Newtown Public Schools

BOE C&I Sub Committee Meeting
April 22, 2025

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 Newtown High School's Poetry and Asian Studies curricula

5. **PUBLIC PARTICIPATION**

6. **ADJOURNMENT**

BOE C&I Sub Committee Meeting
March 18, 2025

BOE Conference Room
3 Primrose Street
Newtown, CT 06470

MINUTES

In attendance:
Frank Purcaro, Assistant Superintendent
Chris Gilson, C&I Chair
John Vouros, Board Member
Dr. Longobucco, NHS Principal
Sarah Connell, Clerk
No Public

1. **CALL TO ORDER**
   a. Mr. Gilson called the meeting to order at 5:36 pm.

2. **PUBLIC PARTICIPATION**
   a. None

3. **OLD BUSINESS**
   a. Approval of C&I Minutes of December 10, 2024

MOTION: Mr. Vouros moved to approve the minutes of February 19, 2025. Mr. Gilson seconded.
Motion passes unanimously.

4. **NEW BUSINESS**
   a. Mr. Purcaro and Dr. Longobucco gave a review of the Newtown Portrait of a
      Graduate, including an explanation of the characteristics and attributes outlined
      in the document as well as an overview of the implementation process. The
      presentation is attached in these minutes.
      i. Mr. Purcaro started the presentation by stating that the Portrait of a
         Graduate was created a couple of years ago within the Strategic Plan.
         The goal is to bring it "from the wall to the classroom".
      ii. The characteristics were developed by stakeholders, including parents,
         students, teachers and administrators. The characteristics are
         1. *Open and Mutually Respectful Communication*
         2. *Critical and Independent Thinker*
         3. *Innovative*
         4. *Collaborative*
         5. *Resilience and Adaptability*
         6. *Purposeful*
         7. *Organized*
         8. *Strategic and Ethical and Compassionate.*

iii. These characteristics are important throughout the K-12 grades. They aren't necessarily academic but help with life and communication skills.

iv. Mr. Gilson asked if all of the schools have the Portrait of Graduate.

    1. Dr. Longobucco answered that it will be rolled out to all of the schools but will be implemented at the high school first.

v. Mr. Vouros asked how they would incorporate this to a particular class. Dr. Longobucco answered that they would look at their current curriculum and incorporate these characteristics into it. They will be taught in conjunction with the curriculum.

vi. It is important to have a Portrait of a Graduate because Newtown needs to strive to develop graduates that are not only academically skilled but also equipped with the values, character and skills needed to succeed in college and career, especially with the emerging technology like AI.

vii. Mr. Purcaro and Dr. Longobucco have been working collaboratively with a team at the high school to define the characteristics and engage in activities to reflect on their comfort level with the POG. Once they finalize their definitions, they will get feedback from the students.

viii. Mr. Vouros asked how the administration will know if this is being utilized. Mr. Purcaro answered that their Learning Walks will shift to focus on the POG in the future.

ix. Dr. Longobucco stated that the plan is to slowly implement the Portrait of a Graduate to the high school in August. Mr. Purcaro said the biggest mistake would be to implement everything at once. It is important to take our time and get it right.

x. Mr. Gilson advised the committee that it is important that this doesn't become a compliance thing for students and they are truly learning these soft skills in an authentic way. Mr. Purcaro believes this will become day to day vernacular in the school. They will provide posters for each class for visibility.

xi. Mr. Vouros asked how this will be documented. Dr. Longobucco answered that the students will create e-portfolios and capture their reflections and growth over time. The students will also engage in a culminating activity related to the POG (Capstone). The committee agreed that they love the idea of the students taking ownership of their e-portfolio so they can self-reflect on their progress through the years.

5. **ADJOURNMENT**

    a. Mr. Gilson adjourned the meeting at 6:37 pm.

Respectfully submitted,
Sarah Connell

Portrait of a Graduate

Newtown Public Schools

BOE C&I Subcommittee Meeting

March 18, 2025

Agenda

- Overview of the Newtown Portrait of a Graduate:
    - What is it?
    - How was it developed?
    - What are the key characteristics?
    - Why is it important?
- Review the implementation process:
    - What steps are we currently taking to take the integrate the Portrait of a Graduate into teaching and learning?
    - How are we giving students the opportunity to practice the skills outlined in the Portrait of a Graduate?

What is a Portrait of a Graduate (POG)?

- A Portrait of the Graduate (POG) outlines the skills and characteristics students should develop in their journey through the Newtown Public Schools.

- A Portrait of the Graduate should reflect what our community values for our graduates.

- This vision or "portrait" helps guide the curriculum and educational practices within a school system to ensure that students are prepared for life after graduation.

How was this developed?

- Through feedback gathered from key stakeholders, including parents, students, teachers, and administrators.

- Identify those skills and characteristics that the Newtown community believe are important for students to develop in preparation for post graduate success.

- Portrait of Newtown Graduate approved by the BOE.

What are the key characteristics of the Newtown POG?

1. **Open and Mutually Respectful Communication**
2. **Critical and Independent Thinker**
3. **Innovative**
4. **Collaborative**
5. **Resilience and Adaptability**
6. **Purposeful, Organized, and Strategic**
7. **Ethical and Compassionate**

PORTRAIT OF THE NEWTOWN GRADUATE

- Critical and Independent Thinking
- Open and Mutually Respectful Communication
- Innovative
- Collaborative
- Resilience and Adaptability
- Ethical & Compassionate
- Purposeful, Organized, and Strategic
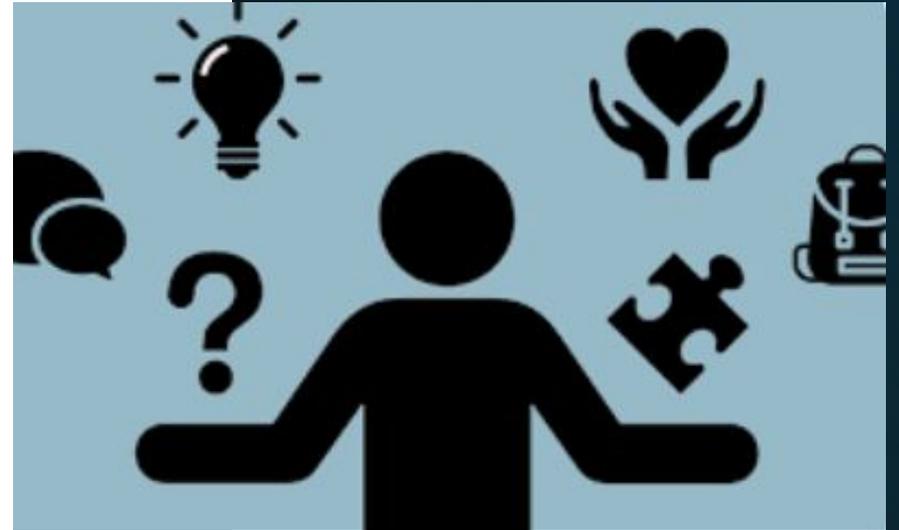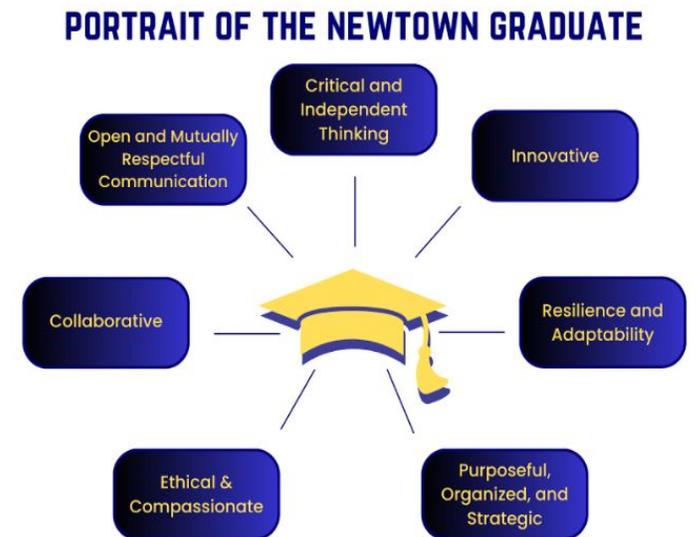
Key Characteristics and Working Definitions

Open and Mutually Respectful Communication

A person who engages in open and mutually respectful written and spoken communication actively listens, expresses thoughts and ideas clearly and honestly, and considers the perspectives of others in the conversation.

Critical and Independent Thinker

A person who analyzes and evaluates information to make connections and draw conclusions.

Why it's important: Effective communication is foundational in nearly every aspect of life, while the ability to think critically empowers students to make informed decisions, consider various viewpoints, and approach complex issues with thoughtful deliberation.

PORTRAIT OF THE NEWTOWN GRADUATE

Critical and Independent Thinking

Open and Mutually Respectful Communication

Innovative

Collaborative

Resilience and Adaptability

Ethical & Compassionate

Purposeful, Organized, and Strategic

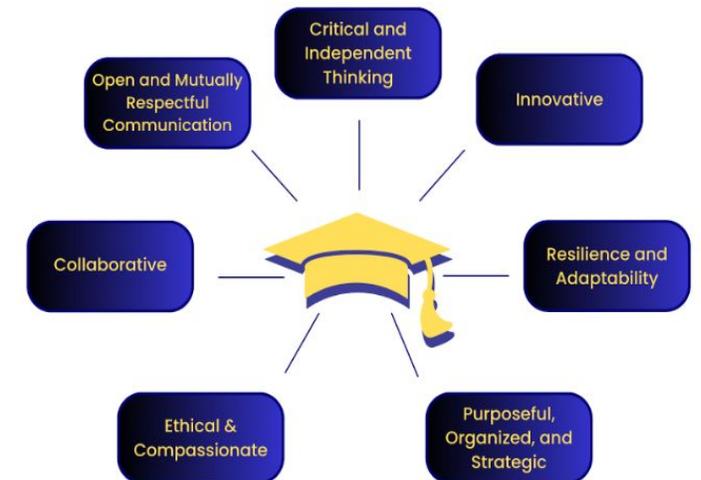# Key Characteristics and Working Definitions

Innovative

A person who considers all avenues and perspectives of possible solutions, and is brave enough to try them.

Collaborative

The skill of working together to achieve a common goal or complete a task. It emphasizes teamwork, sharing ideas, and cooperating to reach the best possible result.

Why it's important: Innovation encourages students to apply creative solutions to real-world problems, while working effectively with others is essential in today's global and interconnected world, where many challenges require diverse perspectives and collective action.

PORTRAIT OF THE NEWTOWN GRADUATE

Open and Mutually Respectful Communication

Critical and Independent Thinking

Innovative

Collaborative

Resilience and Adaptability

Ethical & Compassionate

Purposeful, Organized, and Strategic

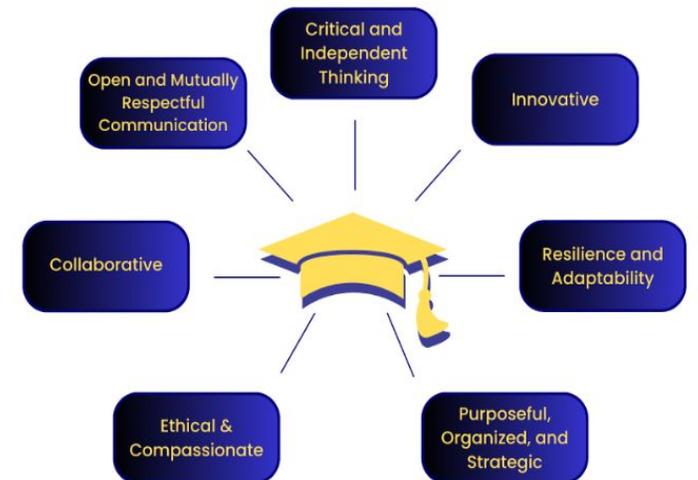# Key Characteristics and Working Definitions

Resilience and Adaptability

A person who is able to respond positively to setbacks with a belief that you can do better and able to pivot in a different direction when needed. They are persistent in their attempts to solve complex problems and rigorous challenges.

Purposeful, Organized, and Strategic

The skill of being more efficient by setting clear goals, managing time effectively, and approaching tasks with a thoughtful plan.

Why it's important: Resilient students can cope with failure, learn from mistakes, and persevere through challenges. Adaptability helps them remain flexible and open to new ideas and opportunities. Being purposeful, organized, and strategic are essential skills for navigating academic workloads, pursuing personal ambitions, and being productive in professional environments.

PORTRAIT OF THE NEWTOWN GRADUATE

Critical and Independent Thinking

Open and Mutually Respectful Communication

Innovative

Collaborative

Resilience and Adaptability

Ethical & Compassionate
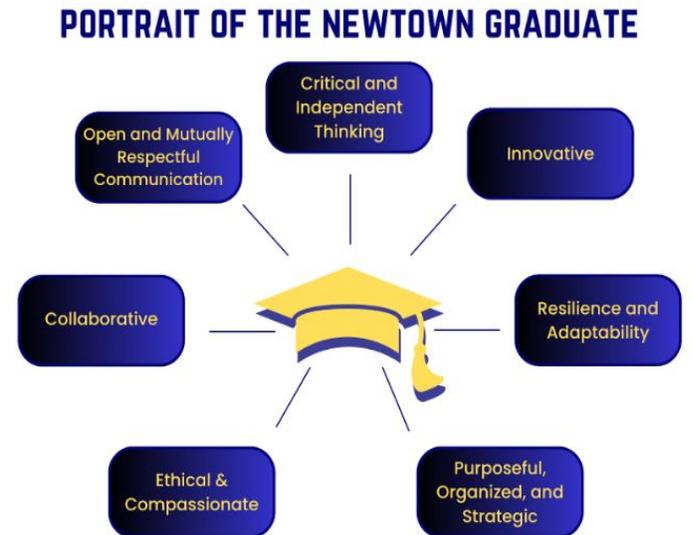
Purposeful, Organized, and Strategic

Key Characteristics and Working Definitions

Ethical and Compassionate

A person who stands up for what is right by showing empathy and concern for the well-being of others.

Why it's important: Ethical behavior and compassion are core values that shape responsible, engaged citizens.

PORTRAIT OF THE NEWTOWN GRADUATE

Critical and Independent Thinking

Open and Mutually Respectful Communication

Innovative

Collaborative

Resilience and Adaptability

Ethical & Compassionate

Purposeful, Organized, and Strategic

A note about the characteristics outlined in the POG.

- These skills are not taught in isolation.

- The key POG characteristics work in tandem with student acquisition of academic content knowledge.

- As students learn content, they simultaneously engage in learning experiences that give them an opportunity to practice the skills outlined in the POG.

Why is having a Portrait of a Graduate important?

•**Benefits for Students:** As a district, we should be striving to develop graduates who are not only academically skilled but also equipped with the values, character, and skills needed to succeed in college and career.

•**College and Career Success:** These are the skills that are increasingly in demand in the advent of emerging tech like AI.

•**Practical Benefits:** The adoption and implementation of a POG supports the requirements outlined by the high school's accrediting body, NEASC. The work associated with the POG implementation supports Capstone, the schools 1 credit graduation requirement.

10 Emerging Skills for Professionals

According to the WEF report, the top 10 skills on the rise are:

1. Analytical thinking
2. Creative thinking
3. Resilience flexibility and agility
4. Motivation and self-awareness
5. Curiosity and lifelong learning
6. Technological literacy
7. AI and big data
8. Talent management
9. Service orientation and customer service
10. Systems thinking

Similarly, a February 2024 LinkedIn survey found that global leaders agree that the so-called "soft" or "durable" skills are only growing in importance.

The survey listed the following skills as most in-demand:

- Communication
- Customer service
- Leadership
- Project management
- Management
- Analytics
- Teamwork
- Sales
- Problem-solving

A note about AI and emerging technology

- *With AI playing an increasingly central role in the workforce, **human qualities like communication, critical thinking, collaboration, and ethical decision-making** will distinguish individuals and organizations that thrive.

- While AI can enhance productivity, creativity, and innovation, it is still humans who will provide the vision, ethics, emotional intelligence, and leadership needed to harness AI effectively.

- Developing these skills in students through a **Portrait of a Graduate** ensures that student are prepared to lead, innovate, and make meaningful contributions in an AI-driven world.

*First bullet generated using AI – Prompt, "As AI plays an increasingly central role in the workforce, what skills will be needed?" - Even AI agrees!

It used to be that being educated was defined by how much you knew – it is now shifting to being defined as what can you do with something that you learned.

*Jonathan Costa - EdAdvance

Our work with the POG thus far & moving forward…

✔ Newtown Portrait of a Graduate drafted and adopted by the district Spring 2022.

✔ Leadership introductory professional learning with consultant from EdAdvance to further define the characteristics.

✔ Full Staff Professional Development – Election Day 2024

• Ongoing training with Leadership Team - Winter/Spring 2025.

❏ POG Introduction activity with A-Team – Friday, March 21

❏ Full rollout at NHS during the 25-26 school year – Thursday, August 21

❏ Ongoing reflection and adjustments & roll down to Middle School, RIS, and Elementary – 25/26 SY and Beyond

❏ NEASC Visit 2028 - Completed and fully implemented.

The Power of Parallel Pedagogy*

A school/district is at its best when there is **little** difference between what is believed to be important for students and what is believed to be important for adults.

Through our journey with POG, whenever possible we will strive as adult learners to model and engage in the same experiences that we will ask students to engage in.

- *Core Shifts - Abby Benedetto

How are we preparing?

Actively working with the HS Leadership Team – Once a month since November:

- Define the characteristics of the POG further and assign attributes.
- Engage in activities to have teachers reflect on their comfort level with the POG, as students would be asked to do.
- Outline a plan for implementation for the 2025/26 SY for teachers and students.
- Plan PD activities for full staff in August and on Election Day.
- Increase the visibility of the POG throughout the HS – posters, banners, etc…

Groups and Characteristics

Critical and Independent Thinker
1. Abi Marks
2. Dave Roach

Innovative
1. Erik Holst-Grubbe
2. Liz Ward-Toller

Resilient and Adaptable
1. Paul Ribeiro
2. Chris Canfield

Purposeful, Organized, and Strategic
1. Gene Hall
2. Paula Grayson

Ethical and Compassionate
1. Bret Nichols
2. Michelle Hiscavich

Collaborative
1. Amy Deeb
2. Sandi Gagnon

Open and Mutually Respectful Communication
1. Matt Childs
2. Bonnie Voegeli

HS Leadership Team – Building the POG

Parallel Pedagogy at Work

Questions for Thought and Reflection

- Reflect on where you are now. How important are the skills in the Newtown POG in your own journey? Were some skills more or less important than others? Explain.

- How can teaching the skills outlined in the Newtown POG help students reach their post graduate aspirations?

Group Reflection

- With your team, reflect on the following, be prepared to share your responses:

- Would you consider your tower a success? Explain.

- Considering the 7 Newtown POG Characteristics, what were your team's strengths? What were the weaknesses or in other words, what could have been improved?

- How can you apply what you learned from this challenge to your work with students and the POG?

Your task for the next meeting…

- With your partner, begin to expand further on your assigned POG Characteristic using this form (Make a copy before editing).

- Develop a definition for the characteristic.

- Create 3-5 attributes that help to explain the characteristic in more detail.

- Be prepared to discuss your choices with the team at the next meeting.

- Resources and samples will be shared with the team.

Next Steps…For Staff and Students

For staff

August PD and Activity

Election Day PD and Activity

Identify lessons, where students can practice and reflect on the comfort with skills in the POG

Explicitly notate in the curriculum where students should have opportunities to practice the skills in the POG

Give students opportunities to reflect and collect these reflections in e-portfolios

Help student prepare for culminating POG activity (Capstone)

For students

Gain a better understanding of the Newtown POG

Engage in lessons that allow them to practice the skills in the POG

Reflect on their comfort levels with the skills in the POG

Create e-portfolios and capture their reflections and growth over time

Engage in a culminating activity related to the POG (Capstone)

Questions/Comments

**Newtown Public
Schools**

Atlas

Poetry

Newtown High School / Grade 12 / English Language Arts

5 Curriculum Developers | Last Updated: Friday, Apr 11, 2025 by Parsons, Sayward

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						
Draft Unit 1: Poetry Unmasked	■■■										
Draft Unit 2: Language in Orbit		■■■									
Draft Unit 3: Truth Telling			■■■								
Draft Unit 4: Transformation				■■■							
College Essay	■										

◀   ▶

5 Units found

Newtown Public
Schools

Atlas

Unit Plan

Unit 1: Poetry Unmasked

Newtown High School / Grade 12 / English Language Arts

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

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

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

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

Conceptual Lens/Concepts

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

Conceptual Lens: Persona

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

Generalizations

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

1. The tension between tradition and innovation keeps poetry relevant.

2. Poets adopt persona narrators to communicate their perspectives.

3. Readers and poets collaborate to create meaning by engaging the senses and imagination with figurative language and precise word choice.

4. A poet’s deliberate choices of craft shape and develop a poem’s purpose and meaning.

5. Peer revision promotes awareness of the audience to influence revision of craft.

Guiding Questions

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

1a. What is poetry? (F)
1b. What is tension? (F)
1c. What is tradition in poetry? (F)
1d. How do poets innovate? (C)
1e. Who decides what poetry is? (C)
1f. Is poetry relevant? (P)

2a. What is persona? (F)
2b. How do poets communicate their perspectives? (C)
2c. What is the relationship between the persona and the poet? (C)
2d. How might a poet use a persona narrator to tell a true story? (P)

3a. What are the key terms of poetry? (F)
3b. How do poets and readers make meaning?/ (C)
3c. Who is in control of the poem's meaning? (P)

4a. What are the elements of poetic craft? (F)
4b. How do poets use aspects of craft to shape meaning in their poems? (C)
4c. Does every choice a poet makes matter? (P)

5a. What is a writer's workshop? (F)
5b. What are the expectations of an effective writing workshop? (F)
5c. How do peers affect the revision process? (C)

5d. Why does audience matter? (P)

Content Knowledge

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

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

Critical Skills

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

- 7. Other.

Notes

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

Standards

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

CCSS: English Language Arts 6-12
CCSS: Grades 11-12
Reading: Literature

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

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

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

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

Writing

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

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

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

- ☑ W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

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

Language

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

☑ L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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

Core Learning Activities

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

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

Vocabulary

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

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

Resources

Teacher and student resources used to support the learning.

Aram Saroyan - National Endowment for the Arts Award sparked controversy
A reflection on Rupi Kaur's popularity vs. the Canon
https://www.nytimes.com/2017/12/15/books/review/rupi-kaur-instapoets.html
Jane Hirshfield "The Art of Metaphor" Ted Talk
The Book of Qualities J. Ruth Gendler (excerpts)
"There are Birds Here" by Jamaal May, "There is a Lake Here" by Clint Smith, "There are Trans People Here" by H. Melt

I Remember by Joe Brainard (excerpts)
"Wrap" by Aimee Nezhukumatathil
"Written by Himself" by Gregory Pardlo

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

How to Read a Poem
How Do I Read a Poem? By Tracy K. Smith

🔗 Aram Saroyan   ✎ 🗑

🔗 Jane Hirshfield "The Art of Metaphor" Ted Talk   ✎ 🗑

🔗 The Book of Qualities (J. Ruth Gendler) (excerpts)   ✎ 🗑

📄 Written by Himself (Gregory Pardlo)   ✎ 🗑

📄 Wrap (Aimee Nezhukumatathil) 🖊 🗑

📄 There Is a Lake Here (Clint Smith) 🖊 🗑

📄 There Are Birds Here (Jamaal May) 🖊 🗑

🔗 An interview with Phillip Schultz, founder of The Writers Studio, a writing program centered on the 🖊 🗑

📕 How To Read A Poem.pdf 🖊 🗑

🔗 "How Do I Read a Poem" Tracy K. Smith 🖊 🗑

Assessments

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

Poem Rubric | Summative | Other written assessments

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

📎 Creative Writing - Poem Rubric.pdf

No Standards Assessed

Poem Analysis Paper | Summative | Expository Essay

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

📎 Poem Analysis Paper.pdf

No Standards Assessed

Differentiation

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

Test Prep Connections

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

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Unit Plan
Unit 2: Language in Orbit

Newtown High School / Grade 12 / English Language Arts

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

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

"Poetry is language in Orbit" - Seamus Heaney

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

Conceptual Lens/Concepts

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

Conceptual Lens: Movement

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

Generalizations

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

1. Traditional poetic forms communicate purpose.

2. Poets subvert form as a means to challenge tradition, furthering their purpose.

3. Poetry can challenge institutional power structures in order to shift power and bring about change.

4. Poets manipulate poetic forms and devices to develop purpose, moving readers through their poems.

5. Observation and reflection lead poets to the discovery of new ideas.

Guiding Questions

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

1a. What is a verse form? (F)
1b. What are traditional poetic forms? (F)
1c. What purpose is traditionally communicated by each poetic form? (F)
1d. How does structure communicate purpose? (C)

2a. What methods can poets use to subvert form? (F)
2b. What is the effect of subverting form? (C)
2c. Should a poet subvert form? (P)

3a. What is a traditional power structure? (F)
3b. How does poetry engage with power structures? (C)
3c. Why would a writer choose poetry to challenge a traditional power structure? (P)

4a. What is movement in a poem? (F)
4b. How do structural elements create movement in a poem? (C)
4c. What is the effect of movement in a poem? (C)
4d. How does a poem get where it's going? (C)

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

Content Knowledge

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

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

Critical Skills

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

- 7. Other.

Notes

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

Standards

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

Core Learning Activities

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

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

Vocabulary

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

List of poetic forms (ballad, ode, sestina, sonnet, villanelle)
Abstract
Tangible
Meter
Stanza
Foot
Iamb
Enjambment
Caesura

Resources

Teacher and student resources used to support the learning.

See attached.

📄 Ode: Poetic Form   ✏️ 🗑️
📄 Modern Sonnets Coleman Gardinier Samples Parsons   ✏️ 🗑️
📄 Spotlight: Sestina   ✏️ 🗑️

Assessments

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

Free Verse Poem Assignment | Summative | Other written assessments

Self Assessment

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

No Standards Assessed

Tone Map | Formative | Other written assessments

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

No Standards Assessed

Structured Poem Assignment | Summative | Other written assessments

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

No Standards Assessed

Verse Form Rewrite & Reflection | Summative | Other written assessments

Self Assessment

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

No Standards Assessed

Group Dramatic Reading | Formative | Other oral assessments

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

No Standards Assessed

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.

Newtown Public Schools   Atlas

Unit Plan
Unit 3: Truth Telling

Newtown High School / Grade 12 / English Language Arts

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

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

"Tell all the Truth but tell it slant" - Emily Dickinson

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

Conceptual Lens/Concepts

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

Conceptual Lens: Perspective

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

Generalizations

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

1. Poets seek inspiration from other artistic genres.

2. Poetry invites entrance into ongoing dialogue about human experience.

3. Performing another poet's work promotes understanding and empathy.

4. Writing poetry from a different perspective liberates the poet to examine and challenge power structures.

5. Poems encourage readers to see the familiar in unfamiliar ways challenging their understanding of what is "true".

Guiding Questions

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

1a. Where do poets seek inspiration? (F)
1b. What is "the arts"? (F)
1c. What is an *ekphrasis* poem? (F)
1e. How can other genres of art inspire poetry? (C)
1f. How does a poem's meaning change when the reader understands the work that inspired it? (C)

2a. What are the most common topics/themes that poets write about? (F)
2b. How can poets draw inspiration from existing stories/art? (C)
2c. How can works of literature be in dialogue with each other? (C)
2d. How does poetry invite entrance into ongoing dialogue about human experience? (C)

3a. What is empathy? (F)
3b. What is a dramatic reading? (F)
3c. How is performing another poet's work different from performing one's own? (C)
3d. Are there benefits of performing another poet's work? (P)

4a. How does writing poetry from a different perspective liberate the poet to examine and challenge power structures? (C)

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

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

4d. Is poetry power? (P)

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

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

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

Content Knowledge

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

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

Critical Skills

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

- 7. Other.

Notes

Demonstrate their close reading skills through their choices in dramatic reading

Utilize strategies to break writer's block

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

Research relevant context before assuming the voice of another

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Standards

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

Core Learning Activities

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

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

Vocabulary

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

Dramatic monologue

Persona narrator

Ekphrasis

Tone

Tone map

Resources

Teacher and student resources used to support the learning.

Poetry Out Loud

Tone Map lesson from POL

Poetry & Truth, an article

| 🔗 Poetry Out Loud website ✏ 🗑 | 📄 Tone-Map-Terms.pdf ✏ 🗑 |

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

🔗 Resources exploring the link betwee poetry and civic agency ✏ 🗑

Assessments

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

Ekphrasis Poem Assignment | Formative | Other written assessments

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

📄 Copy of [Template] Ekphrasis Assignment

No Standards Assessed

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.

Newtown Public Schools   **Atlas**

Unit Plan
Unit 4: Transformation

Newtown High School / Grade 12 / English Language Arts

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

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

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

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

Conceptual Lens/Concepts

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

Conceptual Lens: Transformation

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

Generalizations

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

1. Awareness of audience informs the poet to make more precise choices and clarify purpose.

2. Poetry transforms both the poet and the audience.

3. Performance encourages reflection and self-awareness.

4. Poetry written for an audience deserves revision.

Guiding Questions

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

1a. What is the difference between editing and revising? (F)
1b. What audiences are there for poetry? (C)
1c. How does awareness of audience clarify purpose? (C)

2a. What does it mean to transform? (C)
2b. How does poetry transform the poet? (C)
2c. How does poetry transform the audience? (C)
2d. Is the stage more compelling than the page? (P)

3a. What is performance poetry? (F)
3b. What constitutes self reflection? (C)
3b. How does performance encourage reflection? (C)

4a. What does it mean to write for an audience? (C)
4b.What differentiates private and public writing? (C)
4c. What does the poet owe to their audience? (P)
4d. What role does reflection play in revision? (C)
4e. Is performance revision? (P)

Content Knowledge

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

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

Critical Skills

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

- 7. Other.

Notes

Edit and revise their work, independently and with peer and teacher feedback
Perform their work with attention to elements of public speaking
Reflect on feedback in order to make purposeful revisions
Rationalize the choices made in writing and revising their work

Standards

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

Core Learning Activities

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

Vocabulary

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

Writer's Workshop
Slam
Spoken Word
Revision vs. Editing

Resources

Teacher and student resources used to support the learning.

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

📄 Adrienne Rich's Poetic Transformations _ The New Yorker.pdf   ✏ 🗑

Assessments

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

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

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

📎 The Page & the Stage comparative analysis rubric_STANDARDS FOR WRITTEN COMMUNICATIONS.pdf

📎 The Page and the Stage, a formal comparative analyisis.pdf

No Standards Assessed

Differentiation

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

Test Prep Connections

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

Newtown Public Schools

Atlas

Unit Plan

College Essay

Newtown High School / Grade 12 / English Language Arts

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

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Conceptual Lens/Concepts

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

Conceptual Lens: Identity
Concepts: identity, individualism, perception, truth, memory

Generalizations

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

1. Writing personal stories yields investigation and discovery of personal truth.

2. Memories and the interpretations of them shape an individual's identity.

3. Manipulation of language (style, sentence structure, tone) influences the reader's perception of a storyteller's experience.

4. Writing college essays requires acute awareness of the audience.

Guiding Questions

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

1a. How is a college essay different from a memoir or personal narrative? (F)
1b. Why do authors write about themselves? (C)
1c. How do authors decide what to include in a college essay? (C)
1d. Does personal writing always need an audience? (P)

2a. How do perspective, experience, and time shape memories? (C)
2b. How do experiences shape one's identity? (C)
2c. Can people ever truly know another's real self? (P)

3a. In what ways may writers choose to present their experiences? (F)
3b. How do writers influence language? (F)
3c. How does a writer's manipulation of language affect the reader's interpretation of their experience? (C)
3d. What effects do various literary and rhetorical strategies have on the reader? (F)

4a. How do writers craft college essays to fit their specific audience? (F)
4b. How can writers use close reading to interpret the true nature of the task? (F)
4c. Can writers of college essays truly write about any topic? (P)

Content Knowledge

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

Students will be able to differentiate between memoir and autobiography.

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

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

Students will experiment with different structures to compare effectiveness.

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

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

Students will revise to maximize impact and word economy.

Critical Skills

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

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

Notes

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

1. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.

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

Instructional Strategies:

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

Standards

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

CCSS: English Language Arts 6-12
CCSS: Grades 11-12
Writing

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

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

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

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

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

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

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

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

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

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

☑ W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

☑ W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

☑ W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

☑ W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

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

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

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

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

Language

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

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

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

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

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

☑ L.11-12.2a. Observe hyphenation conventions.

☑ L.11-12.2b. Spell correctly.

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

Core Learning Activities

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

Formative: writing center, in-class writing exercises

Summative: college essay

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

📎 Peer Editing Rubric.docx   ✏️ 🗑️

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

   See internet links below.
   Peer editing rubric (see attached in Core Learning Activities)
   College Essay Slide Show and rubric (see assessments)

🔗 The 7 Worst Types of College Admissions Essays   ✏️ 🗑️

🔗 College Essay Prompts: Complete List   ✏️ 🗑️

🔗 10 Offbeat College Essay Topics   ✏️ 🗑️

🔗 They Loved Your GPA. Then They Saw Your Tweets   ✏️ 🗑️

🔗 The College Essay That Got a HS Senior into Every Ivy League School   ✏️ 🗑️

🔗 The Greatest College Application Essay Ever   ✏️ 🗑️

Assessments

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

College Essay | Summative | Other written assessments

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

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

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

[18 Standards Assessed](#)

🔗 Rubric   ✏️ 🗑️   Welcome to the Wonderful World of College Essays   ✏️ 🗑️

Differentiation

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

Test Prep Connections

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

Newtown Public Schools

Atlas

Asian Studies (Due for Review/Revision)

Newtown High School / High School / Social Studies

8 Curriculum Developers | Last Updated: Saturday, Jun 29, 2024 by Foss, David

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
India and South Asia	▬▬▬▬										
China		▬▬▬▬							
Korea and Japan			▬▬▬						
Asian/Pacific Islanders				▬▬					

4 Units found

Newtown Public Schools

Atlas

Unit Plan

India and South Asia

Newtown High School / High School / Social Studies

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

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

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

Conceptual Lens/Concepts

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

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

Generalizations

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

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

Guiding Questions

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

1a. To what extent has India's geography played in the development of India's Religions? (F)
b. Compare Hinduism, Buddhism, and Sikhism. (F)
c. How does geography impact the creation of the Indus and Aryan civilizations? (F)
d. In what ways can geography be responsible for shaping the cultural and religious identity? (C)

2a. What are the origins of the Hindu caste system? (F)
b. What are the characteristics of the Hindu caste system? (F)
c. Compare the Hindu social hierarchy to other types of social hierarchy. (F)
d. To what extent does a social hierarchy advance or impede a society/civilization? (C)

3a. For what reasons did the British East India Company (EIC) exercise control of the Indian subcontinent? (F)
b. What factors lead to Indian rebellion against the EIC? (F)
c. How was Indian society positively and negatively impacted by the British Raj? (F)
d. To what extent does colonization of a country irrevocably change it? (C)

4a. In what ways was the Indian population subjugated and exploited by the British? (F)

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

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

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

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

Content Knowledge

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

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

Critical Skills

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

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

Notes

Use map skills to develop a deeper understanding of geography.

Standards

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

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

Dimension 1- Develop Questions and Plan Inquiries

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

Dimension 2- Apply Disciplinary Concepts and Tools

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

Dimension 3- Evaluate Sources and Use Evidence

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

Dimension 4- Communicate Conclusions and Take Informed Action

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

Content Standards

MW-1. Exchange and Interconnections

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

MW-3. Industry and Progress

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

MW-4. Global Imperialism

☑ MW.Eco.1.a. Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups (e.g., West African diamonds, Middle Eastern oil, Congolese rubber, Indian spices, Panama Canal, Manchuria).

☑ MW.His.4.a. Analyze the complex and interacting cultural, religious, and racial factors that influenced perspectives of imperialist policies (e.g., Rudyard Kipling, E. D. Morel, Dadabhai Naoroji, Boxer Rebellion, Sepoy Rebellion).

☑ MW.Geo.2.a. Explain the relationships between the locations of places and the impact of imperialism using maps and other representations (e.g., social, cultural, economic, political).

☑ MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress).

MW-5. Global Conflicts and Decolonization

☑ MW.His.2.c. Examine ways in which decolonization altered the balance of power within and among nations (e.g., independence movements, decline of European political imperialism, economic imperialism, ascendency of United States and Soviet Union as leading world powers).

☑ MW.Civ.14.b. Analyze historical and contemporary examples of the formation, dissolution or restructuring of governments (e.g., Soviet Union, Israel, Republic of Iran, Zaire, Cuban Revolution, Sandinista National Liberation Front).

MW-6. Economic Globalization and Global Governance

☑ MW.His.2.d. Analyze the impact of scientific and technological change in the late 20th and early 21st century (e.g., International Space Station, computer technology, vaccines and public health, Global Positioning Systems, cellular technology, Artificial Intelligence).

☑ MW.Geo.8.a. Evaluate how the growth of the global economy has led to changes in settlement patterns (e.g., urbanization, resource scarcity, immigration, emigration, war, industrial waste).

☑ MW.Eco.15.a. Explain how free-trade alliances and agreements have affected economic growth in different nations in the late 20th century and 21st century (e.g., standard of living, e-commerce, intellectual property, outsourcing, multinational organizations).

Core Learning Activities

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

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

5. Students will examine a documentary on the origins of Buddhism in ancient India and its founder Siddhartha Gautama to answer a series of questions.

6. Students will jigsaw the different aspects of Sikhism after researching.

7. Students will identify the effects of British colonialism in India.

8. Students will investigate lasting effects of the India-Pakistan-Bangladesh split how that impacted the stability of the region.

9. Students will explore "India Rising" and India's emergence into a technological and economic superpower.

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

- 📄 1 Subcontinent Geography Features and Bank Map.pdf
- 🟧 2 Ancient India: Geography and People (Shared)
- 📘 3 Aryan Civilization: Social Hierarchies (Shared)
- 🟧 3 India: The Aryan Civilization (Shared)
- 🟧 4 Hinduism (Shared)
- 📘 4 Hindu God/Goddess Mini- Project (Shared)
- 📘 4 Hindu and Sanskrit Vocabulary (Shared)
- 🟧 5 Buddhism (Shared)
- 📘 5 The Origins of Buddhism- Life of the Buddha (Shared)
- 📘 6 Sikhism Jigsaw (Shared)
- 🟧 6 Sikhism (Shared)
- 🟧 7 British India (Shared)
- 🟧 8 Indian Partition (Shared)
- 📘 9 India Rising Videos- Shared
- 📘 India Unit Video Links- Shared

Vocabulary

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

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

Resources

Teacher and student resources used to support the learning.

Textbook:
World Cultures: A Global Mosaic, Prentice Hall, 1999

Videos:
Gandhi- Full movie available in NHS Library Media Center
Life of the Buddha- https://www.youtube.com/watch?v=B1Qhja4OhdM
Video Links for videos commonly used in the preceding activities/lessons are attached below.

Optional Activities:

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

- 📘 1 British Imperialism in India DBQ- Shared.docx
- 🟧 2 India: The Impact of Empires (Shared)
- 📘 India Unit Video Links- Shared

Assessments

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

Gandhi and Non Violent Protest Essay | Summative | Written Report

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

- 📘 Gandhi: Big Idea Critical Thinking (Shared)
- 📄 Gandhi and Satyagraha

9 Standards Assessed

Geography Quiz | Summative | Other written assessments

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

📄 IndianGeographyQuiz.pdf

[2 Standards Assessed](#)

Indian Culture Project | Summative | Oral Report

Personal Project

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

📄 Cultural Project on Indian Civilization (Shared)

[7 Standards Assessed](#)

India Quiz | Summative | Written Test

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

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

[11 Standards Assessed](#)

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.

📄 IndianGeographyQuiz.pdf

Atlas

Unit Plan

China

Newtown High School / High School / Social Studies

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

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

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

Conceptual Lens/Concepts

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

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

Generalizations

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

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

Guiding Questions

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

1a. In what ways does the varying landscape of China create an uneven population distribution? (F)
b. How does Chinese geography create difficulties with neighboring countries? (F)
c. In what ways does the uneven population distribution in China cause conflict? (F)
d. How does an uneven population distribution create difficulties in order and control? (C)

2a. What are the basic philosophies of Confucianism, Taoism, and Legalism? (F)
b. What were some of the characteristics of the most prominent dynasties of China? (F)
c. How did various dynastic rulers of China use these philosophies to exert control over their population? (F)
d. To what extent do rulers use religious ideologies to exert control over their population? (C)

3a. How did the Chinese respond to persistent Mongolian threats including those of Genghis Khan? (F)
b. What were Britain's imperialistic goals in China? (F)
c. How did the Opium Wars and Boxer Rebellion impact China? (F)

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

4a. Compare the policies of Mao Zedong and Chiang Kai-Shek. (F)
b. In what ways di Mao appeal to Chinese working class? (F)
c. What were some of Mao's policies to advance Communism in China (Great Leap Forward, Hundred Flowers Campaign, Cultural Revolution, etc)? (F)
d. In what ways does Communism exploit the individual for the goal of collective progress? (C)

5a. What forces were responsible for China's rapid increase in population? (F)
b. What are the short and long term consequences of China's One Child Policy? (F)
c. What other controversial polices has China adopted in order to address its high population (3 Gorges Dam, Sweatshops, etc)? (F)
d. In what controversial ways do nations facing extraordinary circumstances address them and what consequences result? (C)

6a. What justification does China use for the mistreatment of the Uighur people? (F)
b. Why does China insist on control of the Tibetan region and people? (F)
c. In what others ways has China placed economic progress before Human Rights? (F)
d. Why are some human rights violations actionable while others are ignored? (C)

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

Content Knowledge

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

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

Critical Skills

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

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

Standards

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

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

Dimension 1- Develop Questions and Plan Inquiries

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

Dimension 2- Apply Disciplinary Concepts and Tools

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

Dimension 3- Evaluate Sources and Use Evidence

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

Dimension 4- Communicate Conclusions and Take Informed Action

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

☑ MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.

Content Standards

MW-1. Exchange and Interconnections

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

MW-3. Industry and Progress

☑ MW.His.5.a. Analyze how industrialization gave rise to new ideals and their related policies (e.g., laissez-faire, communism, feminism, socialism, utilitarianism, utopianism).

☑ MW.His.14.a. Analyze multiple and complex causes and effects of industrialization (e.g., geographic features, technological innovations, access to capital, exploitative foreign policies and impact on native populations, environmental degradation, population trends, labor standards).

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

☑ MW.His.14.b. Analyze how the Industrial Revolution impacted the balance of power among nations (e.g., Opium Wars, Sino-Japanese relations prior to and post the Meiji Reformation, Crimean War, Zulu War, Mahdist War, Anglo-German naval arms race, Scramble for Africa).

MW-4. Global Imperialism

☑ MW.His.4.a. Analyze the complex and interacting cultural, religious, and racial factors that influenced perspectives of imperialist policies (e.g., Rudyard Kipling, E. D. Morel, Dadabhai Naoroji, Boxer Rebellion, Sepoy Rebellion).

☑ MW.Geo.2.a. Explain the relationships between the locations of places and the impact of imperialism using maps and other representations (e.g., social, cultural, economic, political).

MW-5. Global Conflicts and Decolonization

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

MW-6. Economic Globalization and Global Governance

☑ MW.Geo.5.a. Evaluate the multinational political and economic agreements that have led to changes in cultural and environmental characteristics among and within nations (e.g., European Union, Kyoto Protocol, Paris Agreement, North American Free Trade Agreement, Trans-Pacific Partnership, International Monetary Fund).

☑ MW.Geo.8.a. Evaluate how the growth of the global economy has led to changes in settlement patterns (e.g., urbanization, resource scarcity, immigration, emigration, war, industrial waste).

☑ MW.Geo.11.a.Evaluate how economic globalization and the expanding use of scarce resources has led to conflict and cooperation within and among nations and international organizations (e.g., Role of International Monetary Fund austerity policy in Jamaica, 2003 invasion of Iraq, Annexation of Crimea, African Union, Central America-Dominican Republic Free Trade Agreement, International Group of Seven).

☑ MW.Eco.15.a. Explain how free-trade alliances and agreements have affected economic growth in different nations in the late 20th century and 21st century (e.g., standard of living, e-commerce, intellectual property, outsourcing, multinational organizations).

☑ MW.Civ.5.b. Evaluate the role of various media platforms such as television, newspapers, and social media in shaping reactions to events (e.g., Vietnam War, Tiananmen Square, fall of the Berlin Wall, Arab Spring, Russo-Ukrainian War, 2016 and 2020 U.S. Presidential Elections).

Core Learning Activities

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

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

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

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

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

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

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

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

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

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

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

Resources

Teacher and student resources used to support the learning.

Vocabulary

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

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

Textbook:
World Cultures: A Global Mosaic, Prentice Hall, 1999

Videos:
Ancient China Engineering an Empire-
https://www.youtube.com/watch?v=iYF4FrwvAZo
Inside China's Thought Transformation Camps-
https://www.youtube.com/watch?v=WmId2ZP3h0c
To Live- Full movie- https://www.youtube.com/watch?v=HorOrml6hKg
More Videos that are Commonly Used are attached below

Optional activities:

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

📄 1 China Quiz- Open Note- Shared   ✏️ 🗑️
📄 2 Tiananmen Square Massacre- Shared   ✏️ 🗑️
📄 3 Daoism- Shared   ✏️ 🗑️   📄 4 Confucius Scenarios Shared   ✏️ 🗑️
📄 Video Links for China Unit Shared   ✏️ 🗑️

Assessments

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

Chinese Culture Project | Summative | Personal Project

Oral Report

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

📄 Chinese Culture Project (Shared)

5 Standards Assessed

China Quiz | Summative | Written Test

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

📄 Communist Revolution to Modern China Quiz (Shared)

11 Standards Assessed

To Live Assignment | Summative | Expository Essay

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

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

6 Standards Assessed

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.

Newtown Public
Schools

Atlas

Unit Plan

Korea and Japan

Newtown High School / High School / Social Studies

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

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

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

Conceptual Lens/Concepts

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

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

Generalizations

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

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

Guiding Questions

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

1a. In what ways has geography contributed to national identity for both Korea and Japan? (F)
b. In what ways has the unique physical positioning of Japan and Korea created homogenous societies with distinct culture and customs? (F)
c. In what ways does the unique physical positioning of Japan, Korea, and China contribute to conflict? (F)
d. How is identity tied to geography? (C)

2a. What are some specific Japanese creation myths and what is their significance?
b. In what ways has the Japanese creation myth shaped a unique national identity and character? (F)
c. How much impact does creation mythology have modern day culture and life? (C)

3a. What are the characteristics of Shintoism and Zen Buddhism? (F)
b. What are the most significant Japanese periods (Edo, Meiji, Taisho, etc)? (F)
c. How did Bushido/Samurai values evolve into a mainstay of Japanese culture? (F)
d. How did Japan's and Korea's respective histories result in a homogenous society? (F)

e. How has regional conflict created generational animosity between Japan, Korea, and China? (F)

e. What are the benefits and drawbacks of a rigid homogenous society? (C)

4a. How did the imperialist era impact Japan and Korea individually? (F)

b. In what ways have the homogenous societies of Korea and Japan been reticent to change from foreign influence? (F)

c. How did Japan's national identity contribute to their involvement and action in WWII? (F)

d. In what ways was Japan able to recover and rebuild so rapidly following WWII? (F)

e. What impact has the spread of communism had on Korean history? (F)

f. What were the causes and long term consequences of the Korean War? (F)

g. Compare the economics, government, standard of living, culture, rights and freedoms between North and South Korean. (F)

h. To what degree is cultural exchange welcomed or resisted in homogenous societies? (F)

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

Content Knowledge

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

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

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

Critical Skills

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

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

Standards

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

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

Dimension 1- Develop Questions and Plan Inquiries

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

Dimension 2- Apply Disciplinary Concepts and Tools

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

Dimension 3- Evaluate Sources and Use Evidence

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

Dimension 4- Communicate Conclusions and Take Informed Action

☑ MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

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

Content Standards

MW-1. Exchange and Interconnections

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

MW-3. Industry and Progress

☑ MW.His.14.a. Analyze multiple and complex causes and effects of industrialization (e.g., geographic features, technological innovations, access to capital, exploitative foreign policies and impact on native populations, environmental degradation, population trends, labor standards).

☑ MW.His.14.b. Analyze how the Industrial Revolution impacted the balance of power among nations (e.g., Opium Wars, Sino-Japanese relations prior to and post the Meiji Reformation, Crimean War, Zulu War, Mahdist War, Anglo-German naval arms race, Scramble for Africa).

MW-4. Global Imperialism

☑ MW.His.1.d. Evaluate how imperialism was shaped by rivalries between industrialized nationstates for political and economic power (e.g., Japan, Great Britain, France, Belgium, Germany).

☑ MW.Geo.2.a. Explain the relationships between the locations of places and the impact of imperialism using maps and other representations (e.g., social, cultural, economic, political).

MW-5. Global Conflicts and Decolonization

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

MW-6. Economic Globalization and Global Governance

☑ MW.His.2.d. Analyze the impact of scientific and technological change in the late 20th and early 21st century (e.g., International Space Station, computer technology, vaccines and public health, Global Positioning Systems, cellular technology, Artificial Intelligence).

☑ MW.Eco.15.a. Explain how free-trade alliances and agreements have affected economic growth in different nations in the late 20th century and 21st century (e.g., standard of living, e-commerce, intellectual property, outsourcing, multinational organizations).

Core Learning Activities

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

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

🟧 1,2,4 Japan: History, Geography, and Culture (Shared) ✏️ 🗑️ 🟧 3 Japan in WW2 (Shared) ✏️ 🗑️ 🔵 5 Intro to Korea Questions (Shared) ✏️ 🗑️

🟧 6 Korean History (Shared) ✏️ 🗑️ 🔵 7 North Korea: Critical Thinking (Shared) ✏️ 🗑️

Vocabulary

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

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

Resources

Teacher and student resources used to support the learning.

Textbook:
World Cultures: A Global Mosaic, Prentice Hall, 1999

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

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

🔵 1 The Shogun's Conundrum- crit. think- Shared ✏️ 🗑️

🔵 2 Analyzing the Japanese Constitution: DBQ- shared ✏️ 🗑️

🔵 3 Japanese Culture Project- shared ✏️ 🗑️

Assessments

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

Self Made Korea Quiz | Summative | Written Test

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

🔵 Korean Peninsula Self-Made Quiz (Shared)

5 Standards Assessed

Japanese Culture Project | Summative | Oral Report

Personal Project

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

🔵 Japanese Culture Project (Shared)

7 Standards Assessed

Differentiation

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

Test Prep Connections

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

Newtown Public Schools

Atlas

Unit Plan
Asian/Pacific Islanders

Newtown High School / High School / Social Studies

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

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

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

Conceptual Lens/Concepts

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

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

Generalizations

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

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

Guiding Questions

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

1a. What are some of the unique geographical characteristics of the Pacific Islands? (F)
b. How does isolation/exposure play a role in Pacific geography? (F)
c. What conclusions can be drawn from the ways geography impacts culture? (C)

2a. What are some characteristics of the various Pacific Island cultures? (F)
b. In what ways did outside pressures, most notably Imperialism, change the various Pacific Island cultures? (F)
c. In what ways did Pacific Islanders resist outside pressures? (F)
d. What are the various ways that cultures have needed to adapt their identity when facing disruption? (C)

3a. What are the various effects of Pacific Islanders responding to change? (F)
b. In what ways has Pacific Island culture been lost due to outside pressures? (F)
c. To what extent does assimilation help or hinder a society's ability to survive? (C)

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

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

Content Knowledge

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

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

Critical Skills

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

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

Standards

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

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

Dimension 1- Develop Questions and Plan Inquiries

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

Dimension 2- Apply Disciplinary Concepts and Tools

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

Dimension 3- Evaluate Sources and Use Evidence

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

Dimension 4- Communicate Conclusions and Take Informed Action

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

Content Standards

MW-1. Exchange and Interconnections

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

MW-2. Enlightenment and Revolutions

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

MW-4. Global Imperialism

☑ MW.Geo.2.a. Explain the relationships between the locations of places and the impact of imperialism using maps and other representations (e.g., social, cultural, economic, political).

☑ MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress).

MW-6. Economic Globalization and Global Governance

☑ MW.His.14.c. Analyze the multiple and complex causes and effects of national and global public health issues (e.g., HIV/AIDS, Ebola, reproductive health, addiction, climate change, nutrition, potable water, Covid pandemic).

☑ MW.Geo.8.a. Evaluate how the growth of the global economy has led to changes in settlement patterns (e.g., urbanization, resource scarcity, immigration, emigration, war, industrial waste).

☑ MW.Eco.15.a. Explain how free-trade alliances and agreements have affected economic growth in different nations in the late 20th century and 21st century (e.g., standard of living, e-commerce, intellectual property, outsourcing, multinational organizations).

Core Learning Activities

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

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

📄 1 Map Assignment- Pacific Islands- Shared ✏️ 🗑️   📄 2 Pacific Islanders Hyper Doc- Shared ✏️ 🗑️

🟧 Pacific Island/Asia Research Exploration- shared ✏️ 🗑️   📄 4 Reflection for Pacific Islanders Presentations- Shared ✏️ 🗑️

Vocabulary

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

Assimilation, Acquiescence, Cultural Identity, Indigenous Peoples

Resources

Teacher and student resources used to support the learning.

Textbook:
World Cultures: A Global Mosaic, Prentice Hall, 1999

Map Resources:
Map of the Pacific Region from Google Maps-
https://www.google.com/maps/@-8.0653798,-149.2396034,3z?entry=ttu

Assessments

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

Pacific Islands Research Project | Summative | Personal Project

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

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

8 Standards Assessed

Differentiation

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

Test Prep Connections

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