Curriculum Committee

Thursday, February 2, 2017 4:30 PM
Curriculum Committee, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Audience to Visitors**
3. **NGSS Implementation at WHS**
4. **Grades 3-5 ELA Unit Overview**
5. **Grade 9 ELA Unit Overview**
6. **Adjournment**

NGSS Implementation at WHS

- NGSS optimal sequence for Windsor High School:
  - Integrated Science →Bio →Physics (details of sequence are on spreadsheet)
    - Issues that have been considered
      - Content
        - All standards can be covered in three years,
        - Integrated Science and Physics curriculum needs to be written
          - IS1 already covers a large portion of this so it would involve cutting out what is not in standards and doing same for IS2 and then merging the two.
      - Math alignment
        - Sequence allows students to take algebra before taking Physics
      - Limited disruptions to AP
        - Integrated science and bio are already required, wouldn't disrupt that sequence and therefore wouldn't disrupt AP Bio
        - Physics can be taken as either
          - a one year 1 credit class - Conceptual Physics (C or H)
          - Or a one year 2 credit class - AP Physics 1(mechanical) and 2 (electricity and magnetism) - meets every day
        - Can encourage students that are science oriented to take AP Chemistry senior year or double up during junior year
      - Staff/Certifications
        - Currently have 15 Integrated Science = at least 3 teachers
          - Would need at least three physics teachers
            - Currently have 15 sections of Chemistry - 3 teachers
        - Would not lose any teachers
          - one of our chem teachers is willing to get Physics cert.
          - many teachers have multiple certs.
          - Can also hire one more Physics/general science teacher next year since we are losing a general science teacher at end of this year
      - College Readiness
        - We should strongly recommend that students take Chemistry during senior year as some colleges would like to see this.
        - Students that are science track can also double up and take Chemistry in another year if they choose
      - Parent Concerns
        - Need to make sure to be proactive and let parents know about upcoming changes
        - Let counseling know so that they can start to let students know
        - Offer supports for students that need it
          - Science resource center
          - Connecting with math teachers

NGSS Current Course Alignment

Green = Currently covered in that class

Yellow = Could be covered in the class

Red = Cannot be covered in that class

Performance Expectation	Integrated Science 1	Biology	Chemistry	Conceptual Physics	Integrated Science 2
HS-ESS1-1.	IS1?	N	CHEM?	PHYS?	IS2
HS-ESS1-2.	N	N	CHEM?	PHYS?	IS2
HS-ESS1-3.	N	N	CHEM?	PHYS?	IS2
HS-ESS1-4.	N	N	CHEM?	PHYS?	IS2
HS-ESS1-5.	IS1?	N	CHEM?	N	IS2
HS-ESS1-6.	N	N	CHEM?	N	IS2
HS-ESS2-1.	IS1?	BIO?	CHEM?	N	IS2
HS-ESS2-2.	IS1	BIO?	CHEM?	N	IS2?
HS-ESS2-3.	IS1?	N	CHEM?	N	IS2
HS-ESS2-4.	IS1?	BIO?	CHEM?	N	IS2
HS-ESS2-5.	IS1	BIO?	CHEM?	N	IS2?
HS-ESS2-6.	IS1	BIO	CHEM?	N	IS2?
HS-ESS2-7.	N	BIO?	CHEM?	N	IS2?
HS-ESS3-1.	IS1	BIO?	CHEM?	N	IS2
HS-ESS3-2.	IS1?	N	CHEM?	N	IS2?
HS-ESS3-3.	IS1?	BIO	CHEM?	N	IS2?
HS-ESS3-4.	IS1?	BIO?	CHEM?	N	IS2?
HS-ESS3-5.	IS1?	BIO?	CHEM?	N	IS2?
HS-ESS3-6.	IS1?	BIO?	CHEM?	N	IS2?
HS-ETS1-1.	IS1?	BIO?	CHEM?	N	IS2?
HS-ETS1-2.	IS1?	BIO?	CHEM?	N	IS2?
HS-ETS1-3.	IS1?	BIO	CHEM?	N	IS2?
HS-ETS1-4.	IS1?	BIO?	CHEM?	N	IS2?
HS-LS1-1.	N	BIO	N	N	N
HS-LS1-2.	N	BIO	N	N	N
HS-LS1-3.	N	BIO	N	N	N
HS-LS1-4.	N	BIO	N	N	N
HS-LS1-5.	N	BIO	CHEM?	N	N

CHOSEN SEQUENCE

Suggestion 2
IS1/IS2, Bio, Physics
IS1 and IS2 would need to be consolidated into a single year that covers the appropriate standards. General Science cert can teach this. Will need an extra physics teacher.
IS2
IS2
IS2
IS2
IS2
IS2
IS2
IS2?
IS2
IS2
IS2?
BIO
IS2?
IS2
IS2?
BIO
IS2?
IS2?
IS2?
IS2?
IS2?
BIO
IS2?
BIO
BIO
BIO
BIO
BIO

NOTES:

HS-LS1-6.	N	BIO	CHEM?	N	N	BIO
HS-LS1-7.	IS1?	BIO	CHEM?	N	N	BIO
HS-LS2-1.	N	BIO	N	N	N	BIO
HS-LS2-2.	N	BIO	N	N	N	BIO
HS-LS2-3.	N	BIO	CHEM?	N	N	BIO
HS-LS2-4.	IS1?	BIO	CHEM?	N	N	BIO
HS-LS2-5.	IS1	BIO	CHEM?	N	N	BIO
HS-LS2-6.	N	BIO	N	N	N	BIO
HS-LS2-7.	IS1?	BIO	CHEM?	N	N	BIO
HS-LS2-8.	N	BIO	N	N	N	BIO
HS-LS3-1.	N	BIO	N	N	N	BIO
HS-LS3-2.	N	BIO	N	N	N	BIO
HS-LS3-3.	N	BIO	N	N	N	BIO
HS-LS4-1.	N	BIO	N	N	N	BIO
HS-LS4-2.	N	BIO	N	N	N	BIO
HS-LS4-3.	N	BIO	N	N	N	BIO
HS-LS4-4.	N	BIO	N	N	N	BIO
HS-LS4-5.	N	BIO	CHEM?	N	N	BIO
HS-LS4-6.	N	BIO	CHEM?	N	N	BIO
HS-PS1-1.	IS1	N	CHEM	N	IS2?	IS2?
HS-PS1-2.	IS1	N	CHEM	N	N	IS1
HS-PS1-3.	IS1?	N	CHEM?	PHYS?	N	IS1?
HS-PS1-4.	IS1?	BIO?	CHEM?	N	N	IS1?
HS-PS1-5.	N	BIO?	CHEM	N	N	BIO?
HS-PS1-6.	N	BIO?	CHEM	N	N	BIO?
HS-PS1-7.	IS1?	BIO?	CHEM	N	N	IS1?
HS-PS1-8.	N	BIO?	CHEM?	PHYS?	N	PHYS?
HS-PS2-1.	N	N	N	PHYS	N	PHYS
HS-PS2-2.	N	N	N	PHYS	N	PHYS
HS-PS2-3.	N	N	N	PHYS	N	PHYS
HS-PS2-4.	N	N	N	PHYS	N	PHYS
HS-PS2-5.	IS1	N	N	PHYS	N	PHYS
HS-PS2-6.	IS1?	BIO?	N	PHYS	N	PHYS
HS-PS3-1.	IS1?	BIO?	CHEM?	PHYS	N	PHYS
HS-PS3-2.	IS1	BIO?	N	PHYS	N	PHYS
HS-PS3-3.	IS1	BIO?	N	PHYS	N	PHYS
HS-PS3-4.	N	N	CHEM	PHYS?	N	PHYS?
HS-PS3-5.	IS1	N	N	PHYS	N	PHYS
HS-PS4-1.	N	N	N	PHYS	N	PHYS

HS-PS4-2.	N	N	N	PHYS?	N	PHYS?
HS-PS4-3.	N	N	N	PHYS	N	PHYS
HS-PS4-4.	N	BIO?	N	PHYS	N	PHYS
HS-PS4-5.	N	BIO?	N	PHYS?	N	PHYS?

7 standards that can only be covered in physics?

Grade 3 Unit Overview

	1- My Unique Identity	2- A Rainbow of Faces and Places	3- Being the Difference	4- Tides of Change	5- Community Partners
Number of Days	30	30	40	40	30
S.S. Standards	**HIST 3.2** **HIST 3.3.** **HIST 3.4** **HIST 3.5** **HIST 3.7**	**CIV 3.1** **CIV 3.2** **CIV 3.3** **CIV 3.4** **CIV 3.5**	**CIV 3.6** **CIV 3.7**	**HIST 3.7** **HIST 3.10** **HIST 3.11**	**ECO 3.1** **ECO 3.2** **ECO 3.3** **GEO 3.1** **GEO 3.2** **GEO 3.3**
S.S. Supporting Questions	In what way(s) has our town changed over time? How was life in Colonial times similar to or different than it is now? Who are historical residents of Windsor and Connecticut and what was their impact on the life of the town and/or state?	How is our local government run? Do you think our government is "fair" to all people? What issues have our local and state officials been forced to address in recent years?	Why are rules and laws important? How are rules and laws made, and who makes them? What should you do if you do not agree with a rule or law?	How has Windsor's community contributed to Connecticut's history (past and present)? What events occurred in Windsor and how did they shape our community? What roles have members of our local community had in major events in Windsor's and Connecticut's history?	Why do we live where we live? How did our community get its name? What aspects of our town were named after indigenous people who lived here? What resources are special to Windsor and Connecticut? How do the goods made in Windsor and Connecticut reflect the resources we have?
S.S. Task	Learn about/research famous historical people, including Indigenous people, to Windsor/CT before, during, and after the Colonial period; write an autobiography, i.e., What would someone read about you- including your contributions and your impact in your community, school, and family- in the future?	Contribute a piece of writing to a classroom newspaper to address rules/structure, issues, and interests of the class.	Choose a rule/policy in your school that you would want changed (length of recess, technology policy, amount of food at lunch, etc.). Write a letter to your principal explaining why you want that rule changed and what impact this would have on you and your classmates.	Using a template, create a page for the e-book *Where I Live: Connecticut* that documents Windsor's unique history.	Create a tactile map of Windsor that illustrates the town's resources and goods that are special to our community. This map should be a "next step" to the illustrated maps students designed in grade 2.
Defined STEM Connections	N/A	Defined STEM Weather Reporters	N/A	Defined STEM Dust Bowl Performance Task	Defined STEM Regions Performance Task

CCSS Writing **SS and ELA Tasks included**	Narrative	Informational/ Explanatory (add in narrative and opinion as year progresses)	Narrative & Opinion Mystery Partnerships/Book Clubs	Informational/ Explanatory	Narrative & Opinion
CCSS Reading	**RL3.1**: Ask and answer questions ...referring...to the text for the answers **RL3.5**: Refer to parts of stories...using terms such as chapter, scene... **RL3.7**: Explain how specific aspects of a text's illustrations contribute to **what** is conveyed	**RI3.1**: Ask and answer questions...referring...to the text for answers **RI3.3**: Describe the relationship...in a text...pertaining to time, sequence, cause/effect **RI3.6**: Distinguish their own point of view from that of the author **RI3.8**: Describe the logical connection between...sentences and paragraphs	**RL3.3**: Describe characters in a story... **RL3.4**: Determine the meaning of words and phrases... **RL3.6**: Distinguish their own point of view from that of the narrator or...characters	**RI3.2**: Determine the main idea of a text...recount key details **RI3.4**: Determine the meaning of general academic and domain-specific words **RI3.5**: Use text features and search tools to locate key information **RI3.7**: Use information gained from illustrations....to understand	**RL.3.2**: Recount stories...from diverse cultures; determine central message... **RL3.8**: Compare and contrast the themes, settings, and plots... **RI3.9**: Compare and contrast the most important points and key details
Significant Task 1:	Write a quick narrative using sentence strips, groups of words, or other story"pieces" provided by the teacher, so that the narrative effectively expresses logical order of events and "builds" from one aspect of the story to another.	Develop a reporter's notebook to go along with newspaper writing.. The notebook will include steps and skills for interviewing.	Mystery Book Clubs- Create a chart to explain the special features of mystery books by keeping track of patterns and common characteristics in all mysteries. This can begin with individual reader's notebooks.	Generate research topics from the interest(s) of the class; develop a research plan (with the help of the media specialist) and collectively write an "Eyewitness Book" about one of the topics generated by the class.	Use graphic organizers or other writing tools to compare and contrast the traditions, values, and/or beliefs from a variety of cultures; they will look for patterns, as a class.
Significant Task 2:	Write a final chapter/paragraph that serves as the end to an "unfinished narrative" that was previously shared in class; include an illustration that contributes to what is conveyed.	Create a digital or another type of a timeline of a specific text, focusing on historically significant people and events; the timeline can be used to assist students in the SS Task (reading and writing about history).	Using the mystery book(s) from Significant Task 1, rewrite the text- or a chapter of it- from a different point of view.	Create a topic-related dictionary that is essential for understanding the main idea(s) in the eyewitness book created in Sig. Task 1; pictorial representations can be included.	Create an object (mask, statue, painting, crest, relic, etc.) to use as a central focus for writing a fable, folktale, and/or myth that tells a story that incorporates their cultural, ethnic, and/or familial tradition(s).
Foundational Skills	Words Their Way	Words Their Way	Words Their Way	Words Their Way	Words Their Way

Grade 3 Unit Assessment Overview	1- My Unique Identity	2- A Rainbow of People and Places	3- Being the Difference	4- Tides of Change	5- Cultural Expressions
Writing & Creating	Autobiography (SS) Quick narrative Final chapter/paragraph of an unfinished narrative	Newspaper article (SS) Reporter's notebook Digital timeline	Letter to Principal (SS) Mystery book clubs Point of view book	E-book page (SS) Eyewitness book Topic-related dictionary	Tactile map (SS) Compare and contrast graphic organizer Cultural fable, folktale, and/or myth
Unit Assessments	CFA 1	CFA 2 (Optional)	CFA 3	N/A	CFA 4
District Assessments	STAR Screener TCRR	STAR TCRR	STAR TCRR	TCRR SBAC	STAR TCRR

9-15-16

Grade 4 Unit Overview

	1- My Unique Identity	2- Making a Difference	3- A Rainbow of Faces and Places	4- Contributing to the Community	5- Tides of Change
Number of Days	20	30	40	40	40
S.S. Standards	**HIST 4.1** **GEO 4.3**	**HIST 4.2** **GEO 4.5** **GEO 4.8**	**GEO 4.4** **GEO 4.5** **ECO 4.2**	**ECO 4.3** **ECO 4.4** **ECO 4.1**	**HIST 4.3** **CIV 4.1** **ECO 4.4**
S.S. Supporting Questions	What do we mean when we talk about the "culture" of the United States or any country? What is the relationship between a country's culture and its history? (Why are we who we are?) What events in recent years might have had an impact on changing the culture of the United States (or any country)? How would you describe the relationship between where people live and where the resources are?	How do our culture and beliefs influence the way we treat the environment? How do serious technological events affect humans? How do serious (catastrophic) environmental events affect humans? How have the changes in technology affected the spark of thoughts and ideas in the United States?	How would you describe the relationship between where people live and what resources are available in their area? How does the availability of resources affect the way people live and interact with each other? How does the climate affect the way people live and interact with each other? What happens when a region does not have enough of a needed resource?	What economic resources exist to support our region's economy? What is the impact of specific company or corporation on a region or the citizens of that region? What economic opportunities exist for people of the region?	How is our region shaped by its historical events? What causes regions of the country to interpret laws differently (like laws pertaining to slavery)? What [economic] factors determine if a region is a good or bad place to live? How does the exchange of resources affect the quality of life for people of a specific region?
S.S. Task	Create an ad (video or transcript) that reflects the unique culture of the United States, which would persuade someone to travel here. Students also have the choice to create an ad for their native country, if it is not the US. Note: interview?	Brainstorm issues related to the environment that have had a personal impact on them (in Windsor and beyond). Choose one environmental issue and learn more about it before writing a letter to the editor of the local newspaper proposing solutions to solve the issue.	Research and study different regions of the United States via maps and other texts, including but not limited to: northeast, midwest, southeast, and pacific northwest. Learn about the people in those places and the resources they have at their disposal; then, Design a photo journal/illustrated journal or diary from the perspective of a person who lives in that region.	Link with an "industry partner" in Windsor (Amazon, Stanadyne, Aetna, Windsor Parks and Recreation Department, etc.). The partner will supply groups of students with a real industry problem and students- through teamwork, research, inquiry, and support- will solve this problem. Use an electronic tool like Prezi, Google Slides, etc. to present findings.	With the support of the Windsor Historical Society, learn about the slave trade, as it pertains to Windsor and the Northeast; the supporting questions will be discussed. Learn more about slaves who accomplished great things, despite their oppression. Erect a classroom museum that celebrates the accomplishments of a slave or former slave from the northeastern region of the United States (Frederick

					Douglass, for example). Each student must create an authentic artifact and a placard that explains its importance.
Defined STEM Connections	Defined STEM TV Commercials and Childhood Obesity	Defined STEM Community Organizer Defined STEM The Benefits of Recycling Defined STEM Governments and Invasive Species	Defined STEM Golden Gate Bridge Project	Defined STEM Business of Farming Defined STEM Farm-to-Table Prompt	Defined STEM Museum Exhibit
CCSS Writing	Opinion (SS) Narrative (ELA)	Opinion/ Informative	Narrative	Informative/Explanatory	Informative/Explanatory (SS) Creative writing (ELA)
CCSS Reading	**RL.4.1**: Refer to details and examples in explaining what a text says explicitly and inferentially **RL.4.2**: Determine a theme of a story, drama, or poem from details...summarize **RL.4.9**: Compare and contrast similar themes and topics and patterns...in stories, myths, literature from different cultures	**RI.4.1**: Refer to details and examples in explaining what a text says explicitly and inferentially **RI.4.2**: Determine the main idea and explain how it is supported...summarize **RI.4.7**: Interpret information presented visually, orally, or quantitatively...explain how it contributes to an understanding of the text **RI.4.9**: Integrate information from two texts on the same topic to write or speak about the subject	**RL.4.3**: Describe...a character, setting, or event...drawing on specific details. **RL4.6**: Compare and contrast the point of view from which different stories are narrated. **RL.4.7**: Make connections between the text...and a visual or oral presentation of the text.	**RI.4.3**: Explain events, procedures, ideas, or concepts...including what happened and why. **RI.4.4**: Determine the meaning of general academic and domain-specific words or phrases (domain-specific vocab slide on the industry partner project?). **RI.4.5**: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	**RL.4.4**: Determine the meaning of words and phrases as they are used in a text. **RL.4.5**: Explain major differences between poems, drama, and prose, and refer to the structural elements. **RI.4.6**: Compare and contrast firsthand and secondhand accounts of the same topic or event.
Significant Task 1:	Read books from a variety of cultures and complete a 3-column graphic organizer or concentric circle chart that provides a scaffolded structure to collect important details from the text, make inferences, and cite evidence to support the inferences.	Read informational texts about the environment and/or technology and will create a trivia game for their peers that addresses at least 10 key details from their texts. The trivia cards must provide details, on the back or a separate document, to support the correct answer choice.	Name characters and list corresponding character traits on analysis webs; extend the webs, providing evidence (thoughts, words, actions) to support the traits.	Select a scientific or historic text (non-fiction). Identify one of two structures in their text: cause/effect or problem/solution. Design a two-sided book cover for a text their topic; one side of the book cover will outline causes or problems, and the other side will reflect effect or solution.	Read a work of historical fiction in a book club and also a non-fiction account (narrative or memoir) about injustice. Then, using key words and phrases, create a "found poem" or "blackout poem" that depicts the topic of injustice.

Significant Task 2:	Read books from a variety of cultures, and as a class, brainstorm common inspirational themes (love, loyalty, freedom, courage, honesty, etc.) Design an inspirational greeting card or a series of cards- that address(es) and explores one of the themes. Greeting cards can be paper or electronic. Samples will be provided.	**Part 1**- Two students will read multiple texts (including short articles) about the same environmental or technological issue. They will collectively identify key details and combine them to summarize the issue. Then, they will create a prototype of a website homepage (on poster paper) to show what would be needed to fully explain the issue to someone else. The "homepage" should include headings, tabs, links, information, etc. **Part 2**-Create a rubric to measure how effectively their peers presented their information visually, orally, or quantitatively. Use the rubric to peer grade their classmates' homepage projects.	After engaging in read-alouds, learn to use Venn diagrams or other tools to compare and contrast two narrators' perspectives about the same event. Then, create a "dual-perspective" book to capture each narrator's "side of the story."	Edit and "polish" their industry partnership presentation; create "publishable" slides to share with the class and the industry partner.	The teacher will preview 5-6 social studies topics from the 5th grade curriculum, including, but not limited to: French and Indian War, 13 colonies, Jamestown, Connecticut Militia, etc. Select a topic of interest and work through the "guided experience model" to research it, talk to others about it, and present it to classmates in a form of their choice. During the research phase, find a "firsthand" and "secondhand" account of a specific event within the topic; complete a t-chart to compare each source to drive collaborative discussion with peers who chose the same topic.
Foundational Skills	Words Their Way	Words Their Way	Words Their Way	Words Their Way	Words Their Way

Grade 4 Unit Assessment Overview	**1- My Unique Identity**	**2- Making a Difference**	**3- Faces and Places**	**4- Community Partners**	**5- Tides of Change**
Writing & Creating	Ad video and/or transcript (SS) 3-column organizer Greeting cards	Letter to the editor (SS) Trivia game cards Website homepage poster Write a rubric	Illustrated photo journal (SS) Character trait analysis web Dual-perspective book	Industry partner presentation (SS) Book cover Editing SS slides	Museum placard (SS) Found poem or blackout poem Guided experience project
Unit Assessments	CFA 1	CFA 2	CFA 3	N/A	CFA 4
District	STAR Screener TCRR	TCRR	STAR TCRR	STAR SBAC	STAR TCRR

Assessments					

Grade 5 Unit Overview

	1- A Rainbow of Faces and Places	2- My Unique Identity	3- Being the Difference	4- Tides of Change	5- The American Identity	6- Community Partners
Number of Days	20	30	40	20	20	40
S.S. Standards	**HIST 5.3** **HIST 5.4** **ECO 5.1**	**CIV 5.1** **CIV 5.2** **CIV 5.3** **CIV 5.4**	**HIST 5.9** **HIST 5.10**	**HIST 5.1** **HIST 5.2** **HIST 5.5** **ECO 5.2** **ECO 5.3**	**HIST 5.6** **HIST 5.7** **HIST 5.8**	**GEO 5.1** **GEO 5.2** **GEO 5.3**
S.S. Supporting Questions	Why did certain groups of people want to leave Europe and colonize the Americas? In what ways, and for whom, was America a land of opportunity during the colonial period? When studying the important topics of this era, how do you think colonization affected and changed the freedom of various groups including Indigenous Americans, French, British, and Dutch Colonists, women, and religious groups? How were the lives of children during colonial times similar to the lives of children today?	How did laws and rules in the colonies both promote and hinder freedom and equality? How did the actions of the colonists of Colonial America influence the development of the democratic principles that provided the foundation for our country? How were laws and decisions made in the colonies? What are the key principles of the Declaration of Independence and the Constitution, and which principles are most important today?	How did a perception of injustice fuel conflict during the colonial period in US History? How did the colonies unite to fight against the injustices of the British? Why was freedom of religion an important issue in the colonies and the conflicts that occurred?	How were the economic interests of "loyalists" different from "rebels" leading up to the American Revolution? How do primary source documents, textbooks, and museums, help us to understand the American Revolution? What role did slaves and the issue of slavery play in the American Revolution?	How did the development of the colonies contribute to an American identity? What important documents from colonial America, including those from the American Revolution, provide insight into the American identity?	How did the geography of different colonies affect the way they grew and developed over time? In what ways did the location of waterways and other environmental characteristics influence the colonial towns? How did colonists' settlements affect native populations? How did the colonists' use of natural resources and establishment of settlements impact the native people of the region?
S.S. Topics of Importance	Indigenous people Virginia Company Jamestown Plymouth Early Windsor	13 Colonies Mayflower Compact British rule Fundamental Orders of Connecticut	Loyalist Patriot/Rebel ***Review/Build:*** All topics from Units 1 & 2	Boston Tea Party (taxation without representation) Boston Massacre American Revolution ***Review/Build:***	American identity ***Review/Build:*** Loyalist Patriot/Rebel	Natural resources Physical geography Waterways Mountains *Review:* Terms from All

	Settlement King Philip's War Queen Anne's War	Declaration of Independence US Constitution		Loyalist Patriot/Rebel	American Revolution	Units
S.S. Task	Assume the roles of two very different types of colonists, e.g., merchant, farmer, business owner, minister, etc. Write about why you should or should not break from English (loyalist v. patriot perspective). Options for writing include: diary entry, sermon, political pamphlet, etc.	Collectively create a Classroom Constitution or Classroom Declaration that outlines the most important principles (rules, procedures, values) of the class; it should mirror the style and language of the US Constitution or Declaration of Independence.	* Research issues that are currently perceived as "injustices" in America; select one, and as a politician, write a transcript of the speech that outlines the injustice (causes, effects) and how you- as a politician like a mayor, governor, or president- will address this injustice and "fix it." *Connect to CT Kid Governor competition.	Create a digital "webquest" that can be used to teach students in younger grades about the American Revolution. The webquest should include many different types of sources, including primary, textbook(s), art, artifacts, etc. The webquest should help another student answer this question: "How do primary source documents, textbooks, and museums, help us to understand the American Revolution?"	Write a play that compares the life of a child in Colonial America to one today. Act out the play for the class.	Pretend that a time travel company has just advertised that it is offering the first opportunity to take an adventure through time and history. You need to convince the company to let you be the first person to use their new technology to live in Windsor during a different era. Which time would you choose? Why? Consider elements like: community resources, laws, conflicts, freedoms, economics, society, education, etc.
Defined STEM Connections	Defined STEM Martian Base	N/A	Defined STEM Water Treatment Defined STEM Energy Management Defined STEM Rain Barrel	N/A	N/A	Defined STEM Tree Canopy Defined STEM Forester
CCSS Writing	Narrative	Informative/ Explanatory	Opinion	Informative/ Explanatory	Narrative	Opinion

CCSS Reading	**RL.5.2**: Determine a theme of a story, drama, or poem...including how characters...respond to challenges; summarize the text **RL.5.3**: Compare and contrast two or more characters, settings, or events	**RI.5.1**: Quote accurately from a text...explaining explicit and implicit information **RI.5.2**: Determine two or more main ideas of a text and explain how they are supported by details; summarize the text **RI.5.4**: Determine the meaning of general academic and domain-specific words and phrases in a text	**RL.5.1**: Quote accurately from a text...explaining explicit and implicit information **RL.5.6**: Describe how a narrator's or speaker's point of view influences how events are described **RL. 5.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**RI.5.1**: Quote accurately from a text...explaining explicit and implicit information **RI/RL.5.4**: Determine the meaning of general academic and domain-specific words and phrases in a text **RI. 5.5**: Compare and contrast the overall structure...of events, ideas, concepts or information in two or more texts.	**RL.5.5:**Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **RL.5.9:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**RI. 5.3**: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical. Scientific, or technical text based on specific information in the text. **RI. 5.6**: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **RI. 5.7**: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem effectively.
Significant Task 1:	Realistic Fiction or Fantasy Book Clubs - Have weekly conversations and create chart that tracks character, setting, events and theme. Clubs contribute to a whole class anchor chart comparing story elements across texts.	Read informational texts on a topic of choice; using an organizer like a web, outline the main idea(s), details, important quotations, and elaboration. Begin RAFT draft #1. Peer review cycle with student feedback report.	Illustrated Book Clubs- Read illustrated book(s) (graphic novel, for example) and identify 5-10 key illustrations/graphic elements that impact the main message of the text. Create an electronic book trailer or a book review that includes the key images and explanations that explain how each image enhances the text and reinforces the main message(s). Explanations should include quotes from the text, as support.	Read an informational text and observe words that are essential to understanding it. Create a "Replacement Word Dictionary" by generating lists of words that can replace the ones first identified as essential; this illustrated dictionary should capture the meanings of these alternate word and should include quoted text that accurately shows the context of each word.	Review a professional model of a play and use plays from the SS task to discuss and analyze how the scenes fit together to contribute to the structure of the play. Use a Socratic Seminar format to discuss the findings. Create a class anchor chart that covers the structures and elements of plays.	History Book Clubs- Read texts with historical themes. Complete a series of learning targets and record them in reader's notebooks: • Skim features and make predictions about the content of the book • Discuss/analyze features of the books and how they help you locate information • Record annotations on sticky notes and categorize

						them in groups that show similarities and differences in thinking • Collect key details and points of view from specific passages • Create timelines or "chain reactions" related to events
Significant Task 2:	N/A	Using the organizer from Significant Task 1, students will complete a RAFT assignment to demonstrate their knowledge of the topic.	Select a universal theme of interest as a class in a mixed-genre study. Read at least two texts that share this common theme. Assume the role of one of the characters, speaker, or narrators in the texts to prepare for a debate or talk show. During the debate or talk show, respond to and reflect on the common theme as one of these people. Quoted text should be integrated into the debate/ talk show.	Read a common informational text. Determine the structure of the text (chronology, compare-contrast, problem-solution, cause-effect). Then, reconfigure the text into a different structure by creating a new table of contents for the book (on a poster) that reflects this new structure. For example, a compare-contrast text could be reconfigured as a chronology.	Read poems and/or any other short types of text that reflect themes related to childhood. Using a Socratic Seminar again, discuss and analyze how plays *and* poems (and other short texts) similarly approach the same themes and topics like the topic of childhood and "growing up." Optional: Write a mini-memoir/personal narrative to capture a special moment from your childhood.	N/A
Foundational Skills	Words Their Way	Words Their Way	Words Their Way	Words Their Way	Words Their Way	Words Their Way

Grade 5 Unit Assessment Overview	**1- A Rainbow of Faces and Places**	**2- My Unique Identity**	**3- Being the Difference**	**4- Tides of Change**	**5- The American Identity**	**6- Community Partners**
Writing & Creating	Diary, sermon, or pamphlet (SS) Realistic fiction anchor	Classroom Constitution (SS) Organizer/RAFT Draft	Political speech (SS) Book trailer or book review	American identify webquest (SS) Replacement word	Play script (SS) Socratic seminars Mini-memoir	Time travel opinion piece (SS) American history book

	chart	#1 Peer feedback report RAFT Draft #2	Debate or talk show	dictionary New table of contents		clubs
Unit Assessments	CFA 1	CFA 2	CFA 3	CFA 4	None	CFA 5
District Assessments	STAR Screener TCRR	STAR	None	STAR	SBAC	STAR
Resources	Short text packet - see Heinemann unit one					

9-15-16

NEW Grade 9 Unit Overview

	1- From Paint to Print # of Blocks: 12	2- Windows to Within # of Blocks: 12	3- Search for Utopia # of Blocks: 24	4- Hero's Journey # of Blocks: 18	5-From The Classic to The Contemporary # of Blocks: 24
Essential Questions	1. In what ways do artists and writers employ similar techniques to build theme and character? 2. How do the various elements of literature work together to present a theme and/or develop a character? 3. How do a character's decisions reveal his or her values and beliefs? 4. When we analyze visual texts, how do we transfer those skills to studying literary texts? 5. How do we create clear and cohesive pieces of academic writing?	1. How are characters a window to understanding ourselves? 2. What turning points determine our individual pathways to adulthood? 3. How does the purpose and audience influence the format of our writing? 4. How can we use evaluation and reflection to improve our writing?	1. What are the qualities of a utopia (how do you define it)? 2. Why do human beings seek to create and live in utopian societies? 3. How do I determine the types of resources I should use to produce a specific text? 4. How do I know my information is reliable?	1. What is the definition of "the hero's journey"? 2. How can ordinary people be heroes? 3. How can professional models of narratives help us to create our own? 4. What are the characteristics of an engaging narrative?	1. How is the literature of the past relevant to modern readers? 2. What special qualities make Shakespeare's writing something that has endured for hundreds of years? 3. How do I build a logical, cohesive argument from a central claim? 4. What are the benefits of using multiple sources to support a claim?
CCSS Writing	W.9-10.2a-e: Explanatory W.9-10.1a-e: Argument	W.9-10.2a-e: Explanatory W.9-10.1a-e: Argument	W.9-10.7-9a-b: Research W.9-10.1a-e: Argument	W.9-10.3a-e Narrative	W.9-10.7-9a-b: Research W.9-10.1a-e: Argument

CCSS Reading	RL.9-10.1 Cite strong and thorough textual evidence to analysis of explicit...and inference. RL.9-10.2 Determine a theme or central idea of a text; Analyze in detail the development of a theme over the course of the text. RL .9-10.3 Analyze how the development of characters advances the plot.	Revisit standards from Unit 1	RI.9-10.1 Cite strong and thorough textual evidence RI 9-10.2/RL 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; Provide an objective summary of the text RI.9-10.8: Delineate and evaluate the argument in .a text...assessing whether the reasoning is valid	RL.9-10.5 Analyze how an author's choices...create...effects RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States RL.9-10.7 Analyze the representation of a subject in two different mediums RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them RI.9-10.5 Analyze...how an author's ideas or claims are developed	RL.9-10.4 Determine the meaning of words and phrases RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create effects RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) RI.9-10.1 Cite strong and thorough textual evidence RI.9-10.2 (Review) Determine a central idea of a text...provide an objective summary of the text
CCSS Language	L.9-10.6 Acquire and use accurately general academic and domain-specific words and	L.9-10.1a-b Demonstrate command of conventions of standard English grammar and usage	L.9-10.2a-c Demonstrate command of conventions of English capitalizations, punctuation,	Determined by needs of individual students	L.9-10.3, 3a Apply knowledge of language and edit work so it conforms to MLA guidelines

	phrases Determined by needs of individual students	when speaking or writing L.9-10.3, 3a Apply knowledge of language and edit work so it conforms to MLA guidelines Determined by needs of individual students	and spelling Determined by needs of individual students		L.9-10.5a-b Demonstrate understanding of figurative language...interpret figures of speech and analyze nuances in word meanings Determined by needs of individual students
CCSS Speaking and Listening	SL.9-10.1a-d Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed Propel conversations by posing and responding to questions Respond thoughtfully to diverse perspectives. SL.9-10.4 Present information....appropriate to audience, purpose, and task	Revisit and perfect standards from Unit 1	SL 9-10.2 Evaluate the credibility and accuracy of diverse sources SL 9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying fallacious reasoning or exaggerated or distorted evidence	SL.9-10.1a, 1c Initiative and participate in collaborative discussions, including preparing for them and responding to questions related to the broader themes SL.9-10.4 (Review) Present information....appropriate to audience, purpose, and task SL.9-10.5 Make strategic use of digital media	N/A
Significant Task 1:	Write a reflection journal on the central message of a work of art, including exploring the artist's point of view.	Read texts and engage in Socratic circles to discuss findings related to essential questions and student-designed questions. Keep a reflective journal to record information presented in socratic circles.	Design research questions related to "real-life" utopias; create annotated bibliography that could help answer the question(s).	Using text sets related to the concept of the hero's journey, construct a 12-step model of the hero's journey. Create a poster on paper or using Lucid Press (or any other application) reflecting the hero's journey using any one of the classic Greek heroes like Perseus, Jason, or Theseus.	Build an understanding of Shakespeare's language and structure by completing a "learning target" portfolio of 5 key tasks: **Act I:** Deconstruct a key passage, including outlining key words, summarizing it, and analyzing its importance **Act II:** Analyze soliloquies for performance cues; examine how complex characters

					develop a theme (refer back to Act 1 or fast forward to Acts 3-5I for other soliloquies) **Act III:** Analyze relationships between protagonists and foils: Romeo and Friar Lawrence, Mercutio and Benvolio and Romeo, Juliet and Nurse **Act IV:** Analyze the subtext of a passage to determine meaning and impact of a character's words **Act V:** Explain how Shakespeare's play has a cyclical structure and support reasoning with text
Significant Task 2:	Write a reflection journal on the central message and the author's message in a text of the student's choosing.	Write mini-EQ "windows to ourselves" essay using information learned from Socratic circles..	In groups, research "real life" utopias and collectively answer key questions developed in Sig Task 1. Create a presentation that addresses one primary research question. Create a rubric to measure the effectiveness of the presentation.	Read about or watch a video about modern-day heroes. Create a modern-day hero video in the likeness of the *CNN Heroes* show. Present the video to the class to use for a seminar discussion about the essential question(s).	Read and analyze a text set of literary criticism about Shakespeare's relevance today.
Significant Task 3:	Write a mini-analysis essay: How do the elements of a text work to develop a character?	Conduct a comprehensive peer review of one major piece of writing.	Write the first draft of a synthesis essay on the topic "Utopia on Earth" (Could a utopia actually exist?) by incorporating opinions and research. *OR*	Draft the post-assessment narrative/myth using a detailed story map or another type of organizer.	Conduct strategic research and collect evidence to support the thesis for the post-assessment essay; write an annotated bibliography to guide writing.

			Synthesize all of the information from the unit to "Build Your Own Utopia" essay.		

Grade 9 Unit Assessment Overview	**1- From Paint to Print** **Skill-Based Review**	**2- Windows to Within**	**3-Search for Utopia**	**4- Hero's Journey**	**5- From The Classic to The Contemporary**
Writing & Creating	Close reading journals Mini-literary analysis essay Full literary analysis essay *OR* Design the cover of a graphic novel	Socratic circles reflection journals Windows to ourselves essential question essay Comprehensive peer review Misconception essay or Letter to an Adult	Research question(s) Research question presentation Presentation rubric "Utopia on Earth" or "Build Your Own Utopia' synthesis essay	Hero's Journey Poster or Lucid Press Doc Heroes Video Contemporary or classic myth (narrative)	Shakespeare Learning Target Portfolio Analysis of literary criticism Annotated bibliography Shakespeare's relevance today synthesis essay
Unit Assessments	**Pre-Assessment**: Use a summer reading text or one provided by the teacher to answer EQ #1 with some scaffolding (students will be given a list of elements from which to choose). **Post-Assessment**: Choose one of the post-assessment options; all should involve multiple drafts and the peer review process. Write an expanded mini-essay from Task 3. Complete a written analysis of theme and	**Pre-Assessment**: Write an argumentative journal response from 3 choices. **Post Assessment**: Choose one of the post-assessment options; all should involve multiple drafts and the peer review process. Misconception Essay Letter to an Adult Take a Stance	**Pre-Assessment**: Evaluate sample electronic sources for credibility and validity. **Post-Assessment**: Write a publishable draft of Sig. Task 3.	**Pre-Assessment**: Watch a film version (part of a film version) of a movie that illustrates the hero's journey; map the film for the elements of a myth. **Post-Assessment**: Create your own myth using Joseph Campbell's structure. It can be contemporary or classic.	**Pre-Assessment**: Read a focus passage from Shakespeare to find key words, summarize it, and analyze its meaning. **Post-Assessment**: Synthesize multiple sources to answer the question in an essay: "How is Shakespeare still relevant to today's world?"

	characterization from a movie or episode of a show. Design the cover of a graphic novel derived from a text with a "review page."				
District Assessments	STAR360 Screening PSAT	N/A	STAR360	STAR360	N/A