



Newtown Public Schools

BOE C&I Sub Committee Meeting
January 27, 2026

BOE Conference Room 1
Municipal Building
3 Primrose Street
Newtown, CT 06470
5:30 PM

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

AGENDA

1. **CALL TO ORDER**
2. **PUBLIC PARTICIPATION**
3. **APPROVAL OF MINUTES**
4. **NEW BUSINESS**
 - A. Review and possible action on the following high school curricula: American Studies
5. **PUBLIC PARTICIPATION**
6. **ADJOURNMENT**

MINUTES

In attendance:

Frank Purcaro, Assistant Superintendent
Chris Gilson, C&I Chair
John Vouros, Board Member
Don Ramsey, Board Member
Sarah Connell, Clerk
Dr. Kim Longobucco, NHS Principal
Leanne Browett, Dean of Students at NHS
No Public

1. CALL TO ORDER

- a. Mr. Gilson called the meeting to order at 5:32 pm.

2. PUBLIC PARTICIPATION

- a. None

3. APPROVAL OF MINUTES

MOTION: *Mr. Vorous moved to approve the minutes of October 21, 2025 Mr. Ramsey seconded. Motion passes unanimously.*

4. NEW BUSINESS

- a. Dean of Students Summary Update
 - i. Ms. Browett gave an overview of her role by explaining that her primary focus was to address chronic absenteeism at the high school. She has expanded by providing administrative support following the loss of an administrator in 2019. She is actively involved in discipline, supervision, committees (NEASC, MTSS, ERT, POG and Restorative Practices)
 - ii. The committee asked how the Smart Pass was working. Smart Pass is used to monitor student movement and reduce class cutting. Ms. Browett and Dr. Longobucco said it has been working.
 - iii. Ms. Browett reported that in addition to the implementation and use of the Smart Pass system, she monitors Powerschool weekly and for some students, daily.
 - iv. She also explained her three tiered system intervention that aligns with MTSS. **Tier 1:** Monthly attendance newsletters, student instructional videos, and schoolwide communication **Tier 2:** Data-driven outreach, student meetings, and parent notifications at incremental absence thresholds. **Tier 3:** Care and Concern meetings, home visits, and the creation of an NHS Attendance Review Board.

- v. The Attendance Review Board is a multidisciplinary team including administrators, nurse, school psychologist, Youth and Family Services representatives focused on identifying barriers, supporting families, and preventing chronic absenteeism.
 - vi. Ms. Browett explains that there has been improvement with data and policy alignment. They reviewed state attendance laws and district practices. Corrections have been made to attendance coding for ISS days and nurse visits. Lastly, she identified the need to align district loss of credit policies with state chronic absenteeism definitions.
 - vii. The committee agreed that this presentation has given them an incredible amount of information that is important as we enter the Budget season.
- b. Dual Credit Courses Enrollment Update
- i. Dr. Longobucco provided an update on the enrollment for dual credit courses.
 - ii. This program aims to provide high school students with college credit while completing high school courses. Over the past 2 years, the number of courses offered expanded from 4 to 26; currently running 22 courses with 791 enrollments (not unique students). The program includes a range of subjects across nine departments, primarily for juniors and seniors.
 - iii. Mr. Vouros asked how the courses were weighted. Dr. Longobucco stated that they are weighted at the honors level.
 - iv. Courses provide students with a direct transcript from participating universities.
 - v. The committee proposed offering a full-year medical and business Spanish course to increase the enrollment.

Mr. Vouros proposed moving the meeting time of the subcommittee to during the day. Mr. Purcaro stated that it could be problematic to find coverage for teachers and they can look into other options at the end of the school year. The committee agreed to further discuss options.

5. PUBLIC PARTICIPATION

- a. None

6. ADJOURNMENT

- a. Mr. Vouros moved to adjourn the meeting. Mr. Gilson seconded. Motion passes unanimously.

The meeting was adjourned at 6:58 pm.



NHS Dean of Students

The First 90 Days



The Dean's Role is Centered on a Primary Mission

Primary Mission

Improving Student
Attendance and Reducing
Chronic Absenteeism.

Administration Support

Monitoring students throughout the day and at extracurricular events, discipline, learning walks, NEASC steering committee & standard leader, MTSS committee, ERT team, POG, etc.

Student Behavioral Support

Restorative conversations & circles, troubleshooting issues and challenges with students (often at student request).

Three Pillar Approach to Reducing Chronic Absenteeism



Student Engagement

Proactive support and targeted interventions for students.



Family Partnership

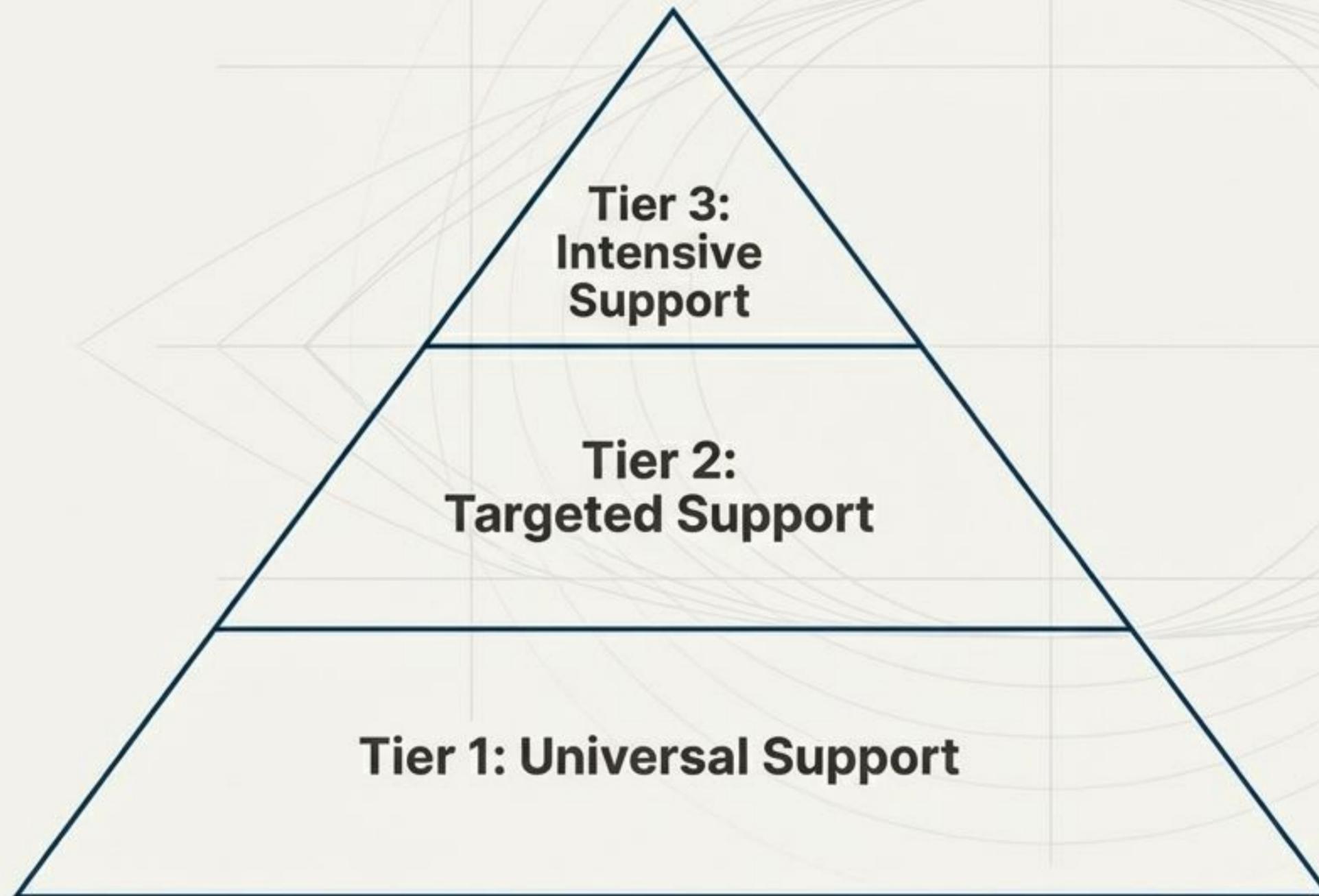
Consistent communication and collaborative problem-solving with families.



System Alignment

Ensuring consistent staff practices and supportive school policies.

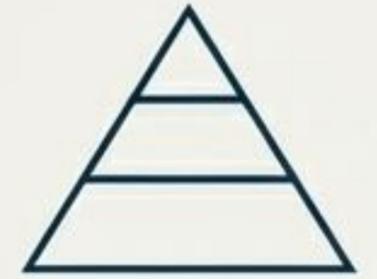
A Three-Tiered Approach to Support to Reducing Chronic Absenteeism



Applied a **multi-tiered system of support (MTSS)** to systematically address attendance. This framework ensures **every student receives foundational support**, while providing **progressively intensive interventions** for those with greater needs.

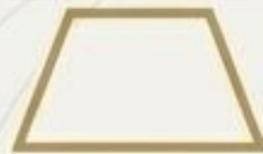
This model is applied across two key focus areas: **Students and Families**.

Pillar 1: A Tiered Strategy for Student Engagement



Tier 1: Universal Engagement

- Monthly-themed 'NHS Attendance Matters' student newsletters.
- Embedded student support videos on topics like getting to school on time, time management, and study skills.



Tier 2: Targeted Intervention

- Daily and weekly PowerSchool attendance data analysis to identify at-risk students.
- Direct meetings with identified students to determine and address root causes (barriers, aversions, disengagement, misconceptions).
- Collaborative student/family/staff 'care and concern' meetings.



Tier 3: Intensive Support

- Increased frequency of meetings with students.
- Referral to the NHS Attendance Review Board.
- Home visits.
- In-depth EduClimber attendance data analysis.

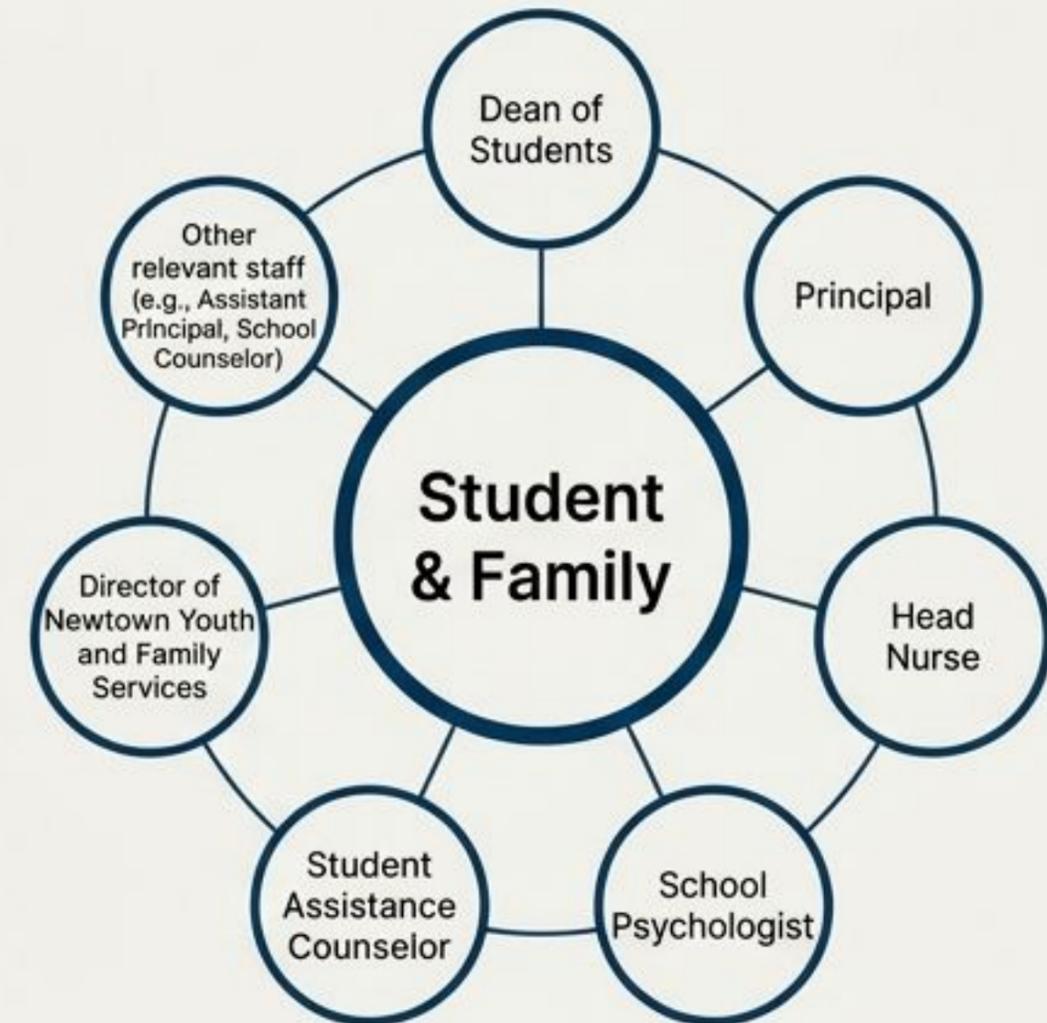
Tier 3: The NHS Attendance Review Board

Core Objective

To assess attendance patterns of selected students and provide support to reduce chronic absenteeism. Specifically, we aim to:

- Identify relevant barriers, aversions, or misconceptions regarding attendance.
- Determine any underlying issues of school disengagement.
- Identify and provide appropriate, targeted support for each student.

Board Membership (A Multi-Disciplinary Team)



Pillar 2: A Tiered Strategy for Family Partnership



Tier 1: Universal Communication

- Monthly-themed “NHS Attendance Matters” parent/guardian newsletters with the same embedded student support videos.



Tier 2: Proactive Notification & Collaboration

- Daily PowerSchool data analysis to communicate with parents/guardians about absence concerns.
- Weekly Logical Attendance Tracker analysis to automatically notify families via email, text, and PowerSchool letter when students reach 6, 9, 12, and 15 day absence marks.

All communications translated into Spanish, Portuguese-Brazil, Albanian, and Ukrainian for ELL families.

- Student/family/staff “care and concern” meetings.



Tier 3: Intensive Partnership

- More frequent, direct communication with families.
- Participation in NHS Attendance Review Board meetings.
- Home visits.

Pillar 3: Aligning Staff Practices and School Policies



Staff Focus: Foundational Accuracy



Ensure accurate and consistent attendance-taking practices across all staff. This is the bedrock of reliable data for all tiered interventions.

Policy Focus: Systemic Review

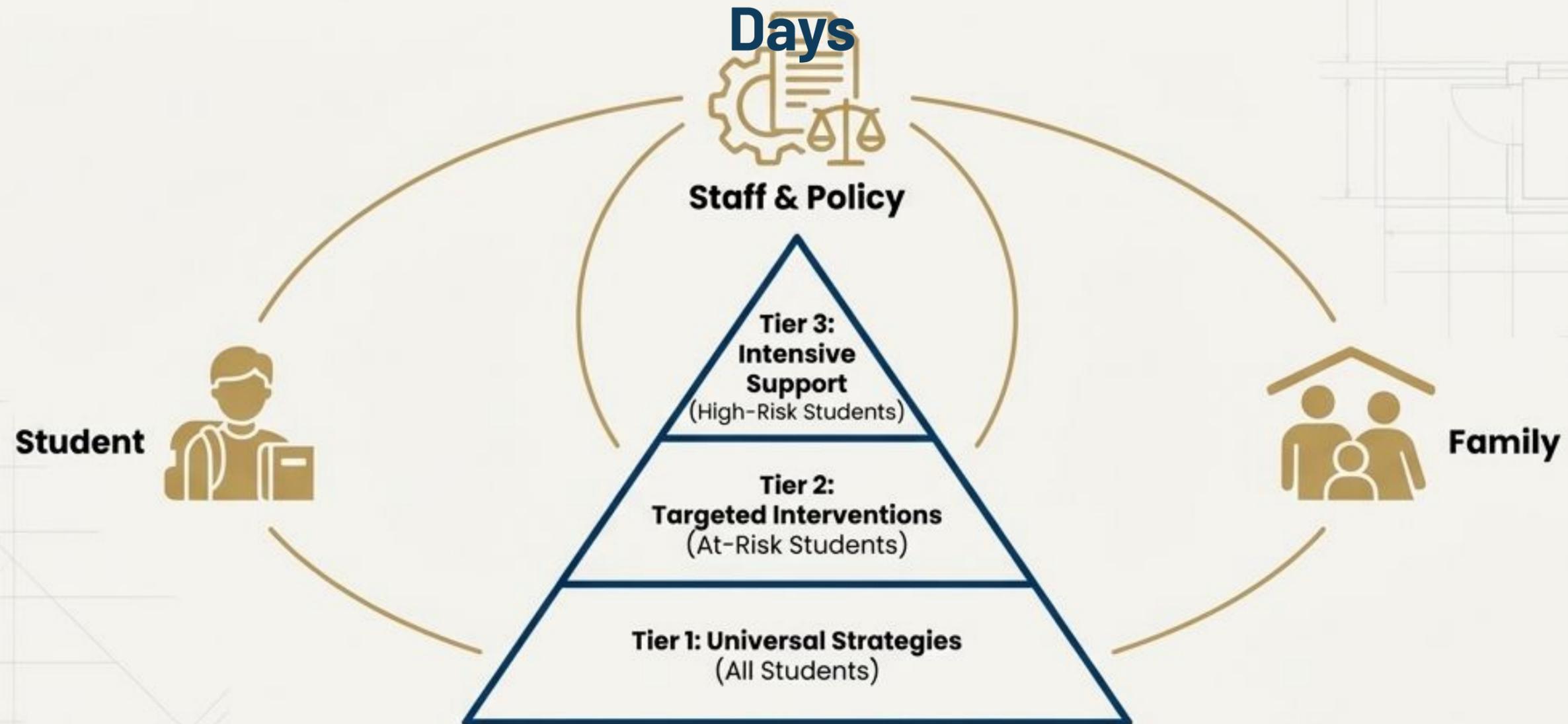


Analyze school policies to determine their impact on chronic absenteeism and align them with State attendance laws and guidelines.

Areas of Review

- Loss of course credit numbers
- Student course load requirements
- In-school suspension attendance coding
- Nurse visit attendance coding

NHS Dean of Students-First 90



Focus is on establishing an **integrated and proactive system** for improving attendance based on **data analysis (EdSight, PowerSchool, EduClimber)** & **ongoing learning (Attendance Works, Talk Tuesdays, LEAP101, GLR, ongoing research)**. A tiered framework with a multi-stakeholder focus, allows us to **move beyond isolated actions to build a sustainable culture of attendance and engagement** that supports all students.

Newtown High School Dual Enrollment Update



**Curriculum & Instruction
December 16, 2025**

Dual Enrollment Data

2025-2026



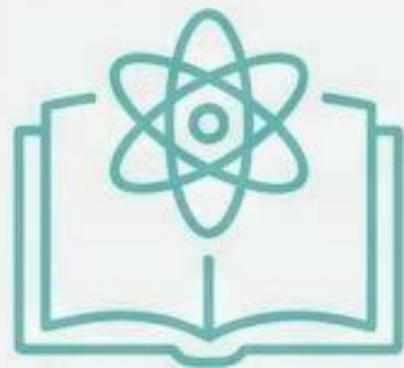
791

Total Student
Enrollments



7

University
Partners



9

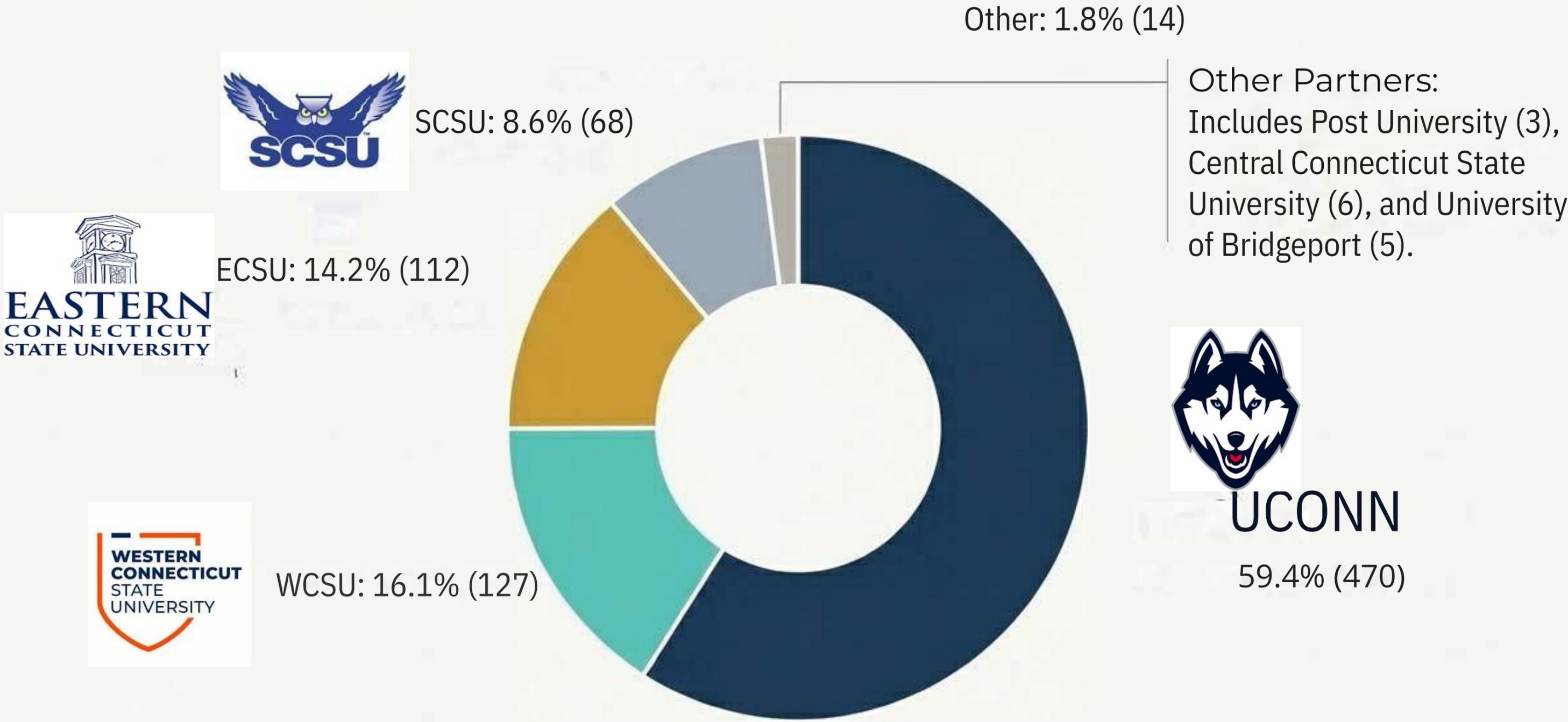
Academic Departments
Represented



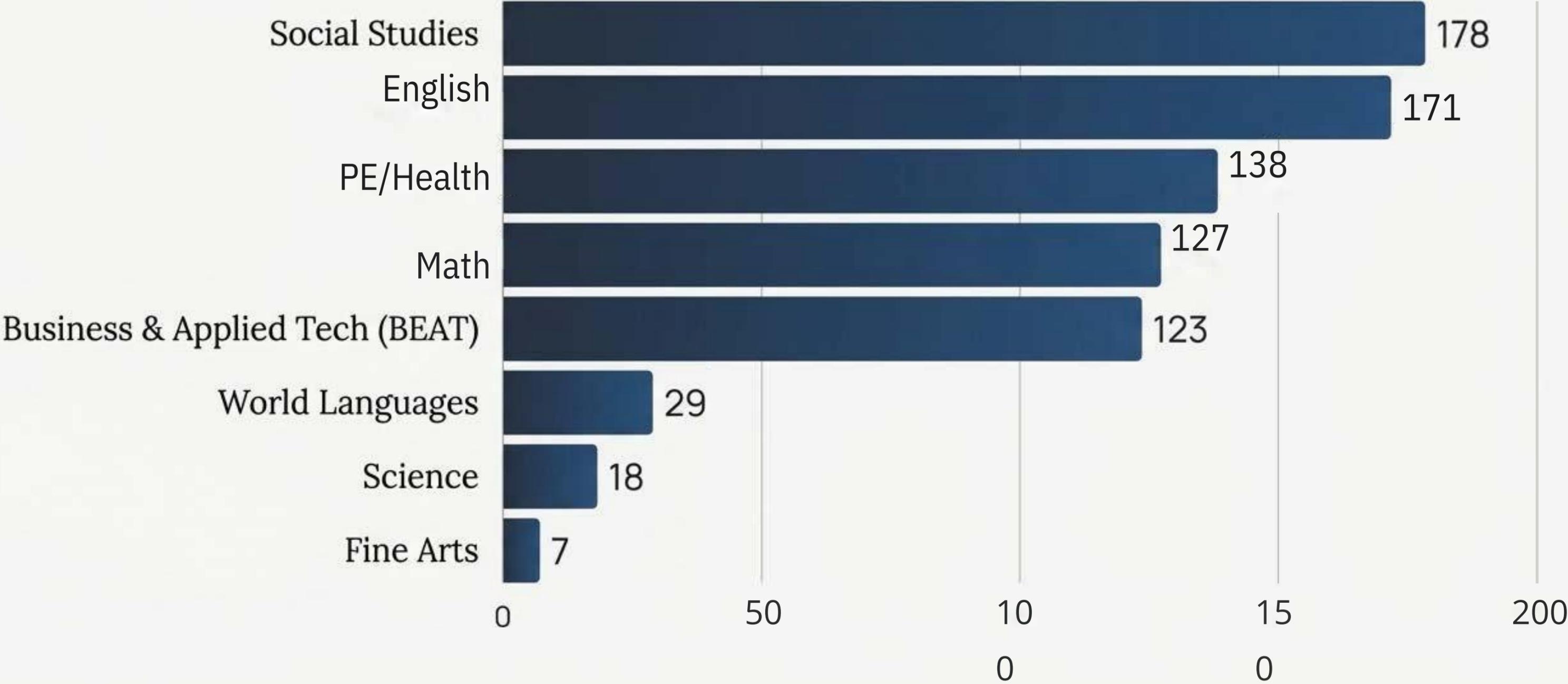
22

Unique Courses
Offered

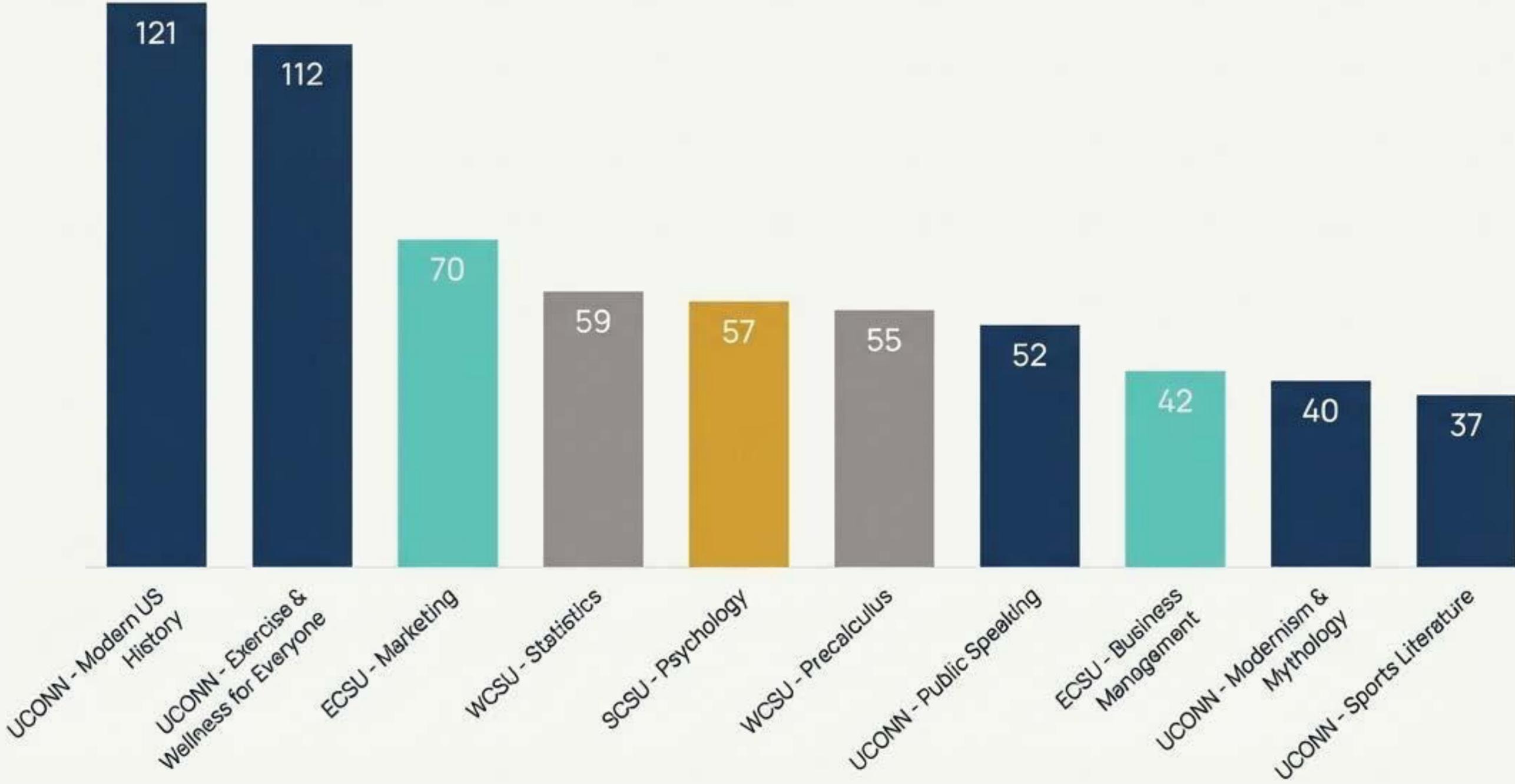
UConn Accounts for Nearly 60% of All Enrollments



Department Based Dual Enrollment Data



NHS Students Enrolled in Dual Enrollment Course



Departments Leading the Way

Social Studies

(178 Enrollments)



UCONN -Modern US History	121
SCSU -Psychology	57

English

(171 Enrollments)



UCONN -Public Speaking	52
UCONN -Modernism & Mythology	40
UCONN -Sports Literature	37
UCONN -Composition Through Current Issues	21
UCONN -Writing Center Theory & Practice	11
UCONN -World Literature	10

PE/Health

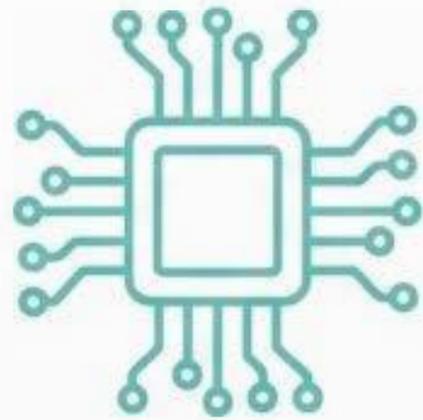
(138 Enrollments)



UCONN -Exercise & Wellness for Everyone	112
UCONN -Intro to Allied Health Prof	26

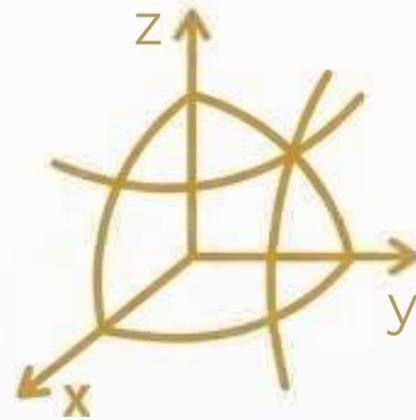
Dept	Course Name	Term	Total Students
BEAT	CCSU - GRAPHICS 2	S2	6
BEAT	ECSU - BUS MANAGEMENT	S1	42
BEAT	ECSU - MARKETING	S1	48
BEAT	ECSU - MARKETING	S2	22
BEAT	UB - ACCT 2	S2	5
English	UCONN - MODERNISM & MYTHOLOGY	S1	17
English	UCONN - MODERNISM & MYTHOLOGY	S2	23
English	UCONN - PUBLIC SPEAKING	S1	36
English	UCONN - PUBLIC SPEAKING	S2	16
English	UCONN - SPORTS LITERATURE	S1	24
English	UCONN - SPORTS LITERATURE	S2	13
English	UCONN - WORLD LITERATURE	S2	10
English	UCONN - WRITING CENTER THEORY & PRACTICE	S1	11
English	UCONN-COMPOSITION THROUGH CURRENT ISSUES	S1	21
Fine_Arts	POST UNI DRAWING	S2	3
Fine_Arts	SCSU - CERAMICS	S1	2
Fine_Arts	SCSU - CERAMICS	S2	1
Fine_Arts	UCONN - MUSIC THEORY	25-26	1
Math	WCSU - CALCULUS	25-26	13
Math	WCSU - PRECALCULUS	25-26	55
Math	WCSU - STATISTICS	25-26	59
PE/Health	UCONN - EXERCISE & WELLNESS FOR EVERYONE	S1	69
PE/Health	UCONN - EXERCISE & WELLNESS FOR EVERYONE	S2	43
PE/Health	UCONN - INTRO TO ALLIED HEALTH PROF	S2	26
Science	SCSU - INTRO TO DRONE TECHNOLOGY	25-26	8
Science	UCONN - PUBLIC HEALTH	25-26	10
SocStud	SCSU - PSYCHOLOGY	25-26	57
SocStud	UCONN - MODERN US HISTORY	25-26	121
WorldLang	AP SPANISH V ECE UCONN	25-26	29
		Total Enrollment	791

26-27 = Three New UCONN Courses



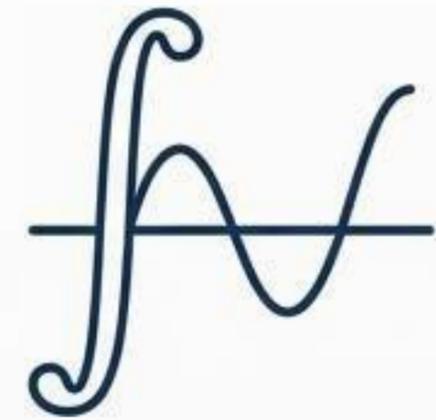
Computing for Engineers

Provides foundational programming skills for students pursuing engineering and computer science fields.



Multivariable Equations

Offers advanced mathematical concepts crucial for university-level STEM coursework.



AP Calculus BC

Delivers a rigorous, college-level calculus curriculum, deepening our advanced math offerings.

The Future of Dual Enrollment at NHS

Proven Success in 25-26

- Achieved a new benchmark with 791 total student enrollments.
- Established a strong foundation in Humanities, Social Studies and Health Science.
- Solidified UCONN as our anchor partner school

Strategic Vision for 26-27

- Purposefully expand into STEM fields with engineering and advanced mathematics courses.
- Invest in and support our most successful course offerings.
- Continue to encourage student enrollment.



American Studies (Due for Review/Revision)

Newtown High School / High School / Social Studies

10 Curriculum Developers | Last Updated: Thursday, Sep 19, 2024 by Diaz, Joanna

Unit Calendar by Year

Unit	Au	Sep					Oct				Nov				Dec			Jan					Feb					Mar					Apr				May				Ju
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38			
What is an American?		█																																							
What is the Price of Progress?																																									
Who is Included in "We the People?"																																									
What Should We Fight For?																																									

◀ 4 Units found ▶



Unit Plan

What is an American?

Newtown High School / High School / Social Studies

Week 1 - Week 10 | 10 Curriculum Developers | Last Updated: Sep 19, 2024 by Diaz, Joanna

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.

Lenses: Identity

Process Concepts: Perspective, Narrative construction, Perception

English Concepts: Voice, Style, Tone, Audience, Personal narrative, Memoir, Memory, Personal truth

History Concepts: Citizenship, Democracy, Culture, Dominance/Weakness, Values/Ideals, Propaganda, Migration, Immigration, Push/Pull Factors, Idealism, Reality, Emotion

Generalizations

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

1. Writing personal narratives facilitates the investigation and discovery of personal truth.
2. Memoirs and personal narratives cultivate a deeper understanding of individual and collective identity.
3. Perspective, experience and time shape memories and interpretation of the truth.
4. Memoirs manipulate language (style, sentence structure, tone, voice) to influence the audience's perception of the writer's experience.
5. A democracy reflects citizens' values, needs, wants and defines responsibilities.
6. Stronger nations attain cultural dominance over weaker nations.
7. Propaganda stimulates an emotional investment in a cause.
8. When putting idealistic visions into practice, leaders must navigate realities.
9. People weigh push/pull factors when determining risk and/or benefit of migration.
10. A nation's people determine personal and collective response to immigration based on values and practicalities.

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 personal narrative? (F)
- 1b. Why do individuals write about themselves? (C)
- 1c. How do authors decide what to include in an autobiography/memoir? (C)
- 1d. Is there one objective truth? (P)

- 2a. What are the distinctions between memoir, autobiography, and personal narrative? (F)
- 2b. How does reading others' personal stories help individuals understand themselves? (C)
- 2c. How does reading others' personal stories help individuals understand a collective identity? (C)
- 2d. Is there an American Identity? (P)

- 3a. What is perspective? (F)
- 3b. What is point of view? (F)
- 3c. What is memory? (F)
- 3d. How do perspective, experience, and time shape our memories? (C)
- 3e. How is it problematic when people have different memories of the same event? (P)

- 4a. What is syntax? (F)
- 4b. What is tone? (F)
- 4c. What is voice? (F)
- 4d. What is author's craft? (F)

- 4e. How do authors manipulate language? (C)
- 4f. How does the language in the memoir influence the audience? (C)
- 4g. Does personal writing always need an audience? (P)

- 5a. How do the Constitution, Bill of Rights, and other amendments reflect peoples' needs and values? (C)
- 5b. How are a nation's origins reflected in its ideals? (C)
- 5c. Why did the U.S. expand westward? (F)
- 5d. What justifies a nation's geographic expansion? (C)
- 5e. How does expansion contribute to a national experience? (C)
- 5f. How were the rights of certain groups (African Americans, Women, Native Americans and the lower class) ignored before 1900? (C)
- 5g. To what extent do we live up to our founding ideals? (P)

- 6a. What is imperialism? (F)
- 6b. What is the connection between industrialization and imperialism? (C)
- 6c. What are some of the reasons why the US desired colonies around 1900? (F)
- 6d. Where did the US try to extend its influence? (F)
- 6e. How and why did certain groups push for war with Spain? (F)
- 6f. Under what circumstances is a nation justified in declaring war? (C)
- 6g. Did the United States betray its principles in becoming a world power? (P)

- 7a. What caused WWI? (F)
- 7b. What events led to increasing American involvement in WWI? (F)
- 7c. How did the US government encourage active participation in the war effort? (F)
- 7d. What did the US expect the population to do to contribute to the war effort? (F)
- 7e. How are various propaganda techniques used to get citizens to aid a war effort? (C)
- 7f. How did WWI affect various social groups (ie women, African Americans)? (F)

- 8a. How and why does government limit free speech and other individual rights (the draft, Espionage Act) in times of war and upheaval? (C)
- 8b. How were Wilson's 14 Points designed to avoid future wars? (F)
- 8c. Why did the leaders of Europe reject aspects of Wilson's plan? (F)
- 8d. Why are nations inclined to choose concrete gains over an idealistic future? (C)

- 9a. What were some reasons people immigrated to the U.S. from 1880-1920? (F)
- 9b. How did newer immigrant groups differ from older, more established groups? (C)
- 9c. What was the typical immigrant experience? (C)
- 9d. How are immigrant experiences similar and/or different from one time period to another? (C)

- 10a. How and why did the US restrict immigration? (F)
- 10b. What types of responses do immigrants face upon arriving in a new place (welcoming, assimilation, resistance)? (C)
- 10c. What problems do some people associate with immigrant groups? (C)

10d. What are some benefits people associate with immigrant groups? (C)

10e. What is Nativism? (F)

Content Knowledge

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

Founding documents
Historical trends of 1800s
American Imperialism
Immigration
Progressive Era
Narrative Writing
Memoir writing
Speech writing
Author's craft
Rhetorical Devices

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.

Analyzing and creating political cartoons in regards to US Imperialism
"New Colossus" Reading and Analysis
"New- New Colossus" poem writing
"I am from" poem, semi narrative poem
Historical trends of the 1800s information exchange- jigsaw or presentations
"1900 Essay" preparation/practice/self-evaluation
Family Immigration Artifact Fair/ My Immigrant Past
Current events- identifying issues, problems, and connections to course content
Close reading (Educated, Black Boy, Frederick Douglas)
Analyzing Propaganda Techniques and using the techniques to analyze WWI Propaganda

Portrait of the Newtown Graduate

- Graded Close Reading, Educated
- I Am From Template
- Fredrick Douglass Passage
- The New Colossus/Big ideas practice page
- Copy of Emma Lazarus Project/Poem
- Progressive Era "Excellent Adventure"

- My Immigrant Past
- My Immigrant Past Reflection
- 1900 Essay Honors.docx
- Seminar Rubric-Black Boy Fall 2021
- Seminar Rubric-Educated Fall 2021

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

- United States History: Reconstruction to the Present
- Autobiography of Frederick Douglass
- Black Boy-Richard Wright
- Educated- Tara Westover
- "New Colossus" - Emma Lazarus
- This American Life: "The Problem We All Live With Part I"
- "America for Americans"- Theodore Roosevelt
- Various World War I Poems
- "Mckinley's War Message"
- Excerpt from the *Namesake*

Optional Activities

- Progressive Era: Excellent Adventure
- Imperialism PSA

- McKinleyWarMessage1898
- Namesake questions
- The Century Series
- World War I Poetry and assignment with "A Solider's Home"
- New Colossus
- This American Life
- The Namesake.pdf
- America for Americans.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.

In Class Essay: Black Boy and Educated | Summative | Extended Essay

Consider *Black Boy*, *Educated*, your own and your classmates' family histories, our national immigration history, and "The Problem We All Live With," and answer the following question. **What is the value of using individual and personal stories to better understand our collective history?** The answer to this question then becomes your thesis/claim statement.

No Standards Assessed

Memoir Assignment | Summative | Narrative Writing Assignment

Use language (literary devices and purposeful diction) to relay a time in your life. Remember, a memoir is not necessarily about the "big" moments in your life.

No Standards Assessed

Historical Narrative Writing Assignment and Performance | Summative | Narrative Writing Assignment

Students will create a series of historical narratives, which answers the question, "What does it mean to be American?"

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.



Unit Plan

What is the Price of Progress?

Newtown High School / High School / Social Studies

Week 11 - Week 20 | 10 Curriculum Developers

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.

Lenses: Opportunity, Conflict, Role of Government

Process Concepts: close reading, analysis, discussion

English concepts: rhetorical devices, connotation, tone, syntax, primary sources, secondary sources, argument, audience, claim/argument, persuasive writing

History concepts: Reform, Agitation, Resistance, Fear, Resentment, Discontent, Political Pressure, Growth, Depression, Change, Anxiety, Economic Hardships, Helplessness, Loss, Resistance

Generalizations

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

1. Persuasive writers skillfully use connotation, rhetorical strategies, syntax, tone and form to persuade a targeted audience.
2. Persuasive writers synthesize primary and secondary source materials in conjunction with rhetorical strategies to create an argument/claim.
3. Defensible claims drive persuasive writing.
4. Discontent leads to many kinds of agitation.
5. Political pressure leads to societal reform.
6. Social reform and cultural change often spawn groups of resistance, fear, or resentment.
7. Economic growth prompts cultural and social change.
8. Economic depression causes anxiety, loss, and helplessness.
9. Government response to extreme economic hardship sets precedents for future societal expectations of government intervention.

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 rhetorical strategies do authors use in crafting argument? (F)
- 1b. What different forms can an argument take? (F)
- 1c. How do authors determine the audience for their argument? (C)
- 1d. How do authors select the most effective form for their argument? (C)

- 2a. What is a primary source? (F)
- 2b. What is a secondary source? (F)
- 2c. How do writers evaluate and select effective sources for an argument? (C)
- 2d. How do authors synthesize sources to support a persuasive argument? (C)

- 3a. What makes a claim defensible? (F)
- 3b. How does the claim drive persuasive writing? (C)

- 4a. What groups and organizations formed to advocate for change (Progressives, Populists, NAACP, etc)? (F)
- 4b. What factors caused people in the US to feel economically and politically oppressed during the Americana Industrial era? (F)
- 4c. In what ways did people and groups express their resentment during the Americana Industrial era? (F)
- 4d. How and why did women and African Americans advocate for change during the Progressive Era? (C)

- 4e. What problems are associated with industrialization and urbanization? (C)
- 4f. How do citizens effectively pressure a government to make changes? (C)
- 5a. What societal reforms were enacted during the Progressive Era? (F)
- 5b. To what degree do political/economic reforms contribute to the overall progress of a country? (C)
- 6a. What groups or organizations formed to resist change during the American Industrial era? (F)
- 6b. What did these groups fear? (F)
- 6b. How does social reform cause groups to lose power? (C)
- 6c. How are rural and urban areas culturally different? (F)
- 6d. Why might there be tension between the two areas? (C)
- 6e. Why do Nativist groups tend to emerge during periods of immigration? (C)
- 6f. Does social reform by nature cause backlash? (P)
- 7a. How and why did consumer habits change after WWI? (F)
- 7b. How and why did social norms change after WWI? (F)
- 7c. What factors led to the rapid economic growth of the 1920's? (F)
- 7d. What are the underlying flaws of the American economy that led to the Depression? (F)
- 7e. How does speculative investment lead to economic crashes? (C)
- 7f. What cultural and social changes for African Americans are represented by the Harlem Renaissance? (F)
- 7g. What are the characteristics of a consumer-driven economy? (F)
- 7h. Can people be fulfilled by material gain? (P)
- 8a. How did the Depression impact peoples' lives (job loss, foreclosure, losing savings)? (F)
- 8b. How did the downturn in the economy affect different social/economic classes? (C)
- 8c. What demographic changes did the Depression cause? (F)
- 8d. How do people respond to economic hardship? (C)
- 8e. Is an individual solely responsible for his/her own economic well-being? (P)
- 9a. What was Hoover's response to the depression? (F)
- 9b. How was FDR's approach different from Hoover's? (F)
- 9c. What programs did Roosevelt establish to deal with the Depression? (F)
- 9d. How did peoples' view of government response change as a result of the Great Depression? (C)
- 9e. How are peoples' expectations changed due to the economic crisis? (C)
- 9f. What is the appropriate role for a government that claims to be, "of the people, by the people, and for the people"? (P)

Content Knowledge

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

Connotation/Denotation

Syntax

Tone

Rhetorical Devices (Appeals)

Argument

Audience

Claim

Progressivism

The Roaring Twenties

Depression

New Deal

Standards

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

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

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

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

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

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

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

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

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

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

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

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

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

- RL.11-12.8. (Not applicable to literature)

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

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

Reading: Informational Text

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Writing

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

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

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

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

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.

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

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

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

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

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

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

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

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

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

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

Speaking & Listening

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

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

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

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

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

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

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

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

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

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

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.11-12.5b. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Language Progressive Skills

- L.6.3b. Maintain consistency in style and tone.

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

CCSS: Grades 11-12

Reading: History/Social Studies

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

- RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

- RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

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

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

- RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing

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

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

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

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

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

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

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

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

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

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

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

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

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

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.

1920's Culture Collage

Automobile Spinoffs Handout

1920's Slang Stories- Students create a story using 20's slang/situations

Immigration Act of 1924 DBQ

The Century Videos "Boom to Bust" and "Stormy Weather"- understanding of the 20's and 30's

New Deal Matrix/ABC book- Students investigate aspects of the New Deal

Pre-reading activities (*The Great Gatsby*, *Their Eyes Were Watching God*)

Study guides (*The Great Gatsby*)

Close Reading activities (*The Great Gatsby*, *Their Eyes Were Watching God*)

Text Based Seminars (*The Great Gatsby*, *Their Eyes Were Watching God*)

Portrait of the Newtown Graduate

[Template] Gatsby- Chapter 4 Close Reading  

Gatsby Seminar 4 through 6  

Janie's tree/your tree activity  

Honors Gatsby Quiz 1   Automobile Spinoffs  

The Great Gatsby PreRead  

The Great Gatsby: Chapter 7-9 Seminar  

-  The Great Gatsby: Chapter 1-3 Seminar  
-  Light and Dark Motif    Gatsby Ch. 2 Study Guide  
-  Gatsby Ch. 4 Study Guide  
-  Their Eyes Were Watching God and Black Panther Seminar #2  
-  Gatsby Ch. 5 Study Guide  
-  Gatsby Ch. 7 Study Guide  
-  Gatsby Ch. 8 Study Guide    Jungle.pdf  
-  Gatsby Ch. 9 Study Guide  
-  1920's Culture Collage- Better Version  
-  1924ImmigActDBQsources.pdf  
-  Boom to Bust Video Guide  
-  [Template] Stormy Weather- original  
-  Introduction to Eatonville/TEWWG  
-  1920sSlang.pdf  
-  Language in Their Eyes Were Watching God  
-  New Deal Matrix/A-B-Cs  

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

United States History: Reconstruction to the Present- Pearson
 Battle of Belleau Woods
The Great Gatsby- F. Scott Fitzgerald
The Great Gatsby- directed by Baz Luhrmann
Their Eyes Were Watching God- Zora Neale Hurston
Black Panther- directed by Ryan Coogler
 Select Hemingway stories- *In Our Time*
This American Life episodes
 "Tune in and Booze Out"
 "Letters from the Great Depression"

Optional activities:

Progressive Era Excellent Adventure- Character Journal Activity
 Progressive Era Imagery- Analysis of Pictures
 Progressive Era Cartoons
 American Snapshots- Researching a person or group from Progressive Era
 New Deal Debate/Twitter War- Was New Deal a success?

Progressive Era "Excellent Adventure"  

Progressive Era Imagery  

Battle of Belleau Wood Reading and activity  

Progressive Era Cartoons  

GreatDepressionLetters.pdf  

TuneInBoozeOut&PriceWasRight.pdf  

American Snapshots directions rubric topics  

Twitter War Standards    The Century Series  

This American Life: Break Up  

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.

American Studies English Midterm | Summative | Written Test

Other written assessments

Carefully read and mark the passage (though the annotations are not graded for this exam), then write a close reading essay **that addresses the author's purpose in the passage, as well as the strategies used to achieve that purpose.**

No Standards Assessed

Their Eyes Were Watching God/Black Panther Essay | Summative | Extended Essay

What do the novel and the film suggest about the possibility of sustaining a utopian society? (You can use either definition of a utopia to answer this question).

No Standards Assessed

The Great Gatsby Essay | Summative | Extended Essay

Your job is to decide which aspect of the novel is most worthy of discussion. First, establish what you think is a prominent theme in the text. Then, you should think about the best way to examine that theme. For example, you might think that Fitzgerald wants to examine the death of the American Dream or, at least, its inevitable collapse. You then decide that the best way to approach the conversation of that theme is through an in depth examination of the symbols in the text, particularly those that represent vision or blindness. You then craft a thesis based on that idea.

No Standards Assessed

This American Life Project | Summative | Technology Project

The students will create an audio or video podcast that deals with a major theme of the unit. They must examine and demonstrate an interpretation of the theme from a historical and modern perspective.

No Standards Assessed

Midterm Exam:History | Summative | Other written assessments

Synthesis essay- Appropriate role of government

Close reading essay- "America for Americans"

No Standards Assessed

 HonorsAmericanStudiesGatsbyEssay2021    American Studies English Midterm 2022    Their Eyes Were Watching God and Black Panther Essay    This American Life    MidtermRoleofGovtEssay&Rubric.pdf  

Differentiation

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

Test Prep Connections

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



Unit Plan

Who is Included in "We the People?"

Newtown High School / High School / Social Studies

Week 21 - Week 30 | 10 Curriculum Developers

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.

Lenses: Agency, Justice

Process Concepts: determining context, context, analyzing structure

English concepts: Literature, Layered Meaning, audience, structure, critical lens, voice, theme, context, injustice, social justice, struggle

History concepts: Competition, Superiority, Dominance, Tension, Nations, Conflict, Opportunity, Inequality/Equality, Reform, Resistance, Fear, Resentment, Injustice, Success, Tactics, Uprisings, Oppression, Change

Generalizations

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

1. Literature exposes injustice and advocates for social justice.
2. American literature reveals the unique struggles and triumphs of marginalized or oppressed voices.
3. Readers employ critical lenses to reveal layered meanings in the text.
4. Evaluation of context and manipulation of text structure contribute to conveying a message to the intended audience for both the author and in analysis.
5. Nations compete to achieve and maintain superiority and dominance.
6. Ideological conflict between superpowers manifests social and cultural tension.
7. Differing economic opportunities can lead to enduring inequality.
8. Mass popular uprisings pressure government to reconcile injustice.
9. People fight oppression using different tactics with varying degrees of success.
10. Social reform and cultural change incite resistance/fear/resentment.
11. Success of one group in achieving change inspires others to fight for change.

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 injustice? (F)
- 1b. What is social justice? (F)
- 1c. How does literature expose injustice? (C)
- 1d. How can literature advocate for social justice? (C)
- 1e. Can literature and art be considered a form of argument? (P)
- 1f. Can a book change the world? (P)

- 2a. How has America's unique cultural history contributed to the marginalization and oppression of certain voices? (F)
- 2b. How have American authors amplified the voices of marginalized individuals, their struggles and triumphs? (C)
- 2c. Can a book change a person's life? (P)

- 3a. What is a critical lens? (F)
- 3b. Through what types of critical lenses can one view literature? (F)
- 3c. How does the use of critical lenses affect understanding and appreciation of a text? (C)
- 3d. How can reading through a critical lens help readers understand the context of a work? (C)

- 4a. What is structure? (F)
- 4b. What are some structures authors use? (F)
- 4c. How can structure be manipulated? (C)
- 4d. How can structure affect meaning? (C)
- 4e. How do context and audience inform structure? (C)
- 4f. Can structure interfere with meaning? (C)

5a. Why do wartime allies often differ on the terms of peace? (C)
5b. How did US and Soviet actions in Europe in the aftermath of WWII lead to conflict? (C)
5c. How and why did the US and Soviet Cold War struggle lead the US to armed conflict in Korea? (F)
5d. When did the US and Soviets come close to direct war during the Cold War? (F)
5e. To what extent did the US achieve Communist containment? (C)
5f. What were some of the successes and failures for the US in its Cold War struggle? (F)

6a. What actions did Americans take because of their Cold War fears? (F)
6b. What questionable actions did Americans and the government take domestically to combat communist infiltration of US society? (F)
6c. How did the US and the USSR portray each other during the Cold War? (F)
6d. To what extent is there a tradeoff between national security and civil rights? (C)
6e. How did the Cold War fears (spies, nuclear weapons, technology, etc) become ingrained in American popular culture (movies, TV advertising, etc)? (F)
6f. Does fear cause people to abandon their principles? (P)
6g. Is it ever appropriate for a government to lie or hide information from its people? (P)

7a. What were some of the dominant characteristics of 1950s American society? (F)
7b. To what extent was conforming to the American ideal (patriotic, religious, materialistic, nuclear family, suburban) part of American society post WWII? (C)
7c. How did some individuals rebel against the American ideal? (F)
7d. How does the conflict between US and Soviets expose some of the social and economic imperfections of American society? (C)

8a. By the 1940's, what was the status of African Americans politically, socially, and economically in both the North and South? (F)

8b. How did WWII help spark the Civil Rights Movement? (F)
8c. During the 1940's and 1950's who advocated for a change in the status of African Americans in the US and how? (F)
8d. How did the federal government react to Civil Rights protests? (F)

9a. How and why did proponents of the Civil Rights Movement embrace the tactics of MLK's non-violent resistance movement? (F)
9b. How did the national media help bring support for the movement from the mainstream American public? (F)
9c. How did more militant movements like Black Nationalism differ from the non-violent protest movement in terms of goals, methods, and gains? (F)

9d. How is the civil rights struggle representative of the power struggle between state and national government? (F)
9e. To what extent can legislation truly resolve inequality? (P)
9f. Does race, geography, socioeconomic class, and other factors impact one's opportunity? (P)

10a. How and why did Southern society respond to the Civil Rights movement? (F)

10b. How did state and local government resist civil rights protests? (F)

10c. Why do people cling to the status quo? (C)

11a. What are the parallels between the fight for civil rights and other minority groups (Native Americans, Latino Americans, Women, LGBTQIA+) in America? (F)

11b. How were minority groups' strategies similar to those in the African American struggle? (F)

11c. What civil rights inequalities continue to exist? (C)

11d. Is full integration achievable? (P)

Content Knowledge

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

Theme

Critical lenses

Thesis/Claim Statement

Race relations/ Civil Rights Movement

Protest movements

Gender roles

Pop culture and Culture in the 50s

Evolution of media

Trust in government

Cold War

Standards

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

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

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

- They demonstrate independence. [Show Details](#)
- They build strong content knowledge. [Show Details](#)
- They respond to the varying demands of audience, task, purpose, and discipline. [Show Details](#)
- They comprehend as well as critique. [Show Details](#)
- They value evidence. [Show Details](#)
- They use technology and digital media strategically and capably. [Show Details](#)
- They come to understand other perspectives and cultures. [Show Details](#)

Reading: Literature

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- RL.11-12.8. (Not applicable to literature)

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

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

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading: Informational Text

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

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

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

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

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

- RL.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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

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

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

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

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

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

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

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

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

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

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

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

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

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

- W.11-12.2a. 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.

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

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

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

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

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

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

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

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

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

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

Speaking & Listening

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

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

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

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

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

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

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

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

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

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

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

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

Language

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

- L.11-12.1a. 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.

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

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

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

- L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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.11-12.5b. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

Language Progressive Skills

- L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.
- L.3.3a. Choose words and phrases for effect.
- L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).
- L.4.3b. Choose punctuation for effect.
- L.5.1d. Recognize and correct inappropriate shifts in verb tense.
- L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.
- L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.3b. Maintain consistency in style and tone.
- L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.
- L.9–10.1a. Use parallel structure.

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

CCSS: Grades 11-12

Capacities of the Literate Individual

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

- They build strong content knowledge. [Show Details](#)
- They respond to the varying demands of audience, task, purpose, and discipline. [Show Details](#)
- They comprehend as well as critique. [Show Details](#)
- They value evidence. [Show Details](#)
- They use technology and digital media strategically and capably. [Show Details](#)
- They come to understand other perspectives and cultures. [Show Details](#)

Reading: History/Social Studies

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

- RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

- RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

- RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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

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

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

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading: Science & Technical Subjects

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

- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Writing

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

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

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

- WHST.11-12.2a. Introduce a topic and 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.
- WHST.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.
- WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WHST.11-12.2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

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

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

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

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

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

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

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

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

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

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

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

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.

1950's Life Hyperdocs which include various sources on gender, fear, rebellion, culture

Real Story of the Cold War- events of the Cold War

We Didn't Start the Fire Lyrical References

The Century Series Videos- "Best Years" and "Happy Daze"

African American Experience Thematic timeline

Civil Rights poetry- analysis of 4 poems

Portrait of the Newtown Graduate

Civil Rights DBQ Packet

Evaluating sources- Art as an Argument

The Crucible- Pre-reading, close reading, seminars

Raisin in the Sun- Pre-reading, close reading, seminars

"Plan your Protest" activity

Eyes on the Prize- Civil Rights Movement Documentary, School Edition

AmericanStudiesGroupDiscussionRubric2021-22, A Raisin in the Sun

The Crucible Seminar

Formula for a Witch Hunt

Honors Crucible Quiz, Act 2

PrereadRaisin2021

Glossary

The Crucible Preread

Power Dynamics in The Crucible

Flower Thrower- Banksy

The Crucible Act 3: Reverse Quiz

PlanYourProtestwksht.pdf

[Template] [Template] The REAL Story of the Cold War

CRMpoetry.pdf

PostWWIIWomenandPursuitofHappiness.pdf

Eyes on the Prize

Hysteria Hyperdoc

1950s Conformity Hyperdoc

1950s Rebellion Hyperdoc

1950's Gender Roles

We Didn't Start Fire

Best Years Video Questions

Happy Daze Video Guide

CRMdocpasspacketA-G.pdf

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

United States History: Reconstruction to Present- Pearson

The Century Series selected videos

Eyes on the Prize- PBS anthology

The Crucible- Arthur Miller

Raisin in the Sun- Lorraine Hansberry

"*Strange Fruit*" Billie Holiday

Optional activities:

Raisin in the Sun Theatre Workshop

The Crucible Act I Reflections/Study Guide

Raisin in the Sun Theatre Workshop

Act I Reflections

The Century Series

Strange Fruit: Video

Assessments

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

Art as an Argument | Summative | Personal Project

Other written assessments | Technology Project | Visual Arts Project

We will explore how different media are used to convey arguments.

[118 Standards Assessed](#)

The African-American Experience Thematic Timeline | Summative | Other written assessments

Students will investigate different eras and themes of race relations over the span of US History to determine progress and/or lack of progress.

[11 Standards Assessed](#)

Raisin in the Sun Essay | Summative | Extended Essay

What does the language, in both the play and in the second piece you chose, suggest about the history of racism in this country?

[99 Standards Assessed](#)

Civil Rights Recruitment Fair | Summative | Other oral assessments

The students will create an oral presentation and a display to recruit others to a Civil Rights cause.

[17 Standards Assessed](#)

 Honors Raisin in the Sun Essay 2022    Art as an Argument 2021  

 The African-American Experience Annotated Thematic Timeline    Civil Rights Movement Recruitment Campaign Portfolio  

Differentiation

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

Test Prep Connections

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



Unit Plan

What Should We Fight For?

Newtown High School / High School / Social Studies

Week 31 - Week 38 | 10 Curriculum Developers

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.

Lenses: Inquiry, Identity, Conflict

Process Concepts: versatility, independence, authenticity, research

English concepts: primary research, secondary research, speaker, audience, audience engagement, purpose, citations, organization, presentation, genre, form, discussion, fiction, storytelling, rhetorical strategies

History concepts: Uncertainty, Desperation, Authoritarianism, Propaganda, Modern Warfare, Morality, Fear Culture, Adaptation, Homefront Support, Campaign, World Affairs, Truth, Citizenship, Subjugation, Persecution, Military Objectives, Victory and Defeat

Generalizations

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

1. The study of narrative requires us to understand the effect of the story on the audience.
2. The study of fiction allows us to understand the incomprehensible.
3. Authentic inquiry comprises a fundamental aspect of being human.
4. Research to pursue inquiry requires initiating, accessing and evaluating primary and secondary sources.
5. In written work, rhetorical strategies, structure, and visuals convey different meanings to an audience when adapted.
6. In presentations, rhetorical strategies, structure, and visuals engage an audience when adapted.
7. Uncertainty engenders desperation which allows an authoritarian leader and systems to emerge.
8. Modern warfare necessitates the government use propaganda and involvement in world affairs.
9. Citizens explore and analyze information provided by the government to determine if it is truth.
10. Waging a protracted military campaign necessitates homefront support.
11. Subjugation and persecution of minority groups endures.
12. When waging war military objectives supersede moral considerations.
13. Modern conflicts require new interpretations of victory and defeat.

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 narrative? (F)
- 1b. In what ways does the audience engage with narrative? (C)
- 1c. Can a narrative change the way the audience understands itself? (P)
- 2a. What is fiction? (F)
- 2b. How does fiction change our perceptions? (C)
- 2c. Can fiction allow us to understand the unimaginable? (P)
- 3a. What is authentic inquiry? (F)
- 3b. How can a researcher frame questions for the best possible results? (C)
- 3c. How can a researcher pursue a line of inquiry? (C)
- 3d. How does inquiry enhance critical thinking skills? (C)
- 3e. Is inquiry necessary for progress? (P)
- 3f. What is the value of being curious? (C)
- 4a. When can one trust what one reads? (C)
- 4b. What is experiential research? (F)
- 4c. How do primary sources supplement secondary sources? (F)
- 4d. How does inquiry guide research? (C)
- 4e. How do accurate source citations promote further inquiry? (C)
- 4f. How does one initiate research? (C)
- 5a. What are rhetorical strategies? (F)
- 5b. What is visual rhetoric? (F)

- 5c. How do speaker, audience, and purpose interact? (C)
- 5d. How does structure affect meaning? (C)
- 5e. How do writers manipulate their audience? (C)

- 6a. What are some qualities of a good presentation? (C)
- 6b. How do speaker, audience, and purpose interact? (C)
- 6c. How does structure affect meaning? (C)
- 6d. How do speakers manipulate their audience? (C)
- 6e. How do rhetorical strategies operate in spoken communication? (C)
- 6f. What is the definition of audience engagement? (F)
- 6g. What are some strategies speakers use to engage their audience? (C)
- 6h. How do presenters ensure transfer of knowledge to their audience? (C)
- 6i. What are the responsibilities of an audience? (C)
- 6j. Is an audience always a group of learners? (P)

- 7a. What economic, social, and political conditions are necessary for a dictator to arise? (C)
- 7b. What methods did leaders like Hitler, Stalin, etc use to gain popularity during the WWII era? (F)
- 7c. How do dictators systematically maintain their power and control? (C)
- 7d. What were the responses of the various nations/leaders confronted by aggression? (F)
- 7e. How and why did America choose to isolate itself from European affairs? (F)
- 7f. Why do people gravitate toward radical ideas and regimes? (C)

- 8a. What were the root causes of the conflict in Vietnam? (F)
- 8b. How did the US involvement in Vietnam fit into its larger Cold War struggle? (F)
- 8c. How was the media coverage evolved since WWII? (F)
- 8d. To what extent are wars in Vietnam and Afghanistan/Iraq similar? (C)
- 8e. Is government propaganda a necessary tool in wartime? (P)

- 9a. How united was the US homefront in WWII? (C)
- 9b. How did the public views of the war impact the military's ability to win the war in Vietnam? (F)
- 9c. How and why did the antiwar movement grow during the Vietnam era? (F)
- 9d. How was opposition to the draft symbolic of the antiwar movement? (F)
- 9e. How can war polarize a population? (C)
- 9f. Is dissent in wartime unpatriotic? (P)

- 10a. How did the US become the "arsenal of democracy"? (F)
- 10b. How did individual Americans on the homefront contribute to the war effort? (F)
- 10c. How did the US government use media to promote the war effort? (F)
- 10d. How did the shift to war production affect minority groups? (C)

- 11a. How and why did the Nazis persecute Jews and other "undesirables" in Europe? (C)
- 11b. What were the reasons for the US internment Japanese and Japanese Americans during WW II? (F)
- 11c. How were the treatment of Japanese in the US and the treatment of Jews in the German occupied territories alike and different? (C)

- 11d. Why is scapegoating so common in times of crisis? (C)
- 12a. How were civilians impacted by WWII and the Vietnam War? (F)
- 12b. How and why were world leaders held accountable for their actions before and during the war? (C)
- 12c. To what extent should civilians be targeted in war? (P)
- 12d. To what extent should military objectives supersede moral considerations? (P)
- 12e. To what degree should a nation limit rights and freedoms when national security is at risk? (C)
- 12f. What questionable actions of dictators has the US tacitly supported in the name of promoting our interests? (F)
- 12g. How has US involvement in the affairs of other nations contributed to an anti-American backlash? (C)
- 12h. Is it possible to fight a “humane war?” (P)
- 13a. How did military strategy and objectives change or evolve for both the US and its adversaries in Vietnam? (F)
- 13b. How does the US military respond to the guerilla warfare tactics of the enemy? (C)
- 13c. Why do less advanced militaries usually revert to guerilla warfare? (C)
- 13d. Why did Al-Qaeda attack the US on 9/11? (F)
- 13e. Following 9/11 what steps did the US take in its “War on Terror”? (F)
- 13f. How has the US honed its weapons technology to reduce civilian casualties in war? (F)
- 13g. Why do groups or individuals resort to terrorism? (C)
- 13h. What should the US role be in a post Cold War world? (P)
- 13i. Are modern wars winnable? (P)

Content Knowledge

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

Visual argument
Locating and evaluating secondary sources
Locating and evaluating primary sources
Discussion
Presentation
Portfolio Presentation
Genre work
Revision
Close Reading
Reflection
WWII
Vietnam
War on Terror

Standards

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

[CCSS: English Language Arts 6-12](#)
[CCSS: Grades 11-12](#)
[Reading: Literature](#)

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

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

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

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

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

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

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

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

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

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

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

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

Reading: Informational Text

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

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

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

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

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

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

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

- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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

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

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

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

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

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

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

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

Writing

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Speaking & Listening

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

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

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

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

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

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

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

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

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

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

Language

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

- L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- 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.11-12.2b. Spell correctly.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

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

- L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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.11-12.5b. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

CCSS: Grades 11-12

Reading: History/Social Studies

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

- RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

- RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

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

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

- RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Reading: Science & Technical Subjects

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

- RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

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

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

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

- RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

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

- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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

- RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Writing

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

- WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.
- WHST.11-12.1. Write arguments focused on discipline-specific content.

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

- WHST.11-12.2a. Introduce a topic and 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.
- WHST.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.
- WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WHST.11-12.2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

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

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

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

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

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

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

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

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

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

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

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Core Learning Activities

Portrait of the Newtown Graduate

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.

Causes of WWII, "From One War to Another"

WWII Chronology

Fantasy Draft of Allies

"Far Away But Not Forgotten" Reading Quiz

Gulf of Tonkin Incident Analysis

Vietnam/Counterculture Era Artifact Fair

Counterculture "Conversation"

The Things They Carry- Pre-read, reflections, close reading, discussions, quote analysis

Proteus Preparation (research, writing, portfolio presentation, conferencing)

-  "Spin"  
-  TTTC Ch 1 Study Guide Questions  
-  The Things I Carry 2022  
-  "On the Rainy River" Personal Reflections  
-  Copy of GroupDiscussionRubric2020-21, The Things They Carried  
-  This is Us How to Tell a True War Story  
-  "How to Tell a True War Story"  
-  "Sweetheart of the Song Tra Bong" Quote Analysis  
-  Reflection on "The Man I Killed" and "Ambush"  
-  "Speaking of Courage," "Notes," and "In the Field"  

- Proteus – 2022 Research Paper Introduction
- Proteus Explanation
- Outline Template
- Proteus Proposal Checklist & Grading
- A Counterculture “Conversation”
- Dear America Questions 2022
- FarAwayButNotForgotarticle&quiz.pdf
- GulfoTonkinResInfoLBJApril65speechVNVocabSlang.pdf
- WWIIchronologyHomefrontPosterInfo.pdf
- From1WartoAnotherPacketPtsofNoReturn.pdf

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

- United States History: Reconstruction to Present- Pearson
- The Things They Carried- Tim O'Brien
- The Century Series
- Vietnam/Counterculture Era Vocab
- Dear America: Letters Home From Vietnam
- Proteus Exemplars
- Do We Bomb Auschwitz- Moral Dilemma (watch and discuss)
- Iraq Chronology- War on Terror timeline
- Unbroken- film
- Optional Activities:
- WWII Journals
- Slaughterhouse Five (novel and activities)

- Should We Bomb Auschwitz video
- IraqChronology.pdf
- War Who Decides.pdf
- The Century Series
- Proteus Research Paper Online Humor Exemplar 2019
- Proteus Fashion Evolution Exemplar 2021
- Dear America: Part I
- Dear America: Part 2
- [Template] [Revised] World War II Journals Assignment and standard
- Slaughterhouse Five Questions 7-10
- [Template] Slaughterhouse Five Chapter 3 Questions
- Slaughterhouse Five - Mind Body Map

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.

Vietnam/Counterculture Family Artifact Fair Interview and Write-Up | Summative | Other written assessments

Oral Report

Students will interview an individual from the Vietnam era and draw conclusions from the interaction.

- Vietnam/Counterculture Family Artifact Fair Interview and Write-Up

9 Standards Assessed

Proteus Presentation | Summative | Other oral assessments

Final exam presentation.

[12 Standards Assessed](#)

Proteus Project | Summative | Other written assessments

Final exam project. Select a topic. Conduct research on the topic. Maintain a list of works cited and consulted. (NoodleTools is the best way to maintain this). Write a sequence of pieces that present the issue from a variety of perspectives and that illustrates appropriate historical context.

[20 Standards Assessed](#)

 American Studies- Proteus Portfolio Rubric  

 American Studies Proteus Presentation rubric  

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.
