 Korean History (Shared)   7 North Korea: Critical Thinking (Shared)  

## Vocabulary

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

Creation Mythology, Nationalism, Cultural Homogeneity, Juche/Self Reliance, Shintoism, Zen, Bushido/Samurai

## Resources

Teacher and student resources used to support the learning.

Textbook:







World Cultures: A Global Mosaic, Prentice Hall, 1999

Videos:

Inside North Korea- <https://www.dailymotion.com/video/xybxxr>

Optional Activities:

1. Students will problem solve "Shogun's Conundrum" in which they will figure out solutions to a hypothetical problem in Japanese history.
2. Students will compare the post WWII Japanese Constitution and the US Constitution.
3. Students will investigate one aspect of Japanese culture and present their findings in a formal presentation.

- 1 The Shogun's Conundrum- crit. think- Shared  
- 2 Analyzing the Japanese Constitution: DBQ- shared  
- 3 Japanese Culture Project- shared  

## Assessments

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

### Self Made Korea Quiz | Summative | Written Test

Students will work in groups to create their own test on the history and culture of Korea. They must include multiple choice, fill in the blank, and short answer questions. Then they must take a test made by another group.

Korean Peninsula Self-Made Quiz (Shared)

5 Standards Assessed

### Japanese Culture Project | Summative | Oral Report

Personal Project

Students will choose an aspect of historical or contemporary Japanese culture and research it. They will then create a slideshow of the information that they will present to the class.

Japanese Culture Project (Shared)

7 Standards Assessed

## Differentiation

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

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## Test Prep Connections

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

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## Unit Plan

### Asian/Pacific Islanders

Newtown High School / High School / Social Studies

Week 18 - Week 20 | 8 Curriculum Developers | Last Updated: Jun 28, 2024 by Foss, David

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

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

Goals for this unit are to examine the ways in which Pacific Island geography has created isolated and unique cultures, the forces that caused these cultures to interact with or avoid other indigenous peoples from the region, the extent to which Pacific Island nations or peoples were affected or influenced by outside or imperialist forces, the ways in which these groups adapted or changed through outside pressures, and the contributions to modern society that these groups have made.

#### Conceptual Lens/Concepts

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

Lens: Identity

Concepts: Adaptation/Change, Geography, Culture/Customs, Pressure/Threats, Assimilation, Survival

#### Generalizations

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

1. Physical geography influences the development of political, economic, social, and cultural customs.
2. Cultures adapt their identity when faced with outside pressures and/or threats.
3. The ability to change when faced with outside pressures determines a people's ability to assimilate, survive, or perish.

#### Guiding Questions

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

- 1a. What are some of the unique geographical characteristics of the Pacific Islands? (F)
- b. How does isolation/exposure play a role in Pacific geography? (F)
- c. What conclusions can be drawn from the ways geography impacts culture? (C)
  
- 2a. What are some characteristics of the various Pacific Island cultures? (F)
- b. In what ways did outside pressures, most notably Imperialism, change the various Pacific Island cultures? (F)
- c. In what ways did Pacific Islanders resist outside pressures? (F)
- d. What are the various ways that cultures have needed to adapt their identity when facing disruption? (C)
  
- 3a. What are the various effects of Pacific Islanders responding to change? (F)
- b. In what ways has Pacific Island culture been lost due to outside pressures? (F)
- c. To what extent does assimilation help or hinder a society's ability to survive? (C)

Provocative:

1. What methodology was the most successful in dealing with outside pressures in the Pacific, resistance, assimilation, or complete acquiescence?

- To what extent is cultural identity lost when adapting to outside influences?

## Content Knowledge

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

Geography of the Pacific Islands and Southeast Asian regions,  
European and Western Imperialism into the Pacific region,  
adaptations made by Pacific Islanders due to Western interference,  
Culture of various Pacific Islands

## Critical Skills

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

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

## Standards

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

### CT: Social Studies (2023)

### CT: HS: Modern World History

#### Inquiry Standards

##### Dimension 1- Develop Questions and Plan Inquiries

- MW.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. [Show Details](#)

##### Dimension 2- Apply Disciplinary Concepts and Tools

- MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content.

##### Dimension 3- Evaluate Sources and Use Evidence

- MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

##### Dimension 4- Communicate Conclusions and Take Informed Action

- MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

#### Content Standards

##### MW-1. Exchange and Interconnections

- MW.His.1.a. Evaluate how historical events and developments were shaped by the movement of individuals and groups during maritime exploration (e.g., Treaty of Tordesillas, Seven Voyages of Zheng He, Columbian exchange).

##### MW-2. Enlightenment and Revolutions

- MW.Geo.1.a. Demonstrate spatial awareness by creating maps to illustrate the environmental characteristics and patterns of trade in early modern world history using digital technologies (e.g., colonialism, enslavement, imperialism, revolution).

##### MW-4. Global Imperialism

- MW.Geo.2.a. Explain the relationships between the locations of places and the impact of imperialism using maps and other representations (e.g., social, cultural, economic, political).
- MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress).













##### MW-6. Economic Globalization and Global Governance

- MW.His.14.c. Analyze the multiple and complex causes and effects of national and global public health issues (e.g., HIV/AIDS, Ebola, reproductive health, addiction, climate change, nutrition, potable water, Covid pandemic).
- MW.Geo.8.a. Evaluate how the growth of the global economy has led to changes in settlement patterns (e.g., urbanization, resource scarcity, immigration, emigration, war, industrial waste).
- MW.Eco.15.a. Explain how free-trade alliances and agreements have affected economic growth in different nations in the late 20th century and 21st century (e.g., standard of living, e-commerce, intellectual property, outsourcing, multinational organizations).

## Core Learning Activities

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

1. Students will analyze and interpret a map of the prominent geographical features of the Pacific Island region (and Southeast Asia).
2. Students will explore the various Pacific Island regions and gauge interest in the various regions.
3. Students will evaluate an exemplar of the Pacific Island Research project to help guide them as they do the project.
4. Students will assess the success or failure of various Pacific Island cultures to deal with outside pressures during the presentations.

-  1 Map Assignment- Pacific Islands- Shared  
-  2 Pacific Islanders Hyper Doc- Shared  
-  Pacific Island/Asia Research Exploration- shared  
-  4 Reflection for Pacific Islanders Presentations- Shared  

## Vocabulary

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

Assimilation, Acquiescence, Cultural Identity, Indigenous Peoples

## Resources

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

Textbook:

World Cultures: A Global Mosaic, Prentice Hall, 1999

Map Resources:

Map of the Pacific Region from Google Maps-

<https://www.google.com/maps/@-8.0653798,-149.2396034,3z?entry=ttu>

## Assessments

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

**Pacific Islands Research Project | Summative | Personal Project**

Students will select a country from the Pacific Island or Southeast Asian region and complete a research project on that region that emphasizes the history and culture of the country as well as how the country adapted to Western Imperialism. They will then evaluate how well the country maintained their cultural identity while adapting to outside pressures and the impact that the country has had on modern life

-  Pacific Islands Research Project- Shared
-  Pacific Island/Asia Research Exploration- shared

[8 Standards Assessed](#)

## Differentiation

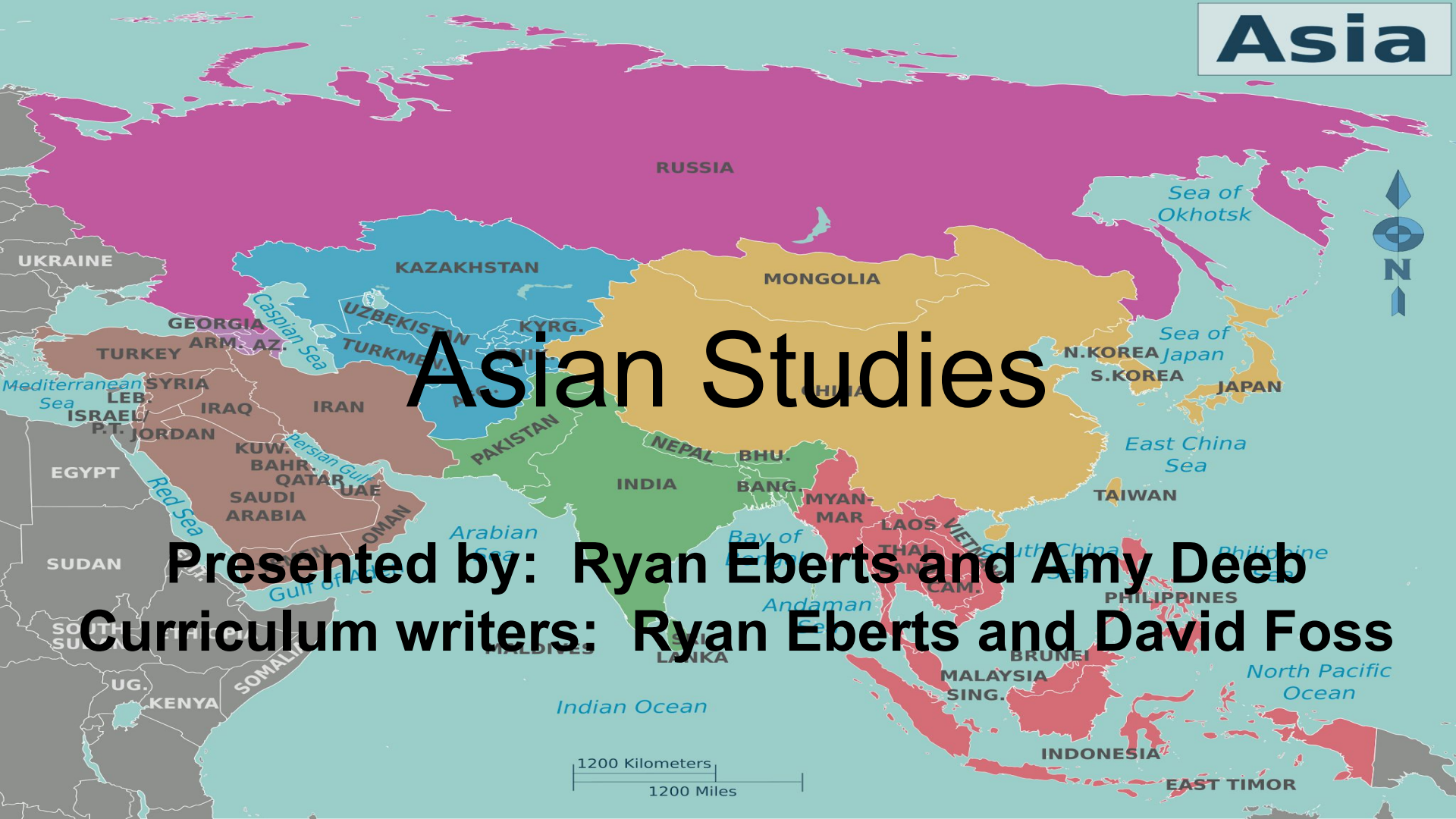
*Core learning activities, resources and assessments that meet the needs of all learners.*

## Test Prep Connections

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

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# Asia



# Asian Studies

**Presented by: Ryan Eberts and Amy Deeb**

**Curriculum writers: Ryan Eberts and David Foss**

# Unit 1: India and South Asia



**Lens:** Cultural identity

**Concepts:** Social hierarchy, Imperialism, Subjugation, Exploitation, Resistance, Religion/Belief, Geography, Tension, Progress, Opportunity, Change, Independence, Modernization, Stability

## **Core Learning Activities:**

Students will analyze and interpret a map of the prominent geographical features of the Indian subcontinent, create a group hierarchy for America and Newtown High School after learning about the Aryan Caste System, will research a Hindu god or goddess of their choice and write an essay with an artistic component, will examine a documentary on the origins of Buddhism in ancient India and its founder Siddhartha Gautama to answer a series of questions.

**Summative assessment:** After watching excerpts from the classic movie Gandhi and learning about the tactics involved in non-violent resistance toward the British, students will write an essay in which they evaluate the non-violent tactics employed by Gandhi and their efficacy for the world at large.

## *Personal Project*

Students will choose an aspect of historical or contemporary Indian culture and research it. They will then create a slideshow of the information that they will present to the class.



# Some Topics Covered

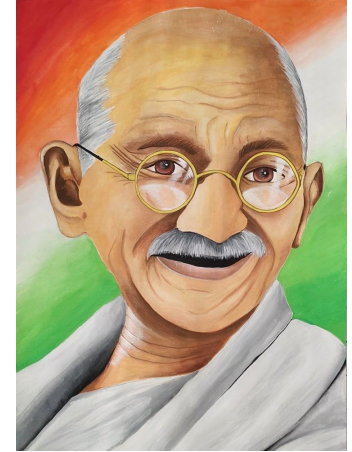
Geography

Indus/Aryan Civilizations and Caste

Hinduism, Buddhism, and Sikhism

Dynasties, British India, Gandhi

Modern India, Pakistan and Bangladesh



# Unit 2: China



**Lens:** Control/ Lack of Control

**Concepts:** Geography, Population, Conflict, Religious Philosophy, Stability, Unification, Threats, National Identity, Change, Communism, Resources, Progress, Repression/Human Rights

**Core Learning Activities:** Students will research the history of the most significant Chinese dynasties and determine their most significant contributions, will assess whether or not Genghis Khan should be "cancelled" after learning the history of the Mongolians, will collaborate on a decision making exercise on how the Chinese should deal with British Imperialist actions (Opium, Open ports, Hong Kong, etc), will compare Capitalism, Socialism, and Communism and investigate the rivalry between Mao Zedong and Chiang Kai-Shek in preparation for the unit assessment, will investigate modern policies on China such as the one child policy and Tiananmen Square protests, discuss the current situation with the Uighur "re-education camps" after watching "Inside China's Thought Transformation Camps."

## Summative assessments:

**Oral Report** Students will choose an aspect of historical or contemporary Chinese culture and research it. They will then create a slideshow of the information that they will present to the class.

### *To Live Assignment | Summative | Expository Essay*

Students will watch the film "To Live" and using their background knowledge from class and examples from the film complete the critical thinking writing assignment on communism in China.



# Topics Covered

Geography

Writing

Engineering an Empire

Taoism, Confucianism, Legalism, and the Art of War

Dynasties, Mongolians, and British Influence in China

Communism vs Nationalism, the GLF, Cultural revolution, and OCP

Deng Xiaoping and the New China: Tiananmen Square

Modern China



# Unit 3: Korea and Japan



**Lens:** Identity

**Concepts:** Geography, Culture/Customs, Creation Mythology, Conflict, Nationalism, Cultural Homogeneity, Cultural Interaction/Exchange, Advancement/Progress

**Core Learning Activities:** Students will analyze Japanese creation myths and link the characteristics to the modern day, link the code of the Bushido to Japanese mindset, actions, and tactics in WWII, explore the philosophies of Shinto and Ikegai and how they permeate Japanese modern culture, investigate the conflicts Korea had with Japan and China and those conflicts created a sense of isolation and national identity, assess how the spread of Communism brought about the eventual split between North and South Korea, determine the course of action of several different parties (US President, Japanese Prime Minister, Young student) in handling the North Korean situation after watching the video called, "Inside North Korea."

**Summative Assessment:**

*Personal Project*

Students will choose an aspect of historical or contemporary Japanese culture and research it. They will then create a slideshow of the information that they will present to the class.



# Topics Covered: Korea

Korea: History of civilization on the peninsula

Homogeneous society, King Sejong

Chinese/Japanese pressures leading to Juche and self-reliance

Spread of Communism and the Korean War

North and South Korea post-war: the stark differences

Self made test and critical thinking following the viewing of *Inside North Korea*



# Topics Covered: Japan

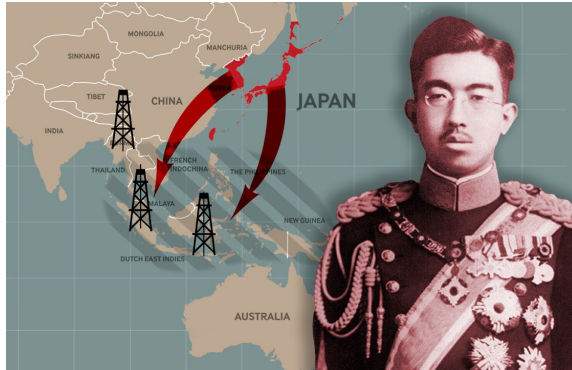
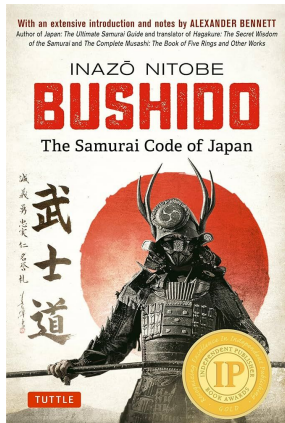
Geography and creation myths



Study of Shinto, ruling periods, and the code of Bushido (Honor, duty and sacrifice above all else)

Japan in WW2 and the post-war economic miracle (American-aided)

Modern Japan- a fascinating mix of old traditions and new adoptions and technologies



# Unit 4: Asian/Pacific Islanders



**Lens:** Identity and adaptation

**Concepts:** Change, Geography, Culture/Customs, Pressure/Threats, Assimilation, Survival

**Core Learning Activities:** Students will analyze and interpret a map of the prominent geographical features of the Pacific Island region (and Southeast Asia), explore the various Pacific Island regions and gauge interest in the various regions, evaluate an exemplar of the Pacific Island Research project to help guide them as they do the project, assess the success or failure of various Pacific Island cultures to deal with outside pressures during the presentations.

## Summative Assessment:

### *Pacific Islands Research Project | Summative | Personal Project*

Students will select a country from the Pacific Island or Southeast Asian region and complete a research project on that region that emphasizes the history and culture of the country as well as how the country adapted to Western Imperialism. They will then evaluate how well the country maintained their cultural identity while adapting to outside pressures and the impact that the country has had on modern life



# Culminating Project

Geography and its impact (isolation, allies, peaceful vs martial)

Original people and mythologies

Indigenous culture and economy

Outside (particularly Chinese, Indian, and European) contact

Modern life

Important features and contributions

What is next (imagine yourself as a leader)









## Unit Plan

### Unit 1: Poetry Unmasked

Newtown High School / Grade 12 / English Language Arts

Week 1 - Week 4 | 5 Curriculum Developers | Last Updated: Apr 11, 2025 by Parsons, Sayward

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

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

“Give him a mask and he will tell you the truth.” -Oscar Wilde

The first unit introduces students to poetry and aims to establish a working definition and core vocabulary for the semester’s reading and writing. Core learning activities will challenge students’ understanding of what poetry is and can be, encourage students to try on different narrative voices while writing poems modeled after contemporary mentor texts, and introduce students to the norms of the writing workshop.

### Conceptual Lens/Concepts

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

**Conceptual Lens:** Persona

**Concepts:** Persona, Tension, Revision, Purpose, Poet, Poetry, Audience, Tradition, Innovation, Perspective, Figurative Language, Craft

### Generalizations

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

1. The tension between tradition and innovation keeps poetry relevant.
2. Poets adopt persona narrators to communicate their perspectives.
3. Readers and poets collaborate to create meaning by engaging the senses and imagination with figurative language and precise word choice.
4. A poet’s deliberate choices of craft shape and develop a poem’s purpose and meaning.
5. Peer revision promotes awareness of the audience to influence revision of craft.

### Guiding Questions

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

- 1a. What is poetry? (F)
- 1b. What is tension? (F)
- 1c. What is tradition in poetry? (F)
- 1d. How do poets innovate? (C)
- 1e. Who decides what poetry is? (C)
- 1f. Is poetry relevant? (P)
- 2a. What is persona? (F)
- 2b. How do poets communicate their perspectives? (C)
- 2c. What is the relationship between the persona and the poet? (C)
- 2d. How might a poet use a persona narrator to tell a true story? (P)
- 3a. What are the key terms of poetry? (F)
- 3b. How do poets and readers make meaning? (C)
- 3c. Who is in control of the poem’s meaning? (P)
- 4a. What are the elements of poetic craft? (F)
- 4b. How do poets use aspects of craft to shape meaning in their poems? (C)
- 4c. Does every choice a poet makes matter? (P)
- 5a. What is a writer’s workshop? (F)
- 5b. What are the expectations of an effective writing workshop? (F)
- 5c. How do peers affect the revision process? (C)

## Content Knowledge

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

Students will know

- The names and definitions of a variety of poetic devices.
- That selection of details, use of imagery, and connotation of diction contribute to a poem's tone.
- The speaker and the poet are not the same; poets often adopt persona narrators.
- The protocol for writer's workshop

## Critical Skills

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

- 7. Other.

Notes

Students will

- Identify various poetic devices in context and explain how each contributes to the meaning of a poem
- Analyze selected poems in small groups and independently
- Write poems modeled after contemporary poets that use poetic devices to effectively shape and develop their purpose.
- Seek out and apply peer feedback to revise their work.
- Reflect on the effectiveness of aspects of craft in their own work.

## Standards

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

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

**CCSS: Grades 11-12**

**Reading: Literature**

**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).

**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.

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

- W.11-12.3d 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.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.)

**Language**

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

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## Core Learning Activities

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

- Students will explore their initial definitions of poetry and then engage in discussions around poets' work that has challenged tradition (e.g. Aram Saroyan and Rupi Kaur)
- After viewing the Ted Talk on metaphorical thinking, using excerpts from *The Book of Qualities* and samples of poetry by Rupi Kaur, students will craft brief vignettes paired with simple illustrations that personify a human trait or quality to encourage metaphorical thinking.
- Students will apply close reading strategies in order to support various ways of dialoguing with and accessing meaning in poems.
- Students will engage in small group analysis activities around selected poems: selecting the most important word, line, or image in a poem and explaining/supporting that choice, illustrating metaphor or imagery in a selected poem and presenting to the class, determining the theme of a poem and supporting with textual evidence.
- Students will write a poetry explication independently applying the techniques of analysis they practiced in small groups.
- Students will use contemporary poems as mentor texts to engage in daily writing activities and craft several of their own poem drafts.

## Vocabulary

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

Persona  
 Structure  
 Form  
 Speaker  
 Sound Devices (alliteration, assonance, consonance)  
 Figurative language (metaphor, simile, hyperbole, onomatopoeia, personification)  
 Imagery  
 Rhyme  
 Meter  
 Theme  
 Tone  
 Mood  
 Syntax  
 Diction  
 Speaker  
 Identity  
 Memory  
 Lineage/Inheritance

## Resources

Teacher and student resources used to support the learning.

Aram Saroyan - [National Endowment for the Arts Award sparked controversy](#)

A reflection on Rupi Kaur's popularity vs. the Canon  
<https://www.nytimes.com/2017/12/15/books/review/rupi-kaur-instapoets.html>

Jane Hirshfield ["The Art of Metaphor" Ted Talk](#)

*The Book of Qualities* J. Ruth Gendler [\(excerpts\)](#)

"There are Birds Here" by Jamaal May, "There is a Lake Here" by Clint Smith, "There are Trans People Here" by H. Melt

*I Remember* by Joe Brainard [\(excerpts\)](#)




"Wrap" by Aimee Nezhukumatathil




"Written by Himself" by Gregory Pardlo




An interview with Phillip Schultz, founder of The Writers Studio, a writing program centered on the persona narrator <https://www.literarymatters.org/15-1-on-writing-teaching-and-defeating-the-shitbird-of-self-doubt-a-conversation-with-philip-schultz/>



[How to Read a Poem](#)



















[How Do I Read a Poem?](#) By Tracy K. Smith

 Aram Saroyan  

 Jane Hirshfield "The Art of Metaphor" Ted Talk  

 The Book of Qualities (J. Ruth Gendler) (excerpts)  

 Written by Himself (Gregory Pardlo)  

-  Wrap (Aimee Nezhukumatathil)  
-  There Is a Lake Here (Clint Smith)  
-  There Are Birds Here (Jamaal May)  
-  An interview with Phillip Schultz, founder of The Writers Studio, a writing program centered on the  
-  How To Read A Poem.pdf  
-  "How Do I Read a Poem" Tracy K. Smith  


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## Assessments

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

### Poem Rubric | Summative | Other written assessments


Students should submit 4-5 final, revised poems for assessment each quarter. The attached rubric is designed to flexibly apply to a range of potential poems students might write each quarter.

 Creative Writing - Poem Rubric.pdf

No Standards Assessed

### Poem Analysis Paper | Summative | Expository Essay

This is a formal poem analysis assignment; however, the process includes creative responses to the poem to encourage deeper analytic consideration before planning and writing the paper.

 Poem Analysis Paper.pdf

No Standards Assessed

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## Differentiation

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

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## Test Prep Connections

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

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## Unit Plan

### Unit 2: Language in Orbit

Newtown High School / Grade 12 / English Language Arts

Week 5 - Week 8 | 5 Curriculum Developers | Last Updated: Apr 11, 2025 by Parsons, Sayward

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

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

“Poetry is language in Orbit” - Seamus Heaney

In this unit, students will explore classic forms like the sonnet, sestina, and villanelle that provide poets with parameters. They will explore ways poets have conformed to and challenged the rhymes and meters of traditional verse forms in order to develop their purpose and, at times, thwart traditional power structures. Poet Billy Collins says, “Rather than ask students what a poem means, I like to ask where does a poem go and how does it get where it’s going?” Students will further their working knowledge of craft by examining aspects of structure and the impact a poem’s movement has on the reader’s experience and understanding.

### Conceptual Lens/Concepts

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

**Conceptual Lens:** Movement

**Concepts:** Form and Function, Movement, Observation, Reflection, Rhythm, Structure, Theme, Purpose, Design, Discovery, Tradition

### Generalizations

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

1. Traditional poetic forms communicate purpose.
2. Poets subvert form as a means to challenge tradition, furthering their purpose.
3. Poetry can challenge institutional power structures in order to shift power and bring about change.
4. Poets manipulate poetic forms and devices to develop purpose, moving readers through their poems.
5. Observation and reflection lead poets to the discovery of new ideas.

### Guiding Questions

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

- 1a. What is a verse form? (F)
- 1b. What are traditional poetic forms? (F)
- 1c. What purpose is traditionally communicated by each poetic form? (F)
- 1d. How does structure communicate purpose? (C)
- 2a. What methods can poets use to subvert form? (F)
- 2b. What is the effect of subverting form? (C)
- 2c. Should a poet subvert form? (P)
- 3a. What is a traditional power structure? (F)
- 3b. How does poetry engage with power structures? (C)
- 3c. Why would a writer choose poetry to challenge a traditional power structure? (P)
- 4a. What is movement in a poem? (F)
- 4b. How do structural elements create movement in a poem? (C)
- 4c. What is the effect of movement in a poem? (C)
- 4d. How does a poem get where it’s going? (C)

- 5a. What defines an abstract concept? (F)
- 5b. How do poems about the tangible reveal things about the abstract through observation and reflection? (C)
- 5c. Does poetry allow for discovery other art forms do not? (P)

## Content Knowledge

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

- Poetry is rooted in a strong formal tradition
- Specific attributes of a variety of verse forms (odes, sonnets, sestinas, villanelles)
- The parameters of classic forms of poetry carry particular and specific purpose and meaning
- Nonconformity to traditional forms is deliberate and meaningful

## Critical Skills

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

- 7. Other.

### Notes

- Recognize attributes of a variety of forms & demonstrate them in their own writing
- Explain how poets use form and structure to create meaning
- Make purposeful choices regarding the structure of their own poems
- Students will be able to recognize shifts in a piece of writing and explain how those choices contribute to the overall meaning of the work.

## Standards

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

## Core Learning Activities

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

- Students will engage in a number of creative writing activities that encourage close observation and reflection.
- Students will independently research selected verse forms in order to become "resident experts," and then collaborate to create presentations and writing lessons that lead their peers through practice with their selected verse form.
- Students will participate in lessons developed by their peers in order to learn about and practice writing in a variety of verse forms.

## Vocabulary

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

List of poetic forms (ballad, ode, sestina, sonnet, villanelle)

Abstract

Tangible

Meter

Stanza

Foot

Iamb




Enjambment

Caesura



## Resources

Teacher and student resources used to support the learning.

See attached.

 Ode: Poetic Form  

 Modern Sonnets Coleman Gardinier Samples Parsons  

 Spotlight: Sestina  

## Assessments

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

### Free Verse Poem Assignment | Summative | Other written assessments

#### Self Assessment

Students will write free verse poems. They will demonstrate awareness of how a lack of specific parameters, as seen in formal verse forms, provides the poet with alternate ways to develop meaning.

No Standards Assessed

### Tone Map | Formative | Other written assessments

Students will select a poem and using a method set forth by Poetry Out Loud, they will create tone maps for the poem that demonstrate awareness of tone.

No Standards Assessed

### Structured Poem Assignment | Summative | Other written assessments

Students will write a poem in which a selected form highlights the purpose of the poem demonstrating an understanding of the relationship between form and function in a poem.

No Standards Assessed

### Verse Form Rewrite & Reflection | Summative | Other written assessments

#### Self Assessment

After closely reading and responding to a poem in a specific verse form, students will rewrite the poem in another verse form to demonstrate an understanding of the attributes of form. Students will then reflect on their process in order to demonstrate an understanding of how a change in form forces a change in content and purpose.

No Standards Assessed

### Group Dramatic Reading | Formative | Other oral assessments

Students will work in small groups to create a tone map for a dramatic monologue and then deliver the dramatic monologue aloud to the class.

No Standards Assessed

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## Differentiation

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

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## Test Prep Connections

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

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## Unit Plan

### Unit 3: Truth Telling

Newtown High School / Grade 12 / English Language Arts

Week 9 - Week 12 | 5 Curriculum Developers | Last Updated: Apr 11, 2025 by Parsons, Sayward

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

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

“Tell all the Truth but tell it slant” - Emily Dickinson

In this unit, students will explore the universality of Poetry, as well as study the tension between truth and poetry. They will learn poetry is a tool by which we examine the known world, attempt to figure out the unknown, and question traditional power structures. Students will learn how perspectives can lead us to see the familiar in new and unfamiliar ways. They will also be asked to draw inspiration from history, Biblical stories, myth, and the Arts in order to enter into an ongoing dialogue about the "truth" of human experience.

#### Conceptual Lens/Concepts

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

**Conceptual Lens:** Perspective

**Concepts:** Point of view, inspiration, human experience, empathy, power structures, dialogue, understanding, truth, familiar and unfamiliar

#### Generalizations

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

- Poets seek inspiration from other artistic genres.
- Poetry invites entrance into ongoing dialogue about human experience.
- Performing another poet's work promotes understanding and empathy.
- Writing poetry from a different perspective liberates the poet to examine and challenge power structures.
- Poems encourage readers to see the familiar in unfamiliar ways challenging their understanding of what is "true".

#### Guiding Questions

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

- Where do poets seek inspiration? (F)
- What is "the arts"? (F)
- What is an *ekphrasis* poem? (F)
- How can other genres of art inspire poetry? (C)
- How does a poem's meaning change when the reader understands the work that inspired it? (C)
- What are the most common topics/themes that poets write about? (F)
- How can poets draw inspiration from existing stories/art? (C)
- How can works of literature be in dialogue with each other? (C)
- How does poetry invite entrance into ongoing dialogue about human experience? (C)
- What is empathy? (F)
- What is a dramatic reading? (F)
- How is performing another poet's work different from performing one's own? (C)
- Are there benefits of performing another poet's work? (P)
- How does writing poetry from a different perspective liberate the poet to examine and challenge power structures? (C)

4b. How does writing from a perspective other than one's own change one's perspective? (C)

4c. How can poetry validate experience? (C)

4d. Is poetry power? (P)

5a. What is the relationship between poetry and truth? (C)

5b. Should poets concern themselves with telling the "truth"? (C)

5c. Is it a poet's responsibility to say something new? (P)

## Content Knowledge

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

- Stories can be recycled
- Various types of power structures (social, institutional, etc.)
- Biblical and mythological allusions
- Strategies for dramatic reading
- What ekphrasis poetry is
- The factors that contribute to tone in a poem

## Critical Skills

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

- 7. Other.

### Notes

Demonstrate their close reading skills through their choices in dramatic reading

Utilize strategies to break writer's block

Examine, analyze, and discuss multiple adaptations of the same story or subject.

Research relevant context before assuming the voice of another

## Standards

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

## Core Learning Activities

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

- Students will read a variety of dramatic monologue poems to examine how voice and character of narrators are constructed through specific poetic choices. (Eg. "Porphyria's Lover," "The River Merchant's Wife," "On Turning Ten," "Lady Lazarus")
- In small groups, students will create tone maps of poems and use them to inform dramatic readings.
- Students will take a "field trip" around the school to view the works of art created by past and present students. They will select art to dialogue with in freewriting and/or poems.
- Students will visit the LMC to view art anthologies. They will select one work to inspire an ekphrasis poem.

## Vocabulary

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




Dramatic monologue  
 Persona narrator  
 Ekphrasis  
 Tone  
 Tone map

## Resources

Teacher and student resources used to support the learning.

Poetry Out Loud  
 Tone Map lesson from [POL](#)  
 Poetry & Truth, [an article](#)

 Poetry Out Loud website    Tone-Map-Terms.pdf  

 "Poetry & Truth" by David Yezzi published in The New Criterion April 2015.pdf  


 Resources exploring the link between poetry and civic agency  

## Assessments

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

Ekphrasis Poem Assignment | Formative | Other written assessments

Students will peruse art anthologies in the school library and complete reflection questions leading to a draft and revised ekphrasis poem.

 Copy of [Template] Ekphrasis Assignment

No Standards Assessed

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## Differentiation

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

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## Test Prep Connections

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

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## Unit Plan

### Unit 4: Transformation

Newtown High School / Grade 12 / English Language Arts

Week 13 - Week 16 | 5 Curriculum Developers | Last Updated: Apr 11, 2025 by Parsons, Sayward

#### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

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

"It is poetry that holds the songs of becoming, of change, of dreaming, and it is poetry we turn to when we travel those places of transformation..." -Joy Harjo

This semester-long courses aims to distinguish public writing from private, writing for an audience from writing in a diary or journal, writing to share one's voice from remaining silent. This last unit of study emphasizes writing for a broader audience with its focus on publication and performance. Students will come to experience poetry as transformation, exploring the ways in which both the poet and audience are changed through their experiences with performing and experiencing poems.

#### Conceptual Lens/Concepts

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

**Conceptual Lens:** Transformation

**Concepts:** Revision, Transformation, Publishing, Purpose, Audience, Performance

#### Generalizations

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

1. Awareness of audience informs the poet to make more precise choices and clarify purpose.
2. Poetry transforms both the poet and the audience.
3. Performance encourages reflection and self-awareness.
4. Poetry written for an audience deserves revision.

#### Guiding Questions

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

- 1a. What is the difference between editing and revising? (F)
- 1b. What audiences are there for poetry? (C)
- 1c. How does awareness of audience clarify purpose? (C)
- 2a. What does it mean to transform? (C)
- 2b. How does poetry transform the poet? (C)
- 2c. How does poetry transform the audience? (C)
- 2d. Is the stage more compelling than the page? (P)
- 3a. What is performance poetry? (F)
- 3b. What constitutes self reflection? (C)
- 3b. How does performance encourage reflection? (C)
- 4a. What does it mean to write for an audience? (C)
- 4b. What differentiates private and public writing? (C)
- 4c. What does the poet owe to their audience? (P)
- 4d. What role does reflection play in revision? (C)
- 4e. Is performance revision? (P)

## Content Knowledge

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

- Revision requires the poet make substantial changes to a poem
- The type of audience informs choices in writing and revision
- The difference between public and private writing
- Poetry sparks transformation

## Critical Skills

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

- 7. Other.

### Notes

Edit and revise their work, independently and with peer and teacher feedback

Perform their work with attention to elements of public speaking

Reflect on feedback in order to make purposeful revisions

Rationalize the choices made in writing and revising their work

## Standards

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

## Core Learning Activities

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

## Vocabulary




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

Writer's Workshop  
Slam  
Spoken Word  
Revision vs. Editing

## Resources

Teacher and student resources used to support the learning.

[Adrienne Rich's Poetic Transformations, an article](#)


 Adrienne Rich's Poetic Transformations \_ The New Yorker.pdf  


## Assessments

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

### The Page & the Stage Comparative Analysis | Summative | Extended Essay

In this formal essay, students will select a published poem and a performance poem that deal with similar themes and compare/evaluate the elements of each.

 The Page & the Stage comparative analysis rubric\_STANDARDS FOR WRITTEN COMMUNICATIONS.pdf

 The Page and the Stage, a formal comparative analysis.pdf

No Standards Assessed

## Differentiation

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

## Test Prep Connections

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

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## Unit Plan

### College Essay

Newtown High School / Grade 12 / English Language Arts

Week 1 | 5 Curriculum Developers | Last Updated: Feb 5, 2025 by Connell, Sarah

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

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

#### Conceptual Lens/Concepts

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

Conceptual Lens: Identity

Concepts: identity, individualism, perception, truth, memory

#### Generalizations

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

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

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

- 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)

## Content Knowledge

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

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.

## Critical Skills

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

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.

### Notes

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

1. 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. 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.
3. 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.
4. 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.

### Instructional Strategies:

1. Model the college essay using past examples
2. Research current topics used for most colleges and on the Common Application
3. Allow time for peer editing and revisal of the college essay
4. Utilize the writing center as a resource for editing and revising.

## Standards

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

### CCSS: English Language Arts 6-12

### CCSS: Grades 11-12

### Writing

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

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

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

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

**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.11-12.1a. 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.
- 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.11-12.2a. Observe hyphenation conventions.
- L.11-12.2b. Spell correctly.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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## Core Learning Activities




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

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  

## Vocabulary

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



## Resources

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


See internet links below.




Peer editing rubric (see attached in Core Learning Activities)




College Essay Slide Show and rubric (see assessments)




 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  

## Assessments

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





College Essay | Summative | 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.

[18 Standards Assessed](#)

 Rubric   Welcome to the Wonderful World of College Essays  

## Differentiation

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

## Test Prep Connections

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

# Poetry

Concept-Based  
Curriculum

C&I Subcommittee  
April 22, 2025

Abi Marks, English Department Chair | Sayward Parsons | Brian Tenney

# Poetry: An Overview

- ❑ Semester-long English elective
- ❑ Offered at CP and Honors level
- ❑ Open to seniors and juniors who are co-enrolled in American Lit. or American Studies
- ❑ Written by Sayward Parsons and Brian Tenney, with feedback from Carla Tischio and Kristin English

# Curriculum Work Goals

- ❑ Formally write a concept-based curriculum for Rubicon
- ❑ Develop four distinct units ensuring rigorous reading and writing of poetry
- ❑ Promote skill-building aligned with CT Core Standards in reading and writing

# The College Essay

**CONCEPTUAL LENS:** IDENTITY

**CONCEPTS:** Perception, individualism, truth, memory

**SUMMATIVE ASSESSMENTS:** College essay

FALL SEMESTER  
ONLY

# Poetry Unmasked

## UNIT 1

### CONCEPTUAL LENS: PERSONA

**CONCEPTS:** Persona, Tension, Revision, Audience, Perspective, Craft

**SUMMATIVE ASSESSMENTS:** Poetry portfolio and reflection; formal poem analysis



## Unit 2

# Language in Orbit

## POETRY IS LANGUAGE IN ORBIT

SEAMUS HEALY

Download more poems  
SCOTTISH POETRY



### CONCEPTUAL LENS: MOVEMENT

**CONCEPTS:** Form and Function, Observation, Reflection, Rhythm, Structure, Design, Discovery

**SUMMATIVE ASSESSMENTS:** Tone map and dramatic reading; Free verse and structure poems; Verse form group presentations, rewrite and reflection

# Truth Telling

## UNIT 3

### CONCEPTUAL LENS: PERSPECTIVE

**CONCEPTS:** Point of view, inspiration, human experience, empathy, power structures, dialogue

**SUMMATIVE ASSESSMENTS:** Dramatic monologue and annotations; Ekphrasis poem and art evaluation



## Unit 4

# Transformation

"All cultures and peoples turn to poetry during times of celebration, transformation, and challenge—those times when ordinary language cannot carry meaning beyond our understanding.

— Joy Harjo  
(Muscogee), U.S.  
Poet Laureate

**CONCEPTUAL LENS:** TRANSFORMATION

**CONCEPTS:** Revision, Transformation, Publishing, Audience, Performance

**SUMMATIVE ASSESSMENTS:** Comparative analysis of written and spoken word poems; spoken word performance