TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, September 13, 2022, 7:00 p.m.
Long Hill Administration Building

https://us06web.zoom.us/j/86853274389?pwd=WTMvenFnRmRlL1NGdHhJbmlocVNyZz09
Webinar ID: 868 5327 4389
Password: 038022
Join by telephone: (309) 205-3325 or (888) 475-4499 (Toll Free) / Webinar ID: 868 5327 4389

I.   **CALL TO ORDER**

II. **PRELIMINARY BUSINESS**
   A. Pledge of Allegiance
   B. Correspondence – Ms. Julia McNamee - Correspondence may be sent to BoardofEd@trumbullps.org
   C. Public Comment – The Trumbull Public Schools Board of Education will be allowing public comment at the upcoming Board Meeting. If you are interested in speaking during the Public Comment portion of the meeting, please use this form to signup. We will limit participants to the first **15** individuals that submit the form. Public comment will be limited to 2 minutes.
   D. Superintendent Report
   E. Board Chairman Report
   F. Student BOE Representatives Report

III. **REPORTS/ACTION ITEMS**
   A. Approval/Minutes
      • BOE Regular Meeting, August 16, 2022
   B. Personnel – Dr. Semmel
   C. Donation from Uniform Professional Firefighters Association on behalf of the CT United Ride to ELITE Program –Hon. Vicki Tesoro, Dr. Semmel
   D. Naming Committee for Peter G. Horton Report – Dr. Iwanicki & Naming Committee
   E. Donation for eSports from ACE Foundation – Ms. Hefele, Mrs. Durand, Mr. Eide
   F. Online Fees – Ms. Hefele
   G. Five Year Capital Improvement Plan – Mr. Cote, Mr. Hendrickson
   H. Enrollment – Dr. Semmel
   I. Approval/Head Start Food Service Agreement – Mr. Hendrickson
   J. Curriculum Committee- Mrs. Petitti
   Elementary Curriculum Guides:
      • Kindergarten Mathematics
      • Grade 1 Mathematics
   Middle School Curriculum Guide Updates:
      • Grade 6 ELA & Reading
      • Grade 7 ELA & Reading
   High School Curriculum Guide Updates:
      • Honors SCSU Sociology
      • Honors SCSU Psychology
   K. Policy Committee Report – Mr. Gallo
   Second Readings – Dr. Iwanicki
      • 6141.52 – Challenging Curriculum
      • 5131.2 – High School Parking
      • 5131.911 – Bullying-Prevention and Intervention
      • 5131.912 – Bullying Safe School Climate Plan

IV. **OTHER**

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – September 13, 2022   Dr. Semmel

Agenda Item – III-A   Approval/Minutes

- Regular Meeting, August 16, 2022

Recommendation: Approve the minutes of the above noted
                                    meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Board of Education
Regular Meeting – August 16, 2022

The Trumbull Board of Education met for a Regular Meeting at the Long Hill Administration
Building.

Members present: Members absent:
L. Timpanelli – Chairman   C. Bandecchi
J. Norcel – Vice Chair   M. Petitti
J. McNamee – Secretary- online
T. Gallo
L. Nuland- online
A. Squiccimarro

Agenda Item I—Call to Order
The meeting was called to order at 7:00 p.m.

Mrs. Timpanelli asked for a moment of silence in memoriam to honor the life and work of esteemed
Band Director, Mr. Peter Horton.

Agenda Item II—Preliminary Business

A. Salute to the Flag - The Public Session began with a salute to the Flag.

B. Correspondence – Ms. McNamee read the following correspondence: Gloria Manna wrote about
   the school holiday calendar and the bullying policy; Shannon Diaz stated the need for social
   media curriculum for middle school; Cat Lamy and Jennifer Williamson stated the need for
   healthy school start times; Traci Galla asked about the status of the PTSA transportation study;
   Tara Figueroa invited all to an Odyssey of the Mind info meeting on August 29 at the Trumbull
   Library. Many Trumbull residents wrote to request the band room at THS be named for Peter
   Horton.

C. Public Comment
   The following people spoke: Patricia Kelly spoke about an email and the bullying policy; Gloria
   Manna also spoke about the bullying policy and asked for clarification; Greg Dunn is delighted
   to report the success of his children who attended TPS: Matthew Dunn, a former student spoke
   against censorship; Joy Colon advocates for equity and diversity training; April Lang praised
   TPS for the recent award in a recycling challenge; Amanda Harmon encourages prioritization of
   diversity training so that all students can feel safe at school; Daniel Durden fondly remembers
   Peter Horton; Susan Schaaf says to include "soft skills" instruction in our schools that will teach
   children how to better communicate with each other; Tara Figueroa emphasizes the need for a
   plan for diversity training for all staff.

D. Superintendent Report- Dr. Semmel
   • Dr. Semmel is excited to report that the first day of school is two weeks away on August 30,
     2022 and at this time there are 6,882 students enrolled in the Trumbull School System and

reported that we are in good shape and have resolved our staffing requirements for the new school year.

- Due to design changes for the Tashua Outdoor project, the Superintendent informed the Board there was an additional $1,718 donation accepted that is necessary to complete the project.
- We just learned there is an additional grant allocation of $892,851.98 to the Smart Food Program so there will be free student meals at the start of the 2022-2023 school year until these dollars are spent. Dr. Semmel will inform parents of the exact day when the program will conclude and how the funds are being allocated.
- School districts will have local control in maintaining CDC Covid guidelines. We will continue with good health protocols in our schools; masks are optional for students and staff. Dr. Semmel will continue to update the public in his monthly newsletters and on the TPS website regarding Covid and other important events taking place at our schools.

E. Board Chairman Report – Mrs. Timpanelli
- Mrs. Timpanelli thanked all those who sent tributes in recognition of the remarkable Peter Horton. The Board is exploring, via policy, the many requests to have the band room at THS named in his honor.
- The architectural firm, *Tecton* began visiting Trumbull Public Schools to assess the condition of our buildings and will provide a comprehensive cost-effective overview to help plan for the future of our buildings.

Agenda Item III—Reports/Action Items

A. Approval/Minutes:
Minutes of the BOE Regular Meeting with Executive Session – July 12, 2022

It was moved (Norcel) and seconded (Gallo) to approve the minutes of the above noted meetings as presented. Vote: Unanimous in favor.

B. Personnel Report
Dr. Semmel reported the following appointments:

Anderson, Lindsey; MA/9 ($69,028) special education teacher at Jane Ryan Elementary School.

Angus, Megan; 6/21 ($116,413) special education teacher at Frenchtown Elementary School.

Bennett, Laura; 6+15/15 ($90,927) special education elementary teacher/department chairperson.

Browne, Elizabeth; MA/5 ($60,572) special education teacher at Middlebrook Elementary School.

Champagne, Amy; MA/15 ($83,051) special education teacher at Trumbull High School.

Cintron Henry; Jessica; MA/10 ($71,189) school counselor at Trumbull High School.

Derby, Jennifer; 6/5 ($65,244) social worker at Frenchtown Elementary School.

Dotoratos, Edward; BA/5 ($55,369) math* teacher at Hillcrest and Madison Middle School.

Farrow, Melissa; 6/20 ($104,290) special education teacher at Frenchtown and Middlebrook Elementary School.

Garcia, Amixady; MA/6 ($31,234) (.5) bilingual teacher at Frenchtown Elementary School.

Gerrity, Julie; 6/9 ($73,919) speech/language pathologist* at Middlebrook Elementary School.

Hart, Ryan; MA/5 ($60,572) social studies teacher at Hillcrest Middle School.

Hills, RayQuiner; MA/4 ($58,734) special education* teacher at Madison Middle School.

Iassogna, Lianne; BA/4 ($53,657) physical education/health teacher at Madison Middle School.

Jeffries, Laura; 6/21 ($116,413) school psychologist at Hillcrest Middle School.

Lombardi, Annalisa; MA/4 ($58,734) world language teacher at Trumbull High School.

Marx, Matthew; MA/4 ($58,734) physical education/health teacher at Hillcrest Middle School.

McNamara, Sheridan; MA/8 ($66,440) English teacher at Trumbull High School.

Montimurro, Nicholas; MA/5 ($60,572) science* teacher at Trumbull High School

Moriello, Gina; MA/5 ($60,572) science* teacher at Trumbull High School.

Murzak, Michele; MA/21 ($107,279) special education* teacher at Trumbull High School.

Na, Elissa; MA/4 ($58,734) art teacher at Madison Middle School.

Nappi, Jordyn; 6/5 ($65,244) school counselor at Madison Middle School.

Nissim, Rebecca; BA/4 ($53,657) family consumer science teacher at Madison Middle School.

Pannese, Jenna; BA/4 ($53,657) math teacher at Hillcrest Middle School.

Parente, Zachary; MA/4 ($35,240) (.6) reading teacher at Hillcrest Middle School.

Sroka, Kristin; 6+15/9 ($76,444) math teacher/department chair at Trumbull High School.

Valendra, Melissa; 6/16 ($90,783) Spanish teacher at Hillcrest Middle School.

Dr. Semmel presented the following certified resignations/retirements:

Benoit, Katherine; school counselor at Madison Middle School since August 2012, resigning effective August 2, 2022.

Johnson III, John; grade 5 teacher at Daniels Farm Elementary School since August 2003, resigning effective July 15, 2022.

Kehlenbach, Laura; district wide special education teacher since August 2017, resigning effective July 28, 2022.

Kennan, Philip; Spanish teacher at Hillcrest Middle School since August 2008, resigning effective July 21, 2022.

Manner, Melissa; science teacher at Trumbull High School since August 2016, resigning effective July 29, 2022.

Svogun, Annmarie; social studies teacher at Hillcrest Middle School since August 2017, resigning effective August 15, 2022.

It was moved (Gallo) and seconded (Norcel) to accept the above retirements/resignations as presented. Vote: Unanimous in favor.

C. Approval/2021-2022 Annual Report to the First Selectman
Dr. Semmel presented the 2021-2022 consolidated Annual Report for Trumbull Board of Education. It is considered a draft until the Board approves the review, after which the document will be forwarded to the First Selectman.

It was moved (Norcel) and seconded (Squiccimarro) to approve the 2021-2022 Annual Report to the First Selectman as presented. Vote: Unanimous in favor.

D. Enrollment- Dr. Semmel
In preparation for the start of the 2022-2023 school year, Dr. Semmel presented the detailed current enrollment numbers. He will continue to monitor enrollment and inform the Board in anticipation of the start of school.

It was moved (Gallo) and seconded (Norcel) to approve a 0.2 FTE K-5 music teacher at the elementary level.   Vote: Unanimous in favor.

E. Policy Committee Report
Dr. Iwanicki presented the following policies for a First Reading:
- 4141.52 – Challenging Curriculum
- 5131.2 – High School Parking
- 5131.911 – Bullying, Prevention and Intervention
- 5131.912 – Bullying, Safe School Climate Plan

Dr. Iwanicki presented the following policies for second reading and approval:
- 6146 – Trumbull High School Graduation Requirements

 It was moved (Gallo and seconded (Norcel) to approve the above policy 6146 as presented. Vote: Unanimous in favor.

- 6141.5 – Advanced Courses or Programs-Eligibility Criteria for Enrollment

It was moved (Gallo) and seconded (Squiccimarro) to approve the above policy 6141.5 as presented. Vote: Unanimous in favor.

- 5145.5/4118.112/4218.112 – Prohibition Against Sexual Harassment of Students and Personnel

It was moved (Gallo) and seconded (Squiccimarro) to approve the above policies as presented. Vote: Unanimous in favor.

F. Financials/Proposed Transfers
    The Finance Committee of the Board of Education met on August 5, 2022 to consider transfers
    totaling $95,000 from the Board of Education operating fund to four Special Revenue funds as
    follows:

    Continuing Education: $15,000
    ELITE: $10,000
    Medicaid: $50,000
    Summer Explorations: $20,000

    It was moved (Norcel) and seconded (Gallo) to approve the above transfers as presented. Vote:
    Unanimous in favor.

Adjournment
Board Members gave unanimous consent to adjourn the Public Session at 8:41 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, September 13, 2022   Dr. Semmel

Agenda Item III-B   Personnel

Appointments – Certified

The following staff were appointed for the 2022-23 school year:

Canaj, Roza***; MA 17 ($88,331) math* teacher at Madison Middle School.

Granata, Anthony; MA/12 ($75,715) elementary music/strings teacher.

Dunn, Katherine; MA/5 ($60,572) Grade 4 teacher at Daniels Farm Elementary School.

Ferguson, Grace; BA/4 ($53,657) Grade 3 teacher at Frenchtown Elementary School.

Matthews, Jessica; MA/6 ($62,468) reading teacher at Madison Middle School

Porriello, Olivia; MA/4 ($58,734) Grade 3 teacher at Middlebrook Elementary School.

Rullo, Caroline; 6/5 ($65,244) info processing teacher at Madison Middle School.

Resignation – Certified

Garrity, Stacey; district wide assistive technology teacher since August 2018, resigning effective September 28, 2022.

Holohan, William; math intervention teacher at Madison Middle School since August 2021 resigning effective August 17, 2022.

Suto, Brian; elementary music/strings (.8) teacher since August 2021, resigning effective August 16, 2022.

Recommendation: Accept.

*Designated teacher shortage area
**THS Graduate
***Trumbull Resident

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – September 13, 2022   Hon. Vicki Tesoro, Dr. Semmel

Agenda Item – III-C

Donation from Uniform Professional
Firefighters Association on behalf of the CT
United Ride to ELITE Program

The Uniform Professional Firefighters
Association on behalf of the CT United Ride has
donated $2,500 to the ELITE program.

Recommendation: Accept the donation of $2,500
from Uniform Professional Firefighters
Association on behalf of the CT United Ride to
fund the ELITE program.

Report to the Board of Education
Regular Meeting – Sept 13, 2022

Agenda Item – III - C

Dr. Iwanicki

Naming Committee for Peter G. Horton Report
Committee Meeting – Aug 12, 2022

Recommendation:

Review and Vote

Dr. Iwanicki and Dave Turchek

This August in accordance with district policy, 7551 "Naming of Buildings and Sites," a committee met to discuss the Trumbull community's desire to name the Band Room at Trumbull High School after long-time Marching Band Director, Peter G. Horton for his honorable contributions. The committee will present three names for Board consideration. Per policy, the Naming Committee consisted of:
Three or more citizens 1. Amy Lafond 2. Lara Walden 3. Judy Weaver 4. Steve Surina
One Admin from the Location 5. Todd Manuel One (1) Teacher from Staff 6. Dave Turchek Two (2) Student Representatives 7. Noah Lafond 8. Lianna Weaver One (1) PTA Representatives 9. Krista Watson Additional participants 10. Gary Horton, Peter Horton's son by phone) 11. Alan Amendola (by phone)

Recommendation:
    Review and vote.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Naming of THS Band Room Committee Meeting

Long Hill Administration Building
Friday, August 12, 2022, 2:30 p.m.

Minutes

I.   Call to Order/Introduction

The meeting was called to order by the committee chair, Assistant Superintendent, Dr. Iwanicki at 2:34. The committee recognized the great loss of Peter G. Horton and his valuable contributions to the community through his music instruction and leadership. The committee also introduced themselves. It was also requested for a family member, Peter's brother as well as a close colleague that could not attend in person, to attend via phone.

Committee Representatives	Name
Three (3) Citizens	1. Amy Lafond
	2. Lara Walden
	3. Judy Weaver
	4. Steve Surina
One (1) Admin from Location	5. Todd Manuel
One (1) Teacher from Staff	6. Dave Turchek
Two (2) Student Representatives	7. Noah Lafond
	8. Lianna Weaver
One (1) PTA Representatives	9. Krista Watson
Additional participants	10. Gary Horton, Peter Horton's son (by phone)
	11. Alan Amendola (by phone)

II.   Establishing Purpose/Reviewing Policy

The district policy, 7551 "Naming of Buildings and Sites" was reviewed with the committee. It was explained that if the committee desired to follow the policy, they must

"The committee shall present a list of three names to the Board and the Board will make its selection from the list submitted by the committee at the September 13 Board meeting.

III.   Possible Names

Possible names were shared with the committee as a jumping off point. Names such as- Band Room in Memory of Peter G. Horton, The Peter G. Horton Hall of Music, "Play it from the Heart" – The Peter G. Horton Band Room and Peter G. Horton Instrumental Music Room- "Play it from the Heart" were discussed. As the list was generated, it was noted that the band principles and the phrase "Play it from the Heart" and "From the Heart" were often Peter's signature phrases to motivate students. The following three names were decided on to bring to the Board for consideration.

1) The Peter G. Horton Band Room
    Pride – Attitude – Concentration
    "From the Heart"

2) The Peter G. Horton Band Room
    "From the Heart!"
    Pride – Attitude – Concentration

3) The Peter G. Horton Band Room
    "Play From the Heart!"

IV.   Board Meeting, Presentation, and Representation

The date and time of the Board meeting in September at 7:00pm were shared with the committee and it was asked who could be a spokesperson and who would like to attend. A photograph of Peter was also requested. All members attending in person shared they felt they could attend the meeting and Dave Turchek agreed to be a fellow spokesperson on the Committee's behalf. Other members would be on-hand to share their experiences if needed.

A discussion was started regarding, if approved, the nature of the plaque that would be placed in Peter's name. It was shared that another plaque of honor for Bob McCarthy was well perceived by the community and something similar would be appreciated for Peter's plaque. Mr. Turchek noted that he had already been in touch with Dave, "The Sign Guy" and the committee agreed that this step could be discussed after approval.

TRUMBULL PUBLIC SCHOOLS

Naming of the Trumbull High School Band Room

September 13, 2022
Susan Iwanicki, Ed.D
Assistant Superintendent

Trumbull
Public
Schools
Committed to Excellence

Naming Committee Members

Required Committee Representatives	Name
Three (3) Citizens	1. Amy Lafond
	2. Lara Walden
	3. Judy Weaver
	4. Steve Surina
One (1) Admin from Location	5. Todd Manuel
One (1) Teacher from Staff	6. Dave Turchek
Two (2) Student Representatives	7. Noah Lafond
	8. Lianna Weaver
One (1) PTA Representatives	9. Krista Watson
Additional participants	10. Gary Horton, Peter Horton's son(by phone)
	11. Alan Amendola (by phone)

3 Names

1. The Peter G. Horton Band Room
   Pride – Attitude – Concentration
   From the Heart

2. The Peter G. Horton Band Room
   From the Heart!
   Pride – Attitude – Concentration

3. The Peter G. Horton Band Room
   Play From the Heart!

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – September 13, 2022   Mrs. Hefele, Mrs. Durand, Mr. Eide

Agenda Item – III-E   Donations for eSports from ACE Foundation

Christina Hefele, Michaela Durand, Chris Eide, and Bryan Rickert will give a brief presentation on the eSports program for students in grades 6-12 and ask the Board to vote on accepting a donation from the ACE Foundation for $17,000 for the purchase of computers for the program.

Recommendation: Discuss and Approve

Esports

Trumbull Public Schools

What is Esports?

Esports is short for electronic sports. It is competitive gaming that focuses on teamwork, communication, strategic thinking and leadership.

It is not about students playing video games it's about inclusion and engaging students!

It is about providing students where a place that they feel they belong regardless of their background.

Esports Statistics

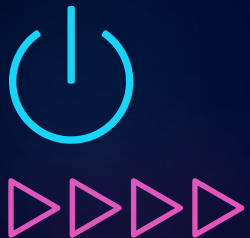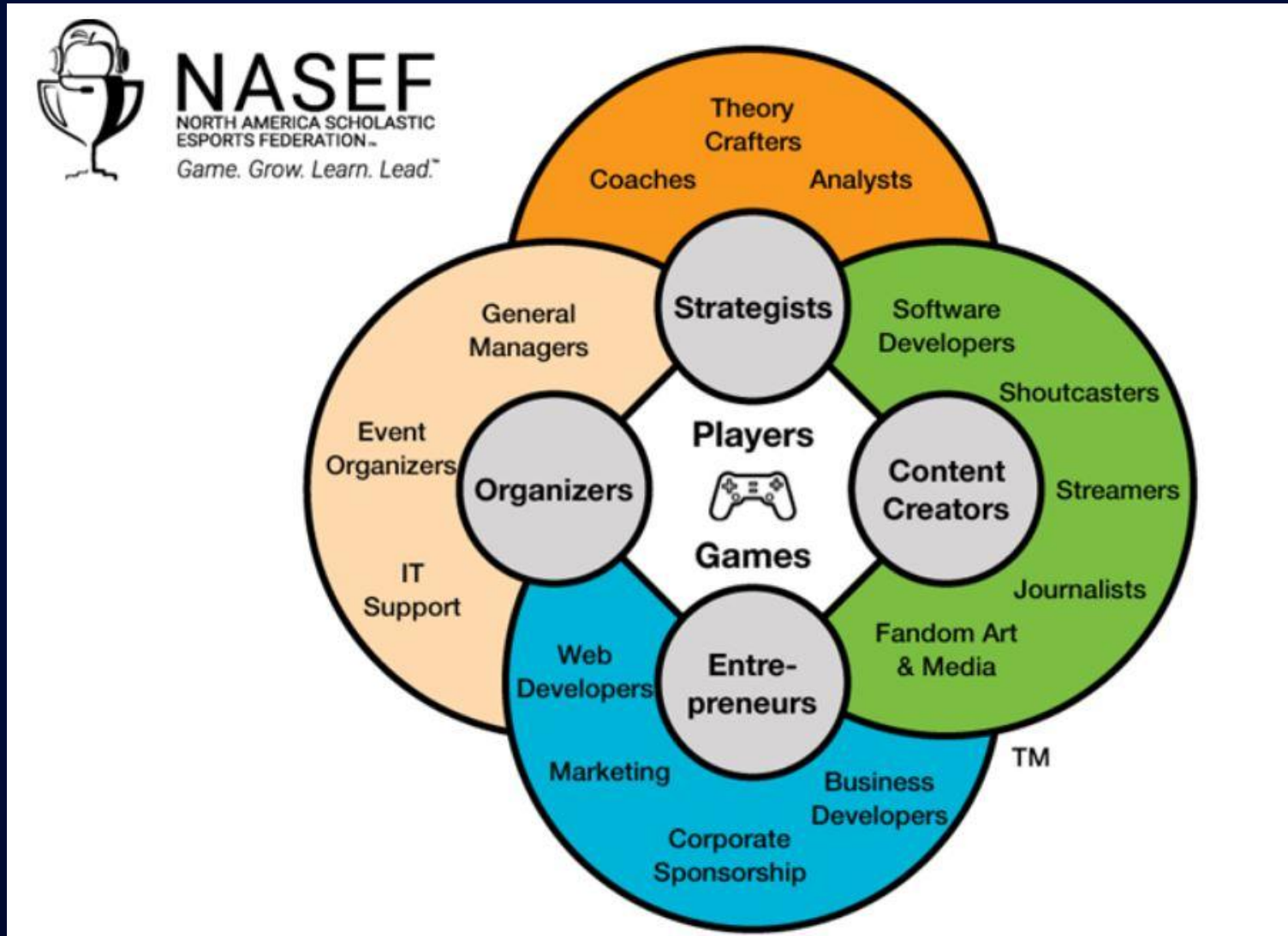## 51%
Rate of industry growth from 2020-2021
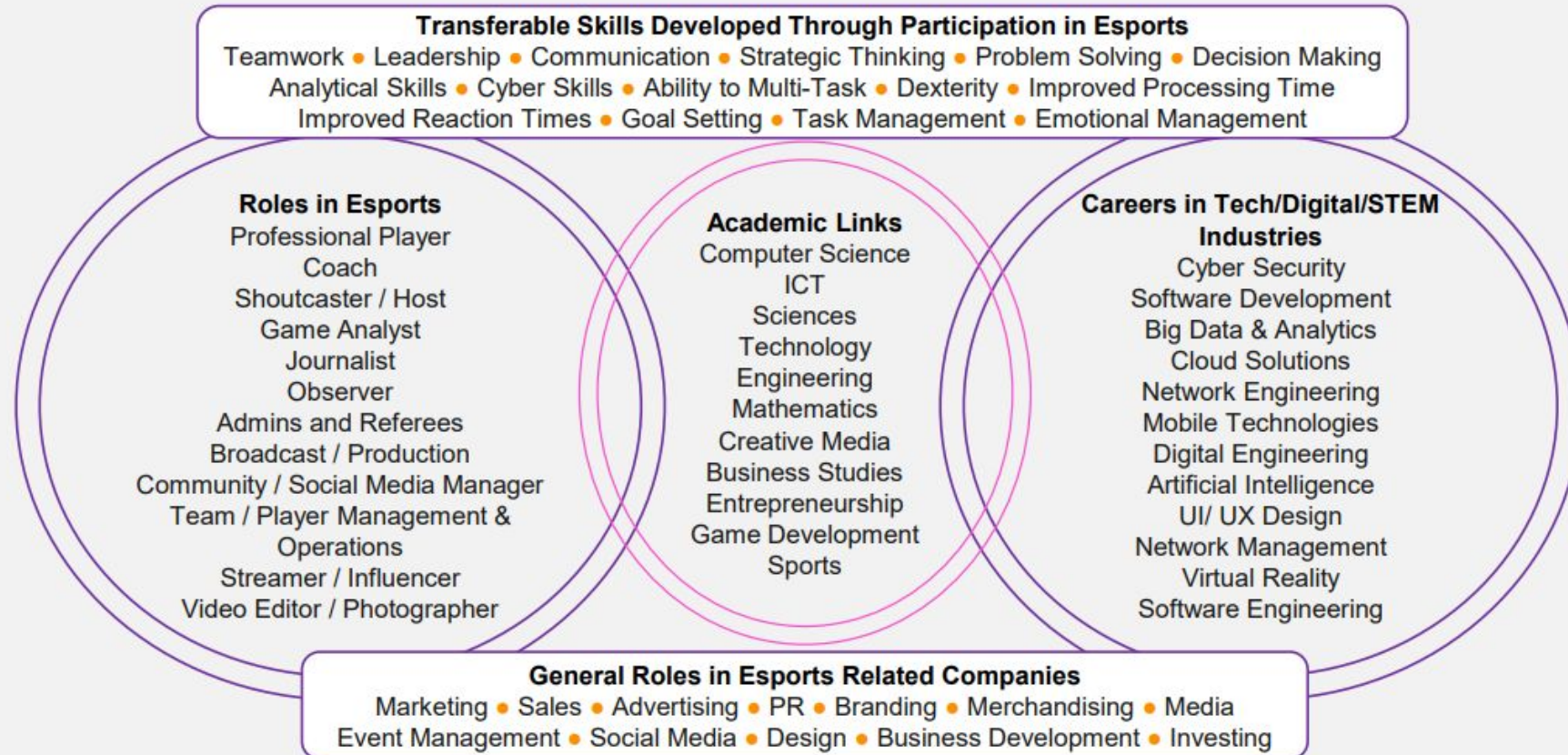
$16M
Scholarships offered

$4.75B
By 2030

Far Reaching Applications

Career Paths in Esports

Transferable Skills Developed Through Participation in Esports

Teamwork • Leadership • Communication • Strategic Thinking • Problem Solving • Decision Making
Analytical Skills • Cyber Skills • Ability to Multi-Task • Dexterity • Improved Processing Time
Improved Reaction Times • Goal Setting • Task Management • Emotional Management

Roles in Esports

Professional Player
Coach
Shoutcaster / Host
Game Analyst
Journalist
Observer
Admins and Referees
Broadcast / Production
Community / Social Media Manager
Team / Player Management &
Operations
Streamer / Influencer
Video Editor / Photographer

Academic Links

Computer Science
ICT
Sciences
Technology
Engineering
Mathematics
Creative Media
Business Studies
Entrepreneurship
Game Development
Sports

Careers in Tech/Digital/STEM Industries

Cyber Security
Software Development
Big Data & Analytics
Cloud Solutions
Network Engineering
Mobile Technologies
Digital Engineering
Artificial Intelligence
UI/ UX Design
Network Management
Virtual Reality
Software Engineering

General Roles in Esports Related Companies

Marketing • Sales • Advertising • PR • Branding • Merchandising • Media
Event Management • Social Media • Design • Business Development • Investing

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SLIDESMANIA.COM

DID YOU KNOW?

Esports Promotes Equitable Opportunities for Diverse Student Populations

Opportunities for SEL for students who need it most.

Empowers student voice and choice.

Students learn leadership, sportsmanship, and explore STEM concepts and career paths.

Increase meaningful conversations around digital citizenship.

Develop trusted adult relationships between students and staff.

CONNECTICUT TEAMS

AITE - Stamford
Bunnell High School
Conard High School
East Catholic High School
Fairfield Ludlowe
Greenwich High School
Griswold High School
Hall High School
Lyman Hall High School
Manchester High School
Naugatuck High School
Newtown High School
New Britain High School
Plainfield High School
Shelton High School
St. Joseph's High School
Weaver High School
Weston High School
Woodhouse Academy
Xavier High School

Manchester High School Article

Griswold High School Article

Where We Are

Four Nintendo Switches

Clubs at Hillcrest and Madison Middle School

Approximately 80 students participating between the two schools

Hillcrest

Funding Provided by ACE Foundation and School Budget

Madison

Funding Provided by ACE Foundation and Madison Middle School PTA

Where We Need to Be

High school and middle school teams that compete at local state, and regional level.

We would be one of the few districts to have competitive middle school teams, that would eventually feed into Trumbull High School

Many high schools across the state are already competing, and have been competing for several years.

SUNY Canton

Kings College

Harvard University

Fairfield University

Live Competitions

© ESL | Helena Kristiansson

Live Competitions

Quinnipiac - CIAC Championship on Dec. 14th

District Obligations

Coaches ▷▷▷▷ Buses ▷▷▷▷ IT ▷▷▷▷ $$$ ▷▷▷▷ Support

The district is responsible for coaching stipends

The district is committed to busing students from Madison to Hillcrest

The district has invested in Internet infrastructure upgrades

The district understands that it needs to support the program long-term

The district understands how vital Esports is to keeping Trumbull a forward-thinking district

Budget

Estimated Revenue	Amount
Pay to Play Fees Middle School	$13,200
Pay to Play Fees High School	$6,600
Anticipated Revenue	$19,800

Annual Expenses	Cost
Monthly Line	$1,920
Platform Software	$2,400
Coaches Stipends (MS)	$5,054
Coaches Stipends (HS)	$5,054
Registration/Tournament Fees	$1,100
Supplies	$1,000
Team Shirts	$1,080
Transportation Costs	$1200
Pay to Participate Waivers	$825
Approximate Annual Budget	$19,633
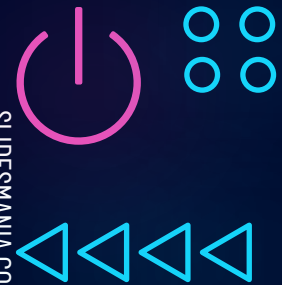
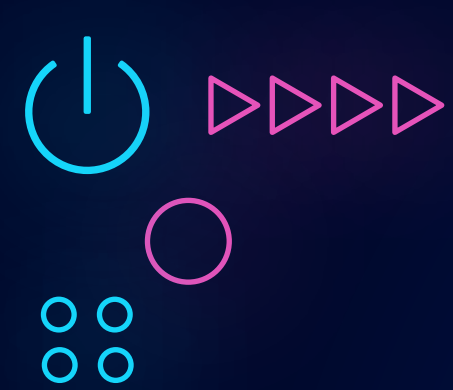| Start-up Equipment	$17,000	ACE Foundation Grant
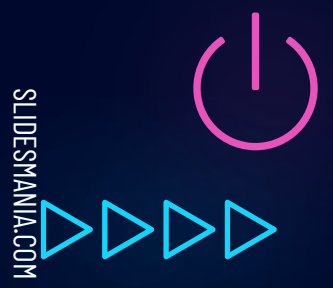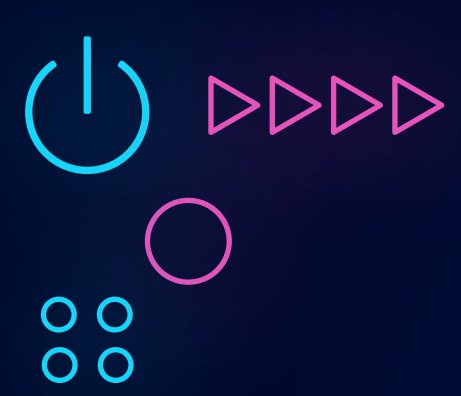
Unique Collaborative Effort

At minimum, would directly impact all three secondary schools and between 150-200 students.
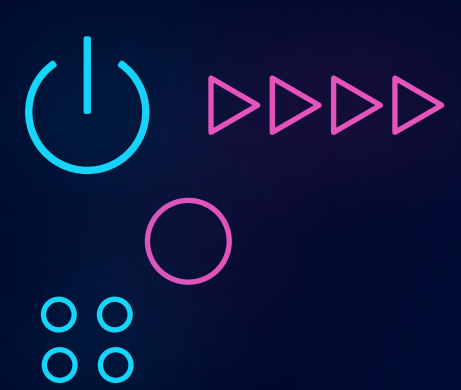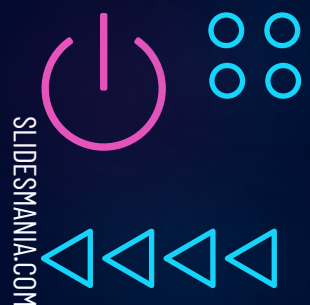
The Power of a Jersey

What's Next?

Parent Booster Club

Host a Live Event

Gaming Furniture

Provide additional innovate STEM-based
programming

CREDITS.

Presentation Template: SlidesMania

Sample Images: Unsplash

Fonts used in this presentation: IBM Plex Mono

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – September 13, 2022   Mrs. Hefele

Agenda Item – III-F   Online Fees

Christina Hefele will give a brief demonstration of how parents can pay for activities, Chromebook insurance, PreK-tuition, and more via the Infinite Campus Portal. This will allow us to accept online payments and reduce the amount of cash and checks that are processed at the school level.

Recommendation: Review and Discuss

Report to the Board of Education
Regular Meeting – September 13, 2022   Mr. Cote/Mr. Hendrickson.

Agenda Item III-G   Five-Year Capital Improvement Plan:

- Mr. Cote and Mr. Hendrickson will present a proposed Five-Year Capital Improvement Plan.

Recommendation:

- Review, discuss and approve the proposed Five-Year Capital Improvement Plan.

BUILDING	CATEGORY	DESCRIPTION	CY 2023 Capital Plan Planned	CY 2024 Capital Plan Planned	CY 2025 Capital Plan Planned	CY 2026 Capital Plan Planned	CY 2027 Capital Plan Planned	Quote Exhibit #	Project Owner
Hillcrest Middle School	On site const	Locker Rooms renovations	400,000						BOE
Hillcrest Middle School	On Site const	Window replacement			1,600,000	1,600,000			BOE
Hillcrest Middle School	On Site const	Science Classroom upgrades		210,000					BOE
Hillcrest Middle School	On Site const	Courtyard renovations hardscape				200,000			BOE
Hillcrest Middle School	Water	Water Main pipe replacement			210,000				BOE
Hillcrest Middle School	Electrical	Upgrade panel infrastructure		175,000					BOE
Hillcrest Middle School	HVAC	Installation of HVAC Improvements		1,750,000	1,750,000				BOE
Hillcrest Middle School	On Site const	Toilet Partition replacements	15,000						BOE
Hillcrest Middle School	On Site const	Planetarium renvoation/equipment							BOE
Hillcrest Middle School	On Site const	Swimming Pool - Renovate to auditorium					5,000,000		
		Total Hillcrest School:	415,000	2,135,000	3,560,000	1,800,000	5,000,000		
Madison Middle School	Electrical	Upgrade panel Infrastructure		175,000					BOE
Madison Middle School	Construction	Locker rooms renovations	400,000						BOE
Madison Middle School	HVAC	Installation of HVAC Improvements	150,000			2,400,000	2,400,000		BOE
Madison Middle School	On Site const	Toilet Partition replacements	10,000						BOE
Madison Middle School	On Site const	Window replacement		1,750,000	1,750,000				BOE
Madison Middle School	On Site const	Courtyard renovations hardscape				200,000			BOE
Madison Middle School	Construction	Detention basin construction	TBD					CIP 2020	Engineering
		Total Madison School:	560,000	1,925,000	1,750,000	2,600,000	2,400,000		
Middlebrook Elementary	HVAC	Installation of HVAC Improvements		1,375,000	1,375,000				BOE
Middlebrook Elementary	Electrical	Upgrade panel Infrastructure		175,000					BOE
Middlebrook Elementary	On Site const	Courtyard renovations hardscape				150,000			BOE
Middlebrook Elementary	On Site const	Toilet Partition replacements	25,000						BOE
Middlebrook Elementary	On Site const	Exterior Masonry Wall Repair	75,000						BOE
		Total Middlebrook Elementary School:	100,000	1,550,000	1,375,000	150,000	-		
Daniels Farm Elementary	Paving	Parking Lot - Sidewalks, and Driveway Paving		TBD	1,012,759				Engineering
Daniels Farm Elementary	Windows	Window Replacement (1962)				800,000			BOE
Daniels Farm Elementary	Roofing	Roof Replacement (1991)		1,200,000					BOE
Daniels Farm Elementary	Electrical	Upgrade panel Infrastructure		150,000					
Daniels Farm Elementary	HVAC	Installation of HVAC Improvements		1,000,000	1,000,000				
Daniels Farm Elementary	On Site const	Toilet Partition replacements	10,000						
		Total Daniels Farm Elementary School:	10,000	2,350,000	2,012,759	800,000	-		
Jane Ryan Elementary	Paving	Paving, Curbing, Sidewalks, Drainage and ADA compliance	710,000					BOE #1	Engineering
Jane Ryan Elementary	Electrical	Upgrade panel Infrastructure		150,000					BOE
Jane Ryan Elementary	HVAC	Installation of HVAC Improvements		850,000	850,000				BOE
Jane Ryan Elementary	On Site const	Toilet Partition replacements	15,000						BOE
		Total Jane Ryan Elementary School:	725,000	1,000,000	850,000	-	-		
Booth Hill Elementary	Electrical	Update Electrical infrastructure		150,000					BOE
Booth Hill Elementary	Roofing	Roof Replacement	1,410,000						
Booth Hill Elementary	HVAC	Installation of HVAC Improvements			820,000	820,000			BOE
Booth Hill Elementary	On Site Const	Toilet Partition Replacement	35,000						
		Total Booth Hill Elementary School:	1,445,000	150,000	820,000	820,000	-	3,235,000	
Tashua Elementary	Paving	Parking Lot - Sidewalks, and Driveway Paving	800,000	TBD					Engineering
Tashua Elementary	Windows	Window Replacement (1965)			1,500,000				BOE

Location	Type	Description	Col1	Col2	Col3	Col4	Col5	Note	Source
Tashua Elementary	Roofing	Roof replacement (1991)		1,600,000					BOE
Tashua Elementary	Electrical	Update Electrical infrastructure		150,000					BOE
Tashua Elementary	HVAC	Installation of HVAC Improvements			875,000	875,000			BOE
		Total Tashua Elementary School:	800,000	1,750,000	2,375,000	875,000	-		
Frenchtown Elementary	Paving	Parking Lot and Driveway Paving				1,023,000			Engineering
Frenchtown Elementary	On Site const	Sidewalk Replacement	10,000						BOE
Frenchtown Elementary	HVAC	Replace RTU, exhaust fans, HV etc			175,000	175,000			BOE
Frenchtown Elementary	On Site const	Gymnasium Floor refinishing	50,000						BOE
Frenchtown Elementary	On Site const	Playscape resurfacing	125,000						BOE
					.	.			
		Total Frenchtown Elementary School:	185,000	-	175,000	1,198,000	-		
TECEC	HVAC	Boiler Replacement	250,000						BOE
TECEC	HVAC	RTU Replacement			425,000	425,000			BOE
TECEC	On Site Const	Parking Lot Guide Rail Replacement	150,000						BOE
		Total TECEC:	400,000	-	425,000	425,000	-		
Agriscience High School	Roofing	Flat Roof Replacement			200,000				BOE
Agriscience High School	On Site Const	Foyer Floor Refinishing	25,000						BOE
Agriscience High School	HVAC	Roof Top Unit Replacement	200,000						BOE
Agriscience High School	HVAC	Chiller Replacement	100,000						BOE
		Total Agriscience High School:	325,000	-	200,000	-	-		
Trumbull High School	On Site Const	Athletic field Storage Building 20 x 25/Press Box	75,000						BOE
Trumbull High School	On Site Const	Wellness/Fitness Center		3,100,000					BOE
Trumbull High School	On Site Const	Football Field - Track/Area D Replacement		1,200,000					BOE
Trumbull High School	On Site Const	Softball Field Lighting	250,000						BOE
Trumbull High School	On Site Const	Auditorium Lighting	150,000						BOE
Trumbull High School	On Site Const	Auditorium Spotlights	30,000						BOE
Trumbull High School	HVAC	Replace 4 Roof Top Air Handlers (Academic Corners)		500,000					BOE
Trumbull High School	HVAC	Exterior Duct Cleaning		200,000					BOE
		Total Trumbull High School:	505,000	5,000,000	-	-	-		
Equip and Infra Dist Wide	Equipment	Vehicle Replacements/Grounds							
		Total Equip and Infra Dist Wide:	-	-	-	-	-		
Long Hill Admin Building	On Site Const	Design and Replacement of HVAC & control system and roof evaluation	600,000	600,000	600,000	600,000			Engineering
Long Hill Admin Building	Electrical	Upgrade panel Infrastructure		150,000					BOE
		Total Long Hill Admin Building:	600,000	750,000	600,000	600,000	-		
Bus Garage	Paving	Parking lot design & permitting	70,000					BOE# 4	Engineering
Bus Garage	Paving	Parking lot construction		500,000					Engineering
		Total Bus Garage:	70,000	500,000	-	-	-		
District Wide	Facility	District Central Storage Facility		500,000					BOE
		Total District wide:	-	500,000	-	-	-		
		GRAND TOTAL	6,140,000	17,610,000	14,142,759	9,268,000	7,400,000		

* Will enter into Performance Contract for Energy Efficiency projects to be paid over 10 years.

CIP Summary Prioritized

Priority Level 1:

- Jane Ryan Elementary Paving/Sidewalks: $710,000
- Booth Hill Elementary Roof Replacement: $1,410,000
- HVAC Installations: $450,000
  - (Madison Auditorium RTU, Agriscience RTU and Chiller)
- Toilet Partitions: $110,000
  - (Hillcrest, Madison, Booth Hill, Jane Ryan, Middlebrook, Daniels Farm)
- Frenchtown Elementary Sidewalk at Entry: $10,000
- Middlebrooks Elementary Masonry Wall Repair: $75,000

Priority Level 2:

- Tashua Elementary Paving/Sidewalks: $800,000
- Gymnasium Floor Refinishing: $75,000
  - (Frenchtown, Agriscience Foyer)
- Frenchtown Playscape Re-surfacing $125,000

CIP Summary Prioritized

Priority Level 2 (Cont.):

- TECEC Boiler Replacement: $250,000
- TECEC Parking Lot Guide Rail Replacement: $150,000
- Long Hill Admin. HVAC Improvements: $600,000
- Bus Depot Parking Lot Design: $70,000

Priority Level 3:

- THS Athletic Field Storage/Press Box Building: $75,000
- THS Softball Field Lighting: $250,000
- THS Auditorium Lighting: $150,000
- THS Auditorium Spotlights: $30,000
- Locker Room Renovations: $800,000
    - (Madison, Hillcrest)

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – September 13, 2022

Dr. Semmel

Agenda Item – III-H

2022-2023 Enrollment Update

Dr. Semmel will present updated enrollment numbers.

Recommendation:

Review and discuss

<div align="center">

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

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Report to the Board of Education
<u>Regular Meeting – September 13, 2022</u>   <u>Mr. Paul Hendrickson</u>

<u>Agenda Item – III-I</u>   <u>Head Start Food Service Agreement</u>

- Attached is the annual agreement between Trumbull / Monroe Head Start program and the Trumbull Board of Education Food Service Department, which will furnish meals to that joint program. Board approval is needed for compliance with the Child and Adult Care Food Program (CACFP).

<u>Recommendations:</u>

- Review and approve the Agreement
- Motion: Move that the Board of Education approve the annual agreement between the Trumbull / Monroe Head Start program and the Trumbull Board of Education Food Service Department which will furnish meals to that joint program.

AGREEMENT TO FURNISH FOOD SERVICE BETWEEN THE CHILD AND ADULT CARE FOOD PROGRAM (CACFP) INSTITUTION AND THE BOARD OF EDUCATION (BOE)

This agreement is entered into by and between the ___**Trumbull Board of Education**___ and
Board of Education

___**Trumbull / Monroe Head Start**___ . The ___**Trumbull Board of Education**___ agrees to
CACFP Institution *Board of Education*

furnish meals to ___**Trumbull / Monroe Head Start**___ for the following per meal rates:
CACFP Institution

Breakfast	$	**2.21**
Lunch	$	**4.03**
Snack(s)	$	**1.18**

If applicable, include the types and amounts of any charges paid to the Board of Education in addition to the per meal price: _____

The additional charge must be included in the budget on the *ED-099 Schedule A Application and Management Plan* and be reported as part of the costs on the monthly claim for reimbursement.

Site(s) covered by this agreement include (list below or attach a list of sites):

1. __**Trumbull / Monroe Head Start**__   5. _____
2. _____   6. _____
3. _____   7. _____
4. _____   8. _____

It is further agreed that ___**Trumbull Board of Education**___ will assure that (check one option):
Board of Education

X☐ Meals meet the CACFP meal pattern requirements and that the Board of Education will maintain complete and accurate records, including menus, amount of food prepared and number of meals provided daily;

OR

☐ The School district has been approved by the Office of Child Nutrition to use the nutrient standard menu planning (NuMenus) option to prepare meals (breakfast and lunch) for CACFP participants aged two and above. Meals for children under two and snacks for all ages will be planned using the appropriate CACFP meal patterns. In addition:
- A nutrient analysis will be provided to the CACFP sponsor for all weekly menus and;
- weekly menus will meet the established level of nutrients and calories for the appropriate age group.

- Menus must be provided to the institution prior to the month served and the record of the number of meals delivered must be reported to the institution at the end of the month.

- Meals served **SHALL NOT** be claimed under any of the following programs on the reimbursement claim form *(ED-103):* National School Lunch Program, School Breakfast Program, Special Milk Program and/or After-School Snack Program.

- Revenue from this agreement **SHALL** be considered income to the National School Lunch Program, School Breakfast Program, Special Milk Program and/or After-School Snack Program.

- Allocation of U. S. Department of Agriculture (USDA) commodities for the National School Lunch Program does not include meals prepared for the Child and Adult Care Food Program.

The _____**Trumbull Board of Education**_____ agrees also to retain records for three years or until
Board of Education
the resolution of any outstanding audit findings and upon request, to make all accounts and records pertaining to the program available to representatives of the administering agency for audit or administrative review.

This agreement shall be effective from   **08/30/2022**   to   **06/30/23**

                                        Date   *Date*

It may be terminated by notice in writing by either party at least 30 days prior to the date of termination.

_____   _____
Signature of Board of Education Official   *Signature of CACFP Institution Official*

Superintendent   **Director**   9/7/22
Title   *Date*   *Title*   *Date*

A copy of the signed agreement must be forwarded to the School Lunch Director and to the State Agency.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – Sept 13, 2022

Agenda Item – III-J

Recommendation:

Mrs. Petitti

Curriculum Committee Report
Curriculum Committee Meeting – Aug 18, 2022

Review and Discuss

Dr. Iwanicki

Approval/ Curriculum Guides

Based on the Curriculum Committee's meeting on August 18, 2022, the Board of Education will be asked to adopt curriculum guides for use as noted below:

Elementary School (Curriculum Guides):
- *Kindergarten Mathematics*
- *Grade 1 Mathematics*

Middle School (Curriculum Guide Updates):
- *Grade 6 ELA & Reading*
- *Grade 7 ELA & Reading*

Trumbull High School (Curriculum Guide Updates):
- *Honors SCSU Sociology*
- *Honors SCSU Psychology*

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, August 18th, 2022, 10:00 a.m.
Trumbull High School Main Office Conference Room

Minutes

I. Call to Order/Introduction- The meeting was called to order at 9:58am.

Members Present	Members Absent
L. Timpanelli, BOE Chair	J. McNamee BOE Member
M. Petitti, BOE Curriculum Committee Chair	L. Nuland, BOE Member
S. Iwanicki, Ed.D., administrative designee	

II. Public Comment- Trumbull parent Daniel Durden shared that he loves smaller meetings, communicated that standards are important. He added that the Board says that curriculum will be posted. He stated that he does not believe that his son's Math Curriculum from 8th grade is posted on the website and urged the Board to uphold its policies. Trumbull parent Brianne Brienza shared that she has always been able to access curriculum for her child's classes through the website.

III. Approval/Minutes– Regular Meeting 05/05/2022 Lucinda made a motion to approve the minutes, Maria Seconded.

IV. New Business

a. Kindergarten Mathematics- Curriculum Guide for Current Text

Kim Lombardi, our Elementary Math Program Leader introduced Robin Tedesco, Daniel's Farm Math Specialist, Laura Coughlin, Jane Ryan's Math Specialist, Grade 1 teacher Lisa Depino. She explained that each of the representatives present at our meeting participated in the curriculum creation. The curriculum being presented correlates with our new Math Program- Bridges which was instituted last summer. The new curriculum includes two components, the core Bridges curriculum and Number Corner. This guide outlines the pacing of these components, as well as other key parts such as: The Big Ideas, focus questions, and vocabulary for each unit. Close attention was also paid to monitoring for student learning through age appropriate assessment. Mrs. Petitti asked how the teachers found the curriculum in the classroom and noted that she had heard that some teachers found it to be a lot. Mrs.

Depino share that while it was initially overwhelming, teachers were pleased as they had time to learn it more and found that it worked well for students. Mrs. Coughlin added that they saw

results in student outcomes too. Mrs. Tedesco agreed. Mrs. Timpanelli made a motion to accept the Kindergarten Mathematics Curriculum Guide. Mrs. Petitti seconded.

b. Grade 1 Mathematics- Curriculum Guide for Current Text

Mrs. Lombardi noted that the Grade 1 Mathematics Curriculum Guide development followed the same process as the kindergarten. The teachers on the committee also collaborated with the Kindergarten Curriculum Team for alignment. Using the new program, teachers experienced tremendous results for students. As a district, first graders began the year at 14% on grade level and ended at 68% at grade level. The guide will allow teachers using the Bridges and Number Corner components to facilitate lessons which encourage the development of mathematical concepts in a variety of ways using real world applications. Mrs. Timpelli asked how these units will ultimately prepare students for middle school math as well. It was shared that year, we began reinstituting vertical meetings between the elementary representatives and the middle school math representatives to strengthen our programming. We will further incorporate vertical meetings as is possible. Both the Kindergarten and Grade 1 Mathematics Curriculum Guides help to provide a strong foundation in mathematics for our students. Mrs. Timpanelli made a motion to accept the Grade 1 Mathematics Curriculum Guide. Mrs. Petitti seconded

c. Grade 6 English Language Arts & Grade 6 Reading - Curriculum Guide Updates

Hillcrest Instructional Academic Team Leaders Leigh Gabriel and Valentia Iacono Cenatiempo presented the new Grade 6 and Grade 7 Curriculum Guides. Mrs. Gabriel explained that these revisions were needed to separate "Integrated Literacy" so that the standards for English Language Arts (ELA) and Reading are clearly defined for students, parents, and teachers. Each course will also be renamed to reflect their focus. For each unit, vocabulary was added, standards were prioritized, and assessment were reviewed and revised as needed. Additionally, a common formative assessment was added for each unit in each of the four courses so that teams can engage collaboratively in a higher level of analysis regarding student progress. Mrs. Petitti offered that the guide was easy to follow and that separating the two courses made sense. Mrs. Timpanelli inquired about the manner in which Spelling is addressed in the curriculum. It was shared that Spelling is a focus during the writing revision process. It is also addressed through word study, such as root words. Mrs.

Timpanelli made a motion to accept the Grade 6 English Language Arts & Grade 6 Reading guides and bring them to the full Board. Mrs. Petitti seconded.

d. Grade 7 English Language Arts & Grade 7 Reading - Curriculum Guide Update

A similar process was followed with committee of ten (10) teachers for the Grade 7 ELA and Reading curricula. Mrs. Petitti asked about the number of minutes that were devoted to instruction. Mrs. Gabriel shared that Grade 6 ELA has approximately one 45-minute period each day throughout the school year for 181 days and Grade 6 Reading, approximately one 45-minute period each day throughout the school year for 181 days. Mrs. Iacono Cenatiempo added that Grade 7 ELA has approximately one 45-minute period each day for 181 days, while Grade 7 Reading meets approximately one 45-minute period every other day, all year in the unified arts portion of the schedule for 90 days. They commented that redefining the standards for each of these courses will not only assist teachers in planning and delivering lessons (especially new teachers,) but it will also greatly increase the clarity for the students learning the curriculum as well as the parents supporting their child's development. Mrs. Timpanelli

made a motion to accept the Grade 7 English Language Arts & Grade 7 Reading guides and bring them to the full Board. Mrs. Petitti seconded.

e.   Honors SCSU Sociology- Curriculum Guide Update

History Department Chair, Kathy Rubano, relayed that the first two courses only cost $65 for 3 credits. If their schedule permits, students can take both Sociology and Psych for one fee of $65 concurrently. Mrs. Petitti noted that six (6) college credit for the price of $65 could really help offset tuition costs for some families. Mrs. Rubano furthered that students enrolled in either course can also take courses for free the following summer at Southern. These credits can be transferred to any state school. She also mentioned that most professors do not use one specific text and that Southern will provide materials for the courses in addition to the materials already listed in our guides. Furthermore, Southern will provide resources free of cost as needed. They even have scholars they can connect with the school for the students during course delivery.

Briana Brienza and Brian Springsteen worked with the Head of Sociology at Southern to review the THS content in comparison to Southern's. They found that much of the material Southern expected, Trumbull Public Schools (TPS) already had in our guide. New to the revised TPS guide are the college experience and the course requirements in line with Southern. They also updated the syllabus so that it is aligns with the university. Any of the supplementals currently listed will also be updated with Southern's course in an ongoing manner. Mrs. Brienza also has access to Southern's blackboard which stores resources for students and professors. This access can allow for continuously updated information in line with university. Mrs. Timpanelli made a motion to accept the Honors SCSU Sociology- Curriculum Guide Update and bring it to the full Board. Mrs. Petitti seconded.

f.   Honors SCSU Psychology- Curriculum Guide Update

Mrs. Rubano shared that this course has also been revised to align with Southern's requirements similarly to Sociology. Mr. LaBarca and Mrs. Rubano spent a day with Southern professors to analyze components. Again, Southern was impressed with Trumbull's course guide- very few changes were needed. Standards were prioritized and other materials were also added. Trumbull is pleased to be able to offer this opportunity for its students. Mrs. Timpanelli made a motion to accept the Honors SCSU Psychology- Curriculum Guide Update and bring it to the full Board. Mrs. Petitti seconded.

g.   Updated Dates and Times for the 2022-2023 School Year

This item was tabled until more of the regular Curriculum Committee members are present.

The meeting adjourned at 10:57am.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Mathematics
Kindergarten

2022

Curriculum Writing Team:

Theresa Carley	Math Specialist
Lisa DePino	Kindergarten Teacher
Kelly Orazietti	Kindergarten Teacher
Paige Pellegrini	Kindergarten Teacher
Stacey Powell	Math Specialist
Deirdre Sullivan	Kindergarten Teacher
Robyn Tedesco	Math Specialist
Kim Lombardi	Program Leader Mathematics, K-5
Susan Iwanicki, Ed.D.	Assistant Superintendent

Kindergarten Mathematics

Table of Contents

CORE VALUES AND BELIEFS

Our mission states, "Trumbull Public Schools, in partnership with the community, strives to meet the educational **needs of all students** within a **challenging and supportive** academic environment that **empowers** each student to become a **life-long learner** and to live and participate in a democratic, diverse and global society." Trumbull Public Schools believes in a shared, **collaboratively created vision of success** for all students in our district. We work throughout the year to ensure all instruction is in service of supporting students to achieve a shared vision of knowledge and skills.

- We believe that all individuals are capable of learning.
- We believe that all individuals should have the resources necessary to achieve success within a challenging curriculum.
- We believe that a family, school, and community partnership is essential to our success.
- We believe that a safe and orderly environment is critical to learning.
- We believe that there is strength in diversity and that all individuals are worthy of our respect and dignity.
- We believe that our school climate must be welcoming, caring, and supportive for all members of the learning community.
- We believe that a reflective evaluation of present practices and processes is necessary in order to plan for our future.

INTRODUCTION

The Elementary Math Curriculum was last revised in 2022 and was aligned to the State of Connecticut Common Core State Standards (CCSS). It includes specific grade level expectations and resources appropriate for this grade, making it a truly teacher-friendly instructional guide for ease in delivery. Appropriate professional development will further aid in fidelity to the implementation of the CCSS and assured use of the resources provided for instruction.
The Trumbull Mathematics Program promotes the empowerment of students and encourages students to embrace the skills needed to become successful in the 21st century. Students expand their mathematical abilities by investigating real world phenomena. Through such experiences, students can access the beauty and power of mathematics and truly appreciate the impact it has on the world in which they live.

PHILOSOPHY

Success in mathematics depends upon active involvement in a variety of interrelated experiences. When students participate in stimulating learning opportunities, they can reach their full potential.

The Trumbull Mathematics Program embraces these goals for all students.

Successful mathematicians:

- develop and demonstrate a balanced understanding of mathematics as conceptual, procedural, and application of skills.
- make meaningful mathematical connections to their world through peer collaboration.
- communicate effectively using mathematical terminology, both independently and collaboratively.
- solve problems utilizing a variety of strategies.
- utilize technology as a tool to enhance the problem solving process.
- use sound mathematical reasoning by utilizing the power of conjecture and proof in their thinking.
- become reflective thinkers through continuous self evaluation.
- become independent, self motivated, lifelong learners.
- engage in robust conversations and peer to peer interactions.
- demonstrate perseverance while building stamina when faced with challenging tasks.
- embody a growth mindset.
- take ownership and communicate their understanding and purpose of their learning.
- extend their learning beyond the classroom.

COURSE DESCRIPTION

In Kindergarten, instructional time should focus on two critical areas:

1. ***Representing and comparing whole numbers, initially with sets of objects***

   Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

2. ***Describing shapes and space***

   Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

OVERVIEW: Major, Supporting, and Additional Focus Areas for Kindergarten Mathematics

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Numbers and Operations Base Ten

- Works with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

KINDERGARTEN MATH YEAR AT A GLANCE Primary Resource: **Bridges**

September	Building a Math Classroom
	Unit 1: Numbers to To Five and Ten
	  ▪ Counting sequence to 20
	  ▪ Quantities to 10
	  ▪ Classroom routines

October	Unit 2: Numbers to Ten
	  ▪ Counting sequence to 20
	  ▪ Quantities to 10
	  ▪ Number sequence
	  ▪ 1:1 correspondence
	  ▪ Cardinality
	  ▪ Subitizing
	  ▪ Combinations of 5
	  ▪ Comparing quantities within 10

November-Early December	Unit 3: Bikes & Bugs: Double, Add & Subtract
	  ▪ Counting by 2s
	  ▪ Exploration of doubling and even numbers
	  ▪ Use five- and ten-frames to add 1 to a number from 1 to 10
	  ▪ Compare and order numbers
	  ▪ Write equations to show combinations of 5

Mid December-January	Unit 3 Continued
	Unit 4: Paths to Adding, Subtracting & Measuring
	  ▪ Build number line to model number sequence from 0 to 10
	  ▪ Counting forward and backward between 0 and 50
	  ▪ Solve addition and subtraction problems
	  ▪ Measure with non-standard units

February	Unit 5: Two-Dimensional Geometry
	  ▪ Exploring the differences between 2- and 3-dimensional shapes
	  ▪ Identifying, comparing, and sorting 2-D shapes
	  ▪ Construct and deconstruct shapes

March	Unit 6: Three-Dimensional Shapes & Numbers Beyond Ten
	  ▪ Describe the attributes, similarities and differences among 2D and 3D shapes
	  ▪ Combinations to 5
	  ▪ Counting forward and backward
	  ▪ Read and write numbers to 20
	  ▪ Combinations from 5 to 10 with emphasis on five plus, ten plus

April	Unit 7: Weight & Place Value
	  ▪ Explore weight and capacity
	  ▪ Solve addition and subtraction story problems
	  ▪ Measure weight and capacity
	  ▪ Counting by 10s and 1s

May/June	Unit 8: Computing & Measuring with Frogs & Bugs
	  ▪ Deepen understanding of subtraction
	  ▪ Fluency within 5
	  ▪ Add to 10

KINDERGARTEN MATH YEAR AT A GLANCE Primary Resource: **Number Corner**

September	- Two dimensional shapes (circles, squares, triangles, and squares). - Basic counting skills and combinations to 5
October	Counting skills to develop sense of the two landmark numbers, 5 and 10
November	- Three and two dimensional shapes - Comparing quantities and measuring - Counting skills - Numeral reading, writing - Combinations to 5 and 10
December	- Positional language - Sorting shapes - Orders collections by quantities - Numbers and combinations between 5 and 10 - Numbers through 29
January	- Addition combinations to 10 - Interval counting - Comparing numerals to 20
February	- Count and compare sets to 30 - Penny and nickels collection - Counting on from 5 - Fluency with combinations to 5 - Counting by 10's to 100 - Counting and reading numbers to 20 - Teen numbers - Story problems to 10
March	- Counting by 1's and counting by 10's to 100 - Addition combinations to 5 and 10 - How many more to make the next set of 10 - Pose and solve subtraction story problems - Read and count to 30
April	- Measurement - Addition combinations of 5 - Pose and solve subtraction story problems - Counting by 1s and 10s to 100 - Focus on counting sequence between 30 and 50
May/June	- Pose and solve addition and subtraction story problems - Represent and solve addition and subtraction combinations to 10 - Fluency with facts to 5 - Counting by 1s and 10s

Kindergarten Mathematics: Trimester 1

Unit Name: Kindergarten Trimester 1

Focused Content and Skills

Mathematical Practices: See p 13-14 for Mathematical Practices (MP 1-8)

Counting and Cardinality:
- Counts to 20 by ones
- Reads numbers from 0-10
- Writes numbers 0-10
- Counts objects one by one to 10
- Tells how many objects in the range of 1-10
- Can count forward to 10 starting with numbers other than 1 (NC Nov)
- Has one to one correspondence up to 10 objects
- Identify objects in a group as greater than, less than, or equal to up to 10 objects

Big Ideas (Student Learning Outcomes)

Kindergarten Mathematicians can:
- Count to 20 by ones
- Read and write numbers from 0-10
- Use one to one correspondence
- Count forward to 10 starting with a number other than 1
- Identify objects in a group as greater than, less than or equal to in a set up to 10

Focus Question(s):
- How many objects are in a collection? How did you find your answer?
- When comparing quantities students will be asked, 'Which is more? Which is less?'
- How many more do you need to make 5?
- Can you model your thinking using tools such as: number racks, ten frames, finger patterns or words, numbers or pictures?

Focused Common Core State Standards for Mathematics *(See p. 16-17 for complete description)*		Time Allotment	Assured Learner Activities	Assured Assessment

K.CC.1
K.CC.2
K.CC.3
K.CC.4
K.CC.5
K.CC.6
	Math Practices (MP 1-8) *(See p.13-14 for complete description)*	70 minutes daily per Trumbull Board of Education Policy # 6112.2	**Bridges In Mathematics**
			Unit 1: Numbers to Five & Ten
			  ▪ Counting & Cardinality
			Unit 2: Numbers to Ten
			  ▪ Counting & Cardinality
			Unit 3: Bikes and Bugs (Double Add & Subtract)
			  ▪ Operations & Algebraic Thinking
			Number Corner
			  ▪ September
			  ▪ October
			  ▪ November
				▪ Bridges Assessments within Units
				▪ Number Corner Baseline and Assessment

Technology Competency Standards *(See p. 18 for complete description)* 2. Communicate and Collaborate 5. Digital Citizenship				

Vocabulary:

<u>Bridges:</u>

Unit 1: circle, create, different, eight, extend, five, five-frame, four, graph, greater than, greatest, less than, most, nine, numeral, number, one, pattern, repeating pattern, same, seven, six, sort, ten, ten-frame, three, two, and triangle.

Unit 2: above, attribute, below, beside, bottom, compare, create, different, eight, extend, five, five-frame, four, graph, greater than, half, hexagon, horizontal, in all, left, less than, middle, next to, nine, number, numeral, one, pattern, problem, rectangle, rhombus, right, row, same, seven, six, square, tally, ten, ten-frame, three, top, trapezoid, triangle, two, and zero.

Unit 3: add, addition, alike, backward, bottom, circle, compare, different, double, even, equal, equation, forward, greater than, in all, less than, less, longer than, minus, more, number, number words 0-10, numeral, order, plus, same, shorter than, strategies, subtract, subtraction, symbol, ten-frame, top and Venn diagram.

<u>Number Corner:</u>

September: add, after, backward, before, between, box, circle, choral count, collections, corners, count, curved, day, different, digit, draw, estimate, estimation, finger patterns. five frame, forward, Friday, identify, length, Monday, number, number words 1-30, numeral, ones, ones family, pattern, rectangle, row, same, Saturday, September, set, shape, sides, square, straight, sum/total, Sunday, ten frame, tens, Thursday, triangle, Tuesday, Wednesday, week, and write.

October: after, backward, before, between, box, choral count, circle, collection, compare, count, day, digit, down, draw, equal, estimate, estimation, finger patterns, five, five frame, forward, Friday, identify, less, line, Monday, month, more, number, number words 1-30, numeral, October, one more, ones, family, pattern, row, Saturday, set, shape, square, sum/total, Sunday, teens family, ten, tens, ten frame, Thursday, to the left, to the right, triangle, Tuesday, up, Wednesday, week, and write.

November: add, after, backward, before, between, choral count, circle, collection, combination(s), compare, cone, count, cube, cylinder, day, digit, equal, equation, estimate, estimation, finger pattern, five, flat, forward, Friday, height, higher, identify, larger, length, line, long/longer/longest, lower, Monday, month, November, number, number words 1-40, numeral, ones, ones family, pattern, rectangle, row, Saturday, set, short/shorter/shortest, smaller, solid, sphere, square, sum/total, Sunday, tens family, ten, ten frame, tens, three-dimensional (3-D) shape, Thursday, Tuesday, twenties family, two-dimensional (2-D) shape, Wednesday, and week.

Kindergarten Mathematics: Trimester 2

Unit Name: Kindergarten Mathematics: Trimester 2

Focused Content and Skills

Mathematical Practices: See p.13-14 for Mathematical Practices (MP 1-8)

Counting and Cardinality:
- Has one to one correspondence up to 15 objects
- Knows total number does not change when you change the order of the objects
- Can count to 60
- Writes numbers 0 to 15
- Counts backward within 10 given any number
- Can identify numbers 0-10 out of sequence
- Can count forward past 20 from another starting point than 0
- Can identify objects in a group as greater than, less than or equal to up to 10 objects

Geometry:
- Can identify square, rectangle, triangle, hexagon, circle, rhombus and trapezoid
- Can identify multiple attributes of 2-D shapes
- Can draw a circle, square, and triangle
- Fits pattern blocks together easily making the turns and moves needed to make designs and create larger shape

Big Ideas (Student Learning Outcomes)

Kindergarten Mathematicians can:

- Count a group of objects.
- Count to 60 by ones
- Write my numbers 0-15
- Identify flat shapes (7 different shapes)

Focus Questions

- What does counting look, sound, and feel like?
- How do you count from a number other than 1? What is the order of the counting sequence?
- How are manipulatives and representations used to show quantity?
- How are manipulatives and representations used to compare and order numbers?
- What are attributes of 2-D shapes?

Focused Common Core State Standards for Mathematics *(See p. 16-17 for complete description)*		Time Allotment	Assured Learner Activities	Assured Assessment

K.CC.1
K.CC.3
K.CC.4
K.CC.6
K.G.1
K.G.4
K.G.5
K.G.6
	Math Practices (MP 1-8) *(See p.13-14 for complete description)*	70 minutes daily per Trumbull Board of Education Policy # 6112.2	**Bridges In Mathematics**
			Unit 3: Bikes and Bugs (Double Add & Subtract)
			   ■ Operations & Algebraic Thinking
			Unit 4: Paths to Adding, Subtracting and Measuring
			   ■ Counting & Cardinality
			   ■ Operations & Algebraic Thinking
			   ■ Measurement & Data
			Unit 5: 2 Dimensional Geometry
			   ■ Geometry
			Number Corner
			   ■ December
			   ■ January
			   ■ February
			   ■ March
				▪ Bridges Assessments within Units
				▪ Number Corner Baseline and Assessment

Technology Competency Standards *(See p. 18 for complete description)* 2. Communicate and Collaborate 5. Digital Citizenship				

Vocabulary:

<u>Bridges:</u>

Unit 3: add, addition, alike, backward, bottom, circle, compare, different, double, even, equal, equation, forward, greater than, in all, less than, less, longer than, minus, more, number, number words 0-10, numeral, order, plus, same, shorter than, strategies, subtract, subtraction, symbol, ten-frame, top and Venn diagram.

Unit 4: add, addition, after, backward, before, between, cent, compare, count back, count on, equal, equation, forward, graph, greater than, half, in all, left, length, less, less than, long/longer/longest, longer than, measure, middle, minus, more, next to, nickel, ones, order, penny, plus, right, short/shorter/shortest, shorter than, strategies, subtract, subtraction, sum or total, tens and the same.

Unit 5: above, add, addition, attribute, below, beside, circle, color, compare, curved, estimate, flat, graph, hexagon, in all, large, least, length, less, more, most, next to, pattern, problem, rectangle, rhombus, round, shape, shapes, side, size, small, solid, sort, sphere, straight, strategies, square, three-dimensional (3-D) shape, trapezoid, triangle, two-dimensional (2-D) shape and vertex or corner.

Unit 6: add, addition, attribute, between, circle, combinations, compare, cone, cube, cylinder, dime, edge, equation, estimate, expression, face, flat, greater than, hexagon, in all, less, less than, longer than, more, number words 1-5, ones, penny, problem, pyramid, rectangle, rectangular prism, rhombus, short, shorter than, solid, sort, sphere, square, surface, tall, tens, three-dimensional (3-D) shape, trapezoid, triangle, triangular prism, two-dimensional (2-D) shape, vertex or corner.

<u>Number Corner:</u>

December: above, add, after, backward, before, behind, below, between, bottom, choral count, collection, compare, count, countback, count on, day, December, digit, equal, equation, estimate, estimation, fewest, five, forward, Friday, hexagon, identify, in all, in front of inside, least, less, line, Monday, month, more, most, number, number words 1-40, numeral, ones, ones number family, opposite, order, outside, pattern, row, Saturday, sequence, set, smaller, square, sum/total, Sunday, teens number family, ten, tens, ten frame, to the left, to the right, top, trapezoid, triangle, Tuesday, twenties number family, Wednesday, and week.

January: add, after, backward, before, behind, beside, between, bottom, choral count, collection, combinations, compare, cone, count, count on, cube, cylinder, day, digit, double, doubles facts, equal, equation, estimate, estimation, family, fewer than, forward, Friday, greater than, identify, in all, in front of, inside, interval, January, larger, least, less, less than, Monday, month, more, more than, most, number, number tree, number words 1-30, numeral, on top of, ones, one's number, part/parts, pattern, put together, row, Saturday, smaller, sphere, sum/total, Sunday, take apart, teen's number, ten frame, tens, three-dimensional (3-D) shape, Thursday, top, Tuesday, two-dimensional (2-D) shape, under, Wednesday, week and write.

February: add, after, all, before, cent, cents, choral count, column, compare, count, count on, day, digit, equal, equation, February, forward, Friday, greater than, identify, in all, interval, least, left/left over, less, less than, Monday, month, more, most, nickel, none, number tree, number words 1-20, numeral, one, ones, pattern, penny, plus, row, Saturday, story problem, strategy, subtract, sum/total, Sunday, ten frame, tens, Thursday, Tuesday, Wednesday and week.

Kindergarten Mathematics: Trimester 3

Unit Name: Kindergarten Mathematics: Trimester 3

Focused Content and Skills

Mathematical Practices: See p 13-14 for Mathematical Practices (MP 1-8)

Counting and Cardinality:
- Counts to 100 by ones and tens
- Writes numbers 0 to 20
- Count forward from a number other than 1
- One to one correspondence up to 20 objects
- Knows total number does not change when you change the order of the objects
- Recognizes the number of objects in a collection arranged in different configurations

Numeration, Operations, and Algebraic Thinking:
- Composes and decomposes numbers 11-19 into groups of tens and ones
- Solves addition problems accurately within 10 with manipulatives (4 + 2 with unifix cubes)
- Solves subtraction problems accurately within 10 with manipulatives (5-2 with unifix cubes)
- Fluently adds and subtracts within 5

Measurement and Data:
- Describes measurable attributes (weight and length)
- Compares lengths/weights using words such as longer, shorter, lighter and heavier
- Classifies objects into given categories

Big Ideas (Student Learning Outcomes)

Kindergarten Mathematicians can:

- Count to 100 by ones and tens
- Write numbers 0-20
- Fluently add and subtract within 5
- Ddd and subtract using tools
- Use measurement vocabulary to compare two objects
- Put objects into categories

Focus Question(s):
- How do we count by ones? by tens?
- How do you use tools to show combinations of 5? of 10?
- What are the combinations that make 5?
- How can a number be broken into smaller parts? How can these parts be put together?
- What math vocabulary is used to compare measurable attributes?
- How are objects classified into categories?

Focused Common Core State Standards for Mathematics *(See p. 16-17 for complete description)*		Time Allotment	Assured Learner Activities	Assured Assessment

K.CC.1
K.CC.2
K.CC.3
K.CC.4
K.CC.5
K.NBT.1
K.OA.1
K.OA.2
K.OA.5
K.MD.1
K.MD.2
K.MD.3
	Math Practices (MP 1-8) *(See p.13-14 for complete description)*	70 minutes daily per Trumbull Board of Education Policy # 6112.2	**Bridges In Mathematics**
			Unit 6: Dimensional Shapes & Numbers Beyond Ten
			    - Geometry
			    - Number Base Ten
			    - Operations & Algebraic Thinking
			Unit 7: Weight & Place Value
			Measurement & Data
			    - Number Base Ten
			    - Operations & Algebraic Thinking
				▪ Bridges Assessments within Units
				
				▪ Number Corner Baseline and Assessment

Technology Competency Standards *(See p. 18 for complete description)* 2. Communicate and Collaborate 5. Digital Citizenship		<u>Unit 8</u>: Computing & Measuring with Frogs & Bugs ▪ Number Base Ten ▪ Operations & Algebraic Thinking ▪ Measurement & Data **Number Corner** ▪ March ▪ April ▪ May ▪ June	

Vocabulary:

<u>Bridges:</u>

Unit 6: add, addition, attribute, between, circle, combinations, compare, cone, cube, cylinder, dime, edge, equation, estimate, expression, face, flat, greater than, hexagon, in all, less, less than, longer than, more, number words 1-5, ones, penny, problem, pyramid, rectangle, rectangular prism, rhombus, short, shorter than, solid, sort, sphere, square, surface, tall, tens, three-dimensional (3-D) shape, trapezoid, triangle, triangular prism, two-dimensional (2-D) shape and vertex or corner.

Unit 7: actual, after, before, combinations, compare, different, equal, equation, estimate, greater, greater than, heavy/heavier/heaviest, in all, less than, less, light/lighter/lightest, measure, minus, more, numeral, number, ones, plus, same, strategies, strategy, tens, weight and zero.

Unit 8: add, addition, after, before, different, equal, equation, estimate, fact family, greater than, in all, length, less than, long/longer/longest, measure, minus, more, more than, numeral, number, ones, pattern, plus, reasonable, same, short/shorter/shortest, square, strategies, subtract, subtraction and tens.

<u>Number Corner:</u>

March: 10 and some more, add, after, backward, before, between, circle, column, compare, count, count on, day, equal, equation, forward, Friday, graph, greater than, how many more, identify, in all, interval, less, less than, March, minus, Monday, month, more, most, number, number words 1-31, ones, pattern, plus, row, Saturday, square, story problem, subtract, sum or total, Sunday, ten-frame, tens, Thursday, triangle, Tuesday, Wednesday and week.

April: add, after, April, backward, before, between, capacity, choral count, column, compare, count, count on, cup, day, digit, equal, equation, forties number family, forward, Friday, gallon, graph, greater than, heavy/heavier/heaviest, identify, in all, less, less than, light/lighter/lightest, liter, long/longer/longest, measure, minus, Monday, month, more, most, number, number words for 1-50, number words for the multiples of 10 to 100, numeral, ones, pattern, plus, row, quart, ruler, Saturday, scale, short/shorter/shortest, story problem, subtract, sum or total, Sunday, temperature, ten-frame, tens, thermometer, thirties number family, Thursday, tools, Tuesday, Wednesday, week and weight.

May: add, addition, after, before, between, column, compare, count, count on, day, digit, equal, equation, Friday, graph, greater than, heavy/heavier/heaviest, hexagon, least, length, less, less than, light/lighter/lightest, long/longer/longest, May, measure, minus, Monday, month, more, most, number grid, number line, numbers, number words 1-50, number words for the multiples of 10-100, ones, pattern, pictures, plus, row, Saturday, short/shorter/shortest, solve, story problem, strategy, subtract, sum or total, Sunday, ten-frame, tens, Thursday, Tuesday, Wednesday, week and weight.

What Do the **Math Practices** Look Like in Kindergarten?

Math Practice		Explanations and Examples
Habits of Mind	**MP.1** Make sense of problems and persevere in solving them.	Using both verbal and nonverbal means (e.g., drawing pictures, demonstrating on their fingers), kindergarten students begin to explain to themselves and others the meaning of a problem, look for ways to solve it, and determine if their thinking makes sense. As the teacher uses thoughtful questioning and provides opportunities for students to share thinking, kindergarten students begin to reason as they become more conscious of what they know and how they solve problems.
	MP.6 Attend to precision	Mathematically proficient students in kindergarten begin to express their ideas and reasoning using words. As their mathematical vocabulary increases in response to exposure, modeling, and practice, kindergarteners become more precise in their communication, calculations, and measurements. In all types of mathematical tasks, students begin to describe their actions and strategies more clearly, understand and use grade-level appropriate vocabulary accurately, and begin to give more precise explanations and reasoning regarding their process of finding solutions. For example, a student may use basic attributes (number of corners, number of sides, curved or straight sides) to accurately describe how a collection of shapes is sorted.
Reasoning and Explaining	**MP.2** Reason abstractly and quantitatively	Mathematically proficient students in kindergarten begin to use numerals to represent specific amount (quantity). For example, a student may write the numeral 11 to represent an amount of objects counted, select the correct number card 17 to follow 16 on the calendar, or build a pile of counters depending on the number drawn. Kindergarten students also begin to draw pictures, manipulate objects, use diagrams or charts, and so on, to express quantitative ideas such as a joining or a separating situation. Using the language developed through numerous joining and separating scenarios, kindergarten students begin to understand how symbols (+, –, =) are used to represent quantitative ideas in a written format.
	MP.3 Construct viable arguments and critique the reasoning of others.	In kindergarten, mathematically proficient students begin to clearly express, explain, organize and consolidate their math thinking using both verbal and written representations. Through opportunities that encourage exploration, discovery, and discussion, kindergarten students begin to learn how to express opinions, become skillful at listening to others, describe their reasoning and respond to others' thinking and reasoning.
Modeling & Using Tools	**MP.4** Model with mathematics.	Mathematically proficient students in kindergarten begin to experiment with representing real-life problem situations in multiple ways such as with numbers, words (mathematical language), drawings, objects, acting out, charts, lists, and number sentences. For example, when building 2-color trains of linking cubes to represent the various combinations of the number 5, the student writes the numerals for the various parts (such as 4 and 1) or selects a number sentence that represents that particular situation (such as 5 = 4 + 1).
	MP.5 Use appropriate tools strategically.	In kindergarten, mathematically proficient students begin to explore various tools and use them to investigate mathematical concepts. Through multiple opportunities to examine materials, they experiment and use both concrete materials (e.g., three-dimensional solids, linking cubes, ten frames, number racks) and technological materials (e.g., virtual manipulatives, apps, interactive websites) to explore mathematical concepts. Based on these experiences, they become able to decide which tools may be helpful to use depending on the problem or task. For example, when solving the problem, "There are 4 dogs in the park. Three more dogs show up in the park. How many dogs are in the park?" students may decide to act it out using counters and a story mat; draw a picture; use a number rack, or use the number rack app on a tablet.

Structures & Generalizing	**MP.7** Look for and make use of structure.	Mathematically proficient students in kindergarten begin to look for patterns and structures in the number system and other areas of mathematics. For example, when searching for triangles around the room, kindergarteners begin to notice that some triangles are larger than others or come in different colors— yet they are all triangles. While exploring the part-whole relationships of a number using a ten-frame, students begin to realize that 5 can be broken down into sub-parts, such as 4 and 1 or 3 and 2, and still remain a total of 5.
	MP.8 Look for and express regularity.	In kindergarten, mathematically proficient students begin to make generalizations about shapes and numbers. Presented with patterned sequences of objects, pictures, or numbers, they begin to make predictions based on the available information.

Source: Bridges in Mathematics Second Edition Kindergarten Assessment Guide, The Math Learning Center: Salem, Oregon 2017

INSTRUCTIONAL STRATEGIES

The curriculum writing team recognizes that these facilitation styles and routines are used in each unit. Within each unit is an outline for methods to reteach, support, and challenge all learners including multilingual.

Facilitation Styles	- Direct instruction - Guided instruction - Group work - Partner work - Independent practice - Formative and summative assessments
Routines	- Turn & talk - Work Places - Math tool use - Calendar Grid - Calendar Collector - Computational Fluency - Number Line - Days in School

PRIMARY RESOURCES

Title	*Author*	*Date of Publication*
Bridges in Mathematics **2nd Edition © 2016**	***The Math Learning Center*** ***Salem, Oregon***	***2016***
Number Corner **2nd Edition © 2017**	***The Math Learning Center*** ***Salem, Oregon***	***2017***

MATERIALS/RESOURCES

- *Bridges in Mathematics and Number Corner kits*
  https://www.mathlearningcenter.org/curriculum/bridges/components/package

- *Bridges Family Support*
  https://www.mathlearningcenter.org/families/bridges2

- *Connecticut Core State Standards for Mathematics*

- *Technology Competency Standards*

CURRENT REFERENCES

Common Core State Standards for Mathematics
www.corestandards.org

International Society for Technology in Education
www.iste.org/STANDARDS

National Council of Teachers of Mathematics
www.nctm.org

Connecticut's Common Core Standards
Mathematics – Kindergarten Standards

Counting and Cardinality

Know number names and the count sequence.

K.CC.A.1: Count to 100 by ones and by tens.

K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Counting to tell the number of objects.

K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

  c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Comparing numbers.

K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.)

K.CC.C.7: Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.

K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics in the problem -- this applies wherever drawings are mentioned in the Standards.)

K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.A.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.A.5: Fluently add and subtract within 5.

Number and Operations in Base Ten

Working with numbers 11 – 19 to gain foundations for place value.

K.NBT.A.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

Describe and compare measurable attributes.

K.MD.A.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.A.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

K.MD.B.3: Classify objects or people into given categories; count the numbers in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10.)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

K.G.A.2: Correctly name shapes regardless of their orientations or overall size.

K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

K.G.B.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.B.6: Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

TECHNOLOGY COMPETENCY STANDARDS

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. Technology operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Mathematics
Grade 1

2022

Curriculum Writing Team:

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Grade 1 Mathematics

Table of Contents

CORE VALUES AND BELIEFS

Our mission states, "Trumbull Public Schools, in partnership with the community, strives to meet the educational **needs of all students** within a **challenging and supportive** academic environment that **empowers** each student to become a **life-long learner** and to live and participate in a democratic, diverse and global society." Trumbull Public Schools believes in a shared, **collaboratively created vision of success** for all students in our district. We work throughout the year to ensure all instruction is in service of supporting students to achieve a shared vision of knowledge and skills.

- We believe that all individuals are capable of learning.
- We believe that all individuals should have the resources necessary to achieve success within a challenging curriculum.
- We believe that a family, school, and community partnership is essential to our success.
- We believe that a safe and orderly environment is critical to learning.
- We believe that there is strength in diversity and that all individuals are worthy of our respect and dignity.
- We believe that our school climate must be welcoming, caring, and supportive for all members of the learning community.
- We believe that a reflective evaluation of present practices and processes is necessary in order to plan for our future.

INTRODUCTION

The Elementary Math Curriculum was last revised in 2022 and was aligned to the State of Connecticut Common Core State Standards (CCSS) It includes specific grade level expectations and resources appropriate for this grade, making it a truly teacher-friendly instructional guide for ease in delivery. Appropriate professional development will further aid in fidelity to the implementation of the CCSS and assured use of the resources provided for instruction.
The Trumbull Mathematics Program promotes the empowerment of students and encourages students to embrace the skills needed to become successful in the 21st century. Students expand their mathematical abilities by investigating real world phenomena. Through such experiences, students can access the beauty and power of mathematics and truly appreciate the impact it has on the world in which they live.

PHILOSOPHY

Success in mathematics depends upon active involvement in a variety of interrelated experiences. When students participate in stimulating learning opportunities, they can reach their full potential.

The Trumbull Mathematics Program embraces these goals for all students.

Successful mathematicians:

- develop and demonstrate a balanced understanding of mathematics as conceptual, procedural, and application of skills.
- make meaningful mathematical connections to their world through peer collaboration.
- communicate effectively using mathematical terminology, both independently and collaboratively.
- solve problems utilizing a variety of strategies.
- utilize technology as a tool to enhance the problem solving process.
- use sound mathematical reasoning by utilizing the power of conjecture and proof in their thinking.
- become reflective thinkers through continuous self evaluation.
- become independent, self motivated, lifelong learners.
- engage in robust conversations and peer to peer interactions.
- demonstrate perseverance while building stamina when faced with challenging tasks.
- embody a growth mindset.
- take ownership and communicate their understanding and purpose of their learning.
- extend their learning beyond the classroom.

The Trumbull Mathematics Program promotes the empowerment of students and encourages students to embrace the skills needed to become successful in the 21st century. Students expand their mathematical abilities by investigating real world phenomena. Through such experiences, students can access the beauty and power of mathematics and truly appreciate the impact it has on the world in which they live.

COURSE DESCRIPTION

OVERVIEW: Major, Supporting, and Additional Focus Areas for First Grade Mathematics

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Numbers and Operations in Base Ten

- Extending the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

In Grade 1, instructional time should focus on four critical areas:

1. ***Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20***

Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

2. ***Developing understanding of whole number relationship and place value, including grouping in tens and ones***

Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

3. ***Developing understanding of linear measurement and measuring lengths as iterating length units***

Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement. (Note: students should apply the principle of transitivity of measurement to make direct comparisons, but they need not use this technical term.)

4. ***Reasoning about attributes of, and composing and decomposing geometric shapes***

Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

GRADE 1 MATH- YEAR AT A GLANCE
Primary Resource: Bridges

September	**Building a Math Classroom &** **Unit 1**: *Numbers All Around Us* To begin the year, students will establish routines for the math workshop. Students will learn to use Work Places to socially engage in mathematical learning and sharing of strategies. Small guided math groups are facilitated during this time to consolidate and extend their learning. In this unit, students will focus on the development of number sense and number combinations to 10. Students will be introduced to mathematical models (tally marks, number rack and 10-frames) to see number relationships that will develop into strategies which will be used for problem solving.
October to Mid-November	**Unit 2**: *Developing Strategies With Dice and Dominoes* In this unit, students will use dominoes, dot cards, and the number rack to build confidence using efficient and effective strategies to add and subtract single-digit numbers. These models will help students to subitize (to know a quantity without counting each individual part of a set). They will explore strategies such as counting on, building from know facts, using doubles facts, and counting by 5s and 10s to solve addition problems. By the end of this unit, students understand how to use these models to visualize various solutions to solve a problem.
Mid-November to December	**Unit 3**: *Adding, Subtracting, Counting, & Comparing* In this unit, students will practice key number facts and fact strategies for single-digit addition and subtraction. Students will use their number racks to see number combinations, find the sum of two numbers, and compare two numbers to find the difference. Students will develop an understanding of place-value and solve addition combinations to 20. Students will utilize Unifix cubes to develop understanding of the difference model of subtraction. This unit also emphasizes the concept of part-part-whole reasoning that is useful when combining or separating numbers. Strategies that will be introduced to students include: Even and Odd Numbers, Make Ten, Ten and Some More, and Comparison.
January	**Unit 4**: *Leapfrogs on the Number Line* In this unit, students will utilize both closed and open number lines as models of our number system. This unit revolves around the number line, which is an essential mathematical model. Students will locate numbers on a number line, use their reasoning skills and number sense to determine unknown values that correspond to empty boxes, and explore addition and subtraction. Students will become comfortable skip-jumping along open number lines in multiples of 5 and 10, forward and backward. To conclude this unit, students will measure penguins and compare those measurements.

February to Mid-March	**Unit 5**: *Geometry* In this unit, the students use a variety of tools to explore two-and three-dimensional shapes and fractions (halves, thirds, and fourths). They identify, describe, draw, compare, compose, and sort shapes. They work on expressing the world around them using geometry terms. Characteristics of shapes are realized through careful analysis. The students will construct and deconstruct a variety of shapes and develop an understanding of how shapes can be divided into equal parts.
Mid-March to Late April	**Unit 6**: *Figure the Facts with Penguins* In this unit, first graders will continue to develop fluency with addition and subtraction within 10 and use strategies within 20. They use tools to model and solve number combinations and story problems of all types. In the process, they learn how to write and solve equations that involve unknowns in all positions and determine whether addition and subtraction equations are true or false. Throughout the unit, the interesting context of penguins is used to engage young learners.
Late April to Late May	**Unit 7**: *One Hundred & Beyond* In this unit, students will focus on place value. Students will continue to develop a deep understanding of numbers to 120 as they estimate, count, compare, add, and subtract two-digit quantities using familiar models. Models that students will utilize include: sticks & bundles; dimes, nickels, and pennies; and the number line. This unit will require students to think about how symbols can have mathematical value, which is a significant step towards algebraic reasoning. Students will be encouraged to use various strategies to work through multi-digit computations (e.g. "splitting" strategy and "jumping" strategy).
Late May to June	**Unit 8**: *Changes, Changes* In this unit, students will consider the concept of change from several different angles. To begin the unit, students will make the link between time and change as they investigate some of the changes they can make to materials such as paper, craft sticks, and ice cubes in a second, a minute, and an hour. Students will then explore patterns and functions using a half-gallon milk carton and specially designed sets of change cards. Next, students will construct their own paper gliders in order to consider how changes to the design lead to differences in the flight path. To conclude the unit, students will explore ways they've grown and changed since they were born.

GRADE 1 MATH YEAR AT A GLANCE
Primary Resource: Number Corner

	The focus is on counting and recognizing numbers from 0 to 30, with a special emphasis on understanding that teen numbers are made of 1 ten and some

September	more. Students use a wide variety of models that will help them work in groups of 2, 5, and 10. Students review the concept of unitizing; or, thinking of 10 items as a single unit called a ten.
October	The focus is on part-whole relationships among numbers to 10. Students use a number tree model to represent the set of fall objects on each day's marker as a total and two parts. They search for patterns in the sequence of markers, write equations to represent the objects shown, and create their own related stories.
November	The month begins with an introduction of the language of fractions and encourages students to use new vocabulary words including whole, halves, and fourths. Students discuss equal parts as they fold paper circles and squares into halves and fourths. Later in the month, activities will reinforce how smaller fractional parts make a whole.
December	The focus continues on many of the concepts introduced in November. Students complete their collection of 24 hours and learn how each day is divided into two equal parts, a.m. and p.m. They expand their exploration of doubles and halves to include numbers to 20 and become even more familiar with counting patterns as they work with the fifties and sixties and place value.
January	Students will work with equations and story problems with missing addends, minuends, or subtrahends, and students tell math stories to match the equations and use various strategies to solve for unknown parts. They work on coin collections and record their collections on a graph. They will also use known facts to solve related facts of 1 more or 1 less. Counting by 5s along the number line will be practiced as well.
February	Students will work with triangles and quadrilaterals to determine if the shapes are congruent. Students will determine congruence by replicating figures on a clear geoboard and superimposing one shape on top of the other. They will also identify and sort shapes by defining attributes.
March	March introduces students to telling time to the half-hour. Students learn to associate the term half-past with the halfway position of the hour hand and with the half-circle position of the minute hand on an analog clock. They explore the concept of elapsed time in ½ hour and one hour increments.
April	April brings opportunities to review and extend mathematical concepts addressed this year. DuringCalendar Collector students collect popsicle sticks that they estimate, bundle into 10's and 1's, represent with tally marks, and use to measure and compare the length of classroom objects.
May/June	May/June activities focus on numbers up to 120, with students using the number grid for addition and subtraction. Students will also extend their concepts about fractions to quarters and dollars by thinking of a quarter as one-fourth of a dollar. Counting the days in school continues with an eye toward 200 and summer vacation.

GRADE 1 MATHEMATICS: TRIMESTER 1

TRIMESTER 1

CONTENT AND SKILLS

Numeration, Operations, and Algebraic Thinking:
 Operations and Algebraic Thinking
- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction equations

 Number and Operations in Base Ten
- Extend the counting sequence
- Understand place value.
- Use place value understanding and properties of operations to add and subtract

Measurement and Data:
- Measure lengths indirectly and by iterating length units
- Tell and write time
- Represent and interpret data

Geometry:
- Reason with shapes and their attributes

BIG IDEAS: Student Learning Outcomes

First Grade Mathematicians can:

- solve addition and subtraction story problems to 10.
- count on to add and count back to subtract.
- fluently add and subtract to 10.
- find the unknown number in an addition equation.
- count by ones & tens to 60; I can read and write numbers to 60.
- use the >, =, and < to compare two numbers.
- read a graph and answer questions about the data.

Focus Questions:
- What patterns do I see in the numbers?
- Can I model my thinking using manipulatives, words, numbers or pictures?
- How can this number be broken into smaller parts? How can these numbers be put together?
- How do I identify the appropriate information I need to solve this problem?
- Can I use a different strategy?
- Is my answer correct? How can I prove it mathematically?

Focused Common Core State Standards for Mathematics *(See p. 16-17 for complete description)*	Time Allotment	Assured Learner Activities	Assured Assessment

1.OA.1
1.OA.5
1.OA.6
1.OA.8
	1.NBT.1
	1.NBT.3
	1.NBT.4
	1.MD.4
		70 minutes daily per Trumbull Board of Education Policy # 6112.2	**Bridges In Mathematics**
			Unit 1: Numbers All Around Us
			    ▪ Counting & Data
			    ▪ Addition & Subtraction to 10
			Unit 2: Developing Strategies with Dice and Dominoes
			    ▪ Counting & Comparing Numbers
			    ▪ Fact Families & Strategies
			    ▪ Counting by 5's and 10's
			Unit 3: Adding, Subtracting, Counting, & Comparing
			    ▪ Single-Digit Sums
			    ▪ Tens & Teens
			    ▪ Exploring Equations
			Number Corner
			    ▪ September
			    ▪ October
			    ▪ November
				▪ Bridges Assessments within Units
				▪ Number Corner Baseline and Assessment

Math Practices (MP 1-8) *(See appendix for complete description)*				
Technology Competency Standards *(See appendix for complete description)* 2. Communicate and Collaborate 5. Digital Citizenship				

Vocabulary: <u>Bridges</u>

Unit 1:

add, attribute, between, circle, compare, cone, cube, cylinder, dime, edge, equation, estimate, expression, face, greater, than, hexagon, less, less than, more, ones,penny, pyramid, rectangle, rectangular prism, rhombus, sphere, square, tens, three-dimensional, (3-D) shape, trapezoid, triangle, triangular prism, two-dimensional, (2-D) shape, vertex or corner, addition combinations, flat, in all, longer than, number words 1–5, problem, short, shorter than, solid, sort, surface, tall

Unit 2:

add, cent (¢), column, compare, difference, dime, equal, equation, even number, fact family, fourth, greater than, half, less than, nickel, odd, number pattern, penny, row, square, subtract, sum or total, triangle, addition, double, doubles, minus, plus, problem, problem solving, reasonable, strategies, subtraction

Unit 3:

add, compare, difference, equal, equation, greater than, half, less than, ones, subtract, sum or total, tens, addition combinations, double, even, graph, minus, odd, plus, problem -solving strategies, subtraction

Number Corner:

September

add, after, before, column, count, data, digit, equal, equation, estimate, greater than, least, less than, more, most, nickel, number, number line, ones, pattern, penny, row, sum or total, tens, backward, chart, coin, collection, counting, date, day, decade, decade families, different, double ten frame, estimation, fewer, forward, graph, greater, how many, in all, month, more than, observe, ones, family order, pictures, same, solve, sticks & bundles, story problem, tally marks, teens family, ten-frame, week, year

October

add, after, before, column, data, equal, equation, estimate, greater than, hexagon, least, less than, more, most, number, number line, pattern, picture graph, rhombus, row, subtract, sum or total, trapezoid, triangle, backward, chart, collection, count by date, day, decade, decade families, different, equals, estimation, fewer, forward, graph, how many in all, month, more than, number tree, parts, pictures, same, solve, story problem ten-frame, year

November

add, after, before, between, circle, clock, face, column, equal, equation, fourth, fraction, greater, than, half, hour (hr.), least, less than, minute (min.), most, number line, row, square, subtract, sum, total, whole, analog clock, backward, chart, clockwise, collect, count by date, day, decade, decade families, diagonal, digital clock, double, equals, forward, halves, hour hand, midday, midnight, minute hand, month, noon, parts, sideways, ten-frame, time, timeline, year

GRADE 1 MATHEMATICS: TRIMESTER 2

Trimester 2

CONTENT AND SKILLS
Numeration, Operations, and Algebraic Thinking:
   Operations and Algebraic Thinking
- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction equations

   Number and Operations in Base Ten
- Extend the counting sequence
- Understand place value.
- Use place value understanding and properties of operations to add and subtract

Measurement and Data:
- Measure lengths indirectly and by iterating length units
- Tell and write time
- Represent and interpret data

Geometry:
- Reason with shapes and their attributes

BIG IDEAS: Student Learning Outcomes
First Grade Mathematicians can:
- solve addition and subtraction story problems to 14.
- solve subtraction combinations using related addition facts (e.g. fact families).
- count on to add and count back to subtract.
- fluently add and subtract facts to 10.
- find the unknown number in addition and subtraction equations.
- count by ones & tens to 120; I can read and write numbers to 120.
- tell how many tens & ones there are in a 2-digit number.
- compare pairs of 2-digit numbers using the symbols >, =, and <
- add 2-digit numbers that are multiples of 10.
- find 10 more or 10 less of a 2-digit number.
- identify and describe 2-D and 3-D shapes.
- divide circles and rectangles into two and four equal parts and describe them.

Focus Questions:
- What is the problem asking? Does this make sense?
- Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree?
- Can I model my thinking using manipulatives, words, numbers or pictures?
- Can I solve using a different strategy?
- How can putting numbers on a line help me to understand addition and subtraction?
- How can I represent relationships between the numbers 0-120?
- How does geometry help me understand the world around me?
- What are the attributes of this shape? How are they alike and different to another shape?
- How can shapes be divided into equal parts?

Common Core State Standards for Mathematics *(See appendix for complete description)*		Time Allotment	Assured Learner Activities	Assured Assessments

1.OA.1
1.OA.4
1.OA.5
1.OA.6
1.OA.8
1.NBT.1
1.NBT.2
	1.NBT.3
	1.NBT.4
	1.NBT.5
	1.NBT.6
	1.G.1
	1.G.2
	1.G.3
		70 minutes daily per Trumbull Board of Education Policy # 6112.2	**Bridges In Mathematics**
			Unit 3: Adding, Subtracting, Counting, & Comparing
			    ▪ Single-Digit Sums
			    ▪ Tens & Teens
			    ▪ Exploring Equations
			Unit 4: Leapfrogs on the Number Line
			    ▪ Adding & Subtracting on the Life-Sized Number Line
			    ▪ Jumping by 5's & 10's
			    ▪ Measuring, Comparing, and Subtracting with Penguins
			Unit 5: Geometry
			    ▪ Introducing 2-D Shapes
			    ▪ Introducing 3-D Shapes
			    ▪ Putting Shapes Together & Taking Them Apart
			Number Corner
			    ▪ December
			    ▪ January
			    ▪ February
			    ▪ March
				▪ Bridges Assessments within Units
				▪ Number Corner Baseline and Assessment

Math Practices (MP 1-8) *(See appendix for complete description)*				
Technology Competency Standards *(See appendix for complete description)* 2. Communicate and Collaborate 5. Digital Citizenship				

Vocabulary: Bridges

Unit 3:

add, compare, difference, equal, equation, greater than, half, less than, ones, subtract, sum or total, tens, addition combinations, double, even, graph, minus, odd, plus, problem -solving strategies, subtraction

Unit 4:

add, compare, data, difference, equal, equation, half, height, inch (in.), less than, long/longer/longest, number line, open number line, short/shorter/ shortest, subtract, sum or total, tens, add, compare, data, difference, equal, equation, half, height, inch (in.), less than, long/longer/longest, number line, open number line, short/shorter/ shortest, subtract, sum or total, tens

Unit 5:

add, attribute, circle, compare, cone, cube, cylinder, edge, equal, equation, face, fourth, fraction, half, hexagon, pyramid, rectangle, rectangular prism, rhombus, side, sphere, square, third, three-dimensional (3-D), shape, trapezoid, triangle, triangular prism, two-dimensional (2-D), shape, vertex or corner, actual/actually, addition, flat, graph, identify, information, net, parallel lines, plus, predict, prediction, problem solving, quarter (one fourth), rotate/turn, slide, solid, strategies, tally, the same

Number Corner:

December

add, after, before, clock, face, column, cube, cylinder,edge, equal, equation, face, greater than, half hour (hr.), least, less than, minute (min.), most, number line, rectangular prism, row, sphere, subtract, sum or total, vertex or corner, afternoon, analog clock, backward, chart, choral count, clockwise, collect, count by date, day, decade, decade families, digital clock, double, evening, forward, halves, hour hand, in all, midday, midnight, minute hand, month, morning, night, noon, number family, shape, ten-frame, time, timeline, year

January

add, after, bar graph, before, column, compare, data, difference, dime, equal, equation, estimate, greater than, least, less than, most, number, number line, penny, row, subtract, sum, or total, add, after, bar graph, before, column, data, difference, dime, equal, equation, estimate, greater than, least, less than, most, number, number line, penny, row, subtract, sum, or total, year, backward, chart, choral count, coin collection, count by, date, day, decade, decade families, different, double, fewer, forward, graph, how many in all, month, number tree, one less, one more, part, pictures, same, solve, story problem, ten-frame, variable, year

February

add, after, before, column, congruent, data, equal, equation, estimate, greater, than, least, less, than, most, number, line, parallelogram, rectangle, rhombus, row, side, subtract, sum, or total sum, trapezoid, triangle, vertex, corner, addend, backward, chart, choral, count, collection, count by, date, day, decade, decade families, dice, different, double, estimation, fewer, forward, geoboard, greater, identical, in all, month, more than, multiple, (more than one) range, right angle, same, shape, size, ten-frame, tile, year

March

add, after, analog clock, bar graph, before, circle, column, compare, data, difference, digital clock, dime, equal, equation, estimate, greater than, half-hour, hour (hr.), least, less than, minute (min.), more, most, nickel, number, number line, ones, penny, rectangle, row, square, subtract, sum, or total tens, trapezoid, triangle, addend, backward, century, chart, choral count, clock face, clockwise, coin collection, corners, count by, date, day, decade, decade families, different, double, estimation, fewer, forward, graph, greater, half past, hour hand, midday, midnight, minuend, minute, hand, month, more than, noon, o'clock, pictures, quarter, circle, range, same, sides, solve, story problem, ten-frame, tile, time, year

GRADE 1 MATHEMATICS: TRIMESTER 3

Trimester 3

CONTENT AND SKILLS

Numeration, Operations, and Algebraic Thinking:

Operations and Algebraic Thinking
- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction equations

Number and Operations in Base Ten
- Extend the counting sequence
- Understand place value
- Use place value understanding and properties of operations to add and subtract

Measurement and Data:
- Tell and write time
- Represent and interpret data

Geometry:
- Reason with shapes and their attributes

BIG IDEAS: Student Learner Outcomes

First Grade Mathematicians can:

- fluently add and subtract facts to 10; use strategies to add and subtract to 20.
- solve addition and subtraction story problems to 20.
- solve story problems that involve adding three numbers.
- solve subtraction combinations using related fact families.
- identify addition and subtraction equations as true or false.
- find the unknown number in addition and subtraction equations.
- count, read, write and represent numbers to 120.
- use and explain two or more strategies to add and subtract 2-digit numbers.
- explain how to find 10 more or 10 less than a 2-digit number.
- put three objects in order by length and compare two objects by using a third.
- measure length by using nonstandard units (e.g. popsicle sticks and cubes)
- tell and write time to the hour and half-hour using analog & digital clocks.
- construct and read a graph to answer questions about the data.

Focus Questions:
- What is the problem asking? Does this make sense?
- Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree?
- Can I model my thinking using manipulatives, words, numbers or pictures?
- How do addition and subtraction relate to one another?
- How do I figure out what information I need in order to write an equation and solve a problem?
- Does my answer make sense and how can I explain my answer to someone else?
- How can counting patterns help me to understand large numbers?
- How can I compare, add, and subtract 2 digit numbers based on an understanding of tens and ones?

Common Core State Standards for Mathematics (See appendix for complete description)		Time Allotment	Assured Learner Activities	Assured Assessments
1.OA.1	1.NBT.3	70 minutes daily per Trumbull Board of Education Policy # 6112.2	▪ **Bridges In Mathematics: Bridges Kindergarten**	▪ Bridges Assessments within Units
1.OA.2	1.NBT.4		▪ **Bridges Number Corner**	▪ Number Corner Baseline and Assessment
1.OA.3	1.NBT.5			
1.OA.4	1.NBT.6		<u>Unit 6:</u> Figure the Facts with Penguins	
1.OA.6	1.MD.1		▪ Combinations & Story Problems	
1.OA.7	1.MD.2		▪ Solving for the Unknown	
1.OA.8	1.MD.3		▪ Measuring & Comparing	
1.NBT.1	1.MD.4			
Math Practices (MP 1-8) *(See appendix for complete description)*			<u>Unit 7:</u> One Hundred & Beyond	
			▪ Counting groups of 10s & 1s	
			▪ Adding & Subtracting 2-Digit Numbers	
Technology Competency Standards *(See appendix for complete description)*			▪ Place Value with Money	
2. Communicate and Collaborate			<u>Unit 8:</u> Changes, Changes	
5. Digital Citizenship			▪ Time & Duration	
			▪ Patterns, Structure, & Change	
			▪ Measuring our Growth	
			Number Corner	
			▪ March	
			▪ April	
			▪ May/June	

Vocabulary: <u>Bridges</u>

Unit 6

add, compare, count on, difference, equal, equation, even, number, fact family, foot (ft.), greater than, height, inch (in.), less than, pattern, subtract, sum or total, triangle, whole, add, Nine fact, add Ten fact, addition chart, closest to, combination, combine, double, double ten frame, Doubles fact, Doubles Plus or Minus One Fact, false, join, longer than, Make Ten fact, measure, minus, missing addend, more than, observation, pair, part, partner, plus, separate, shorter than, story problem, strategy, subtraction, take away, taller than, ten-frame, true, unknown number

Unit 7

add, after, before, compare, count back, count on, count difference, digit, dime, equation, estimate, fourth, greater than, hundreds, length, less than, nickel, ones, penny, square, subtract, sum or total, tens, addition, backward, beginning, coin/coins, combination, coordinate grid, coordinates, distance, end, equal parts, first, fives, forward, hundred paces, quarter (one fourth), reasonable, section, steps, strategies, subtraction, two-digit number, twos, zero

Unit 8

add, compare, count, cube, difference, edge, equal, greater than, half, hour (hr.), hundreds, length, less than, long/longer/longest, minute (min.), number line, ones, pattern, rectangle, second (sec.), short/shorter/shortest, subtract, sum, total, tens, weight, addition, change, chart, circumference, clock, clock face, day, distance, double, fast fives, fold, graph, group/groups, highest, left side, location, lowest, measure, minus, minute hand, more than, order, parallel, plus, range, right side, rule, second hand, slow, strategies, subtraction, sudden, T-chart, tally marks, the same, time, year

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Number Corner

March

add, after, analog clock, bar graph, before, circle, column, compare, data, difference, digital clock, dime, equal, equation, estimate, greater than, half-hour, hour (hr.), least, less than, minute (min.), more, most, nickel, number, number line, ones, penny, rectangle, row, square, subtract, sum, or total tens, trapezoid, triangle, addend, backward, century, chart, choral count, clock face, clockwise, coin collection, corners, count by, date, day, decade, decade families, different, double, estimation, fewer, forward, graph, greater, half past, hour hand, midday, midnight, minuend, minute, hand, month, more than, noon, o'clock, pictures, quarter, circle, range, same, sides, solve, story problem, ten-frame, tile, time, year

April

add, after, before, between, circle, column, congruent, data, digit, equal, equation, estimate, fourth, greater than, half, hexagon, hundreds, length, less than, long/longer/ longest, number line, ones, polygon, rectangle, rhombus, row, short/shorter/shortest, side, square, sum, or total, symmetry, tens, trapezoid, triangle, vertex, corner, whole, asymmetrical, backward, bundle, century, chart, choral count, collection, count by, day, decade, decade families, estimation, forward, identical, measure, measurement, number grid, parts, quantity, range, symmetrical, tally marks, year

May/June

above, add, after, below, cent (¢), circle, column, data, digit, equal, equation, estimate, expression, fourth, half, hundreds, less than, line, missing, number, number line, ones, quarter, row, square, subtract, sum, or total tens, arrow, backward, century, chart, choral, count, coin collection, count by, day, decade, decade families, dollar, dollar sign, estimation, false, forward, measure, more than, neighbor, number grid, off-decade, part, problem, solve, true, year

What Do the **Math Practices** Look Like in First Grade?

Math Practice		Explanations and Examples
Habits of Mind	**MP.1** Make sense of problems and persevere in solving them.	As the teacher uses thoughtful questioning and provides opportunities for students to share thinking, Grade 1 students become conscious of what they know and how they solve problems. They make sense of task-type problems, find an entry point or a way to begin the task, and are willing to try other approaches when solving the task. They ask themselves, "Does this make sense?" Grade 1 students' conceptual understanding builds from their experiences in Kindergarten as they continue to rely on concrete manipulatives and pictorial representations to solve a problem, eventually becoming fluent and flexible with mental math as a result of these experiences.
	MP.6 Attend to precision	Mathematically proficient students in Grade 1 attend to precision in their communication, calculations, and measurements. They are able to describe their actions and strategies clearly, using grade-level appropriate vocabulary accurately. Their explanations and reasoning regarding their process of finding a solution becomes more precise. In varying types of mathematical tasks, first grade students pay attention to details as they work. For example, as students' ability to attend to position and direction develops, they begin to notice reversals of numerals and self-correct when appropriate. When measuring an object, students check to make sure that there are not any gaps or overlaps as they carefully place each unit end to end to measure the object (iterating length units). Mathematically proficient first grade students understand the symbols they use (=, >,<) and use clear explanations in discussions with others. For example, for the equation $4 + 1 = 3 + 2$, a proficient student who is able to attend to precision states, "Four plus one is the same as three plus two because they both add up to five."
Reasoning and Explaining	**MP.2** Reason abstractly and quantitatively	Mathematically proficient students in Grade 1 recognize that a number represents a specific quantity. They use numbers and symbols to represent a problem, explain thinking, and justify a response. For example, when solving the problem: "There are 60 children on the playground. Some children line up. There are 20 children still on the playground. How many children lined up?" First grade students may write $20 + 40 = 60$ to indicate a Think-Addition strategy. Other students may illustrate a counting-on by tens strategy by writing $20 + 10 + 10 + 10 + 10 = 60$. The numbers and equations written illustrate the students' thinking and the strategies used, rather than how to simply compute, and show how the story is decontextualized as it is represented abstractly with symbols.
	MP.3 Construct viable arguments and critique the reasoning of others.	Mathematically proficient students in Grade 1 continue to develop their ability to clearly express, explain, organize and consolidate their math thinking using both verbal and written representations. Their understanding of grade-appropriate vocabulary helps them to construct viable arguments about mathematics. For example, when justifying why a particular shape isn't a square, a first grade student may hold up a picture of a rectangle, pointing to the various parts, and reason, "It can't be a square because, even though it has 4 sides and 4 corners, the sides aren't all the same size." In a classroom where risk-taking and varying perspectives are encouraged, mathematically proficient students are willing and eager to share their ideas with others, consider other ideas proposed by classmates, and question ideas that don't seem to make sense.

Modeling & Using Tools	**MP.4** Model with mathematics.	Mathematically proficient students in Grade 1 model real-life mathematical situations with manipulatives, sketches, and/or equations, and check to make sure that their models accurately match the problem context. They also use tools, such as tables, to help collect information, analyze results, make conclusions, and review their conclusions to see if the results make sense and revising as needed.
	MP.5 Use appropriate tools strategically.	Mathematically proficient students in Grade 1 have access to a variety of concrete (e.g. three-dimensional solids, ten frames, number racks, number lines) and technological tools (e.g., virtual manipulatives, apps, interactive websites) and use them to investigate mathematical concepts. They select tools that help them solve and/ or illustrate solutions to a problem. They recognize that multiple tools can be used for the same problem, and choose those that make best sense, given their current level of development. For example, a child who still counts all may choose linking cubes to solve a combination such as 5 + 6. A student who has started to recognize the relationship between addition facts may model and solve the combination on a physical or virtual number rack, noting that 5 + 6 is 11 because it is 1 more than 5 + 5. As the teacher provides numerous opportunities for students to use educational materials, first grade students' conceptual understanding and higher-order thinking skills are developed.
Structures & Generalizing	**MP.7** Look for and make use of structure.	Mathematically proficient students in Grade 1 carefully look for patterns and structures in the number system and other areas of mathematics. For example, while solving addition problems using a number rack, students recognize that regardless of whether you show 7 on the top row and 4 on the bottom or vice versa, they both equal 11 (commutative property). When decomposing two-digit numbers, students realize that the number of tens they have constructed coincides with the digit in the tens place. When exploring geometric properties, first graders recognize that certain attributes are critical (number of sides and vertices), while other properties, such as size, color and orientation, are not.
	MP.8 Look for and express regularity.	Mathematically proficient students in Grade 1 begin to look for regularity in problem structures when solving mathematical tasks. For example, when adding three one-digit numbers students look for doubles or combinations of 10. Thus, when solving 8 + 7 + 2, a student may say, "I know that 8 and 2 equal 10 and then I add 7 more. That makes 17. It helps to see if I can make a 10 out of 2 numbers when I start." Further, students use repeated reasoning while solving a task with multiple correct answers. For example, in the task "There are 12 hot air balloons in the sky. Some are above the clouds and some are below. How many of each could there be?" first graders may use a number rack to show 6 and 6. They may then add one more bead to the top row and remove one from the bottom row to make another combination that totals twelve—7 + 5. They may repeat this process several times until they have a sequence of combinations, and then note the patterns that exist in the sequence.

Source: Bridges in Mathematics Second Edition Grade 1 Assessment Guide, The Math Learning Center: Salem, Oregon 2017

INSTRUCTIONAL STRATEGIES

The curriculum writing team recognizes that these facilitation styles and routines are used in each unit. Within each unit is an outline for methods to reteach, support, and challenge all learners including multilingual.

Facilitation Styles	■ Direct instruction ■ Guided instruction ■ Group work ■ Partner work ■ Independent practice ■ Formative and summative assessments
Routines	■ Turn & talk ■ Work Places ■ Math tool use ■ Calendar Grid ■ Calendar Collector ■ Computational Fluency ■ Number Line ■ Days in School

PRIMARY RESOURCES

Title	Author	Date of Publication
Bridges in Mathematics **2nd Edition © 2017**	***The Math Learning Center*** ***Salem, Oregon***	***2017***
Number Corner **2nd Edition © 2017**	***The Math Learning Center*** ***Salem, Oregon***	***2017***

SUPPLEMENTAL MATERIALS

- *Bridges in Mathematics and Number Corner kits*
  https://www.mathlearningcenter.org/curriculum/bridges/components/package

- *Bridges Family Support*
  https://www.mathlearningcenter.org/families/bridges2

- *(Spanish) Bridges Family Support*
  https://www.mathlearningcenter.org/sites/default/files/documents/family/family-orientation-sp.pdf

- *Connecticut Core State Standards for Mathematics*
  http://www.corestandards.org/Math

- *Technology Competency Standards*
  www.iste.org/STANDARDS

- *National Council of Teachers of Mathematics*
  www.nctm.org

Connecticut's Common Core Standards

Mathematics - 1ˢᵗ Grade Standards

1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 1.)

1.OA.A.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.B.3: Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.)

Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

1.OA.B.4: Understand subtraction as an unknown-addend problem. *For example, subtract $10 – 8$ by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 – 4 = 13 – 3 – 1 = 10 – 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 – 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 – 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.*

1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 =$ $– 3$, $6 + 6 =$.

1.NBT.A.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones — called a "ten."

b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

1.NBT.C.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.C.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

==Measurement and Data== - Measure lengths indirectly and by iterating length units.

1.MD.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.A.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

==Geometry== - Reason with shapes and their attributes.

1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Note: Students do not need to learn formal names such as "right rectangular prism.")

1.G.A.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

TECHNOLOGY COMPETENCY STANDARDS

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations.

DRAFT
TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade 6 ENGLISH LANGUAGE ARTS
2022

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Grade 6 English Language Arts
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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Grade 6 English Language Arts is a full-year course. Students actively engage in all aspects of language arts: reading, writing, speaking, listening, and viewing. Students explore these strands as they engage in the genres of reading, writing, and oral presentation, including meaningful discussions about what they read and write. Students develop their writing skills as they engage in Writing Workshop, and conventions of writing are integrated into all writing units.

Collaboration is a cornerstone of the classroom as students participate in small-group and large group discussions and activities, as well as student-student and student-teacher conferring sessions. Other media, such as film, art, and music, are also integrated within units of study. Complex texts offer students the challenges of grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries, and the opportunity to use their works to build and extend their own writing.

Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school English language arts teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students read grade-level-appropriate texts in each unit of study, with scaffolding as necessary to ultimately promote independent proficiency.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.6.1
 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RI.6.1
 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RL.6.2
 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCS.ELA-Literacy.RI.6.2
 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCS.ELA-Literacy.RL.6.3
 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCS.ELA-Literacy.RI.6.3
 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CCS.ELA-Literacy.RL.6.4
 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCS.ELA-Literacy.RI.6.4
 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCS.ELA-Literacy.RL.6.5
 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCS.ELA-Literacy.RI.6.5
 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCS.ELA-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCS.ELA-Literacy.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCS.ELA-Literacy.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCS.ELA-Literacy.RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCS.ELA-Literacy.RI.6.9

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCS.ELA-Literacy.RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.RI.6.10

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

CCS.ELA-Literacy.W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCS.ELA-Literacy.W.6.1.d

Establish and maintain a formal style.

CCS.ELA-Literacy.W.6.1.e

Provide a concluding statement or section that follows from the argument presented.

CCS.ELA-Literacy.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.6.2.e

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2.f

Provide a concluding statement or section that follows from the information or explanation presented.

CCS.ELA-Literacy.W.6.3

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

CCSS.ELA-Literacy.W.6.3.a

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCS.ELA-Literacy.W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCS.ELA-Literacy.W.6.3.c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCS.ELA-Literacy.W.6.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCS.ELA-Literacy.W.6.3.e

Provide a conclusion that follows from the narrated experiences or events.

CCS.ELA-Literacy.W.6.4

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

CCS.ELA-Literacy.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCS.ELA-Literacy.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCS.ELA-Literacy.W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCS.ELA-Literacy.W.6.9

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

CCS.ELA-Literacy.W.6.10

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

CCS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.6.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.6.1.b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.1.d
    Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CCS.ELA-Literacy.SL.6.3
    Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and
    evidence from claims that are not.
CCS.ELA-Literacy.SL.6.4
    Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or
    themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CCS.ELA-Literacy.SL.6.6
    Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCS.ELA-Literacy.L.6.1
    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.6.1.a
    Ensure that pronouns are in the proper case (subjective, objective, possessive).
CCS.ELA-Literacy.L.6.1.b
    Use intensive pronouns (e.g., myself, ourselves).
CCS.ELA-Literacy.L.6.1.c
    Recognize and correct inappropriate shifts in pronoun number and person.
CCS.ELA-Literacy.L.6.1.d
    Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CCS.ELA-Literacy.L.6.1.e
    Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve
    expression in conventional language.
CCS.ELA-Literacy.L.6.2
    Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.6.3
    Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.6.4
    Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing
    flexibly from a range of strategies.
CCS.ELA-Literacy.L.6.4b
    Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

<u>CCS.ELA-Literacy.L.6.5</u>

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<u>CCS.ELA-Literacy.L.6.6</u>

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*Standards in bold are priority standards for the unit. Texts/materials in bold are assured.

TRIMESTER 1			
Unit 1: Personal Narrative			
Time frame:	**Essential Questions:**	**Big Ideas:**	**Vocabulary:**
6 Weeks	How do writers draw from their own experiences and mentor texts while writing? How do writers use author's craft techniques to enrich their writing?	Writers use pivotal moments to convey a lesson to their reader. Writers use figurative language such as simile, metaphor, personification, and onomatopoeia. In addition, writers use sensory details, descriptive language, dialogue, show, don't tell, powerful verbs, transitions, and words that convey mood and tone to enrich the writing.	author's craft, analyze, identify, visualize, elaborate, brainstorm, coherence, clarity, simile, metaphor, dialogue, point of view, personification, lead/hook, onomatopoeia, show don't tell, imagery, sensory detail, tone, mood, hyperbole, flashback, flash forward, author's intent, transition

Standards:

CCS.ELA-Literacy.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCS.ELA-Literacy.W.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCS.ELA-Literacy.W.6.3.a

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCS.ELA-Literacy.W.6.3.b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCS.ELA-Literacy.W.6.3.c
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCS.ELA-Literacy.W.6.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCS.ELA-Literacy.W.6.3.e
Provide a conclusion that follows from the narrated experiences or events.

CCS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

CCS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.L.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCS.ELA-Literacy.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.6.5.A
Interpret figures of speech (e.g., personification) in context.

CCS.ELA-Literacy.W.6.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.1.C
Recognize and correct inappropriate shifts in pronoun number and person.*

CCS.ELA-Literacy.L.6.1.D
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

CCS.ELA-Literacy.L.6.2.B
Spell correctly.

CCS.ELA-Literacy.L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.6.3.A
Vary sentence patterns for meaning, reader/listener interest, and style.*

CCS.ELA-Literacy.L.6.3.B
 Maintain consistency in style and tone.*

CCS.ELA-Literacy.L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.6.5.A
Interpret figures of speech (e.g., personification) in context.

Students will know:
author's craft techniques: similes, metaphors, personification, descriptive language, hyperbole, point of view, sensory detail, tone, mood, point of view; dialogue propels the plot forward, reveals character traits, and introduces conflict; writers use multiple strategies to develop a successful personal narrative; writers place and emphasize certain scenes of a story to build upon the meaning of a personal narrative; writers strategically use introductions and conclusions to introduce and wrap up ideas.
Student will be able to:
identify author's craft techniques in a mentor text and their own writing; incorporate dialogue in their writing; maintain a consistent point of view in their writing; develop a lead, establish a plot, and conclude a personal narrative; utilize multiple strategies (brainstorming, creating visual components, listing, creating plot lines etc.) to develop a personal narrative; zoom in on individual scenes to elaborate on importance
Assured Summative Assessments: **Personal Narrative:** Students will choose a story to bring to publication as a summative assessment. The student assessment tools, including the grade 6 narrative writing rubric, inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills of structure, elaboration, and conventions.
Common Formative: **Brief Write Narrative**: Students will write an on-demand brief write at the midpoint of the unit in the narrative genre. This brief write will inform the teacher of the student's current level of achievement and provide the teacher with information regarding strategic grouping, and additional intervention/differentiation within the unit.
Texts/Materials: **Cisneros, Sandra** *Eleven*   Calkins, Lucy et al. *Units of Study in Opinion, Informational, and Narrative Writing: Personal Narrative: Crafting Powerful Life Stories* (Grade 6, Unit 1). Portsmouth, NH: Heinemann. 2013. Print.   "Grade 6, Lesson 13: Narrative." *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015. Print.   Brief Write SBA Narrative Rubric

Grade 6 Narrative Rubric

IAB Editing and IAB Revising

Writer's Notebook

On-going grammar study materials

TRIMESTER 1			
Unit 2: Building a Powerful Paragraph			
Time frame: 2 weeks	Essential Questions: How do writers structure a well-written paragraph? How does the structure of a paragraph vary by genre, purpose, and audience?	Big Ideas: Writers structure a paragraph with a topic sentence, supporting details, relevant evidence, elaboration, and a concluding sentence. The structure of a paragraph varies by its genre and audience. Writers must tailor their voices to meet a specific purpose in their writing–to inform, to persuade, or to entertain.	Vocabulary: Paragraph, structure, drafting, edit and revise, relevant evidence, elaboration, concluding statement, descriptive, sensory details, persuasive, genre, audience, inform, entertain, author's craft, transitions

Standards:

CCS.ELA-Literacy.W.6.3.c
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCS.ELA-Literacy.W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

CCS.ELA-Literacy.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.2

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

CCS.ELA-Literacy.W.6.2.C
Use appropriate transitions to clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.6.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.6.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.6.2.A
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

CCS.ELA-Literacy.L.6.2.B
Spell correctly.

CCS.ELA-Literacy.L.6.3.A
Vary sentence patterns for meaning, reader/listener interest, and style.*

CCS.ELA-Literacy.L.6.3.B
Maintain consistency in style and tone.*

Students will know:
topic sentences vary according to the paragraph's purpose (persuasive, descriptive, informational); evidence must be evaluated by the writer to fit the purpose of the paragraph; elaboration explains the importance of details and evidence, and connects to the purpose of the paragraph; concluding statement connects all evidence and elaboration to the topic sentence.
Students will be able to:
craft a descriptive paragraph by using description and sensory detail to show importance of a topic; craft a persuasive paragraph that convinces a target audience of the writer's opinion by incorporating evidence and persuasive language; craft an informational paragraph to inform the reader of a topic; edit and revise a paragraph to bring to publication; evaluate the strength of evidence; elaborate on evidence to explain its importance and how it connects to the topic of the paragraph; use author's craft techniques (persuasive language, descriptions, sensory detail) to reach and convince a targeted audience
Assured Summative Assessments: N/A
Common Formative:
Students will draft one paragraph for each genre (Persuasive, Expository, and Narrative). They will then choose one paragraph to bring to publication.
Texts/Materials:
Teacher selected samples of the three paragraph types.
Writer's Notebook
On-going grammar study

TRIMESTER 2			

Unit 3: Discovering the Structure of the Argumentative Essay

Time frame :	Essential Questions:	Big Ideas:	Vocabulary:
3 Weeks	What are the characteristics of an argumentative essay?	In an argumentative essay, writers include a claim, topic sentences, reasons and evidence to support their claim, elaboration and a strong conclusion.	claim, controlling idea, topic sentence, detail, elaboration, evidence, opinion, evaluate, reasons, persuasive language, persuade, audience, sufficient, relevant evidence, evaluate, cite, influence, credible, transition, concluding sentence, accurate/inaccurate information, author's intent, source, bias, transitions
	How do writers organize their ideas, evidence, and reasoning to support and strengthen their opinions?	Writers organize their opinions and ideas by formulating a strong claim, identifying and evaluating sufficient, relevant evidence, and supporting their evidence and reasonings through elaboration and persuasive language.	
	Why is it important to consider audience and purpose when organizing one's writing?	Writer's purpose is determined by the audience.	

Standards:

CCS.ELA-Literacy.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.W.6.1
Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.6.1.a
Introduce claim(s) and organize the reasons and evidence clearly.

CCS.ELA-Literacy.W.6.1.b
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.6.1.c
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons

CCS.ELA-Literacy.W.6.1.d
Establish and maintain a formal style.

CCS.ELA-Literacy.W.6.1.E
Provide a concluding statement or section that follows from the argument presented.

CCS.ELA-Literacy.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.W.6.10

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

CCS.ELA-Literacy.SL.6.1.A
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.6.1.C
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.1.D
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCS.ELA-Literacy.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.1.A
Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCS.ELA-Literacy.L.6.1.B
Use intensive pronouns (e.g., myself, ourselves).

CCS.ELA-Literacy.L.6.1.D
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

CCS.ELA-Literacy.L.6.1.E
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

CCS.ELA-Literacy.L.6.2.B
Spell correctly.

CCS.ELA-Literacy.L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.6.3.A
Vary sentence patterns for meaning, reader/listener interest, and style.*

CCS.ELA-Literacy.L.6.3.B
Maintain consistency in style and tone.*

CCS.ELA-Literacy.L.6.5.C
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Students will know:

strong reasons and organized evidence clearly support a claim/controlling idea; writers use bias to push their ideas, writers use an organized structure to present their argument; writers use precise language and domain-specific vocabulary to inform about or explain a topic

Students will be able to:

identify parts of an argumentative essay; introduce a claim/controlling idea with clear reasons and relevant evidence; use credible sources to support the claim; identify author's intent in a mentor text; apply effective transition words; use proper citation format for evidence; establish and maintain a formal style; apply revision/editing strategies to their written work; write in MLA format

Assured Summative Assessments:

Multi- Paragraph Argumentative Essay

Common Formative:

Brief Write Argumentative: Students will write an on demand brief write in the argumentative genre. This writing sample will be without instruction or teacher provided checklists or graphic organizers.

Texts/Materials:

Teacher-selected text sets (Topic examples: Homework, School Start Times, Extreme Sports)

Calkins, Lucy *et al. Units of Study in Opinion, Information, and Narrative Writing: If…Then… Curriculum: Persuasive Essays (Grade 6).* Portsmouth, NH: Heinemann. 2013. Print.

Grade 6, Lesson 6: Persuasive Texts." *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015. Print.

Grade 6, Lesson 16: Write an Argument." *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015. Print.

IAB Research

Grade 6 Argumentative Rubric

Writer's Notebook

On-going grammar study materials

TRIMESTER 3			

Unit 4: Research-Based Informational Writing

Time frame :	Essential Questions:	Big Ideas:	Vocabulary:
4 Weeks	How do I select evidence to support my claim in informational writing? How do I use research to help me explain my topic? How do I use text and graphic features to enhance my writing?	Writers use research skills to read and evaluate multiple sources in order to incorporate the strongest evidence that fits the task and purpose. Writers follow a research process by building background information, finding the central idea of multiple texts by annotating and summarizing, evaluating each author's intent and credibility, and synthesizing information to craft ideas into a formal research essay. Writers use graphic features (charts, graphs, and pictures) to enhance the meaning of the text. Writers use titles, subtitles, headings, and captions to organize their writing.	research, evaluate, evidence, task, purpose, background information, central idea, credible source, annotate, summarize, author's intent, credibility, synthesizing, formal, essay, definition, classification, compare, contrast, cause and effect, formatting, graphics, multimedia, comprehension, relevant facts, concrete details, plagiarism, paraphrase, transitions, works cited

Standards:

CCS.ELA-Literacy.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.6.2
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCS.ELA-Literacy.RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCS.ELA-Literacy.RI.6.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCS.ELA-Literacy.RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCS.ELA-Literacy.RI.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCS.ELA-Literacy.RI.6.8
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.RI.6.9
Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCS.ELA-Literacy.RI.6.10

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.6.2.a
Introduce a topic; organize ideas, concepts, and information,using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g.,headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

CCS.ELA-Literacy.W.6.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.6.2.c
Use appropriate transitions to clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.6.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.6.2.e
Establish and maintain a formal style.

CCS.ELA-Literacy.W.6.2.f
Provide a concluding statement or section that follows from the information or explanation presented.

CCS.ELA-Literacy.W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCS.ELA-Literacy.W.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCS.ELA-Literacy.W.6.8
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the

data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCS.ELA-Literacy.W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.W.6.9.A
Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CSS.ELA-Literacy.W.6.9.B
Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

CCS.ELA-Literacy.W.6.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.6.1.A
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.6.1.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.C
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.2
 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCS.ELA-Literacy.L.6.2.A
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

CCS.ELA-Literacy.SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCS.ELA-Literacy.SL.6.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CCS.ELA-Literacy.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.2.B
Spell correctly.

CCS.ELA-Literacy.L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.6.3.A
Vary sentence patterns for meaning, reader/listener interest, and style.*

CCS.ELA-Literacy.L.6.3.B
Maintain consistency in style and tone.*

Students will know:

writers read and evaluate multiple texts to formulate opinions and ideas; writers use research to build background on a topic; writers cite and/or paraphrase textual evidence to support analysis of what the text says; writers use appropriate transitions to clarify the relationships between ideas and concepts; writers use precise language and domain-specific vocabulary to inform about or explain a topic

Students will be able to:

develop a topic with relevant facts, definitions, concrete details, and quotations; use appropriate transitions to clarify the relationships between ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain a topic; examine a variety of sources on the topic of activism and inspiration; edit and revise the informational essay; establish and maintain a formal style, provide a concluding statement or section that follows from the information or explanation presented

Assured Summative Assessments: **Multi Paragraph Research-Informational Essay:** Students will use text sets to research a topic. They will bring an informational piece to publication.
Common Formative: **Brief Write Informational/Research**: Students will write an on-demand brief write in the informational genre. This writing sample will be without instruction or teacher provided checklists or graphic organizers.
Texts/Materials: Teacher-selected text sets (various research topics) Calkins, Lucy *et al. Units of Study in Opinion, Information, and Narrative Writing: Research-Based Information Writing: Books, Websites, and Presentations (Grade 6, Unit 3).* Portsmouth, NH: Heinemann. 2013. Print. Grade 6, Lesson 14: Research Skills." *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015. Print. Grade 6, Lesson 15: Write an Informative or Explanatory Text." *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015. Print. IAB Editing, IAB Revising, and IAB Research Grade 6 Informational Rubric Writer's Notebook On-going grammar study materials

RUBRICS:

Narrative Rubrics

SBAC Rubric

Score	Rationale
2	The response: ● provides an adequate transition from the "body of the story" to the ending/conclusion. ● provides an appropriate ending to the narrative that provides a sense of closure and/or follows logically from the events or experiences in the story.
1	The response: ● provides a limited and/or awkward transition from the "body of the story" to the ending or conclusion. ● provides a general or particle ending to the narrative about a speech contest that may provide a limited sense of closure and/or somewhat follow logically from the events or experiences in the story.
0	The response: ● provides a minimal or no transition from the "body of the story" to the ending/conclusion; or the transition relies on summary, repetition of details. ● provides an unclear or incomplete ending to the narrative that provides little or no closure and/or does not follow logically from or contradicts the events or experiences in the story.

Personal Narrative Rubric

	4	3	2	1
S t r u c t u r e	**The structure of the narrative is fully sustained; the focus is clear and maintained throughout:**	**The structure of the narrative, is adequately sustained, and the focus is adequate and generally maintained:**	**The structure of the narrative is somewhat sustained and may have an uneven focus:**	**The structure of the narrative provides little or no focus:**
	●I wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning in the story. It introduced the problem, set the stage for a lesson learned, and showed how the character relates to the setting.	●I wrote a beginning that **adequately** set the plot/story in motion, and hinted at the larger meaning in the story. It adequately introduced the problem, set the stage for a lesson learned, and showed how the character relates to the setting.	●I wrote a beginning that **somewhat** set the plot/story in motion, and hinted at the larger meaning in the story. It minimally introduced the problem. It might have set the stage for a lesson learned, and/or showed how the character relates to the setting.	● There is little or no discernible plot or there may just be a series of events. No real problem is introduced.
	●I used transitional phrases and clauses to signal complicated changes in time, and to alert my reader to changes in setting, tone, mood, point of view, or time in the story.	I adequately used transitional phrases and clauses to signal complicated changes in time, and to alert my reader to changes in setting, tone, mood, point of view, or time in the story.	● I used transitional phrases unevenly or minimally. My alerts to my reader of changes in setting, tone, mood, point of view, or time, were minimal.	● There is little or no evidence of transitional phrases or alerts of changes in setting, tone, mood, point of view or time.

	●I wrote an ending that connected to what the story is really about. I gave the reader a sense of closure by showing a new realization or insight, or a change in the character/narrator.	● I wrote an adequate ending that connected to what the story is really about. I gave the reader some sense of closure by showing a new realization or insight, or a change in the character/narrator.	●I wrote an ending that showed a minimal connection to what the story is really about. There is some minimal sense of closure as I attempt to show a new realization or insight.	● There is no clear ending or sense of closure.
	●I used paragraphs purposefully, perhaps to show time and setting changes, new parts of the story, or to create suspense for the readers.	●I showed adequate use of paragraphs, attempting to show time and setting changes, new parts of the story, and/or to create suspense for the readers.	●I showed minimal use of paragraphs. Attempts to show time and setting changes, new parts of the story or to create suspense are minimal.	● There is little to no attempt at using paragraphs.
	●I created a logical, clear sequence of events.	●I created an adequate, mostly clear sequence of events.	●I created a sequence of events that was somewhat clear.	● There is no clear sequence of events.
D e v e l o p m e n t	**The narrative, real or imagined, provides thorough, effective development using relevant details, dialogue, and description:**	**The narrative, real or imagined, provides adequate development using details, dialogue, and description:**	**The narrative, real or imagined, provides uneven, cursory development using partial and uneven details, dialogue, and description:**	**The narrative, real or imagined, provides minimal development using few or no details, dialogue, and/or description:**
	●I developed realistic characters, and developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story.	●I adequately developed realistic characters and I adequately developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story.	● My characters were somewhat realistic with some details, action, dialogue and/or internal thinking that could contribute to the deeper meaning of the story.	● My characters had minimal to no development. I was lacking in detail, action, dialogue, and or internal thinking.

	● I wove together precise descriptions, figurative language, and some symbolism to help readers picture the setting and actions, and to bring forth meaning.	●I wove together adequate descriptions, figurative language, and some symbolism to help readers picture the setting and actions, and to bring forth meaning.	● I included some descriptions, figurative language and symbolism but most were minimal and uneven.	● I included little to no description.
	● I used language that fit my story's meaning and context.	●I used adequate language that mostly fit my story's meaning and context.	● I used language that was somewhat weak and did not always fit my story's meaning and context.	● I used weak language that did not fit my story's meaning and context.
C o n v e n t i o n s	**The response demonstrates a command of conventions:**	**The response demonstrates an adequate command of conventions:**	**The response demonstrates a partial command of conventions:**	**The response demonstrates little to no command of conventions:**
	● I effectively used correct sentence formation, punctuation, capitalization, grammar and spelling correctly throughout my story.	●I adequately used punctuation, capitalization, grammar and spelling correctly throughout my story, with only a few errors.	● I infrequently used punctuation, capitalization, grammar and spelling correctly throughout my story, with only a few errors.	● My use of punctuation, capitalization, grammar and spelling was mostly incorrect throughout my story.
	● I effectively used commas and quotation marks or italics or other ways to make clear when characters are speaking.	●I adequately used commas and quotation marks or italics or other ways to make clear when characters are speaking.	● I infrequently used commas and quotation marks or italics or other ways to make clear when characters are speaking.	● My use of commas and quotation marks or italics was mostly incorrect.

Brief Write Rubric: Informational Writing

INFORMATIONAL / EXPLANATORY CONCLUSION RUBRIC

Points	The response:
2 points	- Provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a "so what" statement (or provides an answer as to why this information is important or what should happen) - Does more than restate or summarize the points/reasons - not formulaic - Provides adequate connections and/or progression of ideas to contribute to coherence
1 point	- Provides a limited conclusion that is partially related to the information in the body of writing as a whole - Lists, restates, or summarizes the points/reasons - formulaic - Provides an awkward or partial connection and/or limited progression of ideas
0 points	- Provides no conclusion or a conclusion that is minimally related to the information in the body of writing - May restate random and/or incorrect details from the preceding information - Provides no connections or progression of ideas

Grade 6 Argumentative Rubric

	4	3	2	1
Purpose /Organization	-Claim is clearly communicated, and the focus is consistently maintained for the	-Claim is clear, and the focus is mostly maintained for the purpose, audience, and	-Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience,	-Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose,

	purpose, audience, and task. -Consistent use of a variety of transitional strategies -Effective introduction and conclusion -Logical progression of ideas from beginning to end; strong connections between and among ideas(8)	task -Adequate use of transitional strategies between and among ideas -Adequate introduction and conclusion -Adequate progression of ideas from beginning to end; adequate connections between and among ideas(6)	and task -limited use of transitional strategies and/or little variety -Introduction or conclusion, if present, may be weak -Uneven progression of ideas from beginning to end; -inconsistent or unclear connections among ideas(4)	audience, or task -Few or no transitional strategies are not used -Introduction and/or conclusion is missing -Frequent extraneous ideas may be evident; ideas may be random or have an unclear progression(2)
Evidence/Elaboration	-Comprehensive evidence from sources is integrated; references are relevant and specific -Effective use of a variety of elaborative techniques(statistics, expert opinions, anecdote) -Vocabulary is clearly appropriate for the audience and purpose(8)	-Adequate evidence from sources is integrated; some references may be general -Adequate use of some elaborative techniques -Vocabulary is generally appropriate for the audience and purpose(6)	-Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague -Weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal -Vocabulary use is limited or ineffective for the audience and purpose (4)	-Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used -Minimal, if any, use of elaborative techniques; emotional appeal may dominate -Vocabulary use is uneven or inappropriate for the audience and purpose(2)
Conventions	-Overall correct use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling (4)	-Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling(3)	-Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling(2)	-Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling(1)

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade 6 READING 2022

Curriculum Writing Team

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Grade 6 Reading
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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem-solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Grade 6 Reading is a full-year course. Students actively engage in all aspects of literacy: reading, writing, speaking, listening, and viewing. Students explore these strands as they engage in various genres of reading, written response, and oral presentation, including meaningful discussions about what they read.

Collaboration is a cornerstone of the classroom as students participate in small-group and large-group discussions and activities, as well as student-student and student-teacher conferring sessions. Other media, such as film, art, and music, are also integrated within units of study. Complex texts offer students the challenges of grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries.

Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school reading teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students read grade-level-appropriate texts in each unit of study, with scaffolding as necessary to ultimately promote independent proficiency.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.6.1

    Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.6.1

    Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.6.2

    Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RI.6.2

    Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RL.6.3

    Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCS.ELA-Literacy.RI.6.3

    Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCS.ELA-Literacy.RL.6.4

    Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RI.6.4

    Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCS.ELA-Literacy.RL.6.5

    Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCS.ELA-Literacy.RI.6.5

    Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCS.ELA-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCS.ELA-Literacy.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCS.ELA-Literacy.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCS.ELA-Literacy.RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCS.ELA-Literacy.RI.6.9

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCS.ELA-Literacy.RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.RI.6.10

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

CCS.ELA-Literacy.W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCS.ELA-Literacy.W.6.1.d

Establish and maintain a formal style.

CCS.ELA-Literacy.W.6.1.e

Provide a concluding statement or section that follows from the argument presented.

CCS.ELA-Literacy.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.6.2.e

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2.f

Provide a concluding statement or section that follows from the information or explanation presented.

CCS.ELA-Literacy.W.6.3

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

CCS.ELA-Literacy.W.6.3.a

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCS.ELA-Literacy.W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCS.ELA-Literacy.W.6.3.c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCS.ELA-Literacy.W.6.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCS.ELA-Literacy.W.6.3.e

Provide a conclusion that follows from the narrated experiences or events.

CCS.ELA-Literacy.W.6.4

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

CCS.ELA-Literacy.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCS.ELA-Literacy.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCS.ELA-Literacy.W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCS.ELA-Literacy.W.6.9

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

CCS.ELA-Literacy.W.6.10

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

CCS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.6.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.6.1.b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.1.d
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CCS.ELA-Literacy.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CCS.ELA-Literacy.SL.6.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCS.ELA-Literacy.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.6.1.a
Ensure that pronouns are in the proper case (subjective, objective, possessive).
CCS.ELA-Literacy.L.6.1.b
Use intensive pronouns (e.g., myself, ourselves).
CCS.ELA-Literacy.L.6.1.c
Recognize and correct inappropriate shifts in pronoun number and person.
CCS.ELA-Literacy.L.6.1.d
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CCS.ELA-Literacy.L.6.1.e
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CCS.ELA-Literacy.L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.6.4
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.6.4b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCS.ELA-Literacy.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Standards in bold are priority standards for the unit. Texts/materials in bold are assured.

TRIMESTER 1

Unit 1: Discovering Powerful Short Stories

Time frame:	Essential Questions:	Big Ideas:	Vocabulary:
6 weeks	How can understanding the elements of fiction contribute to my understanding of reading a short story? How can readers identify and analyze an author's use of characterization within a short story?	Readers understand that the elements of fiction contribute to understanding a short story. Close reading of characters' dialogue, thoughts, actions, and appearance can help readers understand a character's feelings and effect on others.	exposition, characters, setting, plot, conflict/problem, climax, resolution/solution, conclusion, rising action, falling action, dialogue, theme, point of view, first person, third person omniscient, third person limited, genre, context clues, annotate, characterization

Standards:

CCS.ELA-Literacy.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCS.ELA-Literacy.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCS.ELA-Literacy.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.RL.6.7
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCS.ELA-Literacy.RL.6.8
(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCS.ELA-Literacy.RL.6.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.L6.4b Use common grade appropriate Greek or Latin affixes and roots as clues to the meaning or a word.

CCS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.6.1.A
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.6.1.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.C
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.1.D
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCS.ELA-Literacy.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCS.ELA-Literacy.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Students will know:

Short stories incorporate the elements of fiction; plot and character are developed within a text; the importance of correctly citing text evidence to support analysis of text, meaningful text annotation contributes to comprehension of the text

Students will be able to:

Identify the elements of fiction in a short story; describe the development of plot and character within a text; cite text evidence to support analysis of text; annotate a text in a meaningful way

Assured Summative Assessments:

On-demand reading assessment: Students will read, annotate, and respond to a given selection, applying strategies as practiced in earlier class activities to demonstrate comprehension of the text.

Common Formative Assessments:

Reader's Notebook
Texts/Materials: Cisneros, Sandra. "The House on Mango Street" Haddix, Margaret Peterson. *Among the Hidden"* Jimenez, Francisco. "The Circuit" Namioka, Lensey. "The All American Slurp" Paulsen, Gary. "Woodsong" Tan, Amy. "Fish Cheeks" Literary Text IAB

Trimester 1			
Unit 2: Novel Study: Discovering Tools of Analysis			
Time frame : 5 weeks	Essential Questions: How does an author develop plot and character within a text? How can I use evidence from the text to support my understanding? How can readers summarize chapters of a text in order to support their comprehension?	Big Ideas: Authors develop plot and character within a text through the use of craft techniques including dialogue, description, imagery, and figurative language. Readers select meaningful and relevant evidence from the text in order to support analysis and understanding. Readers distinguish between important and unimportant details within a text in order to write a concise summary.	Vocabulary: contemporary fiction, historical fiction, science, fiction, fable, myth, traits, motivations, static character, dynamic character, setting, conflict, episode, suspense, flashbacks, dialogue, central idea, theme, point of view, narrator, first-person, third-person omniscient, third-person limited, context clues, characterization, summary

Standards:

CCS.ELA-Literacy.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCS.ELA-Literacy.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCS.ELA-Literacy.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.RL.6.7
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCS.ELA-Literacy.RL.6.8
(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics

CCS.ELA-Literacy.RL.6.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.6.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.6.2.c
Use appropriate transitions to clarify the relationships among ideas and concepts.
CCS.ELA-Literacy.W.6.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.6.2.e
Establish and maintain a formal style.

CCS.ELA-Literacy.W.6.2.f
Provide a concluding statement or section that follows from the information or explanation presented.

CCS.ELA-Literacy.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.1.a
Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCS.ELA-Literacy.L.6.1.b
Use intensive pronouns (e.g., myself, ourselves).

CCS.ELA-Literacy.L.6.1.c
Recognize and correct inappropriate shifts in pronoun number and person.

CCS.ELA-Literacy.L.6.1.d
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

CCS.ELA-Literacy.L.6.1.e
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCS.ELA-Literacy.L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.6.4
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.6.4b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCS.ELA-Literacy.L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will know:

a summary of a text includes only important, relevant details from the text; the importance of correctly citing text evidence to support analysis of text

Students will be able to:

summarize texts; identify key elements of fiction; describe the development of plot and character within a text; correctly cite text evidence to support analysis of text; apply strategies for determining theme
Assured Summative Assessments: Text response: In paragraph form, students will summarize a section of a text and answer one of the unit essential questions.
Common Formative Assessment: Reader's Notebook Entry
Texts/Materials: "Grade 6, Lesson 1: Fiction." *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015 Print **Haddix, Margaret Peterson . *Among the Hidden. New York: Simon & Schuster, 2000*** Reader's Notebook On-going vocabulary study materials

TRIMESTER 2			

Unit 3: Discovering Elements of Drama

Time frame:	Essential Questions:	Big Ideas:	Vocabulary:
2-3 weeks	To what extent are people capable of changing themselves and the world around them? How do the key features of a play differ from the key features of other genres of literature?	People are capable of changing themselves and the world around them. Key features of a play differ from the key features of other genres of literature.	cast of characters, act, scene, setting, dialogue, stage directions, setting, plot, exposition, rising action, climax, falling action, resolution, characters, figurative language, hyperbole, metaphor, simile, pun, allusion, antiquated language, denotation, connotation

Standards:

CCS.ELA-Literacy.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCS.ELA-Literacy.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a

specific word choice on meaning and tone.

CCS.ELA-Literacy.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCS.ELA-Literacy.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.RL.6.7
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCS.ELA-Literacy.RL.6.8
(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCS.ELA-Literacy.RL.6.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.6.2.a
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.6.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.6.2.c
Use appropriate transitions to clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.6.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.6.2.e
Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2.f
Provide a concluding statement or section that follows from the information or explanation presented.

CCS.ELA-Literacy.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.1.a
Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCS.ELA-Literacy.L.6.1.b
Use intensive pronouns (e.g., myself, ourselves).

CCS.ELA-Literacy.L.6.1.c
Recognize and correct inappropriate shifts in pronoun number and person.

CCS.ELA-Literacy.L.6.1.d
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

CCS.ELA-Literacy.L.6.1.e
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCS.ELA-Literacy.L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.6.4
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.6.4b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCS.ELA-Literacy.L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will know:

the features of dramatic text; figurative language and denotative and connotative meaning can be recognized in text; text evidence must be cited correctly in order to support analysis of text; strategies for determining the theme of a story; various media of a text may be compared and contrasted.

Students will be able to:

identify the features of dramatic text; analyze figurative language and denotative and connotative meaning; cite text evidence to support analysis of text; apply strategies for determining theme; compare and contrast various media of a text.

Assured Summative Assessments:
Text response: In paragraph form, students will answer the essential question: To what extent are people capable of changing themselves and the world around them?
Common Formative Assessments:
Reader's Notebook
Texts/Materials:
A Christmas Carol by Charles Dickens (adapted)
A Christmas Carol. Dir. Robert Zemeckis. Perf. Jim Carrey and Steve Valentine. Disney, 2010. Film
"Inside Insights: A Christmas Carol" article
"Grade 6, Lesson 3: Drama." *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015 Print
Informational Text IAB
On-going vocabulary study materials

Trimester 2			
Unit 4: Informational Texts: Discovering the Power of Nonfiction			
Time frame : 4-5 Weeks	Essential Questions: How do I determine the author's purpose of an informational text? How do elements of nonfiction impact our understanding of a text? How does text structure support and enrich meaning in multiple genres of nonfiction?	Big Ideas: Readers determine the author's purpose through analysis of language, structure and craft. Elements of nonfiction impact our understanding of a text Text structure supports and enriches the meaning in multiple genres of nonfiction	Vocabulary: biography, essay, speech, textbook, letters and journals, article, central idea, supporting details, inferences, point of view, transitions, text structure, chronological, sequential, compare and contrast, problem and solution, cause and effect, question and answer, spatial, base word, affix, prefix,suffix, synthesize, summarizing, academic vocabulary, historical fiction, science fiction, literary nonfiction, biographies, autobiographies, memoirs, synonyms, antonyms
Standards: CCS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			

CCS.ELA-Literacy.RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCS.ELA-Literacy.RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCS.ELA-Literacy.RI.6.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCS.ELA-Literacy.RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCS.ELA-Literacy.RI.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCS.ELA-Literacy.RI.6.8
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.RI.6.9
Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCS.ELA-Literacy.RI.6.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Students will know:

informational texts vary in structure and organization; strategies for determining the central idea of a work; correctly citing text evidence will support the analysis of a text.

Students will be able to:

describe the characteristics of various informational texts, including their various structures, analyze key details in informational texts, determine the central idea of a work, cite text evidence to support analysis of a text
Assured Summative Assessments: On-demand Nonfiction Passage Response: Students will answer the essential question as it applies to nonfiction text
Common Formative Assessment: Reader's Notebook Entries
Texts/Materials: Grade 6, Lesson 5 Articles. *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015 Print Grade 6, Lesson 9 Analyzing Informational Texts. *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015 Print Grade 6, Lesson 10 Comparing Texts Across Genres. *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015 Print Teacher Selected nonfiction selections, *Prentice Hall Anthology: Literature and Literacy*, Penguin Edition . Print Selected Nonfiction selections: Filipovich, Zlata "Zlata's Diary" Herriot, James"Market Square Dog" Ongoing Vocabulary Study

Trimester 2			
Unit 5: Literary Essay: Discovering One's Journey to Change			
Time frame : 4-5 weeks	Essential Questions: How can readers determine the theme of a short story? How can I generate a strong claim and organize relevant supporting evidence to analyze a character's trait in a story?	Big Ideas: Readers read with purpose to determine the overall message of a story. Readers analyze a character's action and words to determine a trait in order to write a clear claim with supporting evidence.	Vocabulary: theme, compare and contrast, plot, setting, point of view, author's style, synonym, antonym, claim, trait

Standards:

CCS.ELA-LiteracyRL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCS.ELA-Literacy.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCS.ELA-Literacy.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.RL.6.7
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCS.ELA-Literacy.RL.6.8
(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCS.ELA-Literacy.RL.6.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.W.6.1
Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.6.1.a
Introduce claim(s) and organize the reasons and evidence clearly.

CCS.ELA-Literacy.W.6.1.b
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.6.1.c
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCS.ELA-Literacy.W.6.1.d

Establish and maintain a formal style.   CCS.ELA-Literacy.W.6.1.e   Provide a concluding statement or section that follows from the argument presented.
Students will know: theme is the overall message of a story; authors use various skills and techniques to develop characters within a short story; readers can apply various strategies in order to comprehend character development; correctly citing text evidence supports analysis of a literary text
Students will be able to: determine the theme of a short story, analyze character development and theme within a short story; identify character traits and locate examples within the text; apply strategies for character analysis; cite text evidence to support analysis of a literary text
Assured Summative Assessments: Students will write a literary essay incorporating theme and/or character analysis to bring to publication.
Common Formative Assessment: Strand 1 Review " *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015 Print   Reader's Notebook
Texts/Materials: "Grade 6, Lesson 4: Analyze Literature." *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015 Print   Selected Short Stories: Bambara, Toni Cade. "Raymond's Run.   Gish, Jen "The White Umbrella"   Henry, O. "The Gift of the Magi"   Hughes, Langston. "Thank You M'am"   Mohala, "Chura and Marwe."

Saroyan, William "Gaston"
Ongoing Vocabulary Study

TRIMESTER 3

Unit 6: Novel Study: Discovering Capabilities and Developing Confidence

Time frame:	Essential Questions:	Big Ideas:	Vocabulary:
8 weeks	How does the conflict of a story reveal a character's strengths and talents?	By analyzing the conflict of a story, readers can identify ways in which characters problem-solve in dealing with obstacles in life.	setting, plot, exposition, rising action, climax, falling action, resolution, characters, conflict, tone, word choice, point of view, author's craft, figurative language
	How does the author's craft contribute to the meaning of a text?	The author's tone, word choice, point of view, and figurative language can lead readers to a deeper understanding of the text.	

Standards:

CCS.ELA-Literacy.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCS.ELA-Literacy.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCS.ELA-Literacy.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.RL.6.7
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCS.ELA-Literacy.RL.6.8
(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCS.ELA-Literacy.RL.6.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.6.1.A
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.6.1.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.C
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.1.D
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCS.ELA-Literacy.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCS.ELA-Literacy.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCS.ELA-Literacy.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCS.ELA-Literacy.SL.6.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CCS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Students will know:

figurative language and connotative meaning are found in texts; tone, word choice, and point of view impact meaning of the text; characters change as a result of conflict

Students will be able to:

identify figurative language and connotative meaning; understand the impact of tone, word choice, and point of view on meaning; analyze how the

conflict contributes to the overall plot in a story
Assured Summative Assessments: Text Response: students will answer one of the chapter's essential questions
Common Formative Assessments: Strand 2 Review " Grade 6 *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015 Print Reader's Notebook
Texts/Materials: *Grade 6 English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015 Print L'Engle, Madeline. *A Wrinkle in Time.* New York: Square Fish, 2007 Print Lowry, Lois. *The Giver. New York: Houghton Mifflin Harcourt, 2014* Print

Trimester 3			

Unit 7: Book Clubs: Discovering the Strength that Lies Within

Time frame :	Essential Questions:	Big Ideas:	Vocabulary:
5 weeks	How does one positively impact oneself and others? How does collaboration impact our learning and communication with one another?	People use their strengths and abilities to impact themselves and the world around them. Collaboration impacts our learning by coming to the discussion prepared; drawing on evidence from the text, and reflecting on ideas of others	characters, setting, plot, dialogue, theme, point of view, first person, third person omniscient, third person limited, genre, collaboration

Standards:

CCS.ELA-Literacy.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCS.ELA-Literacy.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCS.ELA-Literacy.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.RL.6.7
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCS.ELA-Literacy.RL.6.8
(RL.6.8 not applicable to literature)

CCS.ELA-Literacy.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCS.ELA-Literacy.RL.6.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.6.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.6.1.b
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. CCS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. CCS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. **CCS.ELA-Literacy.SL.6.4** **Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.** CCS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Students will know: successful collaborative reading groups develop procedures and protocols
Students will be able to: develop procedures and protocols for successful collaborative reading groups; participate in collaborative reading groups; complete an oral presentation to supplement collaborative reading groups; identify and discuss ways in which one's strengths and abilities can impact others and the world
Common Formative: Reader's Notebook
Assured Summative Assessments:

Technology Application: Students will create projects utilizing appropriate technology application, and present to their peers.

Texts/Materials:

Book club selections:

Anderson, Laurie Halse.*Chains.*
Anderson. Laurie Halse. *Fever 1793*
Avi. *The True Confessions of Charlotte Doyle*
DuPrau, Jeanne. *City of Ember*
Paulsen, Gary. *Hatchet*
Nielsen, Jennifer. *A Night Divided.*
Hesse, Karen. *Out of the Dust.*
Woodson, Jacqueline *Harbor Me*
Lai, Thanhha *Inside Out and Back Again*

Taylor, Theodore. *The Cay.*

Ongoing Vocabulary Study

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut
GRADE 7 ENGLISH LANGUAGE ARTS
2022

Curriculum Writing Team

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Grade 7 English Language Arts
Table of Contents

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem-solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Grade 7 English Language Arts is a full-year course. Students actively engage in all aspects of language arts: reading, writing, speaking, listening, and viewing. Students explore these strands as they engage in the genres of reading, writing, and oral presentation, including meaningful discussions about what they read and write. As students explore classic and contemporary literature, they read a variety of genres of both fiction and nonfiction. Student-selected reading threads through each unit and complements texts chosen by the teacher. Students develop their writing skills as they engage in components of Writing Workshop, and conventions of writing are integrated into all writing units. Other media, such as film, art, and music, are also integrated within units of study.

Complex texts offer students the challenges of grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries, and the opportunity to use their works to build and extend their own writing. Students develop their writing skills as they engage in the processes of writing, and conventions of writing are integrated into all writing units. Collaboration is a cornerstone of the classroom as students participate in small-group and large-group discussions and activities.

Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school language arts teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students are reading grade-level-appropriate texts in each unit of study, with scaffolding as necessary to ultimately promote independent proficiency.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.7.1
> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.7.1
> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.7.2
> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RI.7.2
> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RL.7.3
> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.RI.7.3
> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.)

CCS.ELA-Literacy.RL.7.4
> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCS.ELA-Literacy.RI.7.4
> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RL.7.5
> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCS.ELA-Literacy.RI.7.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCS.ELA-Literacy.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCS.ELA-Literacy.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCS.ELA-Literacy.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCS.ELA-Literacy.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCS.ELA-Literacy.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCS.ELA-Literacy.RL.7.9

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCS.ELA-Literacy.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCS.ELA-Literacy.RL.7.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.RI.7.10

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.7.6

   Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCS.ELA-Literacy.W.7.1

   Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.7.1.a

   Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCS.ELA-Literacy.W.7.1.b

   Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.7.1.c

   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCS.ELA-Literacy.W.7.1.d

   Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.1.e

   Provide a concluding statement or section that follows from and supports the argument presented.

CCS.ELA-Literacy.W.7.2

   Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.7.2.a

   Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.7.2.b

   Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c

   Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d

   Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e

   Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.W.7.3

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

CCS.ELA-Literacy.W.7.3.a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCS.ELA-Literacy.W.7.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCS.ELA-Literacy.W.7.3.c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCS.ELA-Literacy.W.7.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCS.ELA-Literacy.W.7.3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

CCS.ELA-Literacy.W.7.4

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

CCS.ELA-Literacy.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

CCS.ELA-Literacy.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCS.ELA-Literacy.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCS.ELA-Literacy.W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCS.ELA-Literacy.W.7.9

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

CCS.ELA-Literacy.W.7.10

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

CCS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.7.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.7.1.b

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.7.1.c

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCS.ELA-Literacy.SL.7.1.d

Acknowledge new information expressed by others and, when warranted, modify their own views.

CCS.ELA-Literacy.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCS.ELA-Literacy.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCS.ELA-Literacy.SL.7.6

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

CCS.ELA-Literacy.L.7.1

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

CCS.ELA-Literacy.L.7.2

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

CCS.ELA-Literacy.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.7.6
      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*Standards in bold are priority standards for the unit. Texts/materials in bold are assured.

TRIMESTER 1

Unit 1: Drama Study: How Conflict Helps Us Grow

Time frame :	Essential Questions:	Big Ideas:	Vocabulary:
5 Weeks	What is the role of conflict in shaping a story? How can obstacles impact growth and change in a person?	Readers understand that conflict is overcome through communication and perseverance.	act, character, conclusion, conflict, context, description, dialogue, narration, pacing, plot, point of view, precise language, resolution, scene, sensory detail, stage directions, setting, theme, transitional phrases

Standards:

CCS.ELA-Literacy.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCS.ELA-Literacy.RL.7.5 Analyze how a drama's or poem's from or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCS.ELA-Literacy.RL.7.7
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCS.ELA-Literacy.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter
history.

CCS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the
high end of the range.

CCS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.7.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such
as definition, classification, comparison/contrast, and cause effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.7.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e
Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.W.7.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCS.ELA-Literacy.W.7.3.a
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCS.ELA-Literacy.W.7.3.b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCS.ELA-Literacy.W.7.3.c
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCS.ELA-Literacy.W.7.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCS.ELA-Literacy.W.7.3.e
Provide a conclusion that follows from and reflects on the narrated experiences or events.

CCS.ELA-Literacy.W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCS.ELA-Literacy.W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCS.ELA-Literacy.W.7.7
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCS.ELA-Literacy.W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Students will know:

elements of a drama; types of literary conflict

Students will be able to:

annotate a text; determine how conflict shapes a text; use text evidence to support their claim; write a well-developed paragraph that demonstrates a command of structure and conventions

Assured Summative Assessments:

Plan, develop and write an organized paragraph that addresses one of the essential questions
Common Formative: Content Vocabulary Assessment
Texts/Materials: ***The Miracle Worker* by William Gibson** FIAB Write and Revise Narrative Performance Coach Lesson 13 "Write a Narrative" *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

TRIMESTER 1			

Unit 2: Using Research to Understand Context

Time frame :	Essential Questions:	Big Ideas:	Vocabulary:
3 Weeks	How do I gather reliable and relevant information? How do I engage my audience in order to convey essential information? How do I create and present information digitally in order to inform my audience?	Writers review and evaluate multiple sources to assess credibility. Writers communicate the main idea in an unbiased, neutral tone. Writers use text features to highlight key information.	accurate, audience, body paragraph, cite/citation, conclusion,credible, evidence, evaluate, explanatory text, informative text, introduction, main ideas, organize, parallel structure, paraphrase, precise language, plagiarize, quote, relevant, source, style, summarize, text features, thesis statement, transitional phrases

Standards:

CCS.ELA-Literacy.RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.7.2
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.)

CCS.ELA-Literacy.RI.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical

meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RI.7.5
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCS.ELA-Literacy.RI.7.6
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCS.ELA-Literacy.RI.7.8
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCS.ELA-Literacy.RI.7.9
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCS.ELA-Literacy.RI.7.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.W.7.1
Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.7.1.a
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCS.ELA-Literacy.W.7.1.b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.7.1.c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCS.ELA-Literacy.W.7.1.d
Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.1.e
Provide a concluding statement or section that follows from and supports the argument presented.

CCS.ELA-Literacy.W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCS.ELA-Literacy.W.7.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.7.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e
Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCS.ELA-Literacy.W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCS.ELA-Literacy.W.7.7
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCS.ELA-Literacy.W.7.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCS.ELA-Literacy.W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.7.1
Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.7.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.7.1.c
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCS.ELA-Literacy.SL.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.

CCS.ELA-Literacy.SL.7.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCS.ELA-Literacy.SL.7.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCS.ELA-Literacy.L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.7.3.a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary.

Students will know:

the importance of determining the relevance and credibility of digital and print sources; elements of digital literacy

Students will be able to:

determine the relevance and credibility of digital and print sources; paraphrase main ideas; organize information to present a concise and logical order; create and present a multimedia product

Assured Summative Assessments:

Student oral presentation of research topics using technology

Common Formative:

Content Vocabulary Assessment

Texts/Materials:

Teacher selected digital and print sources on various research topics
FIAB Research: Evaluate Information and Sources
Performance Coach Lesson 14 "Research Skills" *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
Performance Coach Lesson 15 "Write an Informative or Explanatory Text" *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

TRIMESTER 1			
Unit 3: Using Literature to Explore Perspective			
Time frame:	**Essential Questions:**	**Big Ideas:**	**Vocabulary:**
8 weeks	How do multiple perspectives reflect the theme of a novel? How do I arrive at a universal truth in a given fictional selection?	Readers understand that there are universal behaviors which result in patterns and trends that transcend time and place. Readers understand that common behaviors and beliefs among people affirm a truth about human nature.	alliteration, author's craft, character, climax, compare, conflict, contrast, context, dialogue, epilogue, exposition, falling action, flashback, flashforward, figurative language, hyperbole, idiom, inner thinking, metaphor, narrator, personification, prediction, point of view, prologue, sensory details, setting, story elements, theme, voice

Standards:

CCS.ELA-Literacy.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;
analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCS.ELA-Literacy.RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCS.ELA-Literacy.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCS.ELA-Literacy.RL.7.7
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the
effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCS.ELA-Literacy.RL.7.9
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCS.ELA-Literacy.RL.7.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text
complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and
analysis of relevant content.

CCS.ELA-Literacy.W.7.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such

as definition, classification, comparison/contrast, and cause effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

CCS.ELA-Literacy.W.7.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e
Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

CCS.ELA-Literacy.W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.7.1
Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.7.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.7.1.c
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCS.ELA-Literacy.SL.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.

CCS.ELA-Literacy.SL.7.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCS.ELA-Literacy.L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CCS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Students will know: elements of a fairytale; the importance of theme in literature
Students will be able to: identify the theme of a passage, determine a universal truth in a literary text, analyze the impact of historical references on character and setting, examine various points-of-view, determine relevant text evidence to support literary analysis questions
Assured Summative Assessments: Cumulative Novel Assessment
Common Formative: Content Vocabulary Assessment
Texts/Materials: *Echo* **by: Pam Munoz Ryan**

TRIMESTER 2			

Unit 4: The Art of Persuasion and Argumentation

Time frame:	Essential Questions:	Big Ideas:	Vocabulary:
4 Weeks	How do I detect bias in my research? What strategies work best for me as I defend a claim in writing?	Writers examine the purpose of the source, the intention of the author, and credibility of the publisher. Writers use a variety of persuasive techniques to make an effective argument.	argument, audience, body, bandwagon appeal, bias, case study, claim, conclusion, counterargument, call to action, evidence, example, expert opinion, formal, generalization, introduction, irrelevant evidence, opposing argument, organize, persuasive language, persuasive techniques, point of view, propaganda, reason, rebuttal, refute, statistic, stereotyping, thesis statement, topic sentence, transitional phrases

Standards:

CCS.ELA-Literacy.RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.7.2
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.)

CCS.ELA-Literacy.RI.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RI.7.5
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCS.ELA-Literacy.RI.7.6
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCCS.ELA-Literacy.RI.7.7
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCS.ELA-Literacy.RI.7.8
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCS.ELA-Literacy.RI.7.9
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCS.ELA-Literacy.RI.7.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.7.1
Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.1.A
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCS.ELA-Literacy.W.7.1.b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.7.1.c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCS.ELA-Literacy.W.7.1.d
Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.1.e
Provide a concluding statement or section that follows from and supports the argument presented.

CCS.ELA-Literacy.W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.7.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.7.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e
Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCS.ELA-Literacy.W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCS.ELA-Literacy.W.7.7
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCS.ELA-Literacy.W.7.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCS.ELA-Literacy.W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single
sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.7.3.a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when
considering a word or phrase important to comprehension or expression.

Students will know:

the importance of determining credibility of sources; various persuasive techniques used to strengthen an argument.

Students will be able to:

detect bias in sources, identify relevant and credible sources; apply persuasive techniques to their argumentative writing (including anecdotal data,
statistics, emotional appeals, counterclaim and rebuttal, call to action), apply the workshop model to plan, draft, revise, edit, and publish an
argumentative piece; apply appropriate transitions; use relevant text evidence to support claim; cite direct quotations according to MLA format; use

a counterclaim and rebuttal; employ a call to action in the conclusion.
Assured Summative Assessments: Multi-paragraph written argumentative piece
Common Formative: Content Vocabulary Assessment
Texts/Materials: Teacher-selected research articles/sources FIAB Research: Analyze and Integrate Information IAB Research Performance Coach Lesson 6 "Persuasive Texts" *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print. Performance Coach Lesson 16 "Write an Argument" *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print. Calkins, Lucy, Kelly Boland Hohne, and Anne Taranto. *Units of Study in Opinion, Information, and Narrative Writing*: *The Art of Argument: Research-Based Essays* (Grade 7, Unit 3). Portsmouth, NH: Heinemann. 2013. Print.

TRIMESTER 2			
Unit 5: Identifying Universal Themes within Literature			
Time frame: 6 weeks (into trimester 3)	Essential Questions: What are the different literary points-of-view? What is the value of understanding different perspectives?	Big Ideas: Authors often use different points-of-view to convey multiple perspectives. Readers can develop empathy for others through different experiences and perspectives.	Vocabulary: compare/contrast, empathy, inference, perspective, prediction, point of view, theme, timeline

Standards:

CCS.ELA-Literacy.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCS.ELA-Literacy.RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCS.ELA-Literacy.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCS.ELA-Literacy.RL.7.9
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCS.ELA-Literacy.RL.7.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.7.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.7.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e
Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCS.ELA-Literacy.W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research

CCS.ELA-Literacy.L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.7.3.a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will know: that universal themes exist in literature; that authors develop characters through their motivations and actions
Students will be able to: determine the theme of a fictional text, evaluate various points-of-view, recognize and appreciate characters' motivations and actions; plan, draft, revise, edit, and publish a thematic literary analysis; apply appropriate transitions; use relevant text evidence to support the thesis; cite direct quotations according to MLA format.
Assured Summative Assessments: Students will plan, draft, revise, edit, and publish a thematic literary analysis
Common Formative: Content Vocabulary Assessment
Texts/Materials: Alifirenka, Caitlin and Ganda, Martin. I *Will Always Write Back* Avi, *Nothing but the Truth* IAB Revision

TRIMESTER 3			
Unit 6: Reviewing Writing and Language Skills			
Time frame:	**Essential Questions**:	**Big Ideas:**	**Vocabulary:**
2 weeks	How can the correct use of writing conventions help me to become a more effective communicator?	Writers employ proper writing conventions in order to communicate ideas effectively.	adjective clauses/phrases, adverb clauses/phrases, complex sentence, compound sentence, compound-complex sentence, coordinate adjective, coordinating conjunction, dangling modifier, dependent clause, edit, independent clause, misplaced modifier, non-coordinate adjective, phrase, proofread, revise, simple sentence, subordinating conjunction

Standards:

CCS.ELA-Literacy.L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCS.ELA-Literacy.W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.7.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.7.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.7.2.c
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.7.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.7.2.e
Establish and maintain a formal style.

CCS.ELA-Literacy.W.7.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented. CCS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Students will know: that writers use proper writing conventions in order to communicate ideas effectively
Students will be able to: identify correct use of capitalization, punctuation, spelling, and grammar usage; identify parts of speech; identify sentence structure; correct errors in capitalization, punctuation, spelling, and grammar usage; compose various types of sentences; edit teacher and student generated sentences
Assured Summative Assessments: Grammar Summative Assessment
Common Formative: Content vocabulary assessment
Texts/Materials: FIAB Editing IAB Brief Writes Performance Coach Lesson 17 "Revise and Edit" *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

TRIMESTER 3

Unit 7: Realistic Fiction: Using Our Experiences to Craft Stories

Time frame:	Essential Questions:	Big Ideas:	Vocabulary:
6 weeks	What makes a story realistic and engaging? How can I effectively use author's craft techniques in my own story?	Writers use author's craft techniques to create enticing and realistic stories.	alliteration, author's craft, climax, conflict, dialogue,exposition, falling action, flashback, flashforward, figurative language, hyperbole, idiom, inner thinking, metaphor, personification, point of view, plot diagram, resolution, rising action, sensory details, simile, story elements, voice

Standards:

CCS.ELA-Literacy.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCS.ELA-Literacy.W.7.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCS.ELA-Literacy.W.7.3.a
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCS.ELA-Literacy.W.7.3.b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCS.ELA-Literacy.W.7.3.c
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCS.ELA-Literacy.W.7.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCS.ELA-Literacy.W.7.3.e
Provide a conclusion that follows from and reflects on the narrated experiences or events.

CCS.ELA-Literacy.W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCS.ELA-Literacy.L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCS.ELA-Literacy.L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **CCS.ELA-Literacy.L.7.5** **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** CCS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Students will know: authors use literary devices including figurative language and author's craft in order to strengthen their writing
Students will be able to: identify elements of a story; brainstorm a variety of story topics; apply the workshop model to plan, draft, revise, edit and publish a realistic fiction story; create believable characters through their actions, thoughts, and dialogue; apply conventions including formatting of dialogue; identify where a new paragraph is needed
Assured Summative Assessments: Realistic fiction essay
Common Formative: Content vocabulary assessment

Texts/Materials:

Dillard, Annie. "American Childhood"
Salisbury, Graham. "The Ravine"
Fletcher, Ralph. "The Funeral"
Calkins, Lucy, Kelly Boland Hohne, and Anne Taranto. *Units of Study in Opinion, Information, and Narrative Writing*: *Writing Realistic Fiction: Symbolism, Syntax, Truth* (Grade 7, Unit 1). Portsmouth, NH: Heinemann. 2013. Print.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

GRADE 7 READING 2022

Curriculum Writing Team

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Grade 7 Reading
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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Grade 7 Reading represents 90 days of instruction per school year, 30 sessions per trimester. As students explore classic and contemporary texts, they read a variety of genres of both fiction and nonfiction. Student-selected reading threads through each unit and complements texts chosen by the teacher. Other media, such as film, art, and music, are also integrated within units of study.

Complex texts offer students the challenges of grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries, and the opportunity to use their works to build and extend their own thinking and written response to texts. Collaboration is a cornerstone of the classroom as students participate in small-group and large-group discussions and activities.

Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school reading teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students are reading grade-level-appropriate texts in each unit of study, with scaffolding as necessary to ultimately promote independent proficiency.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.7.1
> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.7.1
> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.7.2
> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RI.7.2
> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RL.7.3
> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.RI.7.3
> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.)

CCS.ELA-Literacy.RL.7.4
> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCS.ELA-Literacy.RI.7.4
> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RL.7.5
> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCS.ELA-Literacy.RI.7.5
> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCS.ELA-Literacy.RL.7.6
> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCS.ELA-Literacy.RI.7.6
  Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
CCS.ELA-Literacy.RL.7.7
  Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
CCS.ELA-Literacy.RI.7.7
  Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
CCS.ELA-Literacy.RI.7.8
  Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
CCS.ELA-Literacy.RL.7.9
  Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter
  history.
CCS.ELA-Literacy.RI.7.9
  Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CCSS.ELA-Literacy.RL.7.10
  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.RI.7.10
  By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.L.7.4
  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.7.5
  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.7.6
  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<u>CCS.ELA-Literacy.W.7.2</u>

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

<u>CCS.ELA-Literacy.W.7.4</u>

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

<u>CCS.LA-Literacy.W.7.7</u>

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

<u>CCS.ELA-Literacy.W.7.8</u>

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<u>CCS.ELA-Literacy.W.7.9</u>

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

<u>CCS.ELA-Literacy.SL.7.1</u>

Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>CCS.ELA-Literacy.SL.7.1.a</u>

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

<u>CCS.ELA-Literacy.SL.7.1.b</u>

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

<u>CCS.ELA-Literacy.SL.7.1.c</u>

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

<u>CCS.ELA-Literacy.SL.7.1.d</u>

Acknowledge new information expressed by others and, when warranted, modify their own views.

<u>CCS.ELA-Literacy.SL.7.4</u>

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

<u>CCS.ELA-Literacy.SL.7.5</u>

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

<u>CCS.ELA-Literacy.SL.7.6</u>

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

CCS.ELA-Literacy.L.7.1

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

CCS.ELA-Literacy.L.7.2

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

CCS.ELA-Literacy.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening

CCS.ELA-Literacy.L.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*Standards in bold are priority standards for the unit. Texts/materials in bold are assured.

TRIMESTER 1

Unit 1: The Study of Human Relationships Through Fiction and Drama

Time Frame:	Essential Questions:	Big Ideas:	Vocabulary:
6 weeks	How do we learn about human relationships through analysis of various characters and their points of view? What are the similarities and differences between the elements of fiction and dramas, and how do those elements shape a work of fiction?	Readers use the study of various characters to develop an understanding of perspective. Readers examine elements of a story or drama in order to learn how an author develops a point of view.	drama, dramatic elements: characters, act, scene, setting, dialogue, stage directions, mood, plot, idiom, adage, point of view elements: monologue, soliloquy, aside, dramatic irony, verbal irony, theme antiquated language

Standards:

CCS.ELA-Literacy.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCS.ELA-Literacy.RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCS.ELA-Literacy.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCS.ELA-Literacy.RL.7.7
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCS.ELA-Literacy.RL.7.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening

CCS.ELA-Literacy.L.7.3.a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Students will know:

point of view gives insight to a character's perspective; setting influences a character and plot; how particular elements of a story or drama interact.

Students will be able to:

identify elements of fiction and point of view in short stories and drama and how they relate to each other; draw inferences from a text; write a response using different points of view; compare and contrast a story to its audio, filmed, staged, or multimedia version
Assured Summative Assessments: "The Treasure of Lemon Brown" elements of fiction summative assessment; "The Monsters Are Due on Maple Street" drama summative assessment
Common Formative Assessment: "The Treasure of Lemon Brown" Formative Assessment
Texts/Materials: Grade 7, Lesson 3: Drama. *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015. Print. **Serling, Rod. "The Monsters Are Due on Maple Street"** **Myers, Walter Dean. "The Treasure of Lemon Brown"**

TRIMESTER 1

Unit 2: Shaping Works of Fiction

Time frame:	Essential Questions:	Big Ideas:	Vocabulary:
4 weeks	How do the elements of fiction contribute to the theme and development of a story?	Readers examine how the elements of fiction contribute to the development of theme	Fiction, types of fiction: contemporary, historical, science, fable, myth, motivations, setting, plot, theme, draw conclusions, narrator: first person, third limited, third person omniscient, context

Standards:

CCS.ELA-Literacy.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCS.ELA-Literacy.RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCS.ELA-Literacy.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCS.ELA-Literacy.RL.7.7
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCS.ELA-Literacy.RL.7.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening

CCSS.ELA-Literacy.L.7.3.a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Students will know:

elements of fiction (including character, plot, point of view, setting, style, and theme) help to shape a work of fiction

Students will be able to:

identify elements of fiction, identify theme, identify types of fiction: contemporary, historical, science, fable, myth

Assured Summative Assessments:

Note: Two summative assessments in prior unit

Common Formative:
"Zoo" reader response
Texts/Materials:
Grade 7, Lesson 1: Fiction. *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print. **Hoch, Edward D. "Zoo"** IAB Read Literary Texts Teacher-selected multicultural short stories

TRIMESTER 2

Unit 3: Exploring Point of View

Time frame: 12 weeks	Essential Questions: How does an author develop and contrast points of view of different characters or narrators in a text? What are different literary points of view, and what is the value of understanding different perspectives in literature and poetry?	Big Ideas: The narrator's point of view expresses the feelings, thoughts, motivations and experiences. The narrator's perspective shapes a reader's understanding and judgments.	Vocabulary: Point of view, characterization, analyze, figurative language, connotation, rhyme, rhyme scheme, stanza, structure, compare, contrast, perspective

Standards:

CCS.ELA-Literacy.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCS.ELA-Literacy.RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

CCS.ELA-Literacy.RL.7.6 **Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.** CCS.ELA-Literacy.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. CCS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. CCS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. CCS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening CCS.ELA-Literacy.L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CCS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Students will know: various points of view and perspectives exist in literature and contribute to the development of the stories; the structure and form of poetry contributes to a reader's understanding of the poem.
Students will be able to:

identify and analyze points of view in short stories; identify character traits; identify the structure and rhyme scheme of a poem; determine how characters' traits and perspectives affect their behavior; understand how social background can impact behavior; analyze how setting impacts plot and characters
Assured Summative Assessments: "The Necklace" Summative Assessment
Common Formative: Students will rewrite an excerpt from "The Necklace" from the perspective of another character
Texts/Materials: **"Snack Attack" short film** **"The Necklace" - Guy de Maupassant** "Grade 7, Lesson 2: Poetry." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print. "Grade 7, Lesson 4: Analyze Literature." *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

TRIMESTER 2			

Unit 4: Identifying and Analyzing Author's Craft

Time frame:	Essential Questions:	Big Ideas:	Vocabulary:
4 weeks	How does an author use a variety of techniques to develop elements of their story in an engaging way? How do words, phrases, and patterns contribute to the meaning of a text?	Authors use similes, metaphors, personification, and imagery to help readers visualize key parts of the story	author's craft, imagery, simile, metaphor, purpose, characterization, setting, personification, hyperbole, figurative language, inference

Standards:

CCS.ELA-Literacy.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCS.ELA-Literacy.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCS.ELA-Literacy.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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CCS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening CCS.ELA-Literacy.L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CCS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Students will know: authors write with purpose; authors use figurative language to help the readers create pictures in their mind.
Students will be able to: identify and analyze imagery, similes, metaphors, and personification in a story; identify an author's purpose for writing; relate author's craft to author's purpose
Assured Summative Assessments: "All Summer in a Day" Summative Assessment
Common Formative Assessment: Author's Craft Reader Response
Texts/Materials: **Bradbury, Ray. "All Summer in a Day"** Strand 1 *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015. Print. IAB Read Informational Texts

TRIMESTER 3			

Unit 5: Interacting with Informational Texts			

Time frame: 6 weeks	Essential Questions: How does an author develop different purposes and points of view in an informational text? How does an author use a particular text structure to support his or her purpose for writing? How do different authors take different approaches to the same subject matter? How do text and graphic features support a reader's understanding of informational texts?	Big Ideas: The author's purpose of an informational text will affect its structure. Text and graphic features support readers' understanding, and can lead them to determining the central idea of the text.	Vocabulary: nonfiction, informational text, article, main idea, supporting details, structure, text features, graphic features, author's purpose, point of view, style, summarize, persuade, inform, entertain, describe, subheading, heading, bold, italics, caption, chronological, sequence, compare and contrast, problem and solution, cause and effect, biography, essay, speech, textbook, interview

Standards:

CCS.ELA-Literacy.RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.7.2
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCS.ELA-Literacy.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RI.7.5
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCS.ELA-Literacy.RI.7.6
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCS.ELA-Literacy.RI.7.8
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCS.ELA-Literacy.RI.7.9
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCS.ELA-Literacy.RI.7.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening

CCS.ELA-Literacy.L.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. CCSS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Students will know: nonfiction texts are structured in different ways depending on their purpose
Students will be able to: identify author's purpose of a nonfiction text and determine how it is aligned with their point of view; identify the central idea of a nonfiction text and how it is developed with supporting details; identify authors' use of text structure to support central idea and purpose
Assured Summative Assessments: Student written informational text
Common Formative Assessment: Reader response
Texts/Materials: Grade 7, Lesson 5: Articles. English Language Arts Common Core Performance Coach. Chicago: Triumph Learning, 2015. Print. Scholastic Article "Yes, Aliens (Probably) Exist" Scholastic Article "Disaster in Space" Scholastic Article "The Snake That's Eating Florida" "Grade 7, Lesson 9: Analyze Informational Texts." English Language Arts Common Core Performance Coach. Chicago: Triumph Learning, 2015. Print.

TRIMESTER 3			

Unit 6: Author Study: Connecting Real-Life Experiences with Literature			
Time frame: 6 weeks	Essential Questions: How does an author's personal experience and/or cultural background influence what he or she writes about? What connections can we make or what conclusions can we draw between an author's personal life and their published work? Why is it important to read texts by authors from a variety of cultural backgrounds and perspectives?	Big Ideas: Writers often use their own personal life experiences in their published works. Readers can gain a deeper understanding of different cultures and perspectives through the stories they read.	Vocabulary: author's craft, purpose, characterization, setting, theme, point of view, inference, draw conclusions

Standards:

CCS.ELA-Literacy.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RI.7.2
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCS.ELA-Literacy.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCS.ELA-Literacy.RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.)

CCS.ELA-Literacy.RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCS.ELA-Literacy.RI.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCS.ELA-Literacy.RI.7.5
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCS.ELA-Literacy.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCS.ELA-Literacy.RI.7.6
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCS.ELA-Literacy.RL.7.7
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCS.ELA-Literacy.RI.7.7
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCS.ELA-Literacy.RL.7.9
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCS.ELA-Literacy.RL.7.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.RI.7.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.L.7.4
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCS.ELA-Literacy.W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CCS.ELA-Literacy.W.7.7
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCS.ELA-Literacy.W.7.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCS.ELA-Literacy.W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.SL.7.1
Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.7.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCS.ELA-Literacy.SL.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.

CCS.ELA-Literacy.SL.7.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCS.ELA-Literacy.SL.7.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCS.ELA-Literacy.L.7.1

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

CCS.ELA-Literacy.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening

CCS.ELA-Literacy.L.7.3.a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCS.ELA-Literacy.L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will know:

authors' personal lives and cultural backgrounds often influence what they write

Students will be able to:

research different authors in order to learn how their life experiences might have influenced their work; read a variety of texts by different authors from various cultural backgrounds; draw conclusions between authors' personal lives and their published work(s)

Assured Summative Assessments:

Reader response connecting author's background to the published piece

Common Formative:

Reader response to teacher selected text

Texts/Materials:

Teacher selected authors and stories
Keyes, Daniel. *Flowers for Algernon* (abridged version)
Strand 2 *English Language Arts Common Core Performance Coach.* Chicago: Triumph Learning, 2015. Print.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Southern
SC Connecticut
SU State University

Honors SCSU Introduction to Sociology
Grades 10-12

2022

(Last revision date: 2022)

Curriculum Writing Team

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Honors SCSU Introduction to Sociology
Grade 10-12

Table of Contents

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.
Approved 8/26/2011

INTRODUCTION AND PHILOSOPHY

In this semester-long elective course, students in grades 10-12 will be introduced to the field of Sociology from the varied understanding that society is part culture, part structure, part institution and part adaptation. Major themes include the individual and society, how society is both stable and changing, and the causes and consequences of social inequality. Emphasis will be placed on these topics so that the students will appreciate that societies are deliberately constructed and are constantly subject to change. Understanding sociology helps discover and explain patterns in human life and how they change over time.

In the first half of the course, students will be introduced to the founders of sociology and sociological vocabulary and principles. The second half of the course focuses on socializing the individual and the subsequent interactions with institutions to create change. Sociology is a challenging opportunity to critically analyze and engage with patterns of human behavior. It is a discipline which requires the student to examine as well as develop theories about society. Through the examination of current trends, conflicts, and issues, students will gain a sociological perspective of their environment. It is the function of the teacher in a course such as this to provide bridges between opinion and fact, theory and reality, and guide the student to recognize the several sides and solutions of an issue. To accomplish this goal, a variety of activities and assessments will be incorporated which will allow students to evaluate society and its institutions. Through teacher-reviewed materials, students will research, read analytically, reflect, and write on a variety of topics related to the curriculum, to prepare to effectively participate in a diverse and multicultural society, and develop a sense of personal and social responsibility. The program offers all students the opportunity to meet their educational needs. Upon successful completion of the course, the student will receive one-half elective credit towards Trumbull High School graduation.

Southern Connecticut State University Early College Experience

Students will be given the opportunity to receive three college credit hours from Southern Connecticut State University for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

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COURSE DESCRIPTION
Honors SCSU Introduction to Sociology

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Course Name and Level: Honors SCSU Introduction to Sociology - Elective at THS
<div align="center">SOC100 - at SCSU</div>

Course Credit:
-One class period daily for a half year (one semester).
-One-half elective credit for Trumbull High School.
-Students will be given the opportunity to receive three college credit hours from SCSU for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

Prerequisites:
Successful completion of Grade 9 Global Civilizations, and/or a GPA of 3.0 or higher, and/or teacher recommendation.

General Description of the Course Content:
This introductory course in sociology will help the students to understand the behavior of humans as members of various groups. After a brief introduction to the scope and nature of sociology as social science and the development of an understanding of the techniques used in sociological research, the students will be given the opportunity to explore those areas which they find relevant to their own interests and needs. Among the topics suitable for study are: the family as a social institution, status and role, class structure, social mobility, human ecology, deviant behavior, and social and cultural change. These topics are merely illustrative.

Assessment:
Students will be required to complete daily reading assignments, research projects and papers, tests and quizzes, and to actively participate in class discussions.

Text:
Thomas, W. L. V. (2010). *Sociology: The Study of Human Relationships*. Holt McDougal.
-Teacher selected primary and secondary source documents to apply sociological perspective throughout the course.

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COURSE STANDARDS

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The following national standards derive from the College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History.

D2.Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences.

D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.

D2.Soc.3.9-12. Identify how social context influences individuals.

D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.

D2.Soc.5.9-12. Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

D2.Soc.6.9-12. Identify the major components of culture.

D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

D2.Soc.8.9-12. Identify important social institutions in society.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.10.9-12. Analyze how social structures and cultures change.

D2.Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential.

D2.Soc.12.9-12. Explain the social construction of self and groups.

D2.Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

D2.Soc.14.9-12. Explain how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values.

D2.Soc.15.9-12. Identify common patterns of social inequality.

D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.

D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.

D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.

The following course standards derive from the 2010 Connecticut Core Standards for Literacy.

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

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

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

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

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

CCSS.ELA-Literacy.WHST.11-12.1.B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.WHST.11-12.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

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

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

CCSS.ELA-Literacy.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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

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

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

The following course standards derive from the 2016 ISTE Technology Standards.

ISTE Standard 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Standard 4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

ISTE Standard 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

ISTE Standard 7a: Students use digital tools to connect with learners from a variety of cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE Standard 7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE Standard 7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

COURSE GOALS

The course goals align with The Connecticut State Frameworks for Social Studies.

Students will:

- Gather, analyze, and reconcile information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- Evaluate the roles and contributions of individuals and groups.
- Develop critical thinking skills by inquiry, research, and organizing information.
- Support and defend ideas through oral presentations and writing prompts by evaluating a variety of resources.
- Incorporate technology by researching topics related to the curriculum and using various community networks to engage in shared inquiry.

COURSE ENDURING UNDERSTANDINGS

Students will understand that…
- The sociological perspective shows the power of society to shape our individual lives.
- Groups of people and individuals are influenced by the parts of culture that change or remain the same at given periods of time.
- Communities are diverse creating varied perspectives, contributions, and challenges.
- Social experience is essential to human development.
- Social structures are enveloping systems that continually evolve in response to changing values and new technology.
- Each of the three major perspectives view age, gender, and race as being defined by each society, with each having differing influences on an individual's development, strata, and identity.
- Social norms must be followed for a society to run smoothly and they are enforced through internalization and sanctions.

COURSE ESSENTIAL QUESTIONS

- How do sociologists view and think about society?

- How do changes in society and culture (i.e., globalization, nationalism, group identity) affect behavior at the societal level and on an individual level?
- How do people develop their personalities?
- Why are humans innately drawn to form social groupings at various levels and how do these groupings influence the individual?
- How can the sociological perspective help evaluate societal institutions?
- How do we best address social inequality?
- How does society identify and control deviant behavior?

COURSE KNOWLEDGE AND SKILLS

- Students will know . . .
    - o How to apply the sociological perspective to the study of society and culture.
    - o How to conduct sociological research using scientific method.
    - o How to distinguish cultural relativism from ethnocentrism.
    - o How the roles of various social institutions, such as family, schools, peer groups, and the mass media play in the socialization of children.
    - o How major theories explain social stratification.
    - o The proposed causes of crime and deviance.

- Students will be able to . . .
    - o read sophisticated texts and academic writings.
    - o think critically by synthesizing a variety of perspectives and information from various sources.
    - o discuss controversial issues with maturity and openness.
    - o analyze various forms of data to support original ideas.
    - o utilize collaborative technologies to explore local and global issues to work with others to investigate solutions.
    - o present work and/or research using visual, oral, and written formats.

COURSE SYLLABUS

Trumbull High School Social Studies Department
Introduction to Sociology - Southern Connecticut State University (SOCI 100)

SCSU Mission Statement: Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.

Trumbull High School Mission Statement: Trumbull High School educates students in a safe, inviting, student-centered community. We encourage academic achievement, extracurricular participation, enthusiasm and self confidence to foster independence and personal and social growth. We hold our school community to the ethical conduct and social awareness necessary to live and participate in a democratic, diverse, and global society.

Contact:
Mrs. Brienza - bbrienza@trumbullps.org
Mr. Springsteen - bsprings@trumbullps.org
All students will be invited to the Google Classroom used for the course by their instructor.

Office Hours:
We will be available for extra help afterschool. Mrs. Brienza will be available Thursday afternoons and by appointment. Mr. Springsteen will be available Monday afternoons and by appointment. Please do not hesitate to speak to us if you have questions or concerns about specific assignments or the course in general. Your success and growth is our priority!

Course Description and Purpose:
Study of the structures and processes of society with emphasis on American institutions and the socio-cultural context of human behavior and its consequences. Examination of population, urbanization, social stratification, social conflict, and social change.

Prerequisite Requirements:
Successful completion of Grade 9 Global Civilizations, and/or a GPA of 3.0 or higher, and/or teacher recommendation.

Southern Connecticut State University Early College Experience:
Students will be given the opportunity to receive three college credit hours from SCSU for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

Course Objectives/Learner Outcomes:
Students will know how to apply the sociological perspective to the study of society and culture. Students will be able to read sophisticated texts and academic writings, think critically by synthesizing a variety of perspectives and information from various sources, discuss

controversial issues with maturity and openness and present work, and/or research using visual, oral, and written formats.

Instructional Activities:
There are many instructional modalities to the Sociology course. These include but are not limited to: lecture, discussion, group based learning, tech based learning, viewing films or video, reading assignments, analyzing primary source texts, assessments and projects, workshops, field work and SCSU Visiting Scholars.

Course Requirements:
Textbook and Supplemental Materials:
-Thomas, W. L. V. (2010). *Sociology: The Study of Human Relationships*. Holt McDougal.
-Teacher selected primary and secondary source documents to apply sociological perspective throughout the course.

Attendance Policy:
Please see the Trumbull High School student handbook to review the attendance policy.

Expectations of the Student:
Students should consistently comply with all school policies outlined in the Trumbull High School student handbook. Please adhere to the following guidelines while in our classroom:
- Be on time for class.
- Come to class prepared everyday with your electronic device, notebook or three ring binder with paper, and a pen or pencil.
- When absent from class, make up your work quickly. Check with classmates, the teacher, or the class website to learn what assignments you missed.
- Show proper academic decorum by being cooperative, respectful, responsible, and kind to one another and the teacher.
- Participate! By keeping a positive classroom environment everyone should feel comfortable working together to further learning.
- No inappropriate or disrespectful use of electronic devices or the class website.

Assignments:
Students will produce argumentative and informational writing through the use of research to support individual claims. Students will create reflective pieces which allow them to connect course content to their personal experiences. Products may take a variety of forms including but not limited to essays, slides, presentations, infographics, videos, and demonstrations. Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles.

Submission of Work:
Assignments are to be completed and turned in **on time**. Late penalties will be given for work that is received late (5 points deducted for each day it is late). Excuses are not accepted. Assignments can be found on Google Classroom.

If an assessment is missed due to absence, excused or otherwise, the assessment must be made-up the first day the student returns to school. If a student misses classes prior to the assessment, the student is responsible for taking the assessment as originally scheduled.

Make Up Work Policy:
If a student is absent for any reason it is **their** responsibility to be proactive in obtaining and completing missing work in a timely fashion. Students will have one day upon their return to class to complete missing assignments.

Evaluation/Methods of Assessment:
Students will be graded fairly by weighted categories viewable through the Infinite Campus gradebook. This grade will be based on the work submitted and participation in the classroom:
Homework/Classwork/Participation = 50% (Between 5-30 points per assignment.)
     - Frequency of assignments may vary each week.
Assessments = 50% (Between 40-100 points per assessment.)
     -At least one per unit of study.

Final Grade:
Student's final grade will be computed from the calculation above and will follow the scale as printed in the Trumbull High School student handbook.

Weekly Schedule:
Students will be notified weekly by their teacher of required readings. Assigned readings may include but are not limited to the textbook and other texts selected by the teacher. Weekly schedule and topics are subject to change at the discretion of the instructor.

Units of Study	Weekly Topics	Estimated Timeline
Unit 1 – Foundations of Sociology	Social Sciences, Sociological Perspective, Sociological Imagination, the Development of Sociology, Modern Sociological Perspectives, Conducting Sociological Research	**1 week**
Unit 2 – Culture	Culture and the American Value System	**2 weeks**
Unit 3 – Social Structure	Social Structure, Status, Role, Exchange, Types of Societies, Groups, Formal Organizations	**2 weeks**
Unit 4 – Socializing the Individual	Personality Development: Nature vs. Nurture, the Development of Self, the Presentation of Self	**2 weeks**
Unit 5 – Agents of Socialization	Agents of Socialization (Friends, School, Media, Religion, Sport), Resocialization, Total Institutions	**2 weeks**
Unit 6 – Social Inequality and Change	Social Stratification, American Class System, Poverty, Race, Ethnicity, Sex and Gender, Ageism, Minority Groups (treatment in the United States), Sources of Discrimination and	**2 weeks**

	Prejudice, Social Movements, Social Change.	
Unit 7 – Social Control and Deviance	Internalization of Sanctions, Types of Sanctions, Deviance and Norm Violations, Social Functions of Deviance, Explaining Deviance, Types of Crime, United States Crime Statistics, the Criminal Justice System in America.	**2 weeks**
Final Research Assessment and Presentations	Knowledge and Understanding of the Discipline of Sociology, Ability to Apply Disciplinary Concepts, Analysis of Cultural Practices and Demographics of a Subculture	**2 weeks**

Accommodation Statement:

All students are required to follow the procedures, policies, and regulations of Trumbull High School. Taking courses at SCSU requires a student to register with the SCSU Office for Disability Services for accommodations to be granted.

Sexual Misconduct Statement:

Southern Connecticut State University is highly committed to providing students with an educational experience that is academically and socially enriching. In line with this mission, SCSU enforces Title IX of the Education Amendments of 1972.

The Trumbull Public Schools shall promote non-discrimination and an environment free of harassment based upon an individual's race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, blindness), - 2 - genetic information, status as a veteran or any other basis prohibited by Connecticut State and/or Federal non-discrimination laws.

Academic Honesty Statement:

Academic misconduct includes all forms of cheating and plagiarism, fabrication and falsification. Academic misconduct includes but is not limited to, providing or receiving assistance from another, in a manner not authorized by the instructor, in the creation of work to be submitted for academic evaluation (including papers, projects and examinations). Plagiarism is defined as presenting, as one's own, the ideas or words of another person, for academic evaluation, without proper acknowledgment. Plagiarism includes, but is not limited to: (i) copying sentences, phrases, paragraphs, tables, figures, or data directly or in slightly modified form from a book, article, or other academic source without using quotation marks or giving proper acknowledgment to the original author or source; (ii) copying information from Internet Web sites and submitting it as one's own work; (iii) buying papers for the purpose of turning them in as one's own work; and (iv) selling or lending papers to another person for submission by that other person, for academic evaluation, as his or her own work.

Fabrication includes but is not limited to making up data or results of a research assignment and recording or reporting them. Falsification includes but is not limited to manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in a submitted research paper.

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UNIT 1

Foundations of Sociology

Unit Goals

At the completion of this unit, students will:

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

CCSS.ELA-Literacy.WHST.11-12.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

D2.Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences.

D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.

D2.Soc.5.9-12. Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

Unit Essential Questions

- How do sociologists view and think about society?
- How did European and American scholars contribute to the field of sociology?
- How do the three theoretical perspectives differ in terms of their levels of analysis?
- How do sociologists uncover causation and correlation?
- How do ethical issues affect sociological research?

Unit Scope and Sequence

- Social sciences
  - Sociology
  - Anthropology
  - Psychology
  - Social Psychology
  - Economics
  - Political Science

- o   History
- Sociological perspective
- Sociological imagination
- The development of sociology
    - o   Early sociologists: Comte, Martineau, Spencer, Marx, Durkheim, Weber, Addams, Du Bois
- Modern sociological perspectives
    - o   Theoretical perspectives
    - o   Functionalist perspective: dysfunction, manifest and latent functions
    - o   Conflict perspective
    - o   Interactionist perspective: symbolic interaction
    - o   Macrosociology v. microsociology
- Conducting sociological research
    - o   Scientific Method
    - o   Causation and correlation
    - o   Surveys
    - o   Analysis of existing sources
    - o   Observational studies: case study
    - o   Experiments
    - o   Statistical analysis
    - o   Ethical issues in research

Unit Assured Assessments

Formative Assessments:
Students will complete an open-note unit quiz to assess and evaluate their engagement in the course. The format of the assessment will be multiple choice and the content will be centered around vocabulary, sociological perspectives and conducting sociological research.

Summative Assessments:
Founders of Sociology Project: Students will research the lives and contributions of scholars whose work led to the development of Sociology. Working in groups, students will create a slides presentation on one of the founders and present their findings to the class. Students will take notes on each group's presentation.

Resources

Core
- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
    - o   Chapter 1

Supplemental
- Student selected sources for the Founders of Sociology Project
- Teacher selected primary and secondary sources, and multimedia to introduce and model concepts of sociology

- "It's a Hip Hop World"
https://foreignpolicy.com/2009/10/12/its-a-hip-hop-world/

Time Allotment

- Approximately 1-2 weeks

UNIT 2
Culture

Unit Goals

At the completion of this unit, students will:

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

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

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

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

D2.Soc.6.9-12. Identify the major components of culture.

D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

Unit Essential Questions

- How do changes in society and culture (i.e., globalization, nationalism, group identity) affect behavior at the societal level and on an individual level?
- How have some social scientists responded to cultural variation?
- How have American values changed since the 1970s?

Unit Scope and Sequence

- Culture
  - o Material culture
  - o Nonmaterial culture
  - o Society
  - o Components of culture: technology, symbols, language, values
  - o Norms: folkways, mores, laws
  - o Cultural universals: arts and leisure, basic needs, beliefs, communication and education, family, government and economy, technology
  - o Cultural variation: subculture, counterculture, ethnocentrism, cultural relativism
  - o Change over time: cultural diffusion, cultural lag, cultural leveling
- The American value system
  - o Traditional American values according to sociologist Robin M. Williams: personal achievement, progress and material comfort, work, individualism, efficiency and practicality, morality and Humanitarianism, equality and democracy, freedom
  - o Changing values: self-fulfillment, narcissism

Unit Assured Assessments

Formative Assessments:
Nacirema Activity: Students will read the article "Body Ritual Among the Nacirema" by Horace Miner. As they read the article about this "different" culture, students will work in groups to identify the components of culture (technology, symbols, language, values, norms) they find in the text. Then, students will consider what makes this culture similar and different to their own. After a class discussion, students will be asked to spell Nacirema backwards, which will show them that this reading was actually about their own American culture. This assessment will evaluate their understanding of the foundations of culture as well as their understanding of cultural universals, cultural variation, and their perceptions of American culture.

Summative Assessments:
Subculture Project: Students will select and investigate a subculture of their choice, and create a product of their choice (slides presentation, infographic, video, or audio recording). Students will identify and explain characteristics of the subculture, and analyze the aspects that set it apart from the mainstream culture. The teacher will create a class website to display the products so students can learn about the subcultures by engaging with the student created products, taking notes and answering reflection questions.

Resources

Core
- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
  - o Chapter 2

Supplemental

- Miner, Horace. "Body Ritual Among the Nacirema." American Anthropologist. 58.3 (1956): 503--507.
- "Fifteen U.S. Values" according to Sociologist Robin Williams
- Rodney Mullen: *The Intangibles That Distinguish Us* - Wired (2015)
  https://www.youtube.com/watch?v=2bunw-xh-lo
- Google Trends
  https://trends.google.com/trends/?geo=US
- "When America Was Rocked" episode from the History Channel series, *10 Days That Unexpectedly Changed America.*
- Student selected sources for the Subculture Project
- Teacher selected articles and multimedia to introduce and model concepts of sociology

Time Allotment

- Approximately 2 weeks

UNIT 3
Social Structure

Unit Goals

At the completion of this unit, students will:

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

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

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

D2.Soc.8.9-12. Identify important social institutions in society.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.10.9-12. Analyze how social structures and cultures change.

D2.Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

Unit Essential Questions

- Why are humans innately drawn to form social groupings at various levels and how do these groupings influence the individual?
- What do sociologists mean by status?
- How do individuals and groups use accommodation to settle disputes?
- What are the types of social interaction and what are the similarities and differences?
- How do sociologists define the term group?
- What are the main functions of groups?
- How can the sociological perspective help evaluate societal institutions?
- What are social institutions?
- How do sociologists classify societies?

Unit Scope and Sequence

- Social structure
    - o Social institutions
- Status
    - o Ascribed status
    - o Achieved status
    - o Master status
- Role
    - o Role set
    - o Role conflict
    - o Role strain
    - o Role exit
- Exchange
    - o Reciprocity
    - o Exchange theory
    - o Competition
    - o Conflict
    - o Cooperation
    - o Accomodation
- Types of Societies
    - o Group
    - o Subsistence strategies
    - o Preindustrial society
    - o Division of labor
    - o Barter
    - o Industrial society
    - o Postindustrial society
    - o Mechanical solidarity
    - o Organic solidarity
    - o Gemeinschaft
    - o Gesellschaft
- Groups

- o Dyad
- o Triad
- o Formal group
- o Informal group
- o Primary group
- o Secondary group
- o Reference group
- o In-group
- o Out-group
- o Electronic community
- o Social network
- o Leaders
- Formal Organizations
  - o Bureaucracy: rationality, advantages and disadvantages, alienation, iron law of oligarchy, and the McDonaldization of society
  - o Weber's model of bureaucracies: division of labor, ranking of authority, employment based on formal qualifications, written rules and regulations, specific lines of promotion and advancement
  - o Voluntary association

Unit Assured Assessments

Formative Assessments:
Students will complete an open-note unit quiz to assess and evaluate their engagement in the course. The format of the assessment will be multiple choice and the content will be centered around vocabulary, sociological concepts of social structures.

Summative Assessments:
Role-Playing Social Interaction: Students write and perform a skit that demonstrates one or more of the five common types of social interaction. Each group of students will be assigned or choose a scenario (i.e.: exchange between a salesperson and customers; competition between two sports teams, cooperation between construction workers building a home, friends deciding what to do on Saturday night). The skit will be accompanied by student narration or explanation of the social interaction applying concepts and vocabulary from the unit of study.

Resources

<u>Core</u>
- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
  - o Chapter 3

<u>Supplemental</u>
- McDonaldization of America
  https://us.corwin.com/sites/default/files/upm-binaries/3239_4007_ch01.pdf
  https://www.thoughtco.com/mcdonaldization-of-society-3026751

- The Importance of McDonaldization to Students
  https://www.youtube.com/watch?v=dyHvm03Kt_I
- McDonaldization Theory of George Ritzer
  https://www.youtube.com/watch?v=Fdy1AgO6Fp4
- Formal Organizations: Crash Course Sociology #17
  https://www.youtube.com/watch?v=YDuBh7VbGgU
- Social Groups: Crash Course Sociology #16
  https://www.youtube.com/watch?v=_wFZ5Dbj8DA
- 5.1 Social Structure: The Building Blocks of Social Life
  https://open.lib.umn.edu/sociology/chapter/5-1-social-structure-the-building-blocks-of-social-life/
- Teacher selected articles and multimedia to introduce and model concepts of sociology

Time Allotment

- Approximately 2 weeks

UNIT 4
Socializing the Individual

Unit Goals
At the completion of this unit, students will:

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

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

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

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

D2.Soc.12.9-12. Explain the social construction of self and groups.

Unit Essential Questions

- How do people develop their personalities?
- What are the main factors that affect personality development?
- How does our environment affect the presentation of self?

Unit Scope and Sequence

- Personality development: nature vs. nurture
    - o Heredity
    - o Instinct
    - o Sociobiology
    - o Aptitude
- The Development of Self
    - o Socialization
    - o Self
    - o Looking-glass self
    - o Role-taking
    - o Significant other
    - o Generalized other
    - o I
    - o Me
- The Presentation of Self
    - o Dramaturgy
    - o Impression management

Unit Assured Assessments

Formative Assessments:
Myers-Briggs personality type test and reflection: Students will complete a multiple choice Myers-Briggs personality type test and respond to reflection questions assessing their results in a journal entry incorporating concepts and vocabulary from the unit.

Summative Assessments:
Multiple choice exam: Students will complete a multi-unit midpoint assessment to evaluate their engagement in the course and understanding of course concepts. The format of the assessment will be multiple choice and short answer. The content will be centered around vocabulary and sociological concepts of current and previous units.

Resources

<u>Core</u>
- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
    - o Chapter 4

<u>Supplemental</u>
- Teacher selected articles and multimedia to introduce and model concepts of sociology

- *Genie: The Secrets of the Wild Child,* PBS Special
- Myer's Briggs Personality Test
  https://www.16personalities.com/free-personality-test
- Nature vs. Nurture
  https://www.simplypsychology.org/naturevsnurture.html

Time Allotment

- Approximately 1-2 weeks

UNIT 5
Agents of Socialization

Unit Goals

At the completion of this unit, students will:

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

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

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

D2.Soc.3.9-12. Identify how social context influences individuals.

D2.Soc.8.9-12. Identify important social institutions in society.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential.

Unit Essential Questions

- What are the primary agents of socialization?

- What are the basic societal functions of the family, peer groups, education, the mass media, religion, and sport?
- How do the family, peer groups, education, the mass media, religion, and sport contribute to an individual's socialization process?
- What are some of the trends in American family life currently being examined by sociologists?
- How does schooling look through different sociological lenses?
- How did the mass media develop as an institution?
- What is the nature of mass media in the United States?
- How does religion affect culture and social interactions?
- What characteristics distinguish sport as a social institution?

Unit Scope and Sequence

- Agents of socialization
  - Family
    - Family orientation, extended family, kinship, authority patterns, functions of the family (regulation of sexual activity, reproduction, socialization, economic and emotional security)
    - Distribution patterns: DINK, delayed marriage, delayed childbearing, childlessness, same-sex families, one-parent families, blended families
    - Family violence, divorce
  - Friends
    - Peer group
    - Peer pressure and socialization
  - School
    - Functions of school: teaching knowledge and skills, transmission of culture, social integration, occupational placement
    - Education conflicts: social control, tracking, socioeconomic inequalities, violence
  - Media
    - Institutionalization of media
    - Mass Media in the United States: print, audio, visual, online, convergence
    - Media consumption
    - Issues in the Media: agenda setting and bias
  - Religion
    - Functions of religion: social cohesion, social control, emotional support
    - Belief systems
    - Religious participation in the United States
    - Fundamentalism
  - Sport
    - Institutionalization of sport: equality, specialization, rationalization, bureaucratization, quantification
    - Issues in sport: inequalities, deviance
- Resocialization
- Total institutions

Unit Assured Assessments

Formative Assessments:
Media Analysis: Students will interact with a variety of media to interpret and analyze the impact it has on the socialization process. In groups, students will discuss their background knowledge on the media source to integrate information into a coherent understanding of an idea or event. In their response they will utilize vocabulary and content from the unit.

Summative Assessments:
Personality Pie Project: Students will complete a pie chart and write a personal reflection on the impact the different agents of socialization have had on their own socialization process. They will assign each of the six agents a percentage of their total personality development. In their written reflection, students will utilize the content and vocabulary from the unit in their analysis of their own life to justify the percentages they awarded each agent.

Resources

Core
● Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
    o Chapters 4, 11, 13, 14

Supplemental
● *The Social Dilemma* (2020)
● Teacher selected articles and multimedia to introduce and model concepts of the agents of socialization

Time Allotment

● Approximately 2-3 weeks

UNIT 6
Social Inequality and Change

Unit Goals

At the completion of this unit, students will:

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

CCSS.ELA-Literacy.WHST.11-12.1.B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the

strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

D2.Soc.15.9-12. Identify common patterns of social inequality.

D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.

D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.

D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.

Unit Essential Questions

- What is social inequality and what are its root causes?
- What are the realities of social inequality in the United States?
- What roles do socioeconomic status, race, ethnicity, sex, gender, age and health play in the social inequality present in the United States?
- How does socioeconomic status, race, ethnicity, sex, gender, age and health impact social structure and social interaction?
- How and why do ethnic groups become dehumanized?
- How do world events affect or change group behavior?
- Does socioeconomic status, race, ethnicity, sex, gender, age and health play a big role in shaping a person's identity?
- How do discrimination and prejudice differ?

Unit Scope and Sequence

- Social stratification
  - o Explaining stratification
  - o Social inequality
  - o Caste system
  - o Class system
    - ▪ Karl Marx
    - ▪ Social class
    - ▪ Socioeconomic status
- American class system
  - o Social mobility: horizontal, vertical, intragenerational, intergenerational
- Poverty
  - o Poverty level

- o   Variations of American poverty
- o   Effects of poverty: life chances, life expectancy, cycle of poverty
- ● Race
  - o   Racism
  - o   Racism in the United States: education, work, housing policies (redlining), politics
- ● Ethnicity
  - o   Ethnic groups
- ● Minority groups
  - o   Patterns of minority group treatment: cultural pluralism, assimilation, acculturation, legal protection, segregation, subjugation, population transfer, extermination, genocide, ethnic cleansing
- ● Discrimination
  - o   Legal discrimination
  - o   Institutionalized discrimination
- ● Prejudice
  - o   Stereotype
  - o   Self-fulfilling prophecy
- ● Sources of discrimination and prejudice
  - o   Sociological, psychological (scapegoating), economic
- ● Minority groups in the United States
  - o   Analysis of groups, for example-- African Americans, Hispanic Americans, Asian Americans, Native Americans, Jewish Americans (anti-semitism), Arab Americans, or others.
- ● Sex and gender
  - o   Sexism
  - o   Gender roles
  - o   Gender identity
  - o   Gender socialization
  - o   Patriarchy
  - o   Gender inequality in the United States: education, work (glass ceiling, second shift), politics
- ● Ageism
  - o   Ageism in the United States: Baby-boom generation, Politics of aging (dependency ratio, medicare, medicaid), Health care in the United States (cost, quality, access, inequality)
- ● Americans with disabilities
  - o   Prejudice and discrimination
- ● Social movements
  - o   Types of social movements: reactionary, conservative, revisionary, revolutionary
  - o   Life cycle of social movements: agitation, legitimation, bureaucratization, institutionalization
  - o   Explaining social movements
  - o   Major social movements: Civil Rights, Women's Rights, LGBTQ+ movements, current day movements
- ● Social change

- o Sources: values and beliefs, technology, diffusion, population, environment, wars and conquest
- o Resistance to social change: ethnocentrism, cultural lag, vested interests
- o Theories of social change: cyclical, principle of immanent change, evolutionary, equilibrium, conflict

Unit Assured Assessments

Formative Assessments:
Document Based Questions & Reflection Writing: Students will read excerpts from teacher selected primary source documents, answer document based questions, and write a reflection comparing systemic inequality in the United States, India, and Nazi Germany.

Summative Assessments:
Societal Forecast Project: In groups, students will uncover a United States social movement and analyze it, as if they were sociologists, to predict the social health of the United States in the future. Students will incorporate vocabulary and content from previous units to describe the movement as well as the effects of the movement on the United States. Groups will present their findings to the class for further discussion on social change.

Resources

<u>Core</u>
- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
  - o Chapters 8, 9, 10, 16

<u>Supplemental</u>
- Du, Bois W. E. B, Elijah Anderson, and Isabel Eaton. The Philadelphia Negro: A Social Study. , 1996. Print.
- *The Simpsons* "Much Apu About Nothing" Season 7 Episode 23 (1996)
- *Harlan County U.S.A* (1976)
- *Race - The Power of an Illusion* (2003)
- *How to Survive a Plague* (2012)
- *Pursuit of Happyness* (2006)
- *Surviving an Unlivable Wage* | Full Documentary
  https://www.youtube.com/watch?v=GbvNhQ4lYLE
- "How Closely Do Our Beliefs About Social Mobility Match Reality?"
  https://insight.kellogg.northwestern.edu/article/how-closely-do-our-beliefs-about-social-mobility-match-reality
- Social Class & Poverty in the US: Crash Course Sociology #24
  https://www.youtube.com/watch?v=c8PEv5SV4sU
- The Impacts of Social Class: Crash Course Sociology #25
  https://www.youtube.com/watch?v=0a21mndoORE

Time Allotment

● Approximately 3 weeks

UNIT 7
Social Control and Deviance

Unit Goals

At the completion of this unit, students will:

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

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

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

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.

D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.14.9-12. Explain how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values.

Unit Essential Questions

● How do norms become internalized?
● How are sanctions used to maintain social control?
● What are the theories of deviance?
● What defines deviance and why is it functional for society?

- What makes a behavior deviant?
- How does society identify and deal with criminal behavior?
- How does human behavior reveal human nature?

Unit Scope and Sequence

- Social control
    - o Internalization
    - o Sanctions: positive, negative, formal, informal
- Deviance
    - o Violating norms
    - o Stigma
    - o Social functions of deviance
    - o Explaining deviance: strain theory (anomie), conflict theory, control theory, cultural transmission theory (differential association), labeling theory (primary and secondary deviance)
- Crime
    - o Types of crime: violent, property, victimless, white-collar, organized (crime syndicate)
    - o Crime statistics in the United States
    - o The Criminal Justice System: police (racial profiling, police discretion), courts, corrections (recidivism), juvenile-justice system

Unit Assured Assessments

Formative Assessments:
Punishment Variation Video Analysis: Students will view content on the United States' Prison System and/or punishment systems across the globe to interpret and analyze the role of social institutions, their cultural influence, and how they shape human behavior. While viewing the media, students will complete document based questions.

Summative Assessments:
Crime and Deviance Infographic: Students will research a crime selected from a teacher provided list and create an infographic using Google Drawings or other approved application. In groups, students will apply sociological perspectives, incorporating their research to explain how and why a type of crime occurs. The teacher will create a class website to function as a virtual gallery walk where students will take notes on their classmates' products and answer reflection questions.

Resources

<u>Core</u>
- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
    - o Chapter 7

Supplemental
- The Simpsons: "Marge In Chains" Season 4 Episode 21 (1993)
- *Attica* (1974)
- Frontline: "Solitary Nation" Season 2014 Episode 7 (2014)
- Taboo: "Extreme Punishment" Season 5 Episode 11 (2008)
- "Think Prison Abolition in America is Impossible?"
  https://www.theguardian.com/commentisfree/2018/may/19/prison-abolition-america-impossible-inevitable
- "The School-to-Prison Pipeline Explained"
  https://www.vox.com/2015/2/24/8101289/school-discipline-race
- "The Social Construction of Crime"
  https://www.everydaysociologyblog.com/2007/10/the-social-cons.html
- Deviance: Crash Course Sociology #18 https://www.youtube.com/watch?v=BGq9zW9w3Fw

Time Allotment

- Approximately 2 weeks

CURRENT REFERENCES

- *Crash Course: Sociology*. (2018, February 12). YouTube.

  https://www.youtube.com/playlist?list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Social and Civic Expectations Rubric
- Founders of Sociology Project Rubric
- Subculture Project Rubric
- Role-Playing Social Interaction Rubric
- Personality Pie Project Rubric
- Societal Forecast Project Rubric
- Crime and Deviance Infographic Project Rubric

Trumbull High School School-Wide Reading Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation	Demonstrates understanding of text by: • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: • Not identifying the purpose of the text • Providing initial reaction not supported by text • Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : • Extensively reshaping, reflecting, revising, and/or deepening initial understanding • Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text • Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : • Guided reflection and/or revision of initial understanding • Summarizing some main ideas of text • Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections • text to text • text to self • text to world	Demonstrates specific connections • text to text • text to self • text to world	Demonstrates general connections • text to text • text to self • text to world	Struggles to make connections • text to text • text to self • text to world

Evaluate
 	
X_____
	Insightfully evaluates the text by one or more of the following elements:
	• Critical analysis to create a conclusion supported by the text
	• Perceptive judgments about the quality of the text
	  • Synthesis of text
	  • Express a personal opinion.
		Evaluates the text by one or more of the following elements:
		• critical analysis to form a conclusion from the text
		• thoughtful judgments about the quality of the text
		• Evaluation of text to express personal opinion(s)
			A general evaluation of the text by one or more of the following elements:
			• Forms a superficial conclusion from the text
			• Assesses the quality of the text
			• Uses text to express personal opinion(s)
				Struggles to evaluate the text by any of the following elements:
				• Forming a conclusion from the text
				• Assessing the quality of the text
				• Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric:

Category/Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	• Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task	• Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task	• Establishes a purpose • Demonstrates an awareness of audience and task	• Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions	• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions	• Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions	• Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples	• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples	• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples	• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	• Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning	• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning	• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning	• Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Social and Civic Expectations Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self	Highly self-directed: consistently displays ethical conduct in the classroom and on campus	Self-directed: displays ethical conduct in the classroom and on campus	Occasionally self-directed: at times displays ethical conduct in the classroom and on campus	Rarely self-directed: seldom displays ethical conduct in the classroom and on campus
Respect for Others	Sensitive and considerate to others	Considerate to others	At times considerate to others	Insensitive to others
Practices Interpersonal Skills	Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner.	Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted.	At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions.	Demonstrates intolerance and lacks social interaction skills.
Cultural Understanding	Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.

Founders of Sociology Project Rubric

Category	**4** Exemplary	**3** Goal	**2** Working Toward Goal	**1 - 0** Needs Support
Content/ Requirements _____/50 points	The slides include all required elements	The slides include most required elements	The slides include some required elements	The slides do not include required elements
Graphics/ Images _____/15 points	Graphics and images are relevant to the topic and enhance the audience's understanding	Graphics and images relate to the topic	Some graphics and images are related to the topic	Graphics and images do not relate to the topic
Aesthetics _____/15 points	The slides are well organized and have a balance of text, graphics and blank space	The slides are organized, but lack balance between information and blank space	The slides are disorganized and lack balance between information and blank space	The slides are disorganized and difficult to follow
Grammar & Conventions _____/5 points	There are 1 or fewer grammatical/mechanical mistakes	There are 2-3 grammatical/mechanical mistakes	There are more than 4 -5 grammatical/mechal mistakes	There are more than 5 grammatical/mechanical mistakes
Presentation _____/10 points	Presentation is concise, well rehearsed, and enhanced information on the slides	Verbal information is added in the presentation	Presenter(s) mostly read off of the slides	Presenter(s) entirely read off of slides and do not seem familiar with the topic
Sources _____/5 points	Three or more sources used and cited	Two sources used and cited	One source used and cited	No sources used, no citations

Subculture Project Rubric:

Category	4 Exemplary	3 Goal	2 Working Toward Goal	1 - 0 Needs Support
Content/ Requirements _____/**50 points**	The product includes all required elements	The product includes most required elements	The product includes some required elements	The product does not include required elements
Graphics/ Images _____/**20 points**	Graphics and images are relevant to the topic and enhance the audience's understanding	Graphics and images relate to the topic	Some graphics and images are related to the topic	Graphics and images do not relate to the topic
Aesthetics _____/**20 points**	The product well organized and have a balance of text, graphics and blank space	The product is organized, but lack balance between information and blank space	The product is disorganized and lack balance between information and blank space	The product is disorganized and difficult to follow
Grammar & Conventions _____/**5 points**	There are 1 or fewer grammatical/mechanical mistakes	There are 2-3 grammatical/mechanical mistakes	There are more than 4 -5 grammatical/mechal mistakes	There are more than 5 grammatical/mechanical mistakes
Sources _____/**5 points**	Three or more sources used and cited	Two sources used and cited	One source used and cited	No sources used, no citations

Role-Playing Social Interaction Rubric:

Criteria	Excellent	Average	Unsatisfactory
The type and purpose of the social interaction simulated is clear. _____/20 points	3	2	1
The characters and simulated dialogue are appropriate, interesting and pertinent to the social interaction. _____/20 points	3	2	1
The simulation or presented scenario is accurate and relevant to the social interaction simulated. _____/20 points	3	2	1
The simulation or presentation effectively communicates its message to the audience. _____/20 points	3	2	1
The visuals, costumes, and/or props add to the clarity and effectiveness of the simulation. _____/20 points	3	2	1

Rubric for Personality Pie Project:

Reflection (50 points)	Pie Accuracy (30 points)	Pie Creativity (20 points)
Student writes at least a 1 and a half page reflection touching on all 6 institutions and reflects on why they are important to his or her socialization process **(50)**	Student's pie is completely done. It is split into 6 sections showing the 6 institutions. **(30)**	Student's pie is neatly done, creative, labeled, and each piece is colored in a different color. **(20)**
Student writes a one and a half page reflection touching on 5 institutions and reflects on why they are important to his or her socialization process **(42)**	Student's pie is completely done, but is split into only 5 sections. **(25)**	Student's pie is neatly done, and creative. Some sections are not labeled and not colored different colors. **(18)**
Student writes a 1 and a half page reflection touching on 4 institutions and reflects on why they are important to his or her socialization process **(34)**	Student's pie is not completely done. The pie is split into 4 **(20)**	Student's pie is not neat. It is somewhat creative. All sections are labeled, however all sections are not colored in different colors. **(16)**
Student does not write a reflection that is 1 and a half pages long and only touches on 3 institutions and somewhat reflects on why they are important to his or her socialization process **(26)**	Student's pie is split into only 3 sections. **(15)**	Student's pie is not creative. The pie is messy, not fully labeled, and not fully colored. **(12)**
Student fails to write a reflection paper **(20)**	Student's pie is not complete. It is not split into sections. **(10)**	Student's pie is not creative, labeled, or colored. **(6)**

United States Societal Forecast Rubric:

	Visual 25 points	Presentation 15 Points	Application of Research 30 Points	Analysis of Sociological Content 30 Points
A	Visual is clear and professionally produced and demonstrates completely their chosen topic.	Presentation is excellent. He/she speaks clearly and audibly to the audience and makes eye contact.	The student demonstrates that they have a complete and clear understanding of the subject matter research.	The student exceptionally applies sociological terms and learned knowledge to their chosen topic.
B	Visual is basically clear and professionally produced and generally demonstrates the chosen topic.	Presentation is good. He/she speaks mainly clearly and audibly to the audience and makes some eye contact.	The student demonstrates that they have an understanding of the subject matter research.	The student applies sociological terms and learned knowledge to their chosen topic.
C	Visual is somewhat clear and professionally produced and attempts to convey the chosen topic.	Presentation is okay. He/she speaks somewhat clearly and/or audibly to the audience and/or makes some eye contact.	The student somewhat demonstrates that they have an understanding of the subject matter research.	The student somewhat applies sociological terms and learned knowledge to their chosen topic.
D	Visual is lacking in clarity and/or could be much more professionally produced. It loosely demonstrates the chosen topic.	Presentation is poor. He/she does not speak clearly and/or audibly to the audience and/or does not make eye contact.	The student's work shows a lack of understanding of the subject matter research.	The student weakly attempts to apply sociological terms and learned knowledge to their chosen topic.
F	Visual is not clear or professionally produced. Student does not include related material to chosen topic.	Presentation is very poor. Student does not speak clearly or audibly to the audience.	The student does not demonstrate an understanding for the subject matter research.	The student fails to analyze the topic according to sociological terms and learned knowledge.

For teacher use only:
Points awarded:
  1. Visual:_____
  2. Presentation:_____
  3. Application: _____
  4. Analysis:_____
	Comments:		

Note: Lack of MLA Works-cited slide will result in the loss of 10 points!

Crime and Deviance Infographic Rubric:

Criteria	Excellent	Average	Unsatisfactory
1. **Introduction:** Infographic includes a definition and explanation of the crime _____/20 points	3	2	1
2. **Theoretical perspective:** Infographic includes an application of a theoretical perspective to explain why the crime is committed _____/25 points	3	2	1
3. **Statistics/Data:** Infographic includes at least 3 research based facts from a contemporary study <u>with a written explanation interpreting the data</u> _____/25 points	3	2	1
4. **Images:** Includes at least 3 images that help enhance your audience's understanding _____/20 points	3	2	1
5. **Sources:** Sources are hyperlinked next to or near relevant information, or in a "sources" section _____/5 points	3	2	1
6. **Organization:** The infographic is easy to read and follow, includes titles and headers for each section, has a balance of text images and empty space, and is mostly free from errors and in your own words. _____/5 points	3	2	1

OTHER RESOURCES

- Current Event Summary and Analysis Assignment and Rubric
  - o This assignment will be recurring each marking therefore students will complete the assignment twice in the course.
- Final Examination Assignment and Rubric
  - o Approximately 2-3 weeks at the end of the semester to complete and present.
- Southern Connecticut State University Early College Homepage
  - o https://www.southernct.edu/early-college

Current Event Summary and Analysis

Every **marking period** each student in our class will have the opportunity to complete and present a current event AT LEAST once. On Monday/Tuesday of every week, five students will be chosen at random to complete their current event for Thursday/Friday of that week. Once those students have completed their current event, they cannot be chosen again until every other member of the class has been chosen.

Parameters/Directions:
- ❖ You must choose a current event that is from **international, national or state happenings**. The event should focus on issues that are both important and interesting to the class (so no recap of a sports game or entertainment pieces).
    - o The event should be **no older than two weeks** and should be chosen from a **major news publication**- NY Times, CT Post, CNN, Newsela, etc. You can access these publications online for free.
- ❖ Your first job is to read the article.

- ❖ Then, you must complete a **one page reflection**. **Summarize** the event in your first paragraph, and in your second paragraph **discuss why this event is important** to either the class content or important for your classmates to be aware of. This write up should be typed or handwritten.

- ❖ You must provide evidence of the article. You must **include an MLA citation** at the end of your summary.

- ❖ On the day you are scheduled to **present**, you will speak in front of the class for **at most two minutes**. You can either read your written piece, or briefly review the event in your own words. If you do not have it completed the day you are scheduled to present, you have two school days in which to complete it or you will receive a zero. If you are absent the day you are scheduled to present, you will still turn in your typed summary when you return and you will be expected to present during the next set of current event presentations.

- ❖ This assignment counts as a **50 assessment grade**, therefore it should be taken seriously. **The presentation portion of the current event assignment does not count toward your grade.**

Current Event Rubric:

Summary of the Event (Who, What, Where, When, Why, How)	20 points
Connection to Class Content (Or why you think the event is important for the class to be aware of)	20 points
Evidence of Article (MLA citation at end of written reflection)	10 points

<p style="text-align:center">Sociology Final Assessment</p>

Purpose:
The final assessment in Sociology is designed to evaluate students' knowledge and understanding of the discipline of Sociology, as well as practice applying disciplinary concepts to their own social environment. Students will research a group or subculture they are a part of (or aspire to be a part of) as though they were a sociologist examining its cultural practices and demographics. During this investigation students will write an essay, create a presentation of 10-15 minutes and review the presentations of their peers.

Students must research and write on the following topics in their essay:

- **Introduction.** Students should write a brief introduction. The introduction should cover why the student has chosen this particular group, what it means to them and how it relates to their life.

- **Examine the components of culture: language, symbols, norms, and values**. Students should write **ONE PARAGRAPH FOR EACH of the four components of culture listed above.** Students should focus on:
  - Specific terminology (language) that people within the group or subculture might use
  - Symbols that members of the group or subculture would use
  - Norms of a person within the group or subculture (behaviors or actions)
  - Values of a person within the group or subculture (beliefs or requirements)

- **Examine the typical demographics**. Students should write one paragraph exploring the typical demographics of the group or subculture. Examples of demographics are seen below:
  - Socio-economic status
  - Race
  - Ethnicity
  - Age
  - Sex
  - Education Level
  - Religion

- **Two related sociological topics for exploration**. Students should write **ONE PARAGRAPH FOR EACH** related sociological topic. Below is a list of possible topics to choose from:
  - Sanctions used within the group or subculture
  - Agents of socialization the group or subculture uses or ones that influence the group or subculture
  - The bureaucratic makeup of the group or subculture
  - Theories of socialization (Locke, Cooley, Meade) that can be applied to the group or subculture

o   The roles and statuses of members within the group or subculture
o   Any other topics you are interested in and get prior approval to research

- **Conclusion:** Students should write a brief conclusion. The conclusion should reinforce why this group is important and what you hope the class will have gained from your presentation.

Guidelines for student presentations:
Students are expected to present their findings to the class in a 10-15 minute presentation.
- Students are expected to have a visual to support their presentation which should be well-designed and professional.
  o   Within the presentation include:
    ▪   Information on your chosen group or subculture that you believe that class would find interesting.
    ▪   An analysis of your chosen group or subculture using sociological content covered in your essay.
    ▪   NOTE: Not ALL content from your essay must be included in your presentation.
  o   Be CREATIVE when developing your presentation:
    ▪   Your visual can be any medium (technological or other).
    ▪   Demonstrations, props, video and music are all encouraged.

Project Submission:
Students are expected to submit their projects (both the essay and presentation) digitally by the due date.

Note: While this project counts as the final exam grade for the course (20% of the students' overall grade in the course) this project **DOES NOT exempt students from the final exam block time. Along with class time, the exam block will be used for student presentations. All students must attend the exam block to complete a review of their peers' presentations. This will ensure all students receive full credit for their project. (Exception: Seniors in the second semester of this course will be exempt from the exam block time, without penalty to their final exam grade, due to end of the year requirements outside of the classroom. However, seniors will still be expected to review their peers' presentations prior to the exam block.)

Sociology Final Assessment Rubric:

	Visual 20 points	Presentation 10 Points	Application of Content 25 Points	Analysis of Content 25 Points
A	Visual is clear, professionally produced and demonstrates their chosen topic completely.	Presentation is excellent. He/she speaks clearly, audibly and makes eye contact with the audience for the entire time requirement. He/she has notes prepared for their presentation.	The student demonstrates that they have researched completely their chosen group or subculture. Student has a clear understanding of the subject matter.	The student exceptionally applies sociological perspectives and sociological content to their chosen topic.
B	Visual is basically clear, professionally produced and generally demonstrates the chosen topic.	Presentation is good. He/she speaks fairly clearly, audibly and makes eye contact with the audience for the entire time requirement. He/she has notes prepared for their presentation.	The student demonstrates that they have researched their chosen group or subculture. Student has a fairly clear understanding of the subject matter.	The student applies sociological perspectives and sociological content to their chosen topic.
C	Visual is somewhat clear, professionally produced and attempts to convey the chosen topic.	Presentation is okay. He/she speaks fairly clearly, audibly and makes eye contact with the audience for some of the time requirement. He/she has some notes prepared for their presentation.	The student demonstrates that they have somewhat researched their chosen group or subculture. Student has a fairly clear understanding of the subject matter.	The student somewhat applies sociological perspectives and sociological content to their chosen topic.
D	Visual is lacking in clarity and/or could be more professionally produced. It loosely demonstrates the chosen topic.	Presentation is poor. He/she does not speak clearly, audibly nor makes eye contact with the audience for the entire time requirement. He/she has some notes prepared for their presentation.	The student demonstrates that they have minimally researched their chosen group or subculture. Student does not have a clear understanding of the subject matter.	The student minimally attempts to apply sociological perspectives and sociological content to their chosen topic.
F	Visual is not clear or professionally produced. Visual is lacking in support OR is completely unrelated to chosen topic.	Presentation is very poor. Student does not speak clearly or audibly to the audience. Student does not make eye contact. He/she does not have notes prepared for their presentation and does not present for the entire time requirement.	The student demonstrates that they have not researched their chosen group or subculture. Student has no understanding of the subject matter.	The student fails to apply sociological perspectives and sociological content to their chosen topic.

For teacher use only:
Points awarded:
    1.   Visual:_____
    2.   Presentation:_____
    3.   Application: _____
    4.   Analysis:
	For teacher use only:
	Comments:

**NOTE: 20 points of your final assessment grade will come from completing a review of your peers' presentations. Further information and documents will be given to you by the instructor at the start of presentations.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Honors SCSU Introduction to Psychology

Social Studies

Trumbull High School

2022

(Last Revised 2013)

Curriculum Writing Team:

Jack LaBarca	Social Studies Teacher
Kathy Rubano	Department Chairperson
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Honors SCSU Introduction to Psychology

Table of Contents

The Trumbull Board of Education, as a matter of policy, prohibits discrimination on the grounds of age, creed, religion, sex, race, color, handicap, political affiliation, marital status, sexual orientation, or national origin.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION AND PHILOSOPHY

This course is offered as an elective for 10th, 11th and 12th grade students. The class will give students an introduction to the social science of Psychology, which is an important part of a total education. It allows students to experience its unique content in order to pique an interest for future endeavors. Psychology will provide students the opportunity to practice skills learned in other classes as well as learn new skills necessary for the study of Psychology. This is a one-semester course for one-half elective credit.

Psychology will provide students with an opportunity to learn more about themselves and their role in the world around them. Students will discover the impact of their experiences and their environment on themselves and others. An understanding of different perceptions is also critical to student development.

A planned approach will introduce students to the approaches to psychology and psychological research, developmental psychology, the workings of mind and body, cognitive psychology, personality and individuality, abnormal psychology, and social psychology.

Southern Connecticut State University Early College Experience

Students will be given the option to receive three college credit hours from SCSU for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

PHILOSOPHY

The Social Studies Department believes that the Psychology course and its content comprise an important part of the total Social Studies program. It is very important for adolescent students to be given the opportunity to learn about and discover human behaviors. Psychology will provide a forum where the students' natural curiosity toward discovering why people behave the way the do, can be fostered. The discussions of current psychological issues and how they impact society and the students' lives are part of creating responsible citizens.

Students can use this class to gain a deeper understanding of their own behavior in order to better cope with issues facing them as they approach adulthood. Additionally, developing strong moral decision-making skills and recognizing the warning signs of mental illness can assist students as they mature into adults.

The class should be comfortable for students so that they are at ease discussing topics of concern. Psychology affords the teachers the opportunity to demonstrate principles in lively, interactive ways using a multiple intelligence approach to teaching.

Course Description
Honors SCSU Introduction to Psychology

Course Name and Level: Honors SCSU Introduction to Psychology - Elective

Prerequisites: The course is open to all 10th, 11th, and 12th grade students.

Course Credit: One-half elective credit, one class period daily for one semester. Students will be given the opportunity to receive three college credit hours from SCSU for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

General Description of the Course Content: The object of this course is to provide students with an introduction to the social science of psychology. It allows students to become familiar with psychological topics in order to pique an interest for future endeavors. A planned approach will introduce students to the different approaches to psychology, the functions of the brain, learning process and intelligence, human development, personality, and abnormal psychology.

Assessment: Students will be required to complete daily reading assignments, research projects and papers, tests and quizzes, and to actively participate in class discussions and debates.

Text: *Understanding Psychology*, Richard A. Kasschau, Ph.D., Glencoe Publishing Company, New York, 2008.

Additional online resources will be provided by SCSU Psychology Department

Psychology Course Standards

National Standards for High School Psychology Curricula
Scientific Inquiry and Research Methods

CONTENT STANDARD 1

The nature of psychological science

Students are able to (learning targets):

1.1. Define psychology as a discipline and identify its goals as a science

1.2. Differentiate scientific and non-scientific approaches to knowledge

1.3. Explain the value of both basic and applied psychological research with human and non-human animals

1.4. Identify careers individuals can pursue in psychological science

1.5. Identify ways individuals can use psychological science in any career

CONTENT STANDARD 2

Research methods and measurements used to study behavior and mental processes

Students are able to (learning targets):

2.1. Describe research methods psychological scientists use

2.2. Compare and contrast quantitative and qualitative research methods used by psychological scientists

2.3. Describe the importance of representative samples in psychological research and the need for replication

2.4. Explain how and why psychologists use non-human animals in research

2.5. Explain the meaning of validity and reliability of observations and measurements

CONTENT STANDARD 3

Ethical issues in research with human and non-human animals

Students are able to (learning targets):

3.1. Identify ethical requirements for research with human participants and non-human animals

3.2. Explain why researchers need to adhere to an ethics review process

CONTENT STANDARD 4

Basic concepts of data analysis

Students are able to (learning targets):

4.1. Define descriptive statistics and explain how they are used by psychological scientists

4.2. Draw appropriate conclusions from correlational and experimental designs

4.3. Interpret visual representations of data

Biological Bases of Behavior

CONTENT STANDARD 1

Structure and function of the nervous system and endocrine system in human and non-human animals

Students are able to (learning targets):

1.1. Identify the major divisions and subdivisions of the human nervous system and their functions

1.2. Identify the parts of the neuron and describe the basic process of neural transmission

1.3. Describe the structures and functions of the various parts of the central nervous system

1.4. Explain the importance of plasticity of the nervous system

1.5. Describe the function of the endocrine glands and their interaction with the nervous system

1.6. Identify methods and tools used to study the nervous system

CONTENT STANDARD 2

The interaction between biological factors and experiences

Students are able to (learning targets):

2.1. Describe concepts in behavioral genetics and epigenetics

2.2. Describe the interactive effects of heredity and environment

2.3. Explain general principles of evolutionary psychology

Sensation

CONTENT STANDARD 1

The functions of sensory systems

Students are able to (learning targets):

1.1. Explain the process of sensory transduction

1.2. Explain the basic concepts of psychophysics such as threshold and adaptation

CONTENT STANDARD 2

The capabilities and limitations of sensory processes

Students are able to (learning targets):

2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities

2.2. Describe the visual sensory system

2.3. Describe the auditory sensory system

2.4. Describe chemical and tactile sensory systems

Consciousness

CONTENT STANDARD 1

The different states and levels of consciousness

Students are able to (learning targets):

1.1. Identify states of consciousness

1.2. Distinguish between processing that is conscious

(i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)

1.3. Identify the effects of meditation, mindfulness, and relaxation

1.4. Describe characteristics of and current conceptions about hypnosis

CONTENT STANDARD 2

Characteristics and functions of sleep and theories that explain why we sleep and dream

Students are able to (learning targets):

2.1. Describe the circadian rhythm and its relation to sleep

2.2. Describe the sleep cycle

2.3. Compare theories about the functions of sleep and of dreaming

2.4. Describe types of sleep disorders

Cognition

CONTENT STANDARD 1

Fundamental processes of thinking and problem solving

Students are able to (learning targets):

1.1. Describe cognitive processes related to concept formation

1.2. Explain processes involved in problem solving and decision making

CONTENT STANDARD 2

Effective thinking processes

Students are able to (learning targets):

2.1. Describe obstacles to effective information
processing and decision making

2.2. Describe convergent and divergent thinking in
problem solving and decision making

Memory

CONTENT STANDARD 1

Processes of memory

Students are able to (learning targets):

1.1. Explain the processes of encoding, storage, and retrieval

1.2. Describe systems of memory (i.e., sensory, working, and long-term memory)

1.3. Differentiate types of memory (i.e., implicit and explicit)

CONTENT STANDARD 2

Factors influencing memory

Students are able to (learning targets):

2.1. Explain strategies for improving the encoding, storage, and retrieval of memories

2.2. Describe memory as a reconstructive process

2.3. Explain kinds of forgetting or memory failures

2.4. Identify disorders that impact the

Perception

CONTENT STANDARD 1

The process of perception

Students are able to (learning targets):

1.1. Describe principles of perception

1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2

The interaction between the person and the environment in determining perception

Students are able to (learning targets):

2.1. Explain Gestalt principles of perception

2.2. Describe binocular and monocular depth cues

2.3. Describe perceptual constancies

2.4. Describe the nature of attention

2.5. Explain how diverse experiences and expectations

Intelligence

CONTENT STANDARD 1

Perspectives on intelligence

Students are able to (learning targets):

1.1. Explain intelligence as a construct

1.2. Describe various conceptualizations of intelligence

1.3. Describe the effects of differences in intelligence on everyday functioning

CONTENT STANDARD 2

Assessment of intelligence

Students are able to (learning targets):

2.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness

2.2. Identify current methods of assessing human cognitive abilities

2.3. Describe measures of and data on reliability and validity for intelligence test scores

CONTENT STANDARD 3

Issues in intelligence

Students are able to (learning targets):

3.1. Explain the complexities of interpreting scores on intelligence tests

3.2. Describe the influences of biological, cultural, and environmental factors on intelligence

DEVELOPMENT AND LEARNING PILLAR
Life Span Development

CONTENT STANDARD 1

Methods and issues in life span development

Students are able to (learning targets):

1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development

1.2. Explain issues of continuity/discontinuity and stability/change

1.3. Distinguish methods used to study development

1.4. Describe the role of sensitive and critical periods in development

CONTENT STANDARD 2

Physical, cognitive, and social development

across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)

Students are able to (learning targets):

2.1. Identify key features of physical development from prenatal through older adulthood

2.2. Identify key features of cognitive development from prenatal through older adulthood

2.3. Identify key features of social development from prenatal through older adulthood

Learning

CONTENT STANDARD 1

Classical Conditioning

Students are able to (learning targets):

1.1. Describe the processes of classical conditioning

1.2. Describe clinical and experimental examples of classical conditioning

CONTENT STANDARD 2

Operant Conditioning

Students are able to (learning targets):

2.1. Describe the processes of operant conditioning

2.2. Describe clinical and experimental examples of operant conditioning

CONTENT STANDARD 3

Observational learning, social learning theory, and mental processes in learning

Students are able to (learning targets):

3.1. Describe observational learning and social learning theory

3.2. Describe the role of mental processes in learning

Language

CONTENT STANDARD 1

Structural features and development of language

Students are able to (learning targets):

1.1. Describe the structure of language from the level of speech sounds to communication of leaning

1.2. Describe the relationship between language and cognition

1.3. Explain the language acquisition process and theories

CONTENT STANDARD 2

Language and the brain

Students are able to (learning targets):

2.1. Identify the brain structures associated with language

2.2. Explain how damage to the brain may affect

SOCIAL AND PERSONALITY PILLAR
Social

CONTENT STANDARD 1

Social cognition

Students are able to (learning targets):

1.1. Describe attributional explanations of behavior

1.2. Explain how experiences shape attitudes and beliefs

1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

CONTENT STANDARD 2

Social influence

Students are able to (learning targets):

2.1. Explain how the presence of other people can affect behavior

2.2. Describe how intergroup dynamics influence behavior

2.3. Explain how persuasive methods affect behavior and beliefs

2.4. Identify factors influencing attraction and relationships

2.5. Identify factors influencing aggression and conflict

2.6. Identify factors influencing altruism and helping behaviors

Personality

CONTENT STANDARD 1

Empirical approaches to studying and understanding personality

Students are able to (learning targets):

1.1. Explain how biological and environmental factors interact to influence personality

1.2. Explain social-cognitive approaches to understanding personality

1.3. Explain trait-based approaches to understanding personality

1.4. Describe methods used to study personality

CONTENT STANDARD 2

Assessment of personality

Students are able to (learning targets):

2.1. Differentiate personality assessment techniques

2.2. Describe the reliability and validity of personality assessment techniques

2.3. Analyze how personality researchers address issues of stability and change

Motivation and Emotion

CONTENT STANDARD 1

Influences of motivation

Students are able to (learning targets):

1.1. Explain biological, cognitive, and social factors that influence motivation

1.2. Explain the role of culture in human motivation

CONTENT STANDARD 2

Domains of motivated behavior in humans

Students are able to (learning targets):

2.1. Identify factors in motivation that influence eating and sexual behaviors

2.2. Identify motivational factors that influence achievement and affiliation

CONTENT STANDARD 3

Perspectives on emotion

Students are able to (learning targets):

3.1. Explain the biological and cognitive components of emotion

3.2. Describe the psychological research on basic human emotions

3.3. Differentiate among theories of emotion

CONTENT STANDARD 4

Emotional interpretation and expression (interpersonal and intrapersonal)

Students are able to (learning targets):

4.1. Explain how biological factors influence emotional interpretation and expression

4.2. Explain how culture and gender influence emotional interpretation and expression

4.3. Explain how other environmental factors influence emotional interpretation and expression

CONTENT STANDARD 5

Domains of emotional behavior

Students are able to (learning targets):

5.1. Identify biological and environmental influences on the expression and experience of negative emotions

5.2. Identify biological and environmental influences on the expression and experience of positive emotions

MENTAL AND PHYSICAL HEALTH PILLAR
Disorders

CONTENT STANDARD 1

Perspectives of abnormal behavior

Students are able to (learning targets):

1.1. Define abnormal behavior

1.2. Describe cross-cultural views of abnormality

1.3. Describe major medical and biopsychosocial models of abnormality

1.4. Explain how stigma relates to abnormal behavior

1.5. Explain the impact of psychological disorders on the individual, family, and society

CONTENT STANDARD 2

Categories of psychological disorders

Students are able to (learning targets):

2.1. Describe the classification of psychological disorders

2.2. Describe the challenges associated with diagnosing psychological disorders

2.3. Describe symptoms of psychological disorders

Health

CONTENT STANDARD 1

Stress and coping

Students are able to (learning targets):

1.1. Define stress as a psychophysiological response to the environment

1.2. Explain sources of stress across the life span

1.3. Explain physiological and psychological consequences of stress for health and wellness

1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress

CONTENT STANDARD 2

Psychological science promotes mental and physical health and wellness

Students are able to (learning targets):

2.1. Describe factors that promote resilience and flourishing

2.2. Identify evidence-based strategies that promote health and wellness

Therapies

CONTENT STANDARD 1

Types of treatment

Students are able to (learning targets):

1.1. Describe different types of biomedical and psychological treatments

1.2. Explain why psychologists use a variety of psychological treatments

1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

CONTENT STANDARD 2

Legal, ethical, and professional issues in the treatment of psychological disorders

Students are able to (learning targets):

2.1. Identify differences among licensed mental health providers

2.2. Identify legal and ethical requirements for licensed mental health providers

2.3. Identify resources available to support individuals with psychological disorders and their families

The following course goals derive from the 2010 Connecticut Core Standards for Literacy.

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

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

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

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

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

CCSS.ELA-Literacy.WHST.11-12.1.B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.WHST.11-12.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on Sociology Property of Trumbull Public Schools 4 a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. CCSS.ELA-Literacy.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

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

The following course goals derive from the 2016 ISTE Technology Standards.

ISTE Standard 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Standard 4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

ISTE Standard 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

ISTE Standard 7a: Students use digital tools to connect with learners from a variety of cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE Standard 7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE Standard 7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

COURSE GOALS

The course goals align with **The Connecticut State Frameworks for Social Studies:**

Students will:

- Gather, analyze, and reconcile information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

- Evaluate the roles and contributions of individuals and groups.

- Develop critical thinking skills by inquiry, research, and organizing information.

- Support and defend ideas through oral presentations and writing prompts by evaluating a variety of resources.

- Incorporate technology by researching topics related to the curriculum and using various community networks to engage in shared inquiry.

<p style="text-align: center;">**Course Syllabus**</p>

Fall 2022/ Spring 2023

SCSU PSY 100 - Introduction to Psychology

Trumbull High School Social Studies Department

Introduction to Psychology - Southern Connecticut State University

Trumbull High School Mission Statement:

Trumbull High School educates students in a safe, inviting, student-centered community. We encourage academic achievement, extracurricular participation, enthusiasm and self-confidence to foster independence and personal and social growth. We hold our school community to the ethical conduct and social awareness necessary to live and participate in a democratic, diverse, and global society.

Course Description:

The object of this course is to provide students with an introduction to the social science of psychology. It allows students to become familiar with psychological topics in order to pique an interest for future endeavors. A planned approach will introduce students to the approaches of psychology and psychological research, developmental psychology, the workings of the mind and body, cognitive psychology, personality and individuality, abnormal psychology, and social psychology. As part of the course requirements, students participate in an approved research study.

Southern Connecticut State University Early College Experience

Students will be given the opportunity to receive three college credit hours from SCSU for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

Units of Study and Estimated timeline

Units of Study	Estimated Timeline
Unit 1 – History/ Evolution and approaches to Psychology and Psychological Research	2 weeks
Unit 2 – Workings of Mind and Body (The Brain, Sensation and Perception)	3 weeks
Unit 3 – Developmental Psychology	2 weeks
Unit 4 – Learning and Cognitive Psychology (Memory, Thinking and Language, Motivation and Emotion)	3 weeks
Unit 5 – Personality and Individuality	2 weeks
Unit 6 – Abnormal Psychology (Disorders, Treatment)	3 weeks
Unit 7 – Social Psychology (2 weeks)	2 weeks
Research Assignment/ Presentations	2 weeks

Textbook and Supplemental Materials:
Understanding Psychology, Richard A. Kasschau, Ph.D., Glencoe Publishing Company, New York, 2008.
Additional online resources will be provided by SCSU Psychology Department

UNIT 1

History/Evolution and Approaches to Psychology and Psychological Research

Essential Question: How has the study of human and animal behavior helped determine psychological principles that have the potential to enrich the lives of humans?

Content Standards:

CONTENT STANDARD 1

The nature of psychological science

Students are able to (learning targets):

1.1. Define psychology as a discipline and identify its goals as a science

1.2. Differentiate scientific and non-scientific approaches to knowledge

1.3. Explain the value of both basic and applied psychological research with human and non-human animals

1.4. Identify careers individuals can pursue in psychological science

1.5. Identify ways individuals can use psychological science in any career

CONTENT STANDARD 2

Research methods and measurements used to study behavior and mental processes

Students are able to (learning targets):

2.1. Describe research methods psychological scientists use

2.2. Compare and contrast quantitative and qualitative research methods used by psychological scientists

2.3. Describe the importance of representative samples in psychological research and the need for replication

2.4. Explain how and why psychologists use non-human animals in research

2.5. Explain the meaning of validity and reliability of observations and measurements

CONTENT STANDARD 3

Ethical issues in research with human and non-human animals

Students are able to (learning targets):

3.1. Identify ethical requirements for research with human participants and non-human animals

3.2. Explain why researchers need to adhere to an ethics review process

CONTENT STANDARD 4

Basic concepts of data analysis

Students are able to (learning targets):

4.1. Define descriptive statistics and explain how they are used by psychological scientists

4.2. Draw appropriate conclusions from correlational and experimental designs

4.3. Interpret visual representations of data

Focus Questions (Student Objectives):

1. Why study Psychology?
2. What is the history of Psychology?
3. What professions are offered in the field of Psychology?
4. What is psychological research?
5. What are some of the problems and solutions in research?
6. What role does statistical evaluation play in psychological research?

Content (Scope and Sequence)

- Definition and goals of psychology
- Applications in everyday life
- History of psychology
- Approaches to psychology
- Careers associated with psychology
- Research in psychology
- Methods for psychological research
- Problems encountered in research
- Ethics in psychological experimentation
- Evaluation of psychological research

Skills:

1. Create a working definition of psychology.
2. Demonstrate knowledge of the practical uses of psychology.
3. Analyze the historical progression of the study of psychology.
4. Describe each of the different approaches to psychology and evaluate the validity of each approach.
5. Identify the methods used in a psychological study.
6. Assess the problems associated with psychological research.

Time Allocation – approximately 2 weeks

Instructional Strategies

Case Studies, Class discussion, Group Work, Guided readings and notes, Lecture, **Research through Technology**, **Survey Project**, Psychology Labs Using Scientific Method, **Guest Speakers in the Field of Psychology**, Visualization, **Writing Prompts**

Assured Assessments (Projects) Students may do one of the following activities:

1. Conduct a Naturalistic Observation in a public place, take notes on what they see, and write a summary of the activity addressing specific points.

2. Analyze the behavior and mental processes of an individual currently in the news from one of the seven different psychological perspectives.

3. Hold a debate about ethical issues concerning psychological experiments.

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4. Conduct a survey among their peers on a topic of their choice (with teacher approval) such as, sports, favorite TV shows, future plans, etc., and evaluate the data from their survey.

5. Invite school psychologists and social workers from Trumbull High School to speak to the classes about how a major in Psychology contributes to their current careers. Students will have the opportunity to ask questions of the speaker, and to write a reflection on their experience.

6. Students will choose from a list of diverse (African Americans, Asian Americans, Hispanics, Native Americans, Women) contributors to the field of psychology, research ONE of the contributors, and share with the class through a Google slide presentation.

RESOURCES:

1. Classics in the History of Psychology:
   http://psychclassics.yorku.ca/

2. The Top Ten Unethical Psychological Experiments:
   http://listverse.com/2008/09/07/top-10-unethical-psychological-experiments/

3. The American Psychological Association:
   http://www.apa.org/

4. Diverse contributors to the Field of Psychology

- African Americans
  https://www.mhanational.org/black-pioneers-mental-health
  https://www.apa.org/pi/oema/resources/ethnicity-health/african-american/prominent-psychologists
  https://psychology.okstate.edu/museum/afroam/

- Asian Americans and Pacific Islanders
  https://www.apa.org/pi/oema/resources/ethnicity-health/psychologists?tab=2
  https://www.apa.org/pi/oema/resources/ethnicity-health/asian-american/women-firsts

- Hispanics, Latino
  https://psychology.okstate.edu/museum/hispanic/people.html

- Native Americans
  https://www.apa.org/pi/oema/resources/ethnicity-health/native-american/women-firsts
- Women
- https://www.apa.org/pi/women/iampsyched/timeline

UNIT 2

Workings of Mind and Body (The Brain, Sensation and Perception)

Essential Question: How are our behavioral and psychological processes connected to our biological processes? How do our bodies and minds work together to create who we are?

Content Standards

CONTENT STANDARD 1

Structure and function of the nervous system and endocrine system in human and non-human animals

Students are able to (learning targets):

1.1. Identify the major divisions and subdivisions of the human nervous system and their functions

1.2. Identify the parts of the neuron and describe the basic process of neural transmission

1.3. Describe the structures and functions of the various parts of the central nervous system

1.4. Explain the importance of plasticity of the nervous system

1.5. Describe the function of the endocrine glands and their interaction with the nervous system

1.6. Identify methods and tools used to study the nervous system

CONTENT STANDARD 2

The interaction between biological factors and experiences

Students are able to (learning targets):

2.1. Describe concepts in behavioral genetics and epigenetics

2.2. Describe the interactive effects of heredity and environment

2.3. Explain general principles of evolutionary psychology

Sensation

CONTENT STANDARD 1

The functions of sensory systems

Students are able to (learning targets):

1.1. Explain the process of sensory transduction

1.2. Explain the basic concepts of psychophysics such as threshold and adaptation

CONTENT STANDARD 2

The capabilities and limitations of sensory processes

Students are able to (learning targets):

2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities

2.2. Describe the visual sensory system

2.3. Describe the auditory sensory system

2.4. Describe chemical and tactile sensory systems

Perception

CONTENT STANDARD 1

The process of perception

Students are able to (learning targets):

1.1. Describe principles of perception

1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2

The interaction between the person and the environment in determining perception

Students are able to (learning targets):

2.1. Explain Gestalt principles of perception

2.2. Describe binocular and monocular depth cues

2.3. Describe perceptual constancies

2.4. Describe the nature of attention

2.5. Explain how diverse experiences and expectations

Focus Questions (Student Objectives):

1.   What are the major parts of the brain?
2.   What role does the brain play in human behavior?
3.   What roles do sleep and dreams play in our lives as humans?
4.   What are hypnosis and meditation?
5.   How does drug use impact individuals and their brains?
6.   How do we take in information through our senses?
7.   How do we perceive the world around us?

Content (Scope and Sequence)

● The major parts of the brain and their functions
● The roles of the Right and Left hemispheres of the brain
● How the brain impacts our behavior
● Views on the purpose of sleep
● The stages of Sleep Cycle
● Sleep Disorders
● Dreams and Dream Interpretation
● Hypnosis and Meditation
● The effects of drugs on an individual and their brain
● Absolute Thresholds
● Sensory Adaptation
● The Gestalt Principles of Organization
● Perceptual Inference
● Optical Illusions and other Incorrect Perceptions

Skills

1.   Create visual representations of the major parts of the brain and their functions
2.   Determine which hemisphere of the brain is dominant
3.   Demonstrate knowledge of the role the brain plays in human behavior
4.   Analyze the difference between sensation and perception
5.   Describe the basic mechanisms of hearing, sight, olfaction, and touch
6.   Analyze how illusions affect human perception
7.   Make connections between human motivation to their own lives
8.   Demonstrate knowledge of consciousness and different levels of consciousness

Time Allocation – approximately 3 weeks

Instructional Strategies

Case Studies, Class discussion, Group Work, Guided readings and notes, Lecture, **Movie Analysis, Project, Role play, Research** through Technology, **Writing Prompts (reflections)**

Assured Assessments (Projects) Students may do one of the following activities:

1. Design a "Brain Collage." Students will match pictures from online resources to their matching brain function.

2. Take a number of psychological quizzes to find their dominant hemisphere.

3. Research different optical illusions and explain why they work the way they do.

4. Experience blindness by blindfolding themselves, serving as a guide, and attempting easy tasks. A written reflection about the experience is assigned.

5. Keep a dream journal and interpret their dreams.

RESOURCES:

1. The Secret life of the Brain (Web site and Video series)
   http://www.pbs.org/wnet/brain/

2. Sleep Disorders Mayo Clinic https://www.mayoclinic.org/diseases-conditions/sleep-disorders/symptoms-causes/syc-20354018

3. The "Mouse Party" learn about the impact of drugs on your brain:
   https://learn.genetics.utah.edu/content/addiction/mouse/

4. Online quizzes to determine which hemisphere of the brain in dominant:
   http://www.wherecreativitygoestoschool.com/vancouver/left_right/rb_test.htm

   http://www.web-us.com/brain/braindominance.htm

UNIT 3
Developmental Psychology

Essential Question: How does the physical, cognitive, and social changes impact human behavior as people develop?
Content Standards

Life Span Development

CONTENT STANDARD 1

Methods and issues in lifespan development

Students are able to (learning targets):

1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
1.2. Explain issues of continuity/discontinuity and stability/change
1.3. Distinguish methods used to study development
1.4. Describe the role of sensitive and critical periods in development

CONTENT STANDARD 2

Physical, cognitive, and social development

across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)

Students are able to (learning targets):

2.1. Identify key features of physical development from prenatal through older adulthood
2.2. Identify key features of cognitive development from prenatal through older adulthood
2.3. Identify key features of social development from prenatal through older adulthood

Focus Questions (Student Objectives):
1. How do infants develop physically and perceptually?
2. How do infants develop language?
3. What are the stages of cognitive development?
4. What are the stages of emotional development?
5. How do different parenting styles impact a child's development?
6. How do people develop socially?

Content (Scope and Sequence)
- The nature (genetics) vs. nurture (learning) debate
- Capabilities of a newborn
- The development of infants through maturation and learning
- Depth perception
- The steps involved in learning language
- How a child's knowledge of the world changes over time
- Piaget's four stages of cognitive development
- Infant emotional attachment (Lorenz, Harlow)
- The four basic parenting styles (authoritarian, authoritative, permissive)
- The process of Socialization

- Erikson's theory of psychosocial development
- Kohlberg's theory of moral development

Skills:

1. Evaluate the nature and nurture sides of developmental theory
2. Analyze the different stages of Piaget's cognitive development
3. Illustrate knowledge of Erikson's theory of psychosocial development
4. Determine which stage of Kohlberg's theory of moral development they find themselves on
5. Interpret the importance of the infancy and childhood periods as it impacts the rest of human development
6. Evaluate which of the four basic parenting styles is the best

Time Allocation – approximately 2 weeks
Case Studies, Class discussion, **debate a moral dilemma,** Group Work, Guided readings and notes, Lecture, **Writing Prompts (reflections)**

Instructional Strategies

Assured Assessments (Projects) Students may do one of the following activities:

1. Illustrate the eight different developmental stages of Erik Erikson by drawing a picture illustrating the conflict one faces in each of the eight stages.
2. Design a children's toy demonstrating the different levels of cognitive development.
3. Complete a timeline of significant events in the lives of infants (or their own lives). The timeline would demonstrate the concepts of growth cycles, critical periods, imprinting, and language development.
4. Create several different moral decision scenarios and debate the decision. Students can then fit their decision into Kohlberg's stages of moral development.
5. Create their own punishments for given situations and discuss which parenting type they fit into. This can be used to better understand both childhood and adolescence.
6. Role-play difficult situations between parents and students to better understand the viewpoint of their parents.

RESOURCES:

1. This website contains lessons plans from Discovery Education about Developmental Psychology:
   http://teachinghighschoolpsychology.blogspot.com/2010/01/developmental-psychology-lesson-plans.html
2. This website contains lesson plans that pertain to Developmental Psychology including a language development game:
   http://www.devpsy.org/teaching/index.html

UNIT 4

Learning and Cognitive Psychology (Memory, Thinking and Language, Motivation and Emotion)

Essential Questions: How do people learn and process information?

Content Standards

Memory

CONTENT STANDARD 1

Processes of memory

Students are able to (learning targets):

1.1. Explain the processes of encoding, storage, and retrieval

1.2. Describe systems of memory (i.e., sensory, working, and long-term memory)

1.3. Differentiate types of memory (i.e., implicit and explicit)

CONTENT STANDARD 2

Factors influencing memory

Students are able to (learning targets):

2.1. Explain strategies for improving the encoding, storage, and retrieval of memories

2.2. Describe memory as a reconstructive process

2.3. Explain kinds of forgetting or memory failures

2.4. Identify disorders that impact memory

Language

CONTENT STANDARD 1

Structural features and development of language

Students are able to (learning targets):

1.1. Describe the structure of language from the level of speech sounds to communication of leaning

1.2. Describe the relationship between language and cognition

1.3. Explain the language acquisition process and theories

CONTENT STANDARD 2

Language and the brain

Students are able to (learning targets):

2.1. Identify the brain structures associated with language

2.2. Explain how damage to the brain may affect

Learning

CONTENT STANDARD 1

Classical Conditioning

Students are able to (learning targets):

1.1. Describe the processes of classical conditioning

1.2. Describe clinical and experimental examples of classical conditioning

CONTENT STANDARD 2
Operant Conditioning
Students are able to (learning targets):
2.1. Describe the processes of operant conditioning
2.2. Describe clinical and experimental examples of operant conditioning

CONTENT STANDARD 3
Observational learning, social learning theory, and mental processes in learning
Students are able to (learning targets):
3.1. Describe observational learning and social learning theory
3.2. Describe the role of mental processes in learning

Motivation and Emotion

CONTENT STANDARD 1
Influences of motivation
Students are able to (learning targets):
1.1. Explain biological, cognitive, and social factors that influence motivation
1.2. Explain the role of culture in human motivation

CONTENT STANDARD 2
Domains of motivated behavior in humans
Students are able to (learning targets):
2.1. Identify factors in motivation that influence eating and sexual behaviors
2.2. Identify motivational factors that influence achievement and affiliation

CONTENT STANDARD 3
Perspectives on emotion
Students are able to (learning targets):
3.1. Explain the biological and cognitive components of emotion
3.2. Describe the psychological research on basic human emotions
3.3. Differentiate among theories of emotion

CONTENT STANDARD 4
Emotional interpretation and expression (interpersonal and intrapersonal)
Students are able to (learning targets):
4.1. Explain how biological factors influence emotional interpretation and expression
4.2. Explain how culture and gender influence emotional interpretation and expression
4.3. Explain how other environmental factors influence emotional interpretation and expression

CONTENT STANDARD 5
Domains of emotional behavior

Students are able to (learning targets):

5.1. Identify biological and environmental influences on the expression and experience of negative emotions

5.2. Identify biological and environmental influences on the expression and experience of positive emotions

Focus Questions (Student Objectives):
1. What is Classical Conditioning?
2. What is Operant Conditioning?
3. What is Social Learning?
4. How do humans take in and store information?
5. How do humans retrieve information?
6. How do humans think and solve problems?
7. How do humans develop language?
8. What are different theories of motivation?
9. What are the biological and social motives that drive humans?
10. What are emotions and how do they impact us?

Content (Scope and Sequence)
- Ivan Pavlov and the four elements of Classical conditioning
- B.F. Skinner and the process of Operant conditioning
- Social learning: latent learning, modeling, and behavior modification
- The process of encoding, storing, and retrieving information
- Memory: sensory, short term, long term
- Memory: recall, forgetting
- Ways of improving memory
- The components of thought (images, symbols, concepts, prototypes, and rules)
- The different kinds of thinking
- Problem solving
- The elements of language (phonemes, morphemes, and syntax)
- B.F. Skinner vs. Noam Chomsky: the debate on language development
- Language acquisition
- The theories of motivation (instinct, drive-reduction, incentive, cognitive)
- The biological and social motives of humans
- Maslow's Hierarchy of Needs
- The elements of emotions (the physical, the behavioral, and the cognitive)

Time Allocation – approximately 3 weeks

Instructional Strategies

Case Studies, Class discussion, **Class experiments**, Group Work, Guided readings and notes, Lecture, **Movie Analysis, Role play, Research** through Technology, **Writing Prompts (reflections)**

Skills
- Analyze the differences between Classical and Operant Conditioning
- Illustrate the ways humans encode, store, and retrieve information
- Practice different memory enhancing techniques
- Evaluate the validity of various mnemonic device
- Identify the elements of language
- Discuss the various theories of language development and defend the view they believe is the strongest
- Analyze various movies (*Castaway*) and apply the content to Maslow's Hierarchy of Needs

Assured Assessments (Projects) Students may do one of the following activities:
1. Watch a movie (*Castaway*) and write a paper about how the movie illustrates Maslow's Hierarchy of Needs.
2. Host an in-class debate between the views of Skinner and Chomsky on language acquisition in children.
3. Students will partake in class experiments in both classical and operant conditioning and evaluate their effectiveness in controlling behavior.

RESOURCES:
1. Classical Conditioning
   https://www.verywellmind.com/classical-conditioning-2794859

2. Operant Conditioning
   https://www.verywellmind.com/operant-conditioning-a2-2794863

3. Psych Sim 6:
   ttps://www.worthpublishers.com/BrainHoney/Resource/22292/sitebuilderuploads/shared
   _psychology/psychsim6/app.html?s=psychsim6-operant-conditioning

UNIT 5
Personality and Individuality

Essential Questions: What can we learn about ourselves through various intelligence tests and personality tests? How valid are the results?

Content Standards
Perception

CONTENT STANDARD 1

The process of perception

Students are able to (learning targets):

1.1. Describe principles of perception

1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2

The interaction between the person and the environment in determining perception

Students are able to (learning targets):

2.1. Explain Gestalt principles of perception

2.2. Describe binocular and monocular depth cues

2.3. Describe perceptual constancies

2.4. Describe the nature of attention

2.5. Explain how diverse experiences and expectations impact perception

Intelligence

CONTENT STANDARD 1

Perspectives on intelligence

Students are able to (learning targets):

1.1. Explain intelligence as a construct

1.2. Describe various conceptualizations of intelligence

1.3. Describe the effects of differences in intelligence on everyday functioning

CONTENT STANDARD 2

Assessment of intelligence

Students are able to (learning targets):

2.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness

2.2. Identify current methods of assessing human cognitive abilities

2.3. Describe measures of and data on reliability and validity for intelligence test scores

CONTENT STANDARD 3

Issues in intelligence

Students are able to (learning targets):

3.1. Explain the complexities of interpreting scores on intelligence tests

3.2. Describe the influences of biological, cultural, and environmental factors on intelligence

Focus Questions (Student Objectives):
1. What are the characteristics of a Psychological Test?
2. What are different ways that intelligence is tested?
3. What is the difference between IQ and EQ?
4. How do you measure achievement, abilities, and interests?
5. What is personality testing?
6. What are some different personality theories?
7. How can we interpret our personality based on various personality theories?

Content (Scope and Sequence)
- The validity of Psychological Tests
- Different views of intelligence
- The development of Intelligence Tests (IQ)
- Howard Gardner's view of Multiple Intelligences
- Emotional Intelligence (EQ)
- Personality Testing
- The MMPI, the CPI, the Myers-Briggs, the Rorschach Inkblot, and the TAT tests
- Personality Theories (Psychoanalytic, Behaviorist, Social Learning, Cognitive, Humanist, and Trait theories)

Time Allocation – approximately 2 weeks

Instructional Strategies
Class discussion, Guided readings and notes, Lecture, **Writing Prompts (reflections)**

Skills:
- Evaluate the validity of various Psychological tests
- Compare and contrast the different views of intelligence
- Outline the history of the development of IQ testing
- Demonstrate knowledge of personality and the many different theories of personality development
- Evaluate which personality theory best applies to the individual
- Explain how the personality theories affects an individual's growth and development

Assured Assessments (Projects) Students may do one of the following activities:
1. Take several different kinds of personality tests both online and in the classroom. Students will evaluate the accuracy and validity of these tests.
2. Take a test to determine which Multiple Intelligences they are strongest with and then use that intelligence to do a project to present to the class.
3. Write a paragraph defining their own personality and apply different personality theories to how they might have developed their own personality.

4. Invite experts in the field to discuss and share information about intelligence and personality theories. Students will have the opportunity to come up with questions they have for the expert and will write a reflection on their experience.

RESOURCES:

1. The Myers-Briggs Foundation:
   http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/

2. The Myers-Briggs Personality Test Online:
   https://www.16personalities.com/

3. Online Inkblot Test:
   http://theinkblot.com/

4. Online Multiple Intelligences Test:
   http://www.literacyworks.org/mi/assessment/findyourstrengths.html

Unit 6:
Abnormal Psychology

Essential Questions:

1. **How do psychologists, by looking at various attempts to define abnormal behavior, adjustments, and psychological health, draw the line between normal and abnormal behavior?**

2. **Is behavior influenced by nature or nurture?**

3. **How many different ways can treatment be approached?**

Content Standards

Disorders

CONTENT STANDARD 1

Perspectives of abnormal behavior

Students are able to (learning targets):

1.1. Define abnormal behavior

1.2. Describe cross-cultural views of abnormality

1.3. Describe major medical and biopsychosocial models of abnormality

1.4. Explain how stigma relates to abnormal behavior

1.5. Explain the impact of psychological disorders on the individual, family, and society

CONTENT STANDARD 2

Categories of psychological disorders

Students are able to (learning targets):

2.1. Describe the classification of psychological disorders

2.2. Describe the challenges associated with diagnosing psychological disorders

2.3. Describe symptoms of psychological disorders

Health

CONTENT STANDARD 1

Stress and coping

Students are able to (learning targets):

1.1. Define stress as a psychophysiological response to the environment

1.2. Explain sources of stress across the life span

1.3. Explain physiological and psychological consequences of stress for health and wellness

1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress

CONTENT STANDARD 2

Psychological science promotes mental and physical health and wellness

Students are able to (learning targets):

2.1. Describe factors that promote resilience and flourishing

2.2. Identify evidence-based strategies that promote health and wellness

Therapies

CONTENT STANDARD 1

Types of treatment

Students are able to (learning targets):

1.1. Describe different types of biomedical and psychological treatments

1.2. Explain why psychologists use a variety of psychological treatments

1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

CONTENT STANDARD 2

Legal, ethical, and professional issues in the treatment of psychological disorders

Students are able to (learning targets):

2.1. Identify differences among licensed mental health providers

2.2. Identify legal and ethical requirements for licensed mental health providers

2.3. Identify resources available to support individuals with psychological disorders and their families

Focus Questions (Student Objective):

At the completion of the unit, students will be able to answer:

1. How do psychologists define a psychological disorder?
2. How do psychologists distinguish between normality and abnormality?
3. What are the behavioral patterns that psychologists label as anxiety?
4. What causes anxiety disorders?
5. What are the behavioral patterns that psychologists label as somatoform disorders?
6. What are the symptoms of dissociative disorders?
7. What is schizophrenia?
8. What are several theories that try to explain mood disorders?
9. How do personality disorders differ from other psychological disorders?
10. How is drug abuse a psychological problem?
11. What is psychotherapy?
12. What is psychoanalysis and humanistic therapy?
13. What is cognitive and behavioral therapy?
14. What are the biological approaches to behavior?

Content (Scope and Sequence):

- Approaches to defining abnormality
- Psychiatric use of the DSM-IV
- Generalized Anxiety, Phobia, Post-Traumatic Stress, Obsessive-Compulsive Disorder, Panic Disorder
- Somatoform Disorders
- Dissociative Disorders
- Types of schizophrenia
- Major depressive disorder, bipolar disorder, seasonal affective disorder

- Personality disorders
- Drug addiction
- Psychological Treatments and Therapies

Skills:

1. Differentiate between normal and abnormal behavior
2. Describe the major symptoms of each of the mental disorders
3. Analyze the classification system for diagnosing mental disorders as found in the DSM-IV
4. Evaluate treatment methods for different mental disorders
5. Recognize major symptoms of different mental disorders
6. Demonstrate reasoned judgment
7. Analyze case studies
8. Make comparisons
9. Apply concepts

Time Allocation: Approximately 3-4 weeks

Instructional Strategies

Case Studies, Class discussion, Group Work, Guided readings and notes, Lecture, **Movie Analysis, Research Project, Writing Prompts (reflections)**

Assured Assessments (Projects): Students may do one of the following activities:

1. Brainstorm the definition of abnormal behavior and create their own criteria for defining abnormal behavior.
2. Research the symptoms of a mental disorder and present the disorder and its major symptoms to the class.
3. Read different case studies and define the disorder presented.
4. View a major motion picture that includes a character with a mental disorder. They can create their own case study of that character. They can also note the way the movie industry portrays mental illness and analyze how realistic the portrayal of the disorder is (See appendix).
5. Write their opinions of which therapy methods would work best for different mental illnesses.
6. Keep reflective journals.
7. Debate the ethics of treatment and/or the validity of the insanity defense.
8. Compare and contrast definitions of abnormality across cultures.
9. Analyze case studies and "diagnose" disorders.
10. Create brochures to advertise treatment centers and therapy.
11. **Provide students with local and state resources for mental health services**

RESOURCES:

1. DSM-V
   https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3683251/

2. National Institute of mental health
   https://www.nimh.nih.gov/

3. The World of Abnormal Psychology Videos
   https://www.learner.org/series/the-world-of-abnormal-psychology/

4. CT Department of Mental Health and Addiction Services
   https://portal.ct.gov/dmhas
   https://www.ctmentalhealthservices.com/

5. Town of Trumbull Mental Health Services
   https://www.trumbull-ct.gov/205/Counseling-Center

6. Trumbull High School Mental Health Services
   https://www.trumbullps.org/ths/mental-health-resources.html

Unit 7
Social Psychology

Essential Questions:
1. **How and why do we interact with others the way we do?**
2. **How are we influenced by the presence of and our interactions with others?**
3. **What effect do the groups to which you belong have on how you think, act and feel?**

Content Standards

Social

CONTENT STANDARD 1

Social cognition

Students are able to (learning targets):

1.1. Describe attributional explanations of behavior

1.2. Explain how experiences shape attitudes and beliefs

1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

CONTENT STANDARD 2

Social influence

Students are able to (learning targets):

2.1. Explain how the presence of other people can affect behavior

2.2. Describe how intergroup dynamics influence behavior

2.3. Explain how persuasive methods affect behavior and beliefs

2.4. Identify factors influencing attraction and relationships

2.5. Identify factors influencing aggression and conflict

2.6. Identify factors influencing altruism and helping behaviors

Focus Questions (Student Objectives):

At the completion of the unit, students will be able to answer:
1. What is social perception?
2. What are the factors involved in choosing friends?
3. How do we use schemas and first impressions?
4. How are social perceptions formed and changed?
5. What are some problems and issues in forming impressions of people and situations?
6. What is the relationship between attribution, stereotypes, prejudice and discrimination?
7. What are several factors that influence how we view others' behaviors?
8. In which ways can groups influence an individual's behavior?
9. Why do most people tend to obey an authority figure?
10. What are causes of group conflict and cooperation?
11. How do group dynamics promote or restrain altruism and aggression?

Content (Scope and Sequence):
- Social perceptions
- Attitudes and behavior
- Attraction and relationships
- Conformity-Asch's Conformity Experiment

- Gender-role stereotyping
- Group Influence
- Altruism

Skills:
Students will:
1. Reflect on those situations where your first impressions of someone have either proven to be correct or false.
2. Discuss with students the various types of stereotyping, prejudice and discrimination that exist at all of the levels.
3. Evaluate their friendships and identify which rewards they get from different friendships.
4. Analyze which social psychology theory best explains aggression.
5. Critically evaluate information about our social behavior and its impact on our daily lives.
6. Examine the Stanford Prison Experiment and Milgrim's Study on Obedience and identify their impact on social psychological theories.

Time Allocation: Approximately 2 weeks

Instructional Strategies

Case Studies, Class discussion, **Group Work**, Guided readings and notes, Lecture, **Role play, Writing Prompts (reflections)**

Assured Experiences (Projects): Students many do one of the following activities:
1. Research and debate the topic of stereotypes & prejudice with a debate on affirmative action as a university admissions policy.

2. Media Study: Analysis and interpretation- Given a series of images, ask students to describe what processes are involved in forming understandings about the people and the situations.

3. Group Activity: Mental schema- Given a series of images of people, places and objects, develop a schema for each to illustrate that schema are social constructions using the processes of anchoring and objectification.

4. Role play: Social cognition - Invite small groups of students to create a mime illustrating various judgment forming situations (e.g., romantic, intimidation, arrogance, argumentative, stubbornness, danger, fear, worry, cooperative, competitive, power, intimate, friendship). The other students should be able to guess what the situation is through the actions and body language of the actors.

5. Group activity: Mental schema- Given a visual of a small aspect of a country or city (e.g., countryside, factories, highways, city or slums), ask students to write a paragraph about what they think that country or city is like.

Online Resources and Activities:

APA-Social Psychology - https://www.apa.org/education-career/guide/subfields/social

Psychology Tutorials - http://psych.hanover.edu/krantz/tutor.html

Social Psychology Network - http://www.socialpsychology.org/

Very Well Mind - https://www.verywellmind.com/social-psychology-4157177

Name _____ Period _____ Date _____

Group Names: _____

Topic: _____

Psychology Survey Project-100 points – QUIZ GRADE (Group Project)

The task is to create and conduct a survey of randomly selected students at Trumbull High School. Your group is to pick a single topic, create the survey questions, and then conduct your primary research survey, which will be completed on your own electronic device. Your survey must include a **minimum of five questions that support your hypothesis** (approved by the teacher) and you must include **at least 25 randomly-selected students**. You may also submit your survey questions through social media if you would like more responses. Please develop multiple choice questions or checklist questions since it will be easier for you to calculate your results. Please include options for:

- Grade (9th-12th) or age
- Female or Male

Format: The survey questions, interviews, and reports will be completed on *Google Apps*. You will create a *Google Form* to collect your data. A *Google Spreadsheet* will be used to create your statistical reports. The final summary will be completed on a *Google Document*, which will include the chart and a summary. You must share the entire project with your teacher through Google. It is not necessary to print out the report. **You will share your results with the class.**

Grading:

1. Write a **one-two page summary** (**group activity)** of the results of your survey. This summary must be typed. Make sure to include the following information: (**70** points)
- **Introduction**
- **Question: What are you trying to understand about human behavior?**
- **Hypothesis** (your expectations about the results)
- **Was your hypothesis supported by the survey?**
- **Why do you think your results turned out the way they did? What did your group learn from the experience of conducting a survey? Identify the items in your survey that you would change if you had the opportunity to conduct the survey again; why and how would you change these items?**
- **Conclusion**

2. You must also **include a statistical report of your results by creating number charts, pie charts, bar graphs, etc**. The Google Form will NOT automatically create your spreadsheet or charts. (**25** points)

3. Share the link to your form and spreadsheet on your summary report with me through Google Classroom. (**5** points).

TOTAL POINTS: _____

Brain Collage & the New Superheroes Project
100 Points

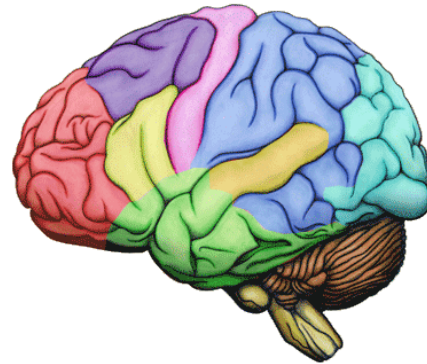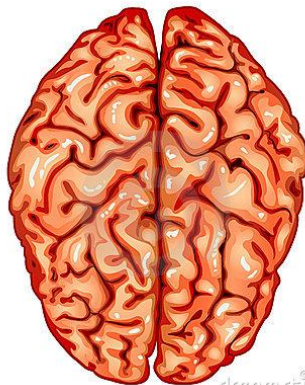**Part A: Brain Collage**

Purpose:

The purpose of this assignment is to create an accurate visual representation of the brain with a focus on **function**. The construction of this project will help to facilitate a deeper understanding of the specific functions of each are of the brain as well as familiarize you with the location of each area. You may work independently or with up to two partners (no more than three to a group).

For the first part of this assignment you must create a visual representation of the brain that must include the following:

1. The Collage must include the following areas of the brain: Medulla, Reticular Formation, Cerebellum, Thalamus, Hypothalamus, Amygdala, Pituitary Gland, Cerebral Cortex (it's 4 lobes), Corpus Callosum, and the Hippocampus.
2. Two pictures for each area should be included and demonstrate the area's function.
3. All areas of the brain must be labeled.
4. All areas must provide a brief and accurate written summary of the function of the area.
5. The project should be well organized, clearly presented and neat.
6. Your collage may be presented on a technological tool such as Prezi, Power Point, or Google Slides. You may also make a "Brain Book" if you choose that will contain the same information in a book format.

Also your group will need to find a minimum of two maps of the brain so you can properly label the parts of the brain. You will need to find a **side** view and a **top** view. You may choose to find additional views as well if it helps to add clarity to your labeling.

The Brain Superheroes

In addition to your group creating the brain collage you are also required to create a team of three superheroes. Your group must pretend it is possible for these three superheroes to have their powers by magnifying the abilities in selective parts of the human brain.

Identify the area of the brain that would have to be altered to accomplish the special skills of each superhero.

Then do the following:

On a piece of computer paper:

- Draw/Design a picture of your superhero with his/her name written out as well

On the back of the same paper answer the following:

- Explain what super-abilities your superhero possesses
- Explain what part of the brain structure has been altered to accommodate their special powers

(Each superhero will be worth 5 points)

Brain Assignment Rubric

Below you will find the specifics on how you will be graded for each part of this assignment. Be sure to meet each parameter so that you can get full credit.

1. The collage includes all **13** sections of the brain. These include the Medulla, Reticular Formation, Cerebellum, Thalamus, Hypothalamus, Amygdala, Pituitary Gland, Cerebral Cortex (it's 4 lobes), Corpus Callosum, and the Hippocampus. (**13 points**).

   Pts_____

2. Two pictures that clearly demonstrate an understanding of the function of each area. (**13 points**)

   Pts_____

3. Each area is correctly labeled and provides an accurate summary of the area's function and is in your own words. (**29 points**)

   Pts_____

4. The whole project is neat. (**10 points**)

   Pts_____

5. Color is used to differentiate each area. (**10 points**)

   Pts_____

6. Presentation- The whole project is well organized and clearly presented. (**10 points**)

   Pts_____

7. You have successfully created a team of three superheroes (**15 points**)

   Pts_____

Total points earned -   Pts_____

Psychology Ψ
Psychological and Developmental Disorders Project 2022 – 100 points
1. Alcohol and Drug Addiction
2. Amnesia and Fugue
3. Anxiety Disorders
4. Autism spectrum disorder
5. Child Abuse
6. Dementia disorders (Alzheimer's)
7. Dissociative Identity Disorder (multiple personalities)
8. Domestic Abuse
9. Eating disorders (anorexia, bulimia, pica)
10. Lewy Body Dementia (Robin Williams)
11. Munchausen by Proxy
12. Mood Disorder (depression, bipolar)
13. Narcissistic Personality Disorder
14. Obsessive-Compulsive Disorder (OCD)
15. Parkinson's
16. Personality Disorders (borderline, psychopath, sociopath)
17. Post-Traumatic Stress Disorder
18. Schizophrenia
19. Somatoform Disorders (conversion, hypochondriasis)

Task: You may work individually or in a group of 2.
Your group will be responsible to research your assigned Psychological Disorder and prepare a Google Slide presentation for the class. Your Google Slides must be submitted to www.turnitn.com.

Each presentation will require the following elements. Please do not write in paragraphs.
1. Causes of the disorder
2. Symptoms of the disorder
3. How the disorder will impact an individual's life and the lives of loved ones
4. Treatments for the disorder, including mental health organizations in the region. Please be very specific. You may include links to the organizations.
5. How the mental disorder is portrayed in the media. Are there any famous people who have shared their disorder with the American public? You may include an article or a video clip.
6. Works Cited Page – MLA format, and please cite your pictures.

Grading:
- Causes of the disorder **(15 points)**
- Symptoms of the disorder **(15 points)**
- Impact on individual's life and the lives of loved ones **(15 points)**
- Treatments for the disorder, including mental health organizations in the region **(15 points)**
- How the mental disorder is portrayed in the media. Are there any famous people who have shared their disorder with the American public? (**15 points)**
- Quality of Google Slides and Presentation (**15 points)**
  - o Does it look good? Organized? Helps deliver information?
  - o Did everyone speak? Did you read off the slides too much? Was it interesting?
- Works Cited Page – MLA format (**10 points**)

100-point **TEST grade**

Psychological Disorders Project Rubric - 100 points

Assigned Disorder:

Group Member Names:

- Causes of the disorder **(15 points)**

- Symptoms of the disorder **(15 points)**

- Impact on the individual and loved one's life **(15 points)**

- Treatments for the disorder and resources in the area (**15 points)**

- How mental health disorder is portrayed in the media (**15 points)**

- Quality of Google Slides and Presentation **(15 points)**

- Works Cited page (images too) (**10 points**)

Final Grade: _____

Comments:

ESSENTIAL QUESTIONS: How do psychologists attempt to understand human behavior, and why is that important? How has this experiment impacted society then and now?

 Common Core Standards

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

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

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

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TASK:

You will **conduct research** on one psychological experiment, and create a **Google Slide presentation with 100 points** (at least 12 slides), demonstrating the history and the application of the experiment, and discussing its current relevance to today's society. Please include the following in your slide project:

 Background of the psychologist(s) **(10 points)** (1 slide) (Include at least 2 images)

 Historical context and motivation for conducting the experiment **(10 points)** (1 slide) (Include at least 2 images)

Describe **experiment** using the **scientific method (80 points) (10 slides)**

1.   **Question**: What question(s) did the experiment set out to answer? (1 slide)

2. **Hypothesis**: What was the hypothesis of the scientist(s) involved? (1 slide)

3. **Procedure**: Bullet the procedure taken (1 slide)

4. **Materials**: Bullet the materials used (1 slide)

5. **Participants**: Describe the participants. Was there a control group or not? (1 slide)

6. **Data**: Provide tables or bulleted information on the findings/data from the experiment (1 slide)

7. **Conclusion**: What conclusion did the experiment produce? There could be more than one. (1 slide)

8. **Experiment's impact** then and now on society: How did this experiment influence the time period it occurred in? (one slide) How might this experiment's findings still impact us today? (a separate slide)

9. **Works Cited Page/Citations** for images (deductions if missing or incomplete) (1 slide) These can be urls.

 #1-9 information above should appear on individual slides totaling 10 slides.

ALL slides except the Works Cited slide should have at **least 2 pictures** that support or complement the information on the slide.
\

TITLE each slide described above with the BOLD title listed.
 If working with a partner, you must put your own initials on every slide you do.

Part 2 – 100 points

INDIVIDUAL REFLECTION ON THE EXPERIMENT (Submitted separately in a Google doc paragraph) 20 points (5 pts each dark bullet)
- What did you learn from the experiment?
- Were there any flaws in the experiment? Every experiment has flaws so you can't say there were none.
- Based on the needs of society today, how would you update/modify or change the experiment for the 21st century?
- Describe your process:
  - What did you do well in this project?
  - What part of the project was more challenging?
  - How could you have made the project better?

PROJECT PRESENTATION GRADE 20 points

- Project Preparation and Organization
- Presentation Preparation and Organization
- Knowledge of Content and Expression of Ideas
- Elaboration of Content Beyond the Slide Show Bullets
- Clear Speaking Voice and Volume
- Appropriate Presentation Tone
- Accuracy in answering teacher or student questions about your project

APPLICATION OF PROJECT TOPICS 20 points (Submitted as separate assignments in Google Classroom)

- Project Note Taking Chart for ALL projects 20 points

FINAL EXAM – Completed during final exam period 40 points

Choose **FOUR** experiment presentations, and write a summary form the handouts and notes that you took watching the presentations. Explain the four experiments impacting society today.

TOTAL RESEARCH PROJECT GRADE: 100 points possible

Your grade:

TOTAL INDIVIDUAL REFLECTION GRADE: 20 points possible

Your grade:

TOTAL PRESENTATION GRADE: 20 points possible

Your grade:

APPLICATION OF PROJECT TOPICS GRADE: 20 points possible

Your grade:

FINAL EXAM 40 points possible

Your grade

PROJECT TOPICS:

1. A Class Divided – eye color test (Jane Elliott)

2. Asch Experiment

3. Bandura-Bobo Doll

4. Bystander Effect

5. CIA Mind Control Experiment

6. Halo Effect

7. Kenneth and Mamie Clark Doll Test

8. Little Albert Experiment

9. Matina Horner's Fear of Success Experiment

10. Pseudo Patient Experiment (Rosenhan)

11. Robber's Cave Experiment (conflict between groups)

12. Rorschach Inkblot Test

13. Skinner Box

14. Stanford Prison Experiment

15. The Good Samaritan Experiment

16. The Hawthorne Effect

17. The Magical Seven Experiment

18. The Marshmallow Test

19. The Milgram Experiment

20. Tuskegee Study

21. Washoe Experiment (Allen and Beatrix Gardner)

Trumbull High School School-Wide Reading Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation	Demonstrates understanding of text by: • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: • Not identifying the purpose of the text • Providing initial reaction not supported by text • Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : • Extensively reshaping, reflecting, revising, and/or deepening initial understanding • Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text • Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : • Guided reflection and/or revision of initial understanding • Summarizing some main ideas of text • Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections • text to text • text to self • text to world	Demonstrates specific connections • text to text • text to self • text to world	Demonstrates general connections • text to text • text to self • text to world	Struggles to make connections • text to text • text to self • text to world

Evaluate
 	
X_____
	Insightfully evaluates the text by one or more of the following elements:
	• Critical analysis to create a conclusion supported by the text
	• Perceptive judgments about the quality of the text
	  • Synthesis of text
	  • Express a personal opinion.
		Evaluates the text by one or more of the following elements:
		• critical analysis to form a conclusion from the text
		• thoughtful judgments about the quality of the text
		• Evaluation of text to express personal opinion(s)
			A general evaluation of the text by one or more of the following elements:
			• Forms a superficial conclusion from the text
			• Assesses the quality of the text
			• Uses text to express personal opinion(s)
				Struggles to evaluate the text by any of the following elements:
				• Forming a conclusion from the text
				• Assessing the quality of the text
				• Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric:

Category/Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	• Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task	• Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task	• Establishes a purpose • Demonstrates an awareness of audience and task	• Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions	• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions	• Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions	• Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples	• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples	• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples	• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	• Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning	• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning	• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning	• Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Honors SCSU Introduction to Sociology
Grades 10-12

2022

(Last revision date: 2022)

Curriculum Writing Team

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Honors SCSU Introduction to Sociology

Grade 10-12

Table of Contents

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.
Approved 8/26/2011

INTRODUCTION AND PHILOSOPHY

In this semester-long elective course, students in grades 10-12 will be introduced to the field of Sociology from the varied understanding that society is part culture, part structure, part institution and part adaptation. Major themes include the individual and society, how society is both stable and changing, and the causes and consequences of social inequality. Emphasis will be placed on these topics so that the students will appreciate that societies are deliberately constructed and are constantly subject to change. Understanding sociology helps discover and explain patterns in human life and how they change over time.

In the first half of the course, students will be introduced to the founders of sociology and sociological vocabulary and principles. The second half of the course focuses on socializing the individual and the subsequent interactions with institutions to create change. Sociology is a challenging opportunity to critically analyze and engage with patterns of human behavior. It is a discipline which requires the student to examine as well as develop theories about society. Through the examination of current trends, conflicts, and issues, students will gain a sociological perspective of their environment. It is the function of the teacher in a course such as this to provide bridges between opinion and fact, theory and reality, and guide the student to recognize the several sides and solutions of an issue. To accomplish this goal, a variety of activities and assessments will be incorporated which will allow students to evaluate society and its institutions. Through teacher-reviewed materials, students will research, read analytically, reflect, and write on a variety of topics related to the curriculum, to prepare to effectively participate in a diverse and multicultural society, and develop a sense of personal and social responsibility. The program offers all students the opportunity to meet their educational needs. Upon successful completion of the course, the student will receive one-half elective credit towards Trumbull High School graduation.

Southern Connecticut State University Early College Experience

Students will be given the opportunity to receive three college credit hours from Southern Connecticut State University for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

COURSE DESCRIPTION
Honors SCSU Introduction to Sociology

Course Name and Level: Honors SCSU Introduction to Sociology - Elective at THS
SOC100 - at SCSU

Course Credit:
-One class period daily for a half year (one semester).
-One-half elective credit for Trumbull High School.
-Students will be given the opportunity to receive three college credit hours from SCSU for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

Prerequisites:
Successful completion of Grade 9 Global Civilizations, and/or a GPA of 3.0 or higher, and/or teacher recommendation.

General Description of the Course Content:
This introductory course in sociology will help the students to understand the behavior of humans as members of various groups. After a brief introduction to the scope and nature of sociology as social science and the development of an understanding of the techniques used in sociological research, the students will be given the opportunity to explore those areas which they find relevant to their own interests and needs. Among the topics suitable for study are: the family as a social institution, status and role, class structure, social mobility, human ecology, deviant behavior, and social and cultural change. These topics are merely illustrative.

Assessment:
Students will be required to complete daily reading assignments, research projects and papers, tests and quizzes, and to actively participate in class discussions.

Text:
Thomas, W. L. V. (2010). *Sociology: The Study of Human Relationships*. Holt McDougal.
-Teacher selected primary and secondary source documents to apply sociological perspective throughout the course.

COURSE STANDARDS

The following national standards derive from the College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History.

D2.Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences.

D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.

D2.Soc.3.9-12. Identify how social context influences individuals.

D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.

D2.Soc.5.9-12. Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

D2.Soc.6.9-12. Identify the major components of culture.

D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

D2.Soc.8.9-12. Identify important social institutions in society.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.10.9-12. Analyze how social structures and cultures change.

D2.Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential.

D2.Soc.12.9-12. Explain the social construction of self and groups.

D2.Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

D2.Soc.14.9-12. Explain how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values.

D2.Soc.15.9-12. Identify common patterns of social inequality.

D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.

D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.

D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.

The following course standards derive from the 2010 Connecticut Core Standards for Literacy.

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

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

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

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

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

CCSS.ELA-Literacy.WHST.11-12.1.B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.WHST.11-12.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

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

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

CCSS.ELA-Literacy.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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

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

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

The following course standards derive from the 2016 ISTE Technology Standards.

ISTE Standard 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Standard 4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

ISTE Standard 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

ISTE Standard 7a: Students use digital tools to connect with learners from a variety of cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE Standard 7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE Standard 7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

COURSE GOALS

The course goals align with The Connecticut State Frameworks for Social Studies.

Students will:

- Gather, analyze, and reconcile information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- Evaluate the roles and contributions of individuals and groups.
- Develop critical thinking skills by inquiry, research, and organizing information.
- Support and defend ideas through oral presentations and writing prompts by evaluating a variety of resources.
- Incorporate technology by researching topics related to the curriculum and using various community networks to engage in shared inquiry.

COURSE ENDURING UNDERSTANDINGS

Students will understand that…
- The sociological perspective shows the power of society to shape our individual lives.
- Groups of people and individuals are influenced by the parts of culture that change or remain the same at given periods of time.
- Communities are diverse creating varied perspectives, contributions, and challenges.
- Social experience is essential to human development.
- Social structures are enveloping systems that continually evolve in response to changing values and new technology.
- Each of the three major perspectives view age, gender, and race as being defined by each society, with each having differing influences on an individual's development, strata, and identity.
- Social norms must be followed for a society to run smoothly and they are enforced through internalization and sanctions.

COURSE ESSENTIAL QUESTIONS

- How do sociologists view and think about society?

- How do changes in society and culture (i.e., globalization, nationalism, group identity) affect behavior at the societal level and on an individual level?
- How do people develop their personalities?
- Why are humans innately drawn to form social groupings at various levels and how do these groupings influence the individual?
- How can the sociological perspective help evaluate societal institutions?
- How do we best address social inequality?
- How does society identify and control deviant behavior?

COURSE KNOWLEDGE AND SKILLS

- Students will know . . .
    - How to apply the sociological perspective to the study of society and culture.
    - How to conduct sociological research using scientific method.
    - How to distinguish cultural relativism from ethnocentrism.
    - How the roles of various social institutions, such as family, schools, peer groups, and the mass media play in the socialization of children.
    - How major theories explain social stratification.
    - The proposed causes of crime and deviance.

- Students will be able to . . .
    - read sophisticated texts and academic writings.
    - think critically by synthesizing a variety of perspectives and information from various sources.
    - discuss controversial issues with maturity and openness.
    - analyze various forms of data to support original ideas.
    - utilize collaborative technologies to explore local and global issues to work with others to investigate solutions.
    - present work and/or research using visual, oral, and written formats.

COURSE SYLLABUS

Trumbull High School Social Studies Department
Introduction to Sociology - Southern Connecticut State University (SOCI 100)

SCSU Mission Statement: Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.

Trumbull High School Mission Statement: Trumbull High School educates students in a safe, inviting, student-centered community. We encourage academic achievement, extracurricular participation, enthusiasm and self confidence to foster independence and personal and social growth. We hold our school community to the ethical conduct and social awareness necessary to live and participate in a democratic, diverse, and global society.

Contact:
Mrs. Brienza - bbrienza@trumbullps.org
Mr. Springsteen - bsprings@trumbullps.org
All students will be invited to the Google Classroom used for the course by their instructor.

Office Hours:
We will be available for extra help afterschool. Mrs. Brienza will be available Thursday afternoons and by appointment. Mr. Springsteen will be available Monday afternoons and by appointment. Please do not hesitate to speak to us if you have questions or concerns about specific assignments or the course in general. Your success and growth is our priority!

Course Description and Purpose:
Study of the structures and processes of society with emphasis on American institutions and the socio-cultural context of human behavior and its consequences. Examination of population, urbanization, social stratification, social conflict, and social change.

Prerequisite Requirements:
Successful completion of Grade 9 Global Civilizations, and/or a GPA of 3.0 or higher, and/or teacher recommendation.

Southern Connecticut State University Early College Experience:
Students will be given the opportunity to receive three college credit hours from SCSU for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

Course Objectives/Learner Outcomes:
Students will know how to apply the sociological perspective to the study of society and culture. Students will be able to read sophisticated texts and academic writings, think critically by synthesizing a variety of perspectives and information from various sources, discuss

controversial issues with maturity and openness and present work, and/or research using visual, oral, and written formats.

Instructional Activities:
There are many instructional modalities to the Sociology course. These include but are not limited to: lecture, discussion, group based learning, tech based learning, viewing films or video, reading assignments, analyzing primary source texts, assessments and projects, workshops, field work and SCSU Visiting Scholars.

Course Requirements:
Textbook and Supplemental Materials:
-Thomas, W. L. V. (2010). *Sociology: The Study of Human Relationships*. Holt McDougal.
-Teacher selected primary and secondary source documents to apply sociological perspective throughout the course.

Attendance Policy:
Please see the Trumbull High School student handbook to review the attendance policy.

Expectations of the Student:
Students should consistently comply with all school policies outlined in the Trumbull High School student handbook. Please adhere to the following guidelines while in our classroom:
- Be on time for class.
- Come to class prepared everyday with your electronic device, notebook or three ring binder with paper, and a pen or pencil.
- When absent from class, make up your work quickly. Check with classmates, the teacher, or the class website to learn what assignments you missed.
- Show proper academic decorum by being cooperative, respectful, responsible, and kind to one another and the teacher.
- Participate! By keeping a positive classroom environment everyone should feel comfortable working together to further learning.
- No inappropriate or disrespectful use of electronic devices or the class website.

Assignments:
Students will produce argumentative and informational writing through the use of research to support individual claims. Students will create reflective pieces which allow them to connect course content to their personal experiences. Products may take a variety of forms including but not limited to essays, slides, presentations, infographics, videos, and demonstrations. Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles.

Submission of Work:
Assignments are to be completed and turned in **on time**. Late penalties will be given for work that is received late (5 points deducted for each day it is late). Excuses are not accepted. Assignments can be found on Google Classroom.

If an assessment is missed due to absence, excused or otherwise, the assessment must be made-up the first day the student returns to school. If a student misses classes prior to the assessment, the student is responsible for taking the assessment as originally scheduled.

Make Up Work Policy:
If a student is absent for any reason it is **their** responsibility to be proactive in obtaining and completing missing work in a timely fashion. Students will have one day upon their return to class to complete missing assignments.

Evaluation/Methods of Assessment:
Students will be graded fairly by weighted categories viewable through the Infinite Campus gradebook. This grade will be based on the work submitted and participation in the classroom:
Homework/Classwork/Participation = 50% (Between 5-30 points per assignment.)
    - Frequency of assignments may vary each week.
Assessments = 50% (Between 40-100 points per assessment.)
    -At least one per unit of study.

Final Grade:
Student's final grade will be computed from the calculation above and will follow the scale as printed in the Trumbull High School student handbook.

Weekly Schedule:
Students will be notified weekly by their teacher of required readings. Assigned readings may include but are not limited to the textbook and other texts selected by the teacher. Weekly schedule and topics are subject to change at the discretion of the instructor.

Units of Study	Weekly Topics	Estimated Timeline
Unit 1 – Foundations of Sociology	Social Sciences, Sociological Perspective, Sociological Imagination, the Development of Sociology, Modern Sociological Perspectives, Conducting Sociological Research	**1 week**
Unit 2 – Culture	Culture and the American Value System	**2 weeks**
Unit 3 – Social Structure	Social Structure, Status, Role, Exchange, Types of Societies, Groups, Formal Organizations	**2 weeks**
Unit 4 – Socializing the Individual	Personality Development: Nature vs. Nurture, the Development of Self, the Presentation of Self	**2 weeks**
Unit 5 – Agents of Socialization	Agents of Socialization (Friends, School, Media, Religion, Sport), Resocialization, Total Institutions	**2 weeks**
Unit 6 – Social Inequality and Change	Social Stratification, American Class System, Poverty, Race, Ethnicity, Sex and Gender, Ageism, Minority Groups (treatment in the United States), Sources of Discrimination and	**2 weeks**

	Prejudice, Social Movements, Social Change.	
Unit 7 – Social Control and Deviance	Internalization of Sanctions, Types of Sanctions, Deviance and Norm Violations, Social Functions of Deviance, Explaining Deviance, Types of Crime, United States Crime Statistics, the Criminal Justice System in America.	**2 weeks**
Final Research Assessment and Presentations	Knowledge and Understanding of the Discipline of Sociology, Ability to Apply Disciplinary Concepts, Analysis of Cultural Practices and Demographics of a Subculture	**2 weeks**

Accommodation Statement:

All students are required to follow the procedures, policies, and regulations of Trumbull High School. Taking courses at SCSU requires a student to register with the SCSU Office for Disability Services for accommodations to be granted.

Sexual Misconduct Statement:

Southern Connecticut State University is highly committed to providing students with an educational experience that is academically and socially enriching. In line with this mission, SCSU enforces Title IX of the Education Amendments of 1972.

The Trumbull Public Schools shall promote non-discrimination and an environment free of harassment based upon an individual's race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, blindness), - 2 - genetic information, status as a veteran or any other basis prohibited by Connecticut State and/or Federal non-discrimination laws.

Academic Honesty Statement:

Academic misconduct includes all forms of cheating and plagiarism, fabrication and falsification. Academic misconduct includes but is not limited to, providing or receiving assistance from another, in a manner not authorized by the instructor, in the creation of work to be submitted for academic evaluation (including papers, projects and examinations). Plagiarism is defined as presenting, as one's own, the ideas or words of another person, for academic evaluation, without proper acknowledgment. Plagiarism includes, but is not limited to: (i) copying sentences, phrases, paragraphs, tables, figures, or data directly or in slightly modified form from a book, article, or other academic source without using quotation marks or giving proper acknowledgment to the original author or source; (ii) copying information from Internet Web sites and submitting it as one's own work; (iii) buying papers for the purpose of turning them in as one's own work; and (iv) selling or lending papers to another person for submission by that other person, for academic evaluation, as his or her own work.

Fabrication includes but is not limited to making up data or results of a research assignment and recording or reporting them. Falsification includes but is not limited to manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in a submitted research paper.

UNIT 1

Foundations of Sociology

Unit Goals

At the completion of this unit, students will:

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

CCSS.ELA-Literacy.WHST.11-12.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

D2.Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences.

D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.

D2.Soc.5.9-12. Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

Unit Essential Questions

- How do sociologists view and think about society?
- How did European and American scholars contribute to the field of sociology?
- How do the three theoretical perspectives differ in terms of their levels of analysis?
- How do sociologists uncover causation and correlation?
- How do ethical issues affect sociological research?

Unit Scope and Sequence

- Social sciences
  - o Sociology
  - o Anthropology
  - o Psychology
  - o Social Psychology
  - o Economics
  - o Political Science

- o   History
- ● Sociological perspective
- ● Sociological imagination
- ● The development of sociology
  - o   Early sociologists: Comte, Martineau, Spencer, Marx, Durkheim, Weber, Addams, Du Bois
- ● Modern sociological perspectives
  - o   Theoretical perspectives
  - o   Functionalist perspective: dysfunction, manifest and latent functions
  - o   Conflict perspective
  - o   Interactionist perspective: symbolic interaction
  - o   Macrosociology v. microsociology
- ● Conducting sociological research
  - o   Scientific Method
  - o   Causation and correlation
  - o   Surveys
  - o   Analysis of existing sources
  - o   Observational studies: case study
  - o   Experiments
  - o   Statistical analysis
  - o   Ethical issues in research

Unit Assured Assessments

Formative Assessments:
Students will complete an open-note unit quiz to assess and evaluate their engagement in the course. The format of the assessment will be multiple choice and the content will be centered around vocabulary, sociological perspectives and conducting sociological research.

Summative Assessments:
Founders of Sociology Project: Students will research the lives and contributions of scholars whose work led to the development of Sociology. Working in groups, students will create a slides presentation on one of the founders and present their findings to the class. Students will take notes on each group's presentation.

Resources

Core
- ● Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
  - o   Chapter 1

Supplemental
- ● Student selected sources for the Founders of Sociology Project
- ● Teacher selected primary and secondary sources, and multimedia to introduce and model concepts of sociology

- "It's a Hip Hop World"
  https://foreignpolicy.com/2009/10/12/its-a-hip-hop-world/

Time Allotment

- Approximately 1-2 weeks

UNIT 2
Culture

Unit Goals

At the completion of this unit, students will:

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

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

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

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

D2.Soc.6.9-12. Identify the major components of culture.

D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

Unit Essential Questions

- How do changes in society and culture (i.e., globalization, nationalism, group identity) affect behavior at the societal level and on an individual level?
- How have some social scientists responded to cultural variation?
- How have American values changed since the 1970s?

Unit Scope and Sequence

- Culture
  - o Material culture
  - o Nonmaterial culture
  - o Society
  - o Components of culture: technology, symbols, language, values
  - o Norms: folkways, mores, laws
  - o Cultural universals: arts and leisure, basic needs, beliefs, communication and education, family, government and economy, technology
  - o Cultural variation: subculture, counterculture, ethnocentrism, cultural relativism
  - o Change over time: cultural diffusion, cultural lag, cultural leveling
- The American value system
  - o Traditional American values according to sociologist Robin M. Williams: personal achievement, progress and material comfort, work, individualism, efficiency and practicality, morality and Humanitarianism, equality and democracy, freedom
  - o Changing values: self-fulfillment, narcissism

Unit Assured Assessments

Formative Assessments:
Nacirema Activity: Students will read the article "Body Ritual Among the Nacirema" by Horace Miner. As they read the article about this "different" culture, students will work in groups to identify the components of culture (technology, symbols, language, values, norms) they find in the text. Then, students will consider what makes this culture similar and different to their own. After a class discussion, students will be asked to spell Nacirema backwards, which will show them that this reading was actually about their own American culture. This assessment will evaluate their understanding of the foundations of culture as well as their understanding of cultural universals, cultural variation, and their perceptions of American culture.

Summative Assessments:
Subculture Project: Students will select and investigate a subculture of their choice, and create a product of their choice (slides presentation, infographic, video, or audio recording). Students will identify and explain characteristics of the subculture, and analyze the aspects that set it apart from the mainstream culture. The teacher will create a class website to display the products so students can learn about the subcultures by engaging with the student created products, taking notes and answering reflection questions.

Resources

<u>Core</u>
- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
  - o Chapter 2

<u>Supplemental</u>

- Miner, Horace. "Body Ritual Among the Nacirema." American Anthropologist. 58.3 (1956): 503--507.
- "Fifteen U.S. Values" according to Sociologist Robin Williams
- Rodney Mullen: *The Intangibles That Distinguish Us* - Wired (2015)
  https://www.youtube.com/watch?v=2bunw-xh-lo
- Google Trends
  https://trends.google.com/trends/?geo=US
- "When America Was Rocked" episode from the History Channel series, *10 Days That Unexpectedly Changed America.*
- Student selected sources for the Subculture Project
- Teacher selected articles and multimedia to introduce and model concepts of sociology

Time Allotment

- Approximately 2 weeks

UNIT 3
Social Structure

Unit Goals

At the completion of this unit, students will:

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

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

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

D2.Soc.8.9-12. Identify important social institutions in society.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.10.9-12. Analyze how social structures and cultures change.

D2.Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

Unit Essential Questions

- Why are humans innately drawn to form social groupings at various levels and how do these groupings influence the individual?
- What do sociologists mean by status?
- How do individuals and groups use accommodation to settle disputes?
- What are the types of social interaction and what are the similarities and differences?
- How do sociologists define the term group?
- What are the main functions of groups?
- How can the sociological perspective help evaluate societal institutions?
- What are social institutions?
- How do sociologists classify societies?

Unit Scope and Sequence

- Social structure
  - o Social institutions
- Status
  - o Ascribed status
  - o Achieved status
  - o Master status
- Role
  - o Role set
  - o Role conflict
  - o Role strain
  - o Role exit
- Exchange
  - o Reciprocity
  - o Exchange theory
  - o Competition
  - o Conflict
  - o Cooperation
  - o Accomodation
- Types of Societies
  - o Group
  - o Subsistence strategies
  - o Preindustrial society
  - o Division of labor
  - o Barter
  - o Industrial society
  - o Postindustrial society
  - o Mechanical solidarity
  - o Organic solidarity
  - o Gemeinschaft
  - o Gesellschaft
- Groups

- o Dyad
- o Triad
- o Formal group
- o Informal group
- o Primary group
- o Secondary group
- o Reference group
- o In-group
- o Out-group
- o Electronic community
- o Social network
- o Leaders
- ● Formal Organizations
  - o Bureaucracy: rationality, advantages and disadvantages, alienation, iron law of oligarchy, and the McDonaldization of society
  - o Weber's model of bureaucracies: division of labor, ranking of authority, employment based on formal qualifications, written rules and regulations, specific lines of promotion and advancement
  - o Voluntary association

Unit Assured Assessments

Formative Assessments:
Students will complete an open-note unit quiz to assess and evaluate their engagement in the course. The format of the assessment will be multiple choice and the content will be centered around vocabulary, sociological concepts of social structures.

Summative Assessments:
Role-Playing Social Interaction: Students write and perform a skit that demonstrates one or more of the five common types of social interaction. Each group of students will be assigned or choose a scenario (i.e.: exchange between a salesperson and customers; competition between two sports teams, cooperation between construction workers building a home, friends deciding what to do on Saturday night). The skit will be accompanied by student narration or explanation of the social interaction applying concepts and vocabulary from the unit of study.

Resources

Core
- ● Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
  - o Chapter 3

Supplemental
- ● McDonaldization of America
  https://us.corwin.com/sites/default/files/upm-binaries/3239_4007_ch01.pdf
  https://www.thoughtco.com/mcdonaldization-of-society-3026751

- The Importance of McDonaldization to Students
  https://www.youtube.com/watch?v=dyHvm03Kt_I
- McDonaldization Theory of George Ritzer
  https://www.youtube.com/watch?v=Fdy1AgO6Fp4
- Formal Organizations: Crash Course Sociology #17
  https://www.youtube.com/watch?v=YDuBh7VbGgU
- Social Groups: Crash Course Sociology #16
  https://www.youtube.com/watch?v=_wFZ5Dbj8DA
- 5.1 Social Structure: The Building Blocks of Social Life
  https://open.lib.umn.edu/sociology/chapter/5-1-social-structure-the-building-blocks-of-social-life/
- Teacher selected articles and multimedia to introduce and model concepts of sociology

Time Allotment

- Approximately 2 weeks

UNIT 4
Socializing the Individual

Unit Goals
At the completion of this unit, students will:

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

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

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

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

D2.Soc.12.9-12. Explain the social construction of self and groups.

Unit Essential Questions

- How do people develop their personalities?
- What are the main factors that affect personality development?
- How does our environment affect the presentation of self?

Unit Scope and Sequence

- Personality development: nature vs. nurture
    - o Heredity
    - o Instinct
    - o Sociobiology
    - o Aptitude
- The Development of Self
    - o Socialization
    - o Self
    - o Looking-glass self
    - o Role-taking
    - o Significant other
    - o Generalized other
    - o I
    - o Me
- The Presentation of Self
    - o Dramaturgy
    - o Impression management

Unit Assured Assessments

Formative Assessments:
Myers-Briggs personality type test and reflection: Students will complete a multiple choice Myers-Briggs personality type test and respond to reflection questions assessing their results in a journal entry incorporating concepts and vocabulary from the unit.

Summative Assessments:
Multiple choice exam: Students will complete a multi-unit midpoint assessment to evaluate their engagement in the course and understanding of course concepts. The format of the assessment will be multiple choice and short answer. The content will be centered around vocabulary and sociological concepts of current and previous units.

Resources

<u>Core</u>
- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
    - o Chapter 4

<u>Supplemental</u>
- Teacher selected articles and multimedia to introduce and model concepts of sociology

- *Genie: The Secrets of the Wild Child,* PBS Special
- Myer's Briggs Personality Test
  https://www.16personalities.com/free-personality-test
- Nature vs. Nurture
  https://www.simplypsychology.org/naturevsnurture.html

Time Allotment

- Approximately 1-2 weeks

UNIT 5
Agents of Socialization

Unit Goals

At the completion of this unit, students will:

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

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

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

D2.Soc.3.9-12. Identify how social context influences individuals.

D2.Soc.8.9-12. Identify important social institutions in society.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential.

Unit Essential Questions

- What are the primary agents of socialization?

- What are the basic societal functions of the family, peer groups, education, the mass media, religion, and sport?
- How do the family, peer groups, education, the mass media, religion, and sport contribute to an individual's socialization process?
- What are some of the trends in American family life currently being examined by sociologists?
- How does schooling look through different sociological lenses?
- How did the mass media develop as an institution?
- What is the nature of mass media in the United States?
- How does religion affect culture and social interactions?
- What characteristics distinguish sport as a social institution?

Unit Scope and Sequence

- Agents of socialization
  - Family
    - Family orientation, extended family, kinship, authority patterns, functions of the family (regulation of sexual activity, reproduction, socialization, economic and emotional security)
    - Distribution patterns: DINK, delayed marriage, delayed childbearing, childlessness, same-sex families, one-parent families, blended families
    - Family violence, divorce
  - Friends
    - Peer group
    - Peer pressure and socialization
  - School
    - Functions of school: teaching knowledge and skills, transmission of culture, social integration, occupational placement
    - Education conflicts: social control, tracking, socioeconomic inequalities, violence
  - Media
    - Institutionalization of media
    - Mass Media in the United States: print, audio, visual, online, convergence
    - Media consumption
    - Issues in the Media: agenda setting and bias
  - Religion
    - Functions of religion: social cohesion, social control, emotional support
    - Belief systems
    - Religious participation in the United States
    - Fundamentalism
  - Sport
    - Institutionalization of sport: equality, specialization, rationalization, bureaucratization, quantification
    - Issues in sport: inequalities, deviance
- Resocialization
- Total institutions

Unit Assured Assessments

Formative Assessments:
Media Analysis: Students will interact with a variety of media to interpret and analyze the impact it has on the socialization process. In groups, students will discuss their background knowledge on the media source to integrate information into a coherent understanding of an idea or event. In their response they will utilize vocabulary and content from the unit.

Summative Assessments:
Personality Pie Project: Students will complete a pie chart and write a personal reflection on the impact the different agents of socialization have had on their own socialization process. They will assign each of the six agents a percentage of their total personality development. In their written reflection, students will utilize the content and vocabulary from the unit in their analysis of their own life to justify the percentages they awarded each agent.

Resources

Core
● Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
    o   Chapters 4, 11, 13, 14

Supplemental
● *The Social Dilemma* (2020)
● Teacher selected articles and multimedia to introduce and model concepts of the agents of socialization

Time Allotment

● Approximately 2-3 weeks

UNIT 6
Social Inequality and Change

Unit Goals

At the completion of this unit, students will:

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

CCSS.ELA-Literacy.WHST.11-12.1.B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the

strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

D2.Soc.15.9-12. Identify common patterns of social inequality.

D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.

D2.Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.

D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.

Unit Essential Questions

- What is social inequality and what are its root causes?
- What are the realities of social inequality in the United States?
- What roles do socioeconomic status, race, ethnicity, sex, gender, age and health play in the social inequality present in the United States?
- How does socioeconomic status, race, ethnicity, sex, gender, age and health impact social structure and social interaction?
- How and why do ethnic groups become dehumanized?
- How do world events affect or change group behavior?
- Does socioeconomic status, race, ethnicity, sex, gender, age and health play a big role in shaping a person's identity?
- How do discrimination and prejudice differ?

Unit Scope and Sequence

- Social stratification
  - o Explaining stratification
  - o Social inequality
  - o Caste system
  - o Class system
    - ▪ Karl Marx
    - ▪ Social class
    - ▪ Socioeconomic status
- American class system
  - o Social mobility: horizontal, vertical, intragenerational, intergenerational
- Poverty
  - o Poverty level

- o Variations of American poverty
- o Effects of poverty: life chances, life expectancy, cycle of poverty
- Race
  - o Racism
  - o Racism in the United States: education, work, housing policies (redlining), politics
- Ethnicity
  - o Ethnic groups
- Minority groups
  - o Patterns of minority group treatment: cultural pluralism, assimilation, acculturation, legal protection, segregation, subjugation, population transfer, extermination, genocide, ethnic cleansing
- Discrimination
  - o Legal discrimination
  - o Institutionalized discrimination
- Prejudice
  - o Stereotype
  - o Self-fulfilling prophecy
- Sources of discrimination and prejudice
  - o Sociological, psychological (scapegoating), economic
- Minority groups in the United States
  - o Analysis of groups, for example-- African Americans, Hispanic Americans, Asian Americans, Native Americans, Jewish Americans (anti-semitism), Arab Americans, or others.
- Sex and gender
  - o Sexism
  - o Gender roles
  - o Gender identity
  - o Gender socialization
  - o Patriarchy
  - o Gender inequality in the United States: education, work (glass ceiling, second shift), politics
- Ageism
  - o Ageism in the United States: Baby-boom generation, Politics of aging (dependency ratio, medicare, medicaid), Health care in the United States (cost, quality, access, inequality)
- Americans with disabilities
  - o Prejudice and discrimination
- Social movements
  - o Types of social movements: reactionary, conservative, revisionary, revolutionary
  - o Life cycle of social movements: agitation, legitimation, bureaucratization, institutionalization
  - o Explaining social movements
  - o Major social movements: Civil Rights, Women's Rights, LGBTQ+ movements, current day movements
- Social change

- o Sources: values and beliefs, technology, diffusion, population, environment, wars and conquest
- o Resistance to social change: ethnocentrism, cultural lag, vested interests
- o Theories of social change: cyclical, principle of immanent change, evolutionary, equilibrium, conflict

Unit Assured Assessments

Formative Assessments:
Document Based Questions & Reflection Writing: Students will read excerpts from teacher selected primary source documents, answer document based questions, and write a reflection comparing systemic inequality in the United States, India, and Nazi Germany.

Summative Assessments:
Societal Forecast Project: In groups, students will uncover a United States social movement and analyze it, as if they were sociologists, to predict the social health of the United States in the future. Students will incorporate vocabulary and content from previous units to describe the movement as well as the effects of the movement on the United States. Groups will present their findings to the class for further discussion on social change.

Resources

<u>Core</u>
- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
    - o Chapters 8, 9, 10, 16

<u>Supplemental</u>
- Du, Bois W. E. B, Elijah Anderson, and Isabel Eaton. The Philadelphia Negro: A Social Study. , 1996. Print.
- *The Simpsons* "Much Apu About Nothing" Season 7 Episode 23 (1996)
- *Harlan County U.S.A* (1976)
- *Race - The Power of an Illusion* (2003)
- *How to Survive a Plague* (2012)
- *Pursuit of Happyness* (2006)
- *Surviving an Unlivable Wage* | Full Documentary
    https://www.youtube.com/watch?v=GbvNhQ4lYLE
- "How Closely Do Our Beliefs About Social Mobility Match Reality?"
    https://insight.kellogg.northwestern.edu/article/how-closely-do-our-beliefs-about-social-mobility-match-reality
- Social Class & Poverty in the US: Crash Course Sociology #24
    https://www.youtube.com/watch?v=c8PEv5SV4sU
- The Impacts of Social Class: Crash Course Sociology #25
    https://www.youtube.com/watch?v=0a21mndoORE

Time Allotment

● Approximately 3 weeks

UNIT 7
Social Control and Deviance

Unit Goals

At the completion of this unit, students will:

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

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

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

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.

D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

D2.Soc.9.9-12. Explain the role of social institutions in society.

D2.Soc.14.9-12. Explain how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values.

Unit Essential Questions

● How do norms become internalized?
● How are sanctions used to maintain social control?
● What are the theories of deviance?
● What defines deviance and why is it functional for society?

- What makes a behavior deviant?
- How does society identify and deal with criminal behavior?
- How does human behavior reveal human nature?

Unit Scope and Sequence

- Social control
    - o Internalization
    - o Sanctions: positive, negative, formal, informal
- Deviance
    - o Violating norms
    - o Stigma
    - o Social functions of deviance
    - o Explaining deviance: strain theory (anomie), conflict theory, control theory, cultural transmission theory (differential association), labeling theory (primary and secondary deviance)
- Crime
    - o Types of crime: violent, property, victimless, white-collar, organized (crime syndicate)
    - o Crime statistics in the United States
    - o The Criminal Justice System: police (racial profiling, police discretion), courts, corrections (recidivism), juvenile-justice system

Unit Assured Assessments

Formative Assessments:
Punishment Variation Video Analysis: Students will view content on the United States' Prison System and/or punishment systems across the globe to interpret and analyze the role of social institutions, their cultural influence, and how they shape human behavior. While viewing the media, students will complete document based questions.

Summative Assessments:
Crime and Deviance Infographic: Students will research a crime selected from a teacher provided list and create an infographic using Google Drawings or other approved application. In groups, students will apply sociological perspectives, incorporating their research to explain how and why a type of crime occurs. The teacher will create a class website to function as a virtual gallery walk where students will take notes on their classmates' products and answer reflection questions.

Resources

<u>Core</u>
- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
    - o Chapter 7

Supplemental
- The Simpsons: "Marge In Chains" Season 4 Episode 21 (1993)
- *Attica* (1974)
- Frontline: "Solitary Nation" Season 2014 Episode 7 (2014)
- Taboo: "Extreme Punishment" Season 5 Episode 11 (2008)
- "Think Prison Abolition in America is Impossible?"
  https://www.theguardian.com/commentisfree/2018/may/19/prison-abolition-america-impossible-inevitable
- "The School-to-Prison Pipeline Explained"
  https://www.vox.com/2015/2/24/8101289/school-discipline-race
- "The Social Construction of Crime"
  https://www.everydaysociologyblog.com/2007/10/the-social-cons.html
- Deviance: Crash Course Sociology #18 https://www.youtube.com/watch?v=BGq9zW9w3Fw

Time Allotment

- Approximately 2 weeks

CURRENT REFERENCES

- *Crash Course: Sociology*. (2018, February 12). YouTube.

  https://www.youtube.com/playlist?list=PLH2l6uzC4UEX9UzR1bVkK128tLSlzGkt0

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Social and Civic Expectations Rubric
- Founders of Sociology Project Rubric
- Subculture Project Rubric
- Role-Playing Social Interaction Rubric
- Personality Pie Project Rubric
- Societal Forecast Project Rubric
- Crime and Deviance Infographic Project Rubric

Trumbull High School School-Wide Reading Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation	Demonstrates understanding of text by: • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: • Not identifying the purpose of the text • Providing initial reaction not supported by text • Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : • Extensively reshaping, reflecting, revising, and/or deepening initial understanding • Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text • Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : • Guided reflection and/or revision of initial understanding • Summarizing some main ideas of text • Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections • text to text • text to self • text to world	Demonstrates specific connections • text to text • text to self • text to world	Demonstrates general connections • text to text • text to self • text to world	Struggles to make connections • text to text • text to self • text to world

Evaluate
 	
X_____
	Insightfully evaluates the text by one or more of the following elements:
	• Critical analysis to create a conclusion supported by the text
	• Perceptive judgments about the quality of the text
	  • Synthesis of text
	  • Express a personal opinion.
		Evaluates the text by one or more of the following elements:
		• critical analysis to form a conclusion from the text
		• thoughtful judgments about the quality of the text
		• Evaluation of text to express personal opinion(s)
			A general evaluation of the text by one or more of the following elements:
			• Forms a superficial conclusion from the text
			• Assesses the quality of the text
			• Uses text to express personal opinion(s)
				Struggles to evaluate the text by any of the following elements:
				• Forming a conclusion from the text
				• Assessing the quality of the text
				• Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric:

Category/Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	• Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task	• Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task	• Establishes a purpose • Demonstrates an awareness of audience and task	• Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions	• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions	• Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions	• Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples	• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples	• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples	• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	• Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning	• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning	• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning	• Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Social and Civic Expectations Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self	Highly self-directed: consistently displays ethical conduct in the classroom and on campus	Self-directed: displays ethical conduct in the classroom and on campus	Occasionally self-directed: at times displays ethical conduct in the classroom and on campus	Rarely self-directed: seldom displays ethical conduct in the classroom and on campus
Respect for Others	Sensitive and considerate to others	Considerate to others	At times considerate to others	Insensitive to others
Practices Interpersonal Skills	Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner.	Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted.	At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions.	Demonstrates intolerance and lacks social interaction skills.
Cultural Understanding	Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.

Founders of Sociology Project Rubric

Category	**4** Exemplary	**3** Goal	**2** Working Toward Goal	**1 - 0** Needs Support
Content/ Requirements _____/50 points	The slides include all required elements	The slides include most required elements	The slides include some required elements	The slides do not include required elements
Graphics/ Images _____/15 points	Graphics and images are relevant to the topic and enhance the audience's understanding	Graphics and images relate to the topic	Some graphics and images are related to the topic	Graphics and images do not relate to the topic
Aesthetics _____/15 points	The slides are well organized and have a balance of text, graphics and blank space	The slides are organized, but lack balance between information and blank space	The slides are disorganized and lack balance between information and blank space	The slides are disorganized and difficult to follow
Grammar & Conventions _____/5 points	There are 1 or fewer grammatical/mechanical mistakes	There are 2-3 grammatical/mechanical mistakes	There are more than 4 -5 grammatical/mechal mistakes	There are more than 5 grammatical/mechanical mistakes
Presentation _____/10 points	Presentation is concise, well rehearsed, and enhanced information on the slides	Verbal information is added in the presentation	Presenter(s) mostly read off of the slides	Presenter(s) entirely read off of slides and do not seem familiar with the topic
Sources _____/5 points	Three or more sources used and cited	Two sources used and cited	One source used and cited	No sources used, no citations

Subculture Project Rubric:

Category	4 Exemplary	3 Goal	2 Working Toward Goal	1 - 0 Needs Support
Content/ Requirements ____/50 points	The product includes all required elements	The product includes most required elements	The product includes some required elements	The product does not include required elements
Graphics/ Images ____/20 points	Graphics and images are relevant to the topic and enhance the audience's understanding	Graphics and images relate to the topic	Some graphics and images are related to the topic	Graphics and images do not relate to the topic
Aesthetics ____/20 points	The product well organized and have a balance of text, graphics and blank space	The product is organized, but lack balance between information and blank space	The product is disorganized and lack balance between information and blank space	The product is disorganized and difficult to follow
Grammar & Conventions ____/5 points	There are 1 or fewer grammatical/mechanical mistakes	There are 2-3 grammatical/mechanical mistakes	There are more than 4 -5 grammatical/mechal mistakes	There are more than 5 grammatical/mechanical mistakes
Sources ____/5 points	Three or more sources used and cited	Two sources used and cited	One source used and cited	No sources used, no citations

Role-Playing Social Interaction Rubric:

Criteria	Excellent	Average	Unsatisfactory
The type and purpose of the social interaction simulated is clear. _____/20 points	3	2	1
The characters and simulated dialogue are appropriate, interesting and pertinent to the social interaction. _____/20 points	3	2	1
The simulation or presented scenario is accurate and relevant to the social interaction simulated. _____/20 points	3	2	1
The simulation or presentation effectively communicates its message to the audience. _____/20 points	3	2	1
The visuals, costumes, and/or props add to the clarity and effectiveness of the simulation. _____/20 points	3	2	1

Rubric for Personality Pie Project:

Reflection (50 points)	Pie Accuracy (30 points)	Pie Creativity (20 points)
Student writes at least a 1 and a half page reflection touching on all 6 institutions and reflects on why they are important to his or her socialization process **(50)**	Student's pie is completely done. It is split into 6 sections showing the 6 institutions. **(30)**	Student's pie is neatly done, creative, labeled, and each piece is colored in a different color. **(20)**
Student writes a one and a half page reflection touching on 5 institutions and reflects on why they are important to his or her socialization process **(42)**	Student's pie is completely done, but is split into only 5 sections. **(25)**	Student's pie is neatly done, and creative. Some sections are not labeled and not colored different colors. **(18)**
Student writes a 1 and a half page reflection touching on 4 institutions and reflects on why they are important to his or her socialization process **(34)**	Student's pie is not completely done. The pie is split into 4 **(20)**	Student's pie is not neat. It is somewhat creative. All sections are labeled, however all sections are not colored in different colors. **(16)**
Student does not write a reflection that is 1 and a half pages long and only touches on 3 institutions and somewhat reflects on why they are important to his or her socialization process **(26)**	Student's pie is split into only 3 sections. **(15)**	Student's pie is not creative. The pie is messy, not fully labeled, and not fully colored. **(12)**
Student fails to write a reflection paper **(20)**	Student's pie is not complete. It is not split into sections. **(10)**	Student's pie is not creative, labeled, or colored. **(6)**

United States Societal Forecast Rubric:

	Visual 25 points	Presentation 15 Points	Application of Research 30 Points	Analysis of Sociological Content 30 Points
A	Visual is clear and professionally produced and demonstrates completely their chosen topic.	Presentation is excellent. He/she speaks clearly and audibly to the audience and makes eye contact.	The student demonstrates that they have a complete and clear understanding of the subject matter research.	The student exceptionally applies sociological terms and learned knowledge to their chosen topic.
B	Visual is basically clear and professionally produced and generally demonstrates the chosen topic.	Presentation is good. He/she speaks mainly clearly and audibly to the audience and makes some eye contact.	The student demonstrates that they have an understanding of the subject matter research.	The student applies sociological terms and learned knowledge to their chosen topic.
C	Visual is somewhat clear and professionally produced and attempts to convey the chosen topic.	Presentation is okay. He/she speaks somewhat clearly and/or audibly to the audience and/or makes some eye contact.	The student somewhat demonstrates that they have an understanding of the subject matter research.	The student somewhat applies sociological terms and learned knowledge to their chosen topic.
D	Visual is lacking in clarity and/or could be much more professionally produced. It loosely demonstrates the chosen topic.	Presentation is poor. He/she does not speak clearly and/or audibly to the audience and/or does not make eye contact.	The student's work shows a lack of understanding of the subject matter research.	The student weakly attempts to apply sociological terms and learned knowledge to their chosen topic.
F	Visual is not clear or professionally produced. Student does not include related material to chosen topic.	Presentation is very poor. Student does not speak clearly or audibly to the audience.	The student does not demonstrate an understanding for the subject matter research.	The student fails to analyze the topic according to sociological terms and learned knowledge.

For teacher use only:
Points awarded:
1. Visual:_____
2. Presentation:_____
3. Application: _____
4. Analysis:_____

Comments:

Note: Lack of MLA Works-cited slide will result in the loss of 10 points!

Crime and Deviance Infographic Rubric:

Criteria	Excellent	Average	Unsatisfactory
1. **Introduction:** Infographic includes a definition and explanation of the crime _____/20 points	3	2	1
2. **Theoretical perspective:** Infographic includes an application of a theoretical perspective to explain why the crime is committed _____/25 points	3	2	1
3. **Statistics/Data:** Infographic includes at least 3 research based facts from a contemporary study <u>with a written explanation interpreting the data</u> _____/25 points	3	2	1
4. **Images:** Includes at least 3 images that help enhance your audience's understanding _____/20 points	3	2	1
5. **Sources:** Sources are hyperlinked next to or near relevant information, or in a "sources" section _____/5 points	3	2	1
6. **Organization:** The infographic is easy to read and follow, includes titles and headers for each section, has a balance of text images and empty space, and is mostly free from errors and in your own words. _____/5 points	3	2	1

OTHER RESOURCES

- Current Event Summary and Analysis Assignment and Rubric
  - o This assignment will be recurring each marking therefore students will complete the assignment twice in the course.
- Final Examination Assignment and Rubric
  - o Approximately 2-3 weeks at the end of the semester to complete and present.
- Southern Connecticut State University Early College Homepage
  - o https://www.southernct.edu/early-college

Current Event Summary and Analysis

Every **marking period** each student in our class will have the opportunity to complete and present a current event AT LEAST once. On Monday/Tuesday of every week, five students will be chosen at random to complete their current event for Thursday/Friday of that week. Once those students have completed their current event, they cannot be chosen again until every other member of the class has been chosen.

Parameters/Directions:
- ❖ You must choose a current event that is from **international, national or state happenings**. The event should focus on issues that are both important and interesting to the class (so no recap of a sports game or entertainment pieces).
  - ○ The event should be **no older than two weeks** and should be chosen from a **major news publication**- NY Times, CT Post, CNN, Newsela, etc. You can access these publications online for free.
- ❖ Your first job is to read the article.

- ❖ Then, you must complete a **one page reflection**. **Summarize** the event in your first paragraph, and in your second paragraph **discuss why this event is important** to either the class content or important for your classmates to be aware of. This write up should be typed or handwritten.

- ❖ You must provide evidence of the article. You must **include an MLA citation** at the end of your summary.

- ❖ On the day you are scheduled to **present**, you will speak in front of the class for **at most two minutes**. You can either read your written piece, or briefly review the event in your own words. If you do not have it completed the day you are scheduled to present, you have two school days in which to complete it or you will receive a zero. If you are absent the day you are scheduled to present, you will still turn in your typed summary when you return and you will be expected to present during the next set of current event presentations.
- ❖ This assignment counts as a **50 assessment grade**, therefore it should be taken seriously. **The presentation portion of the current event assignment does not count toward your grade.**

Current Event Rubric:

Summary of the Event (Who, What, Where, When, Why, How)	20 points
Connection to Class Content (Or why you think the event is important for the class to be aware of)	20 points
Evidence of Article (MLA citation at end of written reflection)	10 points

Sociology Final Assessment

Purpose:
The final assessment in Sociology is designed to evaluate students' knowledge and understanding of the discipline of Sociology, as well as practice applying disciplinary concepts to their own social environment. Students will research a group or subculture they are a part of (or aspire to be a part of) as though they were a sociologist examining its cultural practices and demographics. During this investigation students will write an essay, create a presentation of 10-15 minutes and review the presentations of their peers.

Students must research and write on the following topics in their essay:

- **Introduction.** Students should write a brief introduction. The introduction should cover why the student has chosen this particular group, what it means to them and how it relates to their life.

- **Examine the components of culture: language, symbols, norms, and values**. Students should write **ONE PARAGRAPH FOR EACH of the four components of culture listed above.** Students should focus on:
    - Specific terminology (language) that people within the group or subculture might use
    - Symbols that members of the group or subculture would use
    - Norms of a person within the group or subculture (behaviors or actions)
    - Values of a person within the group or subculture (beliefs or requirements)

- **Examine the typical demographics**. Students should write one paragraph exploring the typical demographics of the group or subculture. Examples of demographics are seen below:
    - Socio-economic status
    - Race
    - Ethnicity
    - Age
    - Sex
    - Education Level
    - Religion

- **Two related sociological topics for exploration**. Students should write **ONE PARAGRAPH FOR EACH** related sociological topic. Below is a list of possible topics to choose from:
    - Sanctions used within the group or subculture
    - Agents of socialization the group or subculture uses or ones that influence the group or subculture
    - The bureaucratic makeup of the group or subculture
    - Theories of socialization (Locke, Cooley, Meade) that can be applied to the group or subculture

     o   The roles and statuses of members within the group or subculture
     o   Any other topics you are interested in and get prior approval to research

- **Conclusion:** Students should write a brief conclusion. The conclusion should reinforce why this group is important and what you hope the class will have gained from your presentation.

Guidelines for student presentations:
Students are expected to present their findings to the class in a 10-15 minute presentation.
- Students are expected to have a visual to support their presentation which should be well-designed and professional.
  - o   Within the presentation include:
    - ▪ Information on your chosen group or subculture that you believe that class would find interesting.
    - ▪ An analysis of your chosen group or subculture using sociological content covered in your essay.
    - ▪ NOTE: Not ALL content from your essay must be included in your presentation.
  - o   Be CREATIVE when developing your presentation:
    - ▪ Your visual can be any medium (technological or other).
    - ▪ Demonstrations, props, video and music are all encouraged.

Project Submission:
Students are expected to submit their projects (both the essay and presentation) digitally by the due date.

Note: While this project counts as the final exam grade for the course (20% of the students' overall grade in the course) this project **DOES NOT exempt students from the final exam block time. Along with class time, the exam block will be used for student presentations. All students must attend the exam block to complete a review of their peers' presentations. This will ensure all students receive full credit for their project. (Exception: Seniors in the second semester of this course will be exempt from the exam block time, without penalty to their final exam grade, due to end of the year requirements outside of the classroom. However, seniors will still be expected to review their peers' presentations prior to the exam block.)

Sociology Final Assessment Rubric:

	Visual 20 points	Presentation 10 Points	Application of Content 25 Points	Analysis of Content 25 Points
A	Visual is clear, professionally produced and demonstrates their chosen topic completely.	Presentation is excellent. He/she speaks clearly, audibly and makes eye contact with the audience for the entire time requirement. He/she has notes prepared for their presentation.	The student demonstrates that they have researched completely their chosen group or subculture. Student has a clear understanding of the subject matter.	The student exceptionally applies sociological perspectives and sociological content to their chosen topic.
B	Visual is basically clear, professionally produced and generally demonstrates the chosen topic.	Presentation is good. He/she speaks fairly clearly, audibly and makes eye contact with the audience for the entire time requirement. He/she has notes prepared for their presentation.	The student demonstrates that they have researched their chosen group or subculture. Student has a fairly clear understanding of the subject matter.	The student applies sociological perspectives and sociological content to their chosen topic.
C	Visual is somewhat clear, professionally produced and attempts to convey the chosen topic.	Presentation is okay. He/she speaks fairly clearly, audibly and makes eye contact with the audience for some of the time requirement. He/she has some notes prepared for their presentation.	The student demonstrates that they have somewhat researched their chosen group or subculture. Student has a fairly clear understanding of the subject matter.	The student somewhat applies sociological perspectives and sociological content to their chosen topic.
D	Visual is lacking in clarity and/or could be more professionally produced. It loosely demonstrates the chosen topic.	Presentation is poor. He/she does not speak clearly, audibly nor makes eye contact with the audience for the entire time requirement. He/she has some notes prepared for their presentation.	The student demonstrates that they have minimally researched their chosen group or subculture. Student does not have a clear understanding of the subject matter.	The student minimally attempts to apply sociological perspectives and sociological content to their chosen topic.
F	Visual is not clear or professionally produced. Visual is lacking in support OR is completely unrelated to chosen topic.	Presentation is very poor. Student does not speak clearly or audibly to the audience. Student does not make eye contact. He/she does not have notes prepared for their presentation and does not present for the entire time requirement.	The student demonstrates that they have not researched their chosen group or subculture. Student has no understanding of the subject matter.	The student fails to apply sociological perspectives and sociological content to their chosen topic.

For teacher use only:	*For teacher use only:*

Points awarded:
   1. Visual:_____
   2. Presentation:_____
   3. Application: _____
   4. Analysis:
	Comments:

**NOTE: 20 points of your final assessment grade will come from completing a review of your peers' presentations. Further information and documents will be given to you by the instructor at the start of presentations.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Honors SCSU Introduction to Psychology

Social Studies

Trumbull High School

2022

(Last Revised 2013)

Curriculum Writing Team:

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Honors SCSU Introduction to Psychology

Table of Contents

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION AND PHILOSOPHY

This course is offered as an elective for 10th, 11th and 12th grade students. The class will give students an introduction to the social science of Psychology, which is an important part of a total education. It allows students to experience its unique content in order to pique an interest for future endeavors. Psychology will provide students the opportunity to practice skills learned in other classes as well as learn new skills necessary for the study of Psychology. This is a one-semester course for one-half elective credit.

Psychology will provide students with an opportunity to learn more about themselves and their role in the world around them. Students will discover the impact of their experiences and their environment on themselves and others. An understanding of different perceptions is also critical to student development.

A planned approach will introduce students to the approaches to psychology and psychological research, developmental psychology, the workings of mind and body, cognitive psychology, personality and individuality, abnormal psychology, and social psychology.

Southern Connecticut State University Early College Experience

Students will be given the option to receive three college credit hours from SCSU for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

PHILOSOPHY

The Social Studies Department believes that the Psychology course and its content comprise an important part of the total Social Studies program. It is very important for adolescent students to be given the opportunity to learn about and discover human behaviors. Psychology will provide a forum where the students' natural curiosity toward discovering why people behave the way the do, can be fostered. The discussions of current psychological issues and how they impact society and the students' lives are part of creating responsible citizens.

Students can use this class to gain a deeper understanding of their own behavior in order to better cope with issues facing them as they approach adulthood. Additionally, developing strong moral decision-making skills and recognizing the warning signs of mental illness can assist students as they mature into adults.

The class should be comfortable for students so that they are at ease discussing topics of concern. Psychology affords the teachers the opportunity to demonstrate principles in lively, interactive ways using a multiple intelligence approach to teaching.

Course Description
Honors SCSU Introduction to Psychology

Course Name and Level: **Honors SCSU Introduction to Psychology** - Elective

Prerequisites: The course is open to all 10th, 11th, and 12th grade students.

Course Credit: One-half elective credit, one class period daily for one semester. Students will be given the opportunity to receive three college credit hours from SCSU for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

General Description of the Course Content: The object of this course is to provide students with an introduction to the social science of psychology. It allows students to become familiar with psychological topics in order to pique an interest for future endeavors. A planned approach will introduce students to the different approaches to psychology, the functions of the brain, learning process and intelligence, human development, personality, and abnormal psychology.

Assessment: Students will be required to complete daily reading assignments, research projects and papers, tests and quizzes, and to actively participate in class discussions and debates.

Text: *Understanding Psychology*, Richard A. Kasschau, Ph.D., Glencoe Publishing Company, New York, 2008.
Additional online resources will be provided by SCSU Psychology Department

Psychology Course Standards

National Standards for High School Psychology Curricula
Scientific Inquiry and Research Methods

CONTENT STANDARD 1

The nature of psychological science

Students are able to (learning targets):

1.1. Define psychology as a discipline and identify its goals as a science

1.2. Differentiate scientific and non-scientific approaches to knowledge

1.3. Explain the value of both basic and applied psychological research with human and non-human animals

1.4. Identify careers individuals can pursue in psychological science

1.5. Identify ways individuals can use psychological science in any career

CONTENT STANDARD 2

Research methods and measurements used to study behavior and mental processes

Students are able to (learning targets):

2.1. Describe research methods psychological scientists use

2.2. Compare and contrast quantitative and qualitative research methods used by psychological scientists

2.3. Describe the importance of representative samples in psychological research and the need for replication

2.4. Explain how and why psychologists use non-human animals in research

2.5. Explain the meaning of validity and reliability of observations and measurements

CONTENT STANDARD 3

Ethical issues in research with human and non-human animals

Students are able to (learning targets):

3.1. Identify ethical requirements for research with human participants and non-human animals

3.2. Explain why researchers need to adhere to an ethics review process

CONTENT STANDARD 4

Basic concepts of data analysis

Students are able to (learning targets):

4.1. Define descriptive statistics and explain how they are used by psychological scientists

4.2. Draw appropriate conclusions from correlational and experimental designs

4.3. Interpret visual representations of data

Biological Bases of Behavior

CONTENT STANDARD 1

Structure and function of the nervous system and endocrine system in human and non-human animals

Students are able to (learning targets):

1.1. Identify the major divisions and subdivisions of the human nervous system and their functions

1.2. Identify the parts of the neuron and describe the basic process of neural transmission

1.3. Describe the structures and functions of the various parts of the central nervous system

1.4. Explain the importance of plasticity of the nervous system

1.5. Describe the function of the endocrine glands and their interaction with the nervous system

1.6. Identify methods and tools used to study the nervous system

CONTENT STANDARD 2

The interaction between biological factors and experiences

Students are able to (learning targets):

2.1. Describe concepts in behavioral genetics and epigenetics

2.2. Describe the interactive effects of heredity and environment

2.3. Explain general principles of evolutionary psychology

Sensation

CONTENT STANDARD 1

The functions of sensory systems

Students are able to (learning targets):

1.1. Explain the process of sensory transduction

1.2. Explain the basic concepts of psychophysics such as threshold and adaptation

CONTENT STANDARD 2

The capabilities and limitations of sensory processes

Students are able to (learning targets):

2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities

2.2. Describe the visual sensory system

2.3. Describe the auditory sensory system

2.4. Describe chemical and tactile sensory systems

Consciousness

CONTENT STANDARD 1

The different states and levels of consciousness

Students are able to (learning targets):

1.1. Identify states of consciousness

1.2. Distinguish between processing that is conscious

(i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)

1.3. Identify the effects of meditation, mindfulness, and relaxation

1.4. Describe characteristics of and current conceptions about hypnosis

CONTENT STANDARD 2

Characteristics and functions of sleep and theories that explain why we sleep and dream

Students are able to (learning targets):

2.1. Describe the circadian rhythm and its relation to sleep

2.2. Describe the sleep cycle

2.3. Compare theories about the functions of sleep and of dreaming

2.4. Describe types of sleep disorders

Cognition

CONTENT STANDARD 1

Fundamental processes of thinking and problem solving

Students are able to (learning targets):

1.1. Describe cognitive processes related to concept formation

1.2. Explain processes involved in problem solving and decision making

CONTENT STANDARD 2

Effective thinking processes

Students are able to (learning targets):

2.1. Describe obstacles to effective information
processing and decision making

2.2. Describe convergent and divergent thinking in
problem solving and decision making

Memory

CONTENT STANDARD 1

Processes of memory

Students are able to (learning targets):

1.1. Explain the processes of encoding, storage, and retrieval

1.2. Describe systems of memory (i.e., sensory, working, and long-term memory)

1.3. Differentiate types of memory (i.e., implicit and explicit)

CONTENT STANDARD 2

Factors influencing memory

Students are able to (learning targets):

2.1. Explain strategies for improving the encoding, storage, and retrieval of memories

2.2. Describe memory as a reconstructive process

2.3. Explain kinds of forgetting or memory failures

2.4. Identify disorders that impact the

Perception

CONTENT STANDARD 1

The process of perception

Students are able to (learning targets):

1.1. Describe principles of perception

1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2

The interaction between the person and the environment in determining perception

Students are able to (learning targets):

2.1. Explain Gestalt principles of perception

2.2. Describe binocular and monocular depth cues

2.3. Describe perceptual constancies

2.4. Describe the nature of attention

2.5. Explain how diverse experiences and expectations

Intelligence

CONTENT STANDARD 1

Perspectives on intelligence

Students are able to (learning targets):

1.1. Explain intelligence as a construct

1.2. Describe various conceptualizations of intelligence

1.3. Describe the effects of differences in intelligence on everyday functioning

CONTENT STANDARD 2

Assessment of intelligence

Students are able to (learning targets):

2.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness

2.2. Identify current methods of assessing human cognitive abilities

2.3. Describe measures of and data on reliability and validity for intelligence test scores

CONTENT STANDARD 3

Issues in intelligence

Students are able to (learning targets):

3.1. Explain the complexities of interpreting scores on intelligence tests

3.2. Describe the influences of biological, cultural, and environmental factors on intelligence

DEVELOPMENT AND LEARNING PILLAR
Life Span Development

CONTENT STANDARD 1

Methods and issues in life span development

Students are able to (learning targets):

1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development

1.2. Explain issues of continuity/discontinuity and stability/change

1.3. Distinguish methods used to study development

1.4. Describe the role of sensitive and critical periods in development

CONTENT STANDARD 2

Physical, cognitive, and social development

across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)

Students are able to (learning targets):

2.1. Identify key features of physical development from prenatal through older adulthood

2.2. Identify key features of cognitive development from prenatal through older adulthood

2.3. Identify key features of social development from prenatal through older adulthood

Learning

CONTENT STANDARD 1

Classical Conditioning

Students are able to (learning targets):

1.1. Describe the processes of classical conditioning

1.2. Describe clinical and experimental examples of classical conditioning

CONTENT STANDARD 2

Operant Conditioning

Students are able to (learning targets):

2.1. Describe the processes of operant conditioning

2.2. Describe clinical and experimental examples of operant conditioning

CONTENT STANDARD 3

Observational learning, social learning theory, and mental processes in learning

Students are able to (learning targets):

3.1. Describe observational learning and social learning theory

3.2. Describe the role of mental processes in learning

Language

CONTENT STANDARD 1

Structural features and development of language

Students are able to (learning targets):

1.1. Describe the structure of language from the level of speech sounds to communication of leaning

1.2. Describe the relationship between language and cognition

1.3. Explain the language acquisition process and theories

CONTENT STANDARD 2

Language and the brain

Students are able to (learning targets):

2.1. Identify the brain structures associated with language

2.2. Explain how damage to the brain may affect

SOCIAL AND PERSONALITY PILLAR
Social

CONTENT STANDARD 1

Social cognition

Students are able to (learning targets):

1.1. Describe attributional explanations of behavior

1.2. Explain how experiences shape attitudes and beliefs

1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

CONTENT STANDARD 2

Social influence

Students are able to (learning targets):

2.1. Explain how the presence of other people can affect behavior

2.2. Describe how intergroup dynamics influence behavior

2.3. Explain how persuasive methods affect behavior and beliefs

2.4. Identify factors influencing attraction and relationships

2.5. Identify factors influencing aggression and conflict

2.6. Identify factors influencing altruism and helping behaviors

Personality

CONTENT STANDARD 1

Empirical approaches to studying and understanding personality

Students are able to (learning targets):

1.1. Explain how biological and environmental factors interact to influence personality

1.2. Explain social-cognitive approaches to understanding personality

1.3. Explain trait-based approaches to understanding personality

1.4. Describe methods used to study personality

CONTENT STANDARD 2

Assessment of personality

Students are able to (learning targets):

2.1. Differentiate personality assessment techniques

2.2. Describe the reliability and validity of personality assessment techniques

2.3. Analyze how personality researchers address issues of stability and change

Motivation and Emotion

CONTENT STANDARD 1

Influences of motivation

Students are able to (learning targets):

1.1. Explain biological, cognitive, and social factors that influence motivation

1.2. Explain the role of culture in human motivation

CONTENT STANDARD 2

Domains of motivated behavior in humans

Students are able to (learning targets):

2.1. Identify factors in motivation that influence eating and sexual behaviors

2.2. Identify motivational factors that influence achievement and affiliation

CONTENT STANDARD 3

Perspectives on emotion

Students are able to (learning targets):

3.1. Explain the biological and cognitive components of emotion

3.2. Describe the psychological research on basic human emotions

3.3. Differentiate among theories of emotion

CONTENT STANDARD 4

Emotional interpretation and expression (interpersonal and intrapersonal)

Students are able to (learning targets):

4.1. Explain how biological factors influence emotional interpretation and expression

4.2. Explain how culture and gender influence emotional interpretation and expression

4.3. Explain how other environmental factors influence emotional interpretation and expression

CONTENT STANDARD 5

Domains of emotional behavior

Students are able to (learning targets):

5.1. Identify biological and environmental influences on the expression and experience of negative emotions

5.2. Identify biological and environmental influences on the expression and experience of positive emotions

MENTAL AND PHYSICAL HEALTH PILLAR
Disorders

CONTENT STANDARD 1

Perspectives of abnormal behavior

Students are able to (learning targets):

1.1. Define abnormal behavior

1.2. Describe cross-cultural views of abnormality

1.3. Describe major medical and biopsychosocial models of abnormality

1.4. Explain how stigma relates to abnormal behavior

1.5. Explain the impact of psychological disorders on the individual, family, and society

CONTENT STANDARD 2

Categories of psychological disorders

Students are able to (learning targets):

2.1. Describe the classification of psychological disorders

2.2. Describe the challenges associated with diagnosing psychological disorders

2.3. Describe symptoms of psychological disorders

Health

CONTENT STANDARD 1

Stress and coping

Students are able to (learning targets):

1.1. Define stress as a psychophysiological response to the environment

1.2. Explain sources of stress across the life span

1.3. Explain physiological and psychological consequences of stress for health and wellness

1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress

CONTENT STANDARD 2

Psychological science promotes mental and physical health and wellness

Students are able to (learning targets):

2.1. Describe factors that promote resilience and flourishing

2.2. Identify evidence-based strategies that promote health and wellness

Therapies

CONTENT STANDARD 1

Types of treatment

Students are able to (learning targets):

1.1. Describe different types of biomedical and psychological treatments

1.2. Explain why psychologists use a variety of psychological treatments

1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

CONTENT STANDARD 2

Legal, ethical, and professional issues in the treatment of psychological disorders

Students are able to (learning targets):

2.1. Identify differences among licensed mental health providers

2.2. Identify legal and ethical requirements for licensed mental health providers

2.3. Identify resources available to support individuals with psychological disorders and their families

The following course goals derive from the 2010 Connecticut Core Standards for Literacy.

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

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

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

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

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

CCSS.ELA-Literacy.WHST.11-12.1.B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.WHST.11-12.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on Sociology Property of Trumbull Public Schools 4 a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. CCSS.ELA-Literacy.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

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

The following course goals derive from the 2016 ISTE Technology Standards.

ISTE Standard 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE Standard 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Standard 4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

ISTE Standard 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

ISTE Standard 7a: Students use digital tools to connect with learners from a variety of cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE Standard 7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE Standard 7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

COURSE GOALS

The course goals align with **The Connecticut State Frameworks for Social Studies:**

Students will:

- Gather, analyze, and reconcile information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

- Evaluate the roles and contributions of individuals and groups.

- Develop critical thinking skills by inquiry, research, and organizing information.

- Support and defend ideas through oral presentations and writing prompts by evaluating a variety of resources.

- Incorporate technology by researching topics related to the curriculum and using various community networks to engage in shared inquiry.

Course Syllabus

Fall 2022/ Spring 2023

SCSU PSY 100 - Introduction to Psychology

Trumbull High School Social Studies Department

Introduction to Psychology - Southern Connecticut State University

Trumbull High School Mission Statement:

Trumbull High School educates students in a safe, inviting, student-centered community. We encourage academic achievement, extracurricular participation, enthusiasm and self-confidence to foster independence and personal and social growth. We hold our school community to the ethical conduct and social awareness necessary to live and participate in a democratic, diverse, and global society.

Course Description:

The object of this course is to provide students with an introduction to the social science of psychology. It allows students to become familiar with psychological topics in order to pique an interest for future endeavors. A planned approach will introduce students to the approaches of psychology and psychological research, developmental psychology, the workings of the mind and body, cognitive psychology, personality and individuality, abnormal psychology, and social psychology. As part of the course requirements, students participate in an approved research study.

Southern Connecticut State University Early College Experience

Students will be given the opportunity to receive three college credit hours from SCSU for the cost of $65 upon successful completion of this course. Application and deadline details will be provided.

Units of Study and Estimated timeline

Units of Study	Estimated Timeline
Unit 1 – History/ Evolution and approaches to Psychology and Psychological Research	2 weeks
Unit 2 – Workings of Mind and Body (The Brain, Sensation and Perception)	3 weeks
Unit 3 – Developmental Psychology	2 weeks
Unit 4 – Learning and Cognitive Psychology (Memory, Thinking and Language, Motivation and Emotion)	3 weeks
Unit 5 – Personality and Individuality	2 weeks
Unit 6 – Abnormal Psychology (Disorders, Treatment)	3 weeks
Unit 7 – Social Psychology (2 weeks)	2 weeks
Research Assignment/ Presentations	2 weeks

Textbook and Supplemental Materials:
Understanding Psychology, Richard A. Kasschau, Ph.D., Glencoe Publishing Company, New York, 2008.
Additional online resources will be provided by SCSU Psychology Department

UNIT 1

History/Evolution and Approaches to Psychology and Psychological Research

Essential Question: How has the study of human and animal behavior helped determine psychological principles that have the potential to enrich the lives of humans?

Content Standards:

CONTENT STANDARD 1

The nature of psychological science

Students are able to (learning targets):

1.1. Define psychology as a discipline and identify its goals as a science

1.2. Differentiate scientific and non-scientific approaches to knowledge

1.3. Explain the value of both basic and applied psychological research with human and non-human animals

1.4. Identify careers individuals can pursue in psychological science

1.5. Identify ways individuals can use psychological science in any career

CONTENT STANDARD 2

Research methods and measurements used to study behavior and mental processes

Students are able to (learning targets):

2.1. Describe research methods psychological scientists use

2.2. Compare and contrast quantitative and qualitative research methods used by psychological scientists

2.3. Describe the importance of representative samples in psychological research and the need for replication

2.4. Explain how and why psychologists use non-human animals in research

2.5. Explain the meaning of validity and reliability of observations and measurements

CONTENT STANDARD 3

Ethical issues in research with human and non-human animals

Students are able to (learning targets):

3.1. Identify ethical requirements for research with human participants and non-human animals

3.2. Explain why researchers need to adhere to an ethics review process

CONTENT STANDARD 4

Basic concepts of data analysis

Students are able to (learning targets):

4.1. Define descriptive statistics and explain how they are used by psychological scientists

4.2. Draw appropriate conclusions from correlational and experimental designs

4.3. Interpret visual representations of data

Focus Questions (Student Objectives):

1. Why study Psychology?
2. What is the history of Psychology?
3. What professions are offered in the field of Psychology?
4. What is psychological research?
5. What are some of the problems and solutions in research?
6. What role does statistical evaluation play in psychological research?

Content (Scope and Sequence)

- Definition and goals of psychology
- Applications in everyday life
- History of psychology
- Approaches to psychology
- Careers associated with psychology
- Research in psychology
- Methods for psychological research
- Problems encountered in research
- Ethics in psychological experimentation
- Evaluation of psychological research

Skills:

1. Create a working definition of psychology.
2. Demonstrate knowledge of the practical uses of psychology.
3. Analyze the historical progression of the study of psychology.
4. Describe each of the different approaches to psychology and evaluate the validity of each approach.
5. Identify the methods used in a psychological study.
6. Assess the problems associated with psychological research.

Time Allocation – approximately 2 weeks

Instructional Strategies

Case Studies, Class discussion, Group Work, Guided readings and notes, Lecture, **Research through Technology**, **Survey Project**, Psychology Labs Using Scientific Method, **Guest Speakers in the Field of Psychology**, Visualization, **Writing Prompts**

Assured Assessments (Projects) Students may do one of the following activities:

1. Conduct a Naturalistic Observation in a public place, take notes on what they see, and write a summary of the activity addressing specific points.

2. Analyze the behavior and mental processes of an individual currently in the news from one of the seven different psychological perspectives.

3. Hold a debate about ethical issues concerning psychological experiments.

4. Conduct a survey among their peers on a topic of their choice (with teacher approval) such as, sports, favorite TV shows, future plans, etc., and evaluate the data from their survey.

5. Invite school psychologists and social workers from Trumbull High School to speak to the classes about how a major in Psychology contributes to their current careers. Students will have the opportunity to ask questions of the speaker, and to write a reflection on their experience.

6. Students will choose from a list of diverse (African Americans, Asian Americans, Hispanics, Native Americans, Women) contributors to the field of psychology, research ONE of the contributors, and share with the class through a Google slide presentation.

RESOURCES:

1. Classics in the History of Psychology:
   http://psychclassics.yorku.ca/

2. The Top Ten Unethical Psychological Experiments:
   http://listverse.com/2008/09/07/top-10-unethical-psychological-experiments/

3. The American Psychological Association:
   http://www.apa.org/

4. Diverse contributors to the Field of Psychology

- African Americans
  https://www.mhanational.org/black-pioneers-mental-health
  https://www.apa.org/pi/oema/resources/ethnicity-health/african-american/prominent-psychologists
  https://psychology.okstate.edu/museum/afroam/

- Asian Americans and Pacific Islanders
  https://www.apa.org/pi/oema/resources/ethnicity-health/psychologists?tab=2
  https://www.apa.org/pi/oema/resources/ethnicity-health/asian-american/women-firsts

- Hispanics, Latino
  https://psychology.okstate.edu/museum/hispanic/people.html

- Native Americans
  https://www.apa.org/pi/oema/resources/ethnicity-health/native-american/women-firsts
- Women
- https://www.apa.org/pi/women/iampsyched/timeline

UNIT 2

Workings of Mind and Body (The Brain, Sensation and Perception)

Essential Question: How are our behavioral and psychological processes connected to our biological processes? How do our bodies and minds work together to create who we are?

Content Standards
CONTENT STANDARD 1
Structure and function of the nervous system and endocrine system in human and non-human animals
Students are able to (learning targets):
1.1. Identify the major divisions and subdivisions of the human nervous system and their functions
1.2. Identify the parts of the neuron and describe the basic process of neural transmission
1.3. Describe the structures and functions of the various parts of the central nervous system
1.4. Explain the importance of plasticity of the nervous system
1.5. Describe the function of the endocrine glands and their interaction with the nervous system
1.6. Identify methods and tools used to study the nervous system

CONTENT STANDARD 2
The interaction between biological factors and experiences
Students are able to (learning targets):
2.1. Describe concepts in behavioral genetics and epigenetics
2.2. Describe the interactive effects of heredity and environment
2.3. Explain general principles of evolutionary psychology

Sensation

CONTENT STANDARD 1
The functions of sensory systems
Students are able to (learning targets):
1.1. Explain the process of sensory transduction
1.2. Explain the basic concepts of psychophysics such as threshold and adaptation

CONTENT STANDARD 2
The capabilities and limitations of sensory processes
Students are able to (learning targets):
2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities
2.2. Describe the visual sensory system
2.3. Describe the auditory sensory system
2.4. Describe chemical and tactile sensory systems

Perception

CONTENT STANDARD 1

The process of perception

Students are able to (learning targets):

1.1. Describe principles of perception

1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2

The interaction between the person and the environment in determining perception

Students are able to (learning targets):

2.1. Explain Gestalt principles of perception

2.2. Describe binocular and monocular depth cues

2.3. Describe perceptual constancies

2.4. Describe the nature of attention

2.5. Explain how diverse experiences and expectations

Focus Questions (Student Objectives):

1.   What are the major parts of the brain?

2.   What role does the brain play in human behavior?

3.   What roles do sleep and dreams play in our lives as humans?

4.   What are hypnosis and meditation?

5.   How does drug use impact individuals and their brains?

6.   How do we take in information through our senses?

7.   How do we perceive the world around us?

Content (Scope and Sequence)

●   The major parts of the brain and their functions

●   The roles of the Right and Left hemispheres of the brain

●   How the brain impacts our behavior

●   Views on the purpose of sleep

●   The stages of Sleep Cycle

●   Sleep Disorders

●   Dreams and Dream Interpretation

●   Hypnosis and Meditation

●   The effects of drugs on an individual and their brain

●   Absolute Thresholds

●   Sensory Adaptation

●   The Gestalt Principles of Organization

●   Perceptual Inference

●   Optical Illusions and other Incorrect Perceptions

Skills

1.   Create visual representations of the major parts of the brain and their functions
2.   Determine which hemisphere of the brain is dominant
3.   Demonstrate knowledge of the role the brain plays in human behavior
4.   Analyze the difference between sensation and perception
5.   Describe the basic mechanisms of hearing, sight, olfaction, and touch
6.   Analyze how illusions affect human perception
7.   Make connections between human motivation to their own lives
8.   Demonstrate knowledge of consciousness and different levels of consciousness

Time Allocation – approximately 3 weeks

Instructional Strategies

Case Studies, Class discussion, Group Work, Guided readings and notes, Lecture, **Movie Analysis, Project, Role play, Research** through Technology, **Writing Prompts (reflections)**

Assured Assessments (Projects) Students may do one of the following activities:

1. Design a "Brain Collage." Students will match pictures from online resources to their matching brain function.

2. Take a number of psychological quizzes to find their dominant hemisphere.

3. Research different optical illusions and explain why they work the way they do.

4. Experience blindness by blindfolding themselves, serving as a guide, and attempting easy tasks. A written reflection about the experience is assigned.

5. Keep a dream journal and interpret their dreams.

RESOURCES:

1. The Secret life of the Brain (Web site and Video series)
   http://www.pbs.org/wnet/brain/

2. Sleep Disorders Mayo Clinic https://www.mayoclinic.org/diseases-conditions/sleep-disorders/symptoms-causes/syc-20354018

3. The "Mouse Party" learn about the impact of drugs on your brain:
   https://learn.genetics.utah.edu/content/addiction/mouse/

4. Online quizzes to determine which hemisphere of the brain in dominant:
   http://www.wherecreativitygoestoschool.com/vancouver/left_right/rb_test.htm

   http://www.web-us.com/brain/braindominance.htm

UNIT 3
Developmental Psychology

Essential Question: How does the physical, cognitive, and social changes impact human behavior as people develop?

Content Standards

Life Span Development

CONTENT STANDARD 1

Methods and issues in lifespan development

Students are able to (learning targets):

1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development

1.2. Explain issues of continuity/discontinuity and stability/change

1.3. Distinguish methods used to study development

1.4. Describe the role of sensitive and critical periods in development

CONTENT STANDARD 2

Physical, cognitive, and social development

across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)

Students are able to (learning targets):

2.1. Identify key features of physical development from prenatal through older adulthood

2.2. Identify key features of cognitive development from prenatal through older adulthood

2.3. Identify key features of social development from prenatal through older adulthood

Focus Questions (Student Objectives):
1. How do infants develop physically and perceptually?
2. How do infants develop language?
3. What are the stages of cognitive development?
4. What are the stages of emotional development?
5. How do different parenting styles impact a child's development?
6. How do people develop socially?

Content (Scope and Sequence)
- The nature (genetics) vs. nurture (learning) debate
- Capabilities of a newborn
- The development of infants through maturation and learning
- Depth perception
- The steps involved in learning language
- How a child's knowledge of the world changes over time
- Piaget's four stages of cognitive development
- Infant emotional attachment (Lorenz, Harlow)
- The four basic parenting styles (authoritarian, authoritative, permissive)
- The process of Socialization

- Erikson's theory of psychosocial development
- Kohlberg's theory of moral development

Skills:

1. Evaluate the nature and nurture sides of developmental theory
2. Analyze the different stages of Piaget's cognitive development
3. Illustrate knowledge of Erikson's theory of psychosocial development
4. Determine which stage of Kohlberg's theory of moral development they find themselves on
5. Interpret the importance of the infancy and childhood periods as it impacts the rest of human development
6. Evaluate which of the four basic parenting styles is the best

Time Allocation – approximately 2 weeks
Case Studies, Class discussion, **debate a moral dilemma,** Group Work, Guided readings and notes, Lecture, **Writing Prompts (reflections)**

Instructional Strategies

Assured Assessments (Projects) Students may do one of the following activities:

1. Illustrate the eight different developmental stages of Erik Erikson by drawing a picture illustrating the conflict one faces in each of the eight stages.
2. Design a children's toy demonstrating the different levels of cognitive development.
3. Complete a timeline of significant events in the lives of infants (or their own lives). The timeline would demonstrate the concepts of growth cycles, critical periods, imprinting, and language development.
4. Create several different moral decision scenarios and debate the decision. Students can then fit their decision into Kohlberg's stages of moral development.
5. Create their own punishments for given situations and discuss which parenting type they fit into. This can be used to better understand both childhood and adolescence.
6. Role-play difficult situations between parents and students to better understand the viewpoint of their parents.

RESOURCES:

1. This website contains lessons plans from Discovery Education about Developmental Psychology:
   http://teachinghighschoolpsychology.blogspot.com/2010/01/developmental-psychology-lesson-plans.html
2. This website contains lesson plans that pertain to Developmental Psychology including a language development game:
   http://www.devpsy.org/teaching/index.html

UNIT 4

Learning and Cognitive Psychology (Memory, Thinking and Language, Motivation and Emotion)

Essential Questions: How do people learn and process information?

Content Standards

Memory

CONTENT STANDARD 1

Processes of memory

Students are able to (learning targets):

1.1. Explain the processes of encoding, storage, and retrieval

1.2. Describe systems of memory (i.e., sensory, working, and long-term memory)

1.3. Differentiate types of memory (i.e., implicit and explicit)

CONTENT STANDARD 2

Factors influencing memory

Students are able to (learning targets):

2.1. Explain strategies for improving the encoding, storage, and retrieval of memories

2.2. Describe memory as a reconstructive process

2.3. Explain kinds of forgetting or memory failures

2.4. Identify disorders that impact memory

Language

CONTENT STANDARD 1

Structural features and development of language

Students are able to (learning targets):

1.1. Describe the structure of language from the level of speech sounds to communication of leaning

1.2. Describe the relationship between language and cognition

1.3. Explain the language acquisition process and theories

CONTENT STANDARD 2

Language and the brain

Students are able to (learning targets):

2.1. Identify the brain structures associated with language

2.2. Explain how damage to the brain may affect

Learning

CONTENT STANDARD 1

Classical Conditioning

Students are able to (learning targets):

1.1. Describe the processes of classical conditioning

1.2. Describe clinical and experimental examples of classical conditioning

CONTENT STANDARD 2
Operant Conditioning
Students are able to (learning targets):
2.1. Describe the processes of operant conditioning
2.2. Describe clinical and experimental examples of operant conditioning

CONTENT STANDARD 3
Observational learning, social learning theory, and mental processes in learning
Students are able to (learning targets):
3.1. Describe observational learning and social learning theory
3.2. Describe the role of mental processes in learning

Motivation and Emotion

CONTENT STANDARD 1
Influences of motivation
Students are able to (learning targets):
1.1. Explain biological, cognitive, and social factors that influence motivation
1.2. Explain the role of culture in human motivation

CONTENT STANDARD 2
Domains of motivated behavior in humans
Students are able to (learning targets):
2.1. Identify factors in motivation that influence eating and sexual behaviors
2.2. Identify motivational factors that influence achievement and affiliation

CONTENT STANDARD 3
Perspectives on emotion
Students are able to (learning targets):
3.1. Explain the biological and cognitive components of emotion
3.2. Describe the psychological research on basic human emotions
3.3. Differentiate among theories of emotion

CONTENT STANDARD 4
Emotional interpretation and expression (interpersonal and intrapersonal)
Students are able to (learning targets):
4.1. Explain how biological factors influence emotional interpretation and expression
4.2. Explain how culture and gender influence emotional interpretation and expression
4.3. Explain how other environmental factors influence emotional interpretation and expression

CONTENT STANDARD 5
Domains of emotional behavior

Students are able to (learning targets):

5.1. Identify biological and environmental influences on the expression and experience of negative emotions

5.2. Identify biological and environmental influences on the expression and experience of positive emotions

Focus Questions (Student Objectives):
1. What is Classical Conditioning?
2. What is Operant Conditioning?
3. What is Social Learning?
4. How do humans take in and store information?
5. How do humans retrieve information?
6. How do humans think and solve problems?
7. How do humans develop language?
8. What are different theories of motivation?
9. What are the biological and social motives that drive humans?
10. What are emotions and how do they impact us?

Content (Scope and Sequence)
- Ivan Pavlov and the four elements of Classical conditioning
- B.F. Skinner and the process of Operant conditioning
- Social learning: latent learning, modeling, and behavior modification
- The process of encoding, storing, and retrieving information
- Memory: sensory, short term, long term
- Memory: recall, forgetting
- Ways of improving memory
- The components of thought (images, symbols, concepts, prototypes, and rules)
- The different kinds of thinking
- Problem solving
- The elements of language (phonemes, morphemes, and syntax)
- B.F. Skinner vs. Noam Chomsky: the debate on language development
- Language acquisition
- The theories of motivation (instinct, drive-reduction, incentive, cognitive)
- The biological and social motives of humans
- Maslow's Hierarchy of Needs
- The elements of emotions (the physical, the behavioral, and the cognitive)

Time Allocation – approximately 3 weeks

Instructional Strategies

Case Studies, Class discussion, **Class experiments**, Group Work, Guided readings and notes, Lecture, **Movie Analysis, Role play, Research** through Technology, **Writing Prompts (reflections)**

Skills
- Analyze the differences between Classical and Operant Conditioning
- Illustrate the ways humans encode, store, and retrieve information
- Practice different memory enhancing techniques
- Evaluate the validity of various mnemonic device
- Identify the elements of language
- Discuss the various theories of language development and defend the view they believe is the strongest
- Analyze various movies (*Castaway*) and apply the content to Maslow's Hierarchy of Needs

Assured Assessments (Projects) Students may do one of the following activities:

1. Watch a movie (*Castaway*) and write a paper about how the movie illustrates Maslow's Hierarchy of Needs.

2. Host an in-class debate between the views of Skinner and Chomsky on language acquisition in children.

3. Students will partake in class experiments in both classical and operant conditioning and evaluate their effectiveness in controlling behavior.

RESOURCES:

1. Classical Conditioning
   https://www.verywellmind.com/classical-conditioning-2794859

2. Operant Conditioning
   https://www.verywellmind.com/operant-conditioning-a2-2794863

3. Psych Sim 6:
   ttps://www.worthpublishers.com/BrainHoney/Resource/22292/sitebuilderuploads/shared_psychology/psychsim6/app.html?s=psychsim6-operant-conditioning

UNIT 5
Personality and Individuality

Essential Questions: What can we learn about ourselves through various intelligence tests and personality tests? How valid are the results?

Content Standards
Perception

CONTENT STANDARD 1

The process of perception

Students are able to (learning targets):

1.1. Describe principles of perception

1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2

The interaction between the person and the environment in determining perception

Students are able to (learning targets):

2.1. Explain Gestalt principles of perception

2.2. Describe binocular and monocular depth cues

2.3. Describe perceptual constancies

2.4. Describe the nature of attention

2.5. Explain how diverse experiences and expectations impact perception

Intelligence

CONTENT STANDARD 1

Perspectives on intelligence

Students are able to (learning targets):

1.1. Explain intelligence as a construct

1.2. Describe various conceptualizations of intelligence

1.3. Describe the effects of differences in intelligence on everyday functioning

CONTENT STANDARD 2

Assessment of intelligence

Students are able to (learning targets):

2.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness

2.2. Identify current methods of assessing human cognitive abilities

2.3. Describe measures of and data on reliability and validity for intelligence test scores

CONTENT STANDARD 3

Issues in intelligence

Students are able to (learning targets):

3.1. Explain the complexities of interpreting scores on intelligence tests

3.2. Describe the influences of biological, cultural, and environmental factors on intelligence

Focus Questions (Student Objectives):
1. What are the characteristics of a Psychological Test?
2. What are different ways that intelligence is tested?
3. What is the difference between IQ and EQ?
4. How do you measure achievement, abilities, and interests?
5. What is personality testing?
6. What are some different personality theories?
7. How can we interpret our personality based on various personality theories?

Content (Scope and Sequence)
- The validity of Psychological Tests
- Different views of intelligence
- The development of Intelligence Tests (IQ)
- Howard Gardner's view of Multiple Intelligences
- Emotional Intelligence (EQ)
- Personality Testing
- The MMPI, the CPI, the Myers-Briggs, the Rorschach Inkblot, and the TAT tests
- Personality Theories (Psychoanalytic, Behaviorist, Social Learning, Cognitive, Humanist, and Trait theories)

Time Allocation – approximately 2 weeks

Instructional Strategies
Class discussion, Guided readings and notes, Lecture, **Writing Prompts (reflections)**

Skills:
- Evaluate the validity of various Psychological tests
- Compare and contrast the different views of intelligence
- Outline the history of the development of IQ testing
- Demonstrate knowledge of personality and the many different theories of personality development
- Evaluate which personality theory best applies to the individual
- Explain how the personality theories affects an individual's growth and development

Assured Assessments (Projects) Students may do one of the following activities:
1. Take several different kinds of personality tests both online and in the classroom. Students will evaluate the accuracy and validity of these tests.
2. Take a test to determine which Multiple Intelligences they are strongest with and then use that intelligence to do a project to present to the class.
3. Write a paragraph defining their own personality and apply different personality theories to how they might have developed their own personality.

4. Invite experts in the field to discuss and share information about intelligence and personality theories. Students will have the opportunity to come up with questions they have for the expert and will write a reflection on their experience.

RESOURCES:

1. The Myers-Briggs Foundation:
   http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/

2. The Myers-Briggs Personality Test Online:
   https://www.16personalities.com/

3. Online Inkblot Test:
   http://theinkblot.com/

4. Online Multiple Intelligences Test:
   http://www.literacyworks.org/mi/assessment/findyourstrengths.html

Unit 6:
Abnormal Psychology

Essential Questions:
1. **How do psychologists, by looking at various attempts to define abnormal behavior, adjustments, and psychological health, draw the line between normal and abnormal behavior?**

2. **Is behavior influenced by nature or nurture?**

3. **How many different ways can treatment be approached?**

Content Standards
Disorders

CONTENT STANDARD 1
Perspectives of abnormal behavior
Students are able to (learning targets):
1.1. Define abnormal behavior
1.2. Describe cross-cultural views of abnormality
1.3. Describe major medical and biopsychosocial models of abnormality
1.4. Explain how stigma relates to abnormal behavior
1.5. Explain the impact of psychological disorders on the individual, family, and society

CONTENT STANDARD 2
Categories of psychological disorders
Students are able to (learning targets):
2.1. Describe the classification of psychological disorders
2.2. Describe the challenges associated with diagnosing psychological disorders
2.3. Describe symptoms of psychological disorders

Health

CONTENT STANDARD 1
Stress and coping
Students are able to (learning targets):
1.1. Define stress as a psychophysiological response to the environment
1.2. Explain sources of stress across the life span
1.3. Explain physiological and psychological consequences of stress for health and wellness
1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress

CONTENT STANDARD 2
Psychological science promotes mental and physical health and wellness
Students are able to (learning targets):
2.1. Describe factors that promote resilience and flourishing
2.2. Identify evidence-based strategies that promote health and wellness

Therapies

CONTENT STANDARD 1

Types of treatment

Students are able to (learning targets):

1.1. Describe different types of biomedical and psychological treatments

1.2. Explain why psychologists use a variety of psychological treatments

1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

CONTENT STANDARD 2

Legal, ethical, and professional issues in the treatment of psychological disorders

Students are able to (learning targets):

2.1. Identify differences among licensed mental health providers

2.2. Identify legal and ethical requirements for licensed mental health providers

2.3. Identify resources available to support individuals with psychological disorders and their families

Focus Questions (Student Objective):

At the completion of the unit, students will be able to answer:

1. How do psychologists define a psychological disorder?
2. How do psychologists distinguish between normality and abnormality?
3. What are the behavioral patterns that psychologists label as anxiety?
4. What causes anxiety disorders?
5. What are the behavioral patterns that psychologists label as somatoform disorders?
6. What are the symptoms of dissociative disorders?
7. What is schizophrenia?
8. What are several theories that try to explain mood disorders?
9. How do personality disorders differ from other psychological disorders?
10. How is drug abuse a psychological problem?
11. What is psychotherapy?
12. What is psychoanalysis and humanistic therapy?
13. What is cognitive and behavioral therapy?
14. What are the biological approaches to behavior?

Content (Scope and Sequence):

- Approaches to defining abnormality
- Psychiatric use of the DSM-IV
- Generalized Anxiety, Phobia, Post-Traumatic Stress, Obsessive-Compulsive Disorder, Panic Disorder
- Somatoform Disorders
- Dissociative Disorders
- Types of schizophrenia
- Major depressive disorder, bipolar disorder, seasonal affective disorder

- Personality disorders
- Drug addiction
- Psychological Treatments and Therapies

Skills:
1. Differentiate between normal and abnormal behavior
2. Describe the major symptoms of each of the mental disorders
3. Analyze the classification system for diagnosing mental disorders as found in the DSM-IV
4. Evaluate treatment methods for different mental disorders
5. Recognize major symptoms of different mental disorders
6. Demonstrate reasoned judgment
7. Analyze case studies
8. Make comparisons
9. Apply concepts

Time Allocation: Approximately 3-4 weeks

Instructional Strategies

Case Studies, Class discussion, Group Work, Guided readings and notes, Lecture, **Movie Analysis, Research Project, Writing Prompts (reflections)**

Assured Assessments (Projects): Students may do one of the following activities:
1. Brainstorm the definition of abnormal behavior and create their own criteria for defining abnormal behavior.
2. Research the symptoms of a mental disorder and present the disorder and its major symptoms to the class.
3. Read different case studies and define the disorder presented.
4. View a major motion picture that includes a character with a mental disorder. They can create their own case study of that character. They can also note the way the movie industry portrays mental illness and analyze how realistic the portrayal of the disorder is (See appendix).
5. Write their opinions of which therapy methods would work best for different mental illnesses.
6. Keep reflective journals.
7. Debate the ethics of treatment and/or the validity of the insanity defense.
8. Compare and contrast definitions of abnormality across cultures.
9. Analyze case studies and "diagnose" disorders.
10. Create brochures to advertise treatment centers and therapy.
11. **Provide students with local and state resources for mental health services**

RESOURCES:
1. DSM-V
   https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3683251/

2. National Institute of mental health
    https://www.nimh.nih.gov/

3. The World of Abnormal Psychology Videos
    https://www.learner.org/series/the-world-of-abnormal-psychology/

4. CT Department of Mental Health and Addiction Services
    https://portal.ct.gov/dmhas
    https://www.ctmentalhealthservices.com/

5. Town of Trumbull Mental Health Services
    https://www.trumbull-ct.gov/205/Counseling-Center

6. Trumbull High School Mental Health Services
    https://www.trumbullps.org/ths/mental-health-resources.html

Unit 7
Social Psychology

Essential Questions:
1. **How and why do we interact with others the way we do?**
2. **How are we influenced by the presence of and our interactions with others?**
3. **What effect do the groups to which you belong have on how you think, act and feel?**

Content Standards

Social

CONTENT STANDARD 1

Social cognition

Students are able to (learning targets):

1.1. Describe attributional explanations of behavior

1.2. Explain how experiences shape attitudes and beliefs

1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

CONTENT STANDARD 2

Social influence

Students are able to (learning targets):

2.1. Explain how the presence of other people can affect behavior

2.2. Describe how intergroup dynamics influence behavior

2.3. Explain how persuasive methods affect behavior and beliefs

2.4. Identify factors influencing attraction and relationships

2.5. Identify factors influencing aggression and conflict

2.6. Identify factors influencing altruism and helping behaviors

Focus Questions (Student Objectives):

At the completion of the unit, students will be able to answer:
1. What is social perception?
2. What are the factors involved in choosing friends?
3. How do we use schemas and first impressions?
4. How are social perceptions formed and changed?
5. What are some problems and issues in forming impressions of people and situations?
6. What is the relationship between attribution, stereotypes, prejudice and discrimination?
7. What are several factors that influence how we view others' behaviors?
8. In which ways can groups influence an individual's behavior?
9. Why do most people tend to obey an authority figure?
10. What are causes of group conflict and cooperation?
11. How do group dynamics promote or restrain altruism and aggression?

Content (Scope and Sequence):
- Social perceptions
- Attitudes and behavior
- Attraction and relationships
- Conformity-Asch's Conformity Experiment

- Gender-role stereotyping
- Group Influence
- Altruism

Skills:
Students will:
1. Reflect on those situations where your first impressions of someone have either proven to be correct or false.
2. Discuss with students the various types of stereotyping, prejudice and discrimination that exist at all of the levels.
3. Evaluate their friendships and identify which rewards they get from different friendships.
4. Analyze which social psychology theory best explains aggression.
5. Critically evaluate information about our social behavior and its impact on our daily lives.
6. Examine the Stanford Prison Experiment and Milgrim's Study on Obedience and identify their impact on social psychological theories.

Time Allocation: Approximately 2 weeks

Instructional Strategies

Case Studies, Class discussion, **Group Work**, Guided readings and notes, Lecture, **Role play, Writing Prompts (reflections)**

Assured Experiences (Projects): Students many do one of the following activities:
1. Research and debate the topic of stereotypes & prejudice with a debate on affirmative action as a university admissions policy.

2. Media Study: Analysis and interpretation- Given a series of images, ask students to describe what processes are involved in forming understandings about the people and the situations.

3. Group Activity: Mental schema- Given a series of images of people, places and objects, develop a schema for each to illustrate that schema are social constructions using the processes of anchoring and objectification.

4. Role play: Social cognition - Invite small groups of students to create a mime illustrating various judgment forming situations (e.g., romantic, intimidation, arrogance, argumentative, stubbornness, danger, fear, worry, cooperative, competitive, power, intimate, friendship). The other students should be able to guess what the situation is through the actions and body language of the actors.

5. Group activity: Mental schema- Given a visual of a small aspect of a country or city (e.g., countryside, factories, highways, city or slums), ask students to write a paragraph about what they think that country or city is like.

Online Resources and Activities:

APA-Social Psychology - https://www.apa.org/education-career/guide/subfields/social

Psychology Tutorials - http://psych.hanover.edu/krantz/tutor.html

Social Psychology Network - http://www.socialpsychology.org/

Very Well Mind - https://www.verywellmind.com/social-psychology-4157177

Name _____ Period _____ Date _____

Group Names: _____

Topic: _____

Psychology Survey Project-100 points – QUIZ GRADE (Group Project)

The task is to create and conduct a survey of randomly selected students at Trumbull High School. Your group is to pick a single topic, create the survey questions, and then conduct your primary research survey, which will be completed on your own electronic device. Your survey must include a **minimum of five questions that support your hypothesis** (approved by the teacher) and you must include **at least 25 randomly-selected students**. You may also submit your survey questions through social media if you would like more responses. Please develop multiple choice questions or checklist questions since it will be easier for you to calculate your results. Please include options for:

- Grade (9th-12th) or age
- Female or Male

Format: The survey questions, interviews, and reports will be completed on *Google Apps*. You will create a *Google Form* to collect your data. A *Google Spreadsheet* will be used to create your statistical reports. The final summary will be completed on a *Google Document*, which will include the chart and a summary. You must share the entire project with your teacher through Google. It is not necessary to print out the report. **You will share your results with the class.**

Grading:

1. Write a **one-two page summary** (**group activity)** of the results of your survey. This summary must be typed. Make sure to include the following information: (**70** points)
- **Introduction**
- **Question: What are you trying to understand about human behavior?**
- **Hypothesis** (your expectations about the results)
- **Was your hypothesis supported by the survey?**
- **Why do you think your results turned out the way they did? What did your group learn from the experience of conducting a survey? Identify the items in your survey that you would change if you had the opportunity to conduct the survey again; why and how would you change these items?**
- **Conclusion**

2. You must also **include a statistical report of your results by creating number charts, pie charts, bar graphs, etc**. The Google Form will NOT automatically create your spreadsheet or charts. (**25** points)

3. Share the link to your form and spreadsheet on your summary report with me through Google Classroom. (**5** points).

TOTAL POINTS: _____

41

Psychology Ψ   Name_____

Brain Collage & the New Superheroes Project
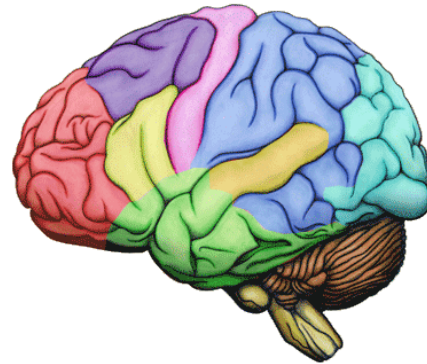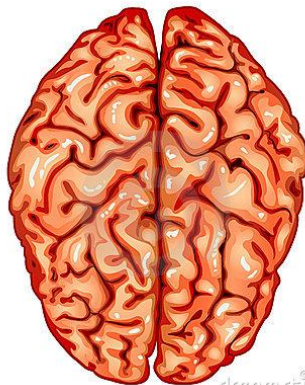## 100 Points

Part A: Brain Collage

Purpose:

The purpose of this assignment is to create an accurate visual representation of the brain with a focus on **function**. The construction of this project will help to facilitate a deeper understanding of the specific functions of each are of the brain as well as familiarize you with the location of each area. You may work independently or with up to two partners (no more than three to a group).

For the first part of this assignment you must create a visual representation of the brain that must include the following:

1. The Collage must include the following areas of the brain: Medulla, Reticular Formation, Cerebellum, Thalamus, Hypothalamus, Amygdala, Pituitary Gland, Cerebral Cortex (it's 4 lobes), Corpus Callosum, and the Hippocampus.
2. Two pictures for each area should be included and demonstrate the area's function.
3. All areas of the brain must be labeled.
4. All areas must provide a brief and accurate written summary of the function of the area.
5. The project should be well organized, clearly presented and neat.
6. Your collage may be presented on a technological tool such as Prezi, Power Point, or Google Slides. You may also make a "Brain Book" if you choose that will contain the same information in a book format.

Also your group will need to find a minimum of two maps of the brain so you can properly label the parts of the brain. You will need to find a **side** view and a **top** view. You may choose to find additional views as well if it helps to add clarity to your labeling.

The Brain Superheroes

In addition to your group creating the brain collage you are also required to create a team of three superheroes. Your group must pretend it is possible for these three superheroes to have their powers by magnifying the abilities in selective parts of the human brain.

Identify the area of the brain that would have to be altered to accomplish the special skills of each superhero.

Then do the following:

On a piece of computer paper:

- Draw/Design a picture of your superhero with his/her name written out as well

On the back of the same paper answer the following:

- Explain what super-abilities your superhero possesses
- Explain what part of the brain structure has been altered to accommodate their special powers

(Each superhero will be worth 5 points)

Brain Assignment Rubric

Below you will find the specifics on how you will be graded for each part of this assignment. Be sure to meet each parameter so that you can get full credit.

1. The collage includes all **13** sections of the brain. These include the Medulla, Reticular Formation, Cerebellum, Thalamus, Hypothalamus, Amygdala, Pituitary Gland, Cerebral Cortex (it's 4 lobes), Corpus Callosum, and the Hippocampus. (**13 points**).

    Pts_____

2. Two pictures that clearly demonstrate an understanding of the function of each area. (**13 points**)

    Pts_____

3. Each area is correctly labeled and provides an accurate summary of the area's function and is in your own words. (**29 points**)

    Pts_____

4. The whole project is neat. (**10 points**)

    Pts_____

5. Color is used to differentiate each area. (**10 points**)

    Pts_____

6. Presentation- The whole project is well organized and clearly presented. (**10 points**)

    Pts_____

7. You have successfully created a team of three superheroes (**15 points**)

    Pts_____

Total points earned -   Pts_____

Psychology Ψ
Psychological and Developmental Disorders Project 2022 – 100 points
1. Alcohol and Drug Addiction
2. Amnesia and Fugue
3. Anxiety Disorders
4. Autism spectrum disorder
5. Child Abuse
6. Dementia disorders (Alzheimer's)
7. Dissociative Identity Disorder (multiple personalities)
8. Domestic Abuse
9. Eating disorders (anorexia, bulimia, pica)
10. Lewy Body Dementia (Robin Williams)
11. Munchausen by Proxy
12. Mood Disorder (depression, bipolar)
13. Narcissistic Personality Disorder
14. Obsessive-Compulsive Disorder (OCD)
15. Parkinson's
16. Personality Disorders (borderline, psychopath, sociopath)
17. Post-Traumatic Stress Disorder
18. Schizophrenia
19. Somatoform Disorders (conversion, hypochondriasis)

Task: You may work individually or in a group of 2.
Your group will be responsible to research your assigned Psychological Disorder and prepare a Google Slide presentation for the class. Your Google Slides must be submitted to www.turnitn.com.

Each presentation will require the following elements. Please do not write in paragraphs.
1. Causes of the disorder
2. Symptoms of the disorder
3. How the disorder will impact an individual's life and the lives of loved ones
4. Treatments for the disorder, including mental health organizations in the region. Please be very specific. You may include links to the organizations.
5. How the mental disorder is portrayed in the media. Are there any famous people who have shared their disorder with the American public? You may include an article or a video clip.
6. Works Cited Page – MLA format, and please cite your pictures.

Grading:
- Causes of the disorder **(15 points)**
- Symptoms of the disorder **(15 points)**
- Impact on individual's life and the lives of loved ones **(15 points)**
- Treatments for the disorder, including mental health organizations in the region **(15 points)**
- How the mental disorder is portrayed in the media. Are there any famous people who have shared their disorder with the American public? (**15 points)**
- Quality of Google Slides and Presentation (**15 points)**
   - Does it look good? Organized? Helps deliver information?
   - Did everyone speak? Did you read off the slides too much? Was it interesting?
- Works Cited Page – MLA format (**10 points**)

100-point **TEST grade**

Psychological Disorders Project Rubric - 100 points

Assigned Disorder:

Group Member Names:

- Causes of the disorder **(15 points)**

- Symptoms of the disorder **(15 points)**

- Impact on the individual and loved one's life **(15 points)**

- Treatments for the disorder and resources in the area (**15 points**)

- How mental health disorder is portrayed in the media (**15 points**)

- Quality of Google Slides and Presentation **(15 points)**

- Works Cited page (images too) (**10 points**)

Final Grade: _____

Comments:

Psychology – Experiment Research Project and Reflection – 200 points total

ESSENTIAL QUESTIONS: How do psychologists attempt to understand human behavior, and why is that important? How has this experiment impacted society then and now?

 Common Core Standards

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

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

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

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TASK:

You will **conduct research** on one psychological experiment, and create a **Google Slide presentation with 100 points** (at least 12 slides), demonstrating the history and the application of the experiment, and discussing its current relevance to today's society. Please include the following in your slide project:

 Background of the psychologist(s) **(10 points)** (1 slide) (Include at least 2 images)

 Historical context and motivation for conducting the experiment **(10 points)** (1 slide) (Include at least 2 images)

Describe **experiment** using the **scientific method (80 points) (10 slides)**

1.   **Question**: What question(s) did the experiment set out to answer? (1 slide)

2. **Hypothesis**: What was the hypothesis of the scientist(s) involved? (1 slide)

3. **Procedure**: Bullet the procedure taken (1 slide)

4. **Materials**: Bullet the materials used (1 slide)

5. **Participants**: Describe the participants. Was there a control group or not? (1 slide)

6. **Data**: Provide tables or bulleted information on the findings/data from the experiment (1 slide)

7. **Conclusion**: What conclusion did the experiment produce? There could be more than one. (1 slide)

8. **Experiment's impact** then and now on society: How did this experiment influence the time period it occurred in? (one slide) How might this experiment's findings still impact us today? (a separate slide)

9. **Works Cited Page/Citations** for images (deductions if missing or incomplete) (1 slide) These can be urls.

 #1-9 information above should appear on individual slides totaling 10 slides.

ALL slides except the Works Cited slide should have at **least 2 pictures** that support or complement the information on the slide.
\

TITLE each slide described above with the BOLD title listed.
 If working with a partner, you must put your own initials on every slide you do.

Part 2 – 100 points

INDIVIDUAL REFLECTION ON THE EXPERIMENT (Submitted separately in a Google doc paragraph) 20 points (5 pts each dark bullet)
- What did you learn from the experiment?
- Were there any flaws in the experiment? Every experiment has flaws so you can't say there were none.
- Based on the needs of society today, how would you update/modify or change the experiment for the 21st century?
- Describe your process:
  - What did you do well in this project?
  - What part of the project was more challenging?
  - How could you have made the project better?

PROJECT PRESENTATION GRADE 20 points

- Project Preparation and Organization
- Presentation Preparation and Organization
- Knowledge of Content and Expression of Ideas
- Elaboration of Content Beyond the Slide Show Bullets
- Clear Speaking Voice and Volume
- Appropriate Presentation Tone
- Accuracy in answering teacher or student questions about your project

APPLICATION OF PROJECT TOPICS 20 points (Submitted as separate assignments in Google Classroom)

- Project Note Taking Chart for ALL projects 20 points

FINAL EXAM – Completed during final exam period 40 points

Choose **FOUR** experiment presentations, and write a summary form the handouts and notes that you took watching the presentations. Explain the four experiments impacting society today.

TOTAL RESEARCH PROJECT GRADE: 100 points possible

Your grade:

TOTAL INDIVIDUAL REFLECTION GRADE: 20 points possible

Your grade:

TOTAL PRESENTATION GRADE: 20 points possible

Your grade:

APPLICATION OF PROJECT TOPICS GRADE: 20 points possible

Your grade:

FINAL EXAM 40 points possible

Your grade

PROJECT TOPICS:

1. A Class Divided – eye color test (Jane Elliott)

2. Asch Experiment

3. Bandura-Bobo Doll

4. Bystander Effect

5. CIA Mind Control Experiment

6. Halo Effect

7. Kenneth and Mamie Clark Doll Test

8. Little Albert Experiment

9. Matina Horner's Fear of Success Experiment

10. Pseudo Patient Experiment (Rosenhan)

11. Robber's Cave Experiment (conflict between groups)

12. Rorschach Inkblot Test

13. Skinner Box

14. Stanford Prison Experiment

15. The Good Samaritan Experiment

16. The Hawthorne Effect

17. The Magical Seven Experiment

18. The Marshmallow Test

19. The Milgram Experiment

20. Tuskegee Study

21. Washoe Experiment (Allen and Beatrix Gardner)

Trumbull High School School-Wide Reading Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation	Demonstrates understanding of text by: • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: • Not identifying the purpose of the text • Providing initial reaction not supported by text • Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : • Extensively reshaping, reflecting, revising, and/or deepening initial understanding • Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text • Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : • Guided reflection and/or revision of initial understanding • Summarizing some main ideas of text • Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections • text to text • text to self • text to world	Demonstrates specific connections • text to text • text to self • text to world	Demonstrates general connections • text to text • text to self • text to world	Struggles to make connections • text to text • text to self • text to world

Evaluate
 	
X_____
	Insightfully evaluates the text by one or more of the following elements:
	• Critical analysis to create a conclusion supported by the text
	• Perceptive judgments about the quality of the text
	   • Synthesis of text
	   • Express a personal opinion.
		Evaluates the text by one or more of the following elements:
		• critical analysis to form a conclusion from the text
		• thoughtful judgments about the quality of the text
		• Evaluation of text to express personal opinion(s)
			A general evaluation of the text by one or more of the following elements:
			• Forms a superficial conclusion from the text
			• Assesses the quality of the text
			• Uses text to express personal opinion(s)
				Struggles to evaluate the text by any of the following elements:
				• Forming a conclusion from the text
				• Assessing the quality of the text
				• Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric:

| Category/Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	• Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task	• Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task	• Establishes a purpose • Demonstrates an awareness of audience and task	• Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions	• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions	• Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions	• Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples	• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples	• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples	• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	• Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning	• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning	• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning	• Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

52

TRUMBULL PUBLIC SCHOOLS

Curriculum Committee Review & Approval

September 13, 2022
Susan Iwanicki, Ed.D
Assistant Superintendent

Trumbull
Public
Schools
Committed to Excellence

Kindergarten and Grade 1 Mathematics Curriculum Guides

- Program Leader Kimberly Lombardi, Math Specialists, teachers from our schools- facilitate lessons which encourage the development of mathematical concepts in a variety of ways using real world applications
- Written to support core math- Bridges and Number Corner
- Guide outlines pacing, key components such as: The Big Ideas, focus questions, and vocabulary for each unit
- Monitoring student learning, age appropriate assessment Teachers- tremendous results for students

BRIDGES IN MATHEMATICS

NUMBER CORNER
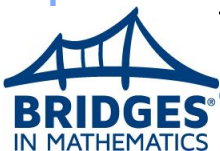
Grades 6 and Grade 7
English Language Arts (ELA) and Reading

Grade	ELA	Reading
6	Approx one 45-minute period each day (181 days)	Approx one 45- minute period each day (181 days)
7	Approx one 45-minute period each day (181 days)	Approx one 45-minute period every other day, all year in the unified arts portion of the schedule (90 days)

Grades 6 and Grade 7
English Language Arts (ELA) and Reading Curriculum Guide Updates

- Instructional Academic Team Leaders Leigh Gabriel and Valentina Iacono Cenatiempo
- Separates "Integrated Literacy" clearly defines standards addressed in English Language Arts (ELA) and Reading
- For each unit, standards were prioritized, vocabulary was added, and assessment were reviewed and revised as needed.
- A common formative assessment was added for each unit in each of the four courses so that teams can engage collaboratively in a higher level of analysis regarding student progress

Honors **SCSU** Sociology
Honors **SCSU** Psychology

According to Dept Chair Kathy Rubano:

Southern Connecticut State University courses at THS cost $65 for 3 credits.
If they take both courses at the same time, it is $65 for both.
$65= Six (6) College Credits

More if….
Students who successfully complete the courses can take summer courses for free at Southern.

Lead teachers were also given access to Southern professor's blackboard system which stores resources for students and professors in real time.

- Breanne Brienza, Brian Springsteen (Sociology)
- History Dept Chair Kathy Rubano, Jack LaBarca (Psychology)
- Met with Southern professors- previous guide aligned; updated areas to give college experience and meet course requirements.

Board Discussion
and
Questions

TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Report to the Board of Education

<u>Regular Meeting – September 13, 2022</u>   <u>Dr. Iwanicki and Mr. Guarino</u>

<u>Agenda Item –III-K</u>   Dr. Iwanicki will update the Board on the following policies by the Policy Committee. Mr. Guarino will join to provide any additional information regarding the High School Parking Policy 5131.2.

Second Reading
<u>Policies for Approval</u>

- 6141.52 Challenging Curriculum

- 5131.2 High School Parking

- 5131.911 Bullying- Prevention and Intervention

- 5131.912 Bullying Safe School Climate Plan

<u>Recommendation:</u>   Approval policies currently being reviewed and read for a second time. Decide on the recommended amount for parking fees.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Policy Committee of the Trumbull Board of Education Meeting

Long Hill Administration Building
Monday, August 15, 2022, 5:30 p.m.

Special Meeting
Minutes

I. Call to Order/Introduction – The meeting was called to order by Mr. Gallo at 5:26 p.m.

Members Present	Members Absent
T. Gallo, Chair of Policy	M. Petitti, BOE Member
A. Squiccimarro, BOE Member	R. Kode, student representative
A. Harmon, Trumbull community rep.	C. Wright, student representative
J. Mastrianni, TEA representative	R. Fuchs, community representative
S. Iwanicki, Ed.D., administrative designee	
M. Ward, community representative	
P. Coppola, TAA representative	
E. Diaz, parent representative	
C. Perrone, parent representative	
K. Lynn, parent representative	

II. Correspondence/Public Comment

Mr. Gallo noted that the Board received a correspondence from Trumbull resident Gloria Manna regarding the Bullying Policy. The correspondence was read to the committee.

III. Approval/Minutes – Policy Committee Meeting 6/27/2022

A motion was made to approve the minutes from 6/27/2022. A. Squiccimarro obstained. The motion will be held for the next meeting.

IV. New Business

A. 6141.52 Challenging Curriculum- The committee reviewed the policy. It was noted that several of these practices are already in place. This policy would formalize the practices. Mrs. Squiccimarro made four (4) suggestions for changing to wording to help clarify language. Mr. Gallo made the motion to bring the policy 6141.52 Challenging Curriculum to the Board for approval. Mrs. Squiccimarro seconded.

B. 5131.2 High School Parking- Mr. Guarino introduced the rational for instituting a parking policy at Trumbull High School. He shared that it will help to provide safety and

accountability for their parking lot and parking spaces. Mr. Gallo asked about the cost of the parking and the change process for students. Mr. Guarino clarified that it will be an adjustment no matter when it is started. They tried to keep costs low. Mr. Mastrianni found that the following prices listed on websites for districts: Newton- $100, Masuk- $125, Shelton-$100, Stratford-$50, and Weston $75/$100. The group discussed fees of 50 or 100. The group agreed to be $50 for the first year. The question of ticketing also was discussed. THS administration has discussed ticketing with Officer Duva and has a plan in place. Mr. Gallo asked that the THS Administration monitor any income generated and be sure that extra income is dedicated to student activities. Mr. Gallo made the motion to bring the policy 5131.2 High School Parking to the Board for approval. Mrs. Squiccimarro seconded.

C. 5131.911 Bullying- Prevention and Intervention- The policy was reviewed and Mrs. Squiccimarro made a point that some of the definitions seemed softened from previous versions or those of other districts. It was noted that some of those districts also had not updated their polices since the recent changes in legislation. After some discussion, Mr. Gallo made the motion to bring the policy 5131.911 Bullying- Prevention and Intervention to the Board for approval pending a verification of the definition of the policy with legal counsel. Mrs. Squiccimarro seconded.

D. 5131.912 Bullying- Safe School Climate Plan- The policy was reviewed and Mr. Sciano mentioned that part of the safe school climate plan includes staff modeling and nurturing a safe school climate. He does see this happening with Trumbull Public Schools. Mr. Gallo made the motion to bring policy 5131.912 Bullying- Safe School Climate Plan to the Board for approval. Mrs. Squiccimarro seconded.

The meeting was adjourned at 7:08pm.

TRUMBULL PUBLIC SCHOOLS BOARD OF EDUCATION POLICY MANUAL	SECTION: 6000 CATEGORY: **Instruction** POLICY CODE: **6141.52/Challenging Curriculum**

Challenging Curriculum

Policy Statement

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

The Trumbull Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptions and services. Any student who is meets the criteria of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so (in grades 8 and 9).

An "**advanced course or program**" as defined in this policy means an honors class, advanced placement class, International Baccalaureate Program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program in order to meet the needs of students in Trumbull Public Schools.

The Board's goal is to create a culture of deliberate excellence through its commitment to all students who have the capability, potential, or motivation to access advanced academic curriculum and instruction. The Board desires to nurture potential in all students and to challenge students with advanced capabilities through differentiation and responsive instruction. The needs of advanced and high potential learners will be equitability addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this "challenging curriculum policy" aligned with State Department of Education (SDE) guidance. This policy includes, as required, the criteria for the identification of students in grades 8 and 9 who may be eligible to take or enroll in an advanced course or program, as defined, and that such identified students have an academic plan.

Priority placement will be given to students identified as gifted, as per policy #6172.1, "Gifted and Talented Students."

Adopted:

Criteria

For purposes of this policy these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

The Superintendent or his/her designee will develop procedures for an ongoing identification process that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The purposes of identification are to find students who display characteristics which make them eligible for the taking of advanced courses or programs, as defined; to assess the aptitudes, attributes, and behaviors of each student; and to evaluate each student for the purposes of placement. Student aptitudes, attributes and academic behaviors will be identified, assessed and reviewed through a multistep, multimodal, and multidimensional identification system.

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

Such students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations of students with disabilities.

Identification Process

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility and placement/enrollment.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in grades 8 and 9, indicating content, process, products and learning environments.

The identification process may include the following:

- Identification of students with:
  - Superior cognitive ability;
  - Specific academic ability in one or more of the following content areas; math, science, language arts, social studies (consistently received grades of "B" or higher in the core content areas);
  - Creative thinking ability; and
  - Giftedness.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Identification Process (continued)

- Teacher recommendations/referrals
- Referrals from parents, students
- Placement tests if available
- Parental approval

Detailed information will be made available on the District website regarding this policy and the procedures used to identify students who would benefit from enrollment in advanced courses or programs, and the required academic plan.

Academic Plan

Each identified student shall develop an academic plan for the period grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school and college credit or result in career readiness.

The academic plan must be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the academic plan.

The academic plan enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and at a minimum, at least once a year.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Academic Plan (continued)

Beginning in the middle school years, no later than 8th grade, students must be counseled on opportunities for beginning postsecondary education prior to high school graduation. Such opportunities include access to Advanced Placement (AP), International Baccalaureate, or Cambridge courses or college-level courses for degree credit. Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation, the willingness of the college to accept the student for admission to the course or courses.

(cf. 6141.4 – Independent Study)
(cf. 6141.5 – Advanced College Placement)
(cf. 6141.51 – Advanced Courses or Programs-Eligibility Criteria for Enrollment)
(cf. 6141.7 – Honors Programs)
(cf. 6172.1 – Gifted and Talented Students)
(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

                                      P.A. 21-199 Section 5

                                      10-221r Advanced placement course program. Guidelines.

                                      District Guidance for Developing an Advanced Course Participation Policy

TRUMBULL HIGH SCHOOL STUDENT PARKING POLICY

Policy Statement

Parking at Trumbull High School

While participating in and/or attending school activities at Trumbull High School, students, employees and visitors of the Board of Education may park vehicles in areas designated by the School Administration.

The Board of Education reserves the right to restrict parking on school property at any time, to withdraw the right of any person to use school property for parking, and to issue regulations governing the movement of parked vehicles whether or not school is in session. Parking at restricted times or in restricted places is subject to action by the Board of Education and/or administration.

Students parking on campus while school is in session must purchase a parking permit. Parking permits are issued only to students who have a valid Connecticut driver's license and regular use of a motor vehicle.

The Board of Education assumes no responsibility for damage to or theft of a vehicle or any item stored in or on a vehicle parked on school property.

No item, the possession of which is illegal or in violation of school regulations or which endangers the health, safety or welfare of persons shall be stored in or on a vehicle parked on school property.

If the School Administration believes that a vehicle while on school property is being used in a manner or for a purpose which may be injurious or illegal, it shall refer the matter to the police.

Adopted: August 2022

References

- Connecticut General Statutes § 10-221 Boards of education to prescribe rules.

Student Driving and Parking

The student driving and parking on school premises, whether to drive or to park, is a privilege and governed by Board of Education policy.

In order for the student's vehicle to be driven and/or parked on school grounds, a parking permit will be issued to eligible student drivers and is valid for the academic year, (unless the eligibility is suspended or revoked).

Students must meet and maintain the following eligibility requirements for parking at Trumbull High School:

A. Must be a Trumbull High School student in good standing.
B. A valid driver's license, vehicle registration, and insurance as required under CT law.
C. Maintaining a strong attendance record in accordance with Board of Education Policy 5113/High School Attendance/Loss of Credit.
D. Maintaining slow and safe control of the vehicle on the grounds of the school and surrounding school area.

Trumbull High School Administration may revoke or suspend parking privileges to students who no longer meet the eligibility requirements or violate this policy.

Student parking spaces are limited on campus. Student parking permits for Trumbull High School are available for seniors first, then juniors, as spaces are available. However, nothing prevents administration from assigning parking if extra student parking spaces become available.

The cost of a school year permit is set by the Board of Education. For those permits beginning after the beginning of the year, the fee for parking will be prorated for each month of the year that the student does not have parking. Parking fees are non-refundable.

In order for eligible students to purchase a permit, students must present their driver's license, registration for each vehicle they plan to park in their assigned space, and payment to the Dean of Students. The Dean of Students will then issue a parking tag to the student driver that must be displayed in the vehicle on the rearview mirror at all times while on school grounds. If a student uses the parking tag for a second vehicle, that second vehicle must also be registered with the Dean's office. Only one parking tag will be issued to each eligible student.

All student drivers will be held responsible for the following campus parking regulations:

1. Students park on campus at their own risk. Trumbull High School and the Board of Education assume no responsibility for damage to or theft of a vehicle or any item stored in or on a vehicle parked on school property.
2. Students must be on school grounds during the entire school day and cannot leave the campus without permission. All student drivers must follow the regular attendance procedures for signing in and out of school for appointments during the school day.
3. Students shall park only in their designated/numbered parking space. Should a student arrive on campus and find an unauthorized vehicle parked in their parking space, the permitted student shall temporarily park his/her vehicle in a visitor's space in the front of Trumbull High School and immediately inform security and/or the Dean of Students.

4. Under no circumstances shall a student transfer or convey use of his/her parking permit or designated parking space to another student or individual for use during school hours.
5. Unless otherwise directed, students may not park in a faculty parking space, visitor parking space, in another student parking space, fire lane, grass area or sidewalk. Violators will be subject to a monetary fine and/or towing at their own expense. Students with repeated parking offenses will also be subjected to additional disciplinary consequences.
6. Trailers, campers, or other towed items are not permitted by students on the Trumbull High School campus.
7. Any vehicle not displaying a valid campus parking permit is subject to disciplinary actions and/or fines, which may include towing, at the owner's expense.
8. Any student who is involved in a motor vehicle accident must report the accident to security and/or the Dean of Students as soon as possible.
9. All students are expected to follow all state of Connecticut motor vehicle laws.

<u>Code of Conduct Discipline Chart for Student Parking Violations</u>

Examples of Conduct Requiring Discipline	Discipline Options	

Student parks in a:
    A) staff parking space
    B) space assigned to another student
    C) handicapped space
    D) visitor space
    E) maintenance space
    F) other unauthorized areas
	Student may receive a parking violation fine
	
	After school detention
	
	Saturday detention
	
	Suspension of parking privileges
		Student may receive a parking violation fine
		
		Car may be towed at the student's expense
		
		1-5 day in-school suspension
		
		1-10 days out-of-school suspension
		
		Revoking of parking privileges
		
		Referral to Trumbull Police Department

Student transfers/sells/loans parking pass to another student		
Parking on campus without a parking permit		

Bullying- Prevention and Intervention

Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from any type of bullying behavior, teen dating violence, harassment, or intimidation.

The Board believes that a school environment in which students feel safe, supported, engaged, and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually, and physically safe; an environment that is free of harassment, intimidation, bullying and teen dating violence.

In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school sponsored or school related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the Board; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and outside of the school setting, if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

The Board also expressly prohibits teen dating violence as defined in this policy and recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion in accordance with the Board's policies on student discipline, suspension, and expulsion, and consistent with state and federal law.

Definitions

"Bullying" means an act that is direct or indirect and severe, persistent or pervasive which:

    A.   causes physical or emotional harm to an individual,

    B.   places an individual in reasonable fear of physical or emotional harm, or,

    C.   infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

"Teen dating violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Other Definitions

"**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

"Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

"Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

"Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

"Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

"School employee" means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

"School climate" means the quality and character of school life based on patterns of students', parents' and guardians' and school employees' experiences of school life, including, but not

limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

"Positive school climate" means (A) a school climate in which the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (B) students, parents and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (C) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (D) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

"Emotional intelligence" means the ability to (A) perceive, recognize and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

"Social and emotional learning" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Safe School Climate Plan

Consistent with the requirements under state law, the Board authorizes the Superintendent or designee(s) along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan to address bullying and teen dating violence in its schools in furtherance of this policy. As required by state law, the Safe School Climate Plan shall include, but not be limited to, provisions which:

1.   Require the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;

2.   Permit anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;

3.   Require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying and to file a written report not later than two school days after making such an oral report;

4.   Require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after

3

receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;

5. Require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

6. Include a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence;

7. Provide for the inclusion of language in student codes of conduct concerning bullying;

8. Require each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation of the results of such investigation and verbally and by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents/guardians may refer to the plan language explanation of the rights and remedies available under C.G.S. 10-4a and 10-4b published on the Board's website;

9. Require each school to invite the parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of the student against whom such act of bullying was directed and the policies and procedures in place to prevent further acts of bullying;

10. Require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying;

11. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list publicly available; and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

12. Direct the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

13. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

14. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;

15. Require the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;

16. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

17. Require, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

18. Require all school employees to annually complete the training required by C.G.S. 10-220a, as amended or 10-222j related to the identification prevention and response to bullying;

19. Require that the notification to be provided in accordance with numbers (8) and (9) above, includes a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.

20. As required, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, cooperative assistance and approval not later than July 1, 2014. Not later than thirty calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

> **Note:** *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*
>
> *The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.*

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy to address bullying and teen dating violence which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.

2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.

3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.

4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.

5. Individual interventions with the bully or student who commits teen dating violence, parents and school employees and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents, and school employees.

6. School wide training related to safe school climate.

7. Student peer training, education, and support.

8. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings, and individual interventions.

9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness, and self-regulation.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

Note: Funding for the school-based bullying intervention and school climate improvement may originate from public, private, or philanthropic sources. For purposes of this section, "interventions with the bullied child" includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.

The Coordinator shall:

1.   Implement the District's safe school climate plan;

2.   Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence in the schools of the district.

3.   Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent to the Department of Education;

4.   Respond to bullying and teen dating violence in District schools;

5.   Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.

6.   Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;

2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and

3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

Beginning July 1, 2021, and each school year thereafter, such committee shall also include: (a) school personnel, including, but not limited to, at least one teacher selected by the exclusive

bargaining unit representative for certified employees, (b) medical and mental health personnel assigned to such school, and (c) at the high school level at least one student enrolled at the school. The student is to be selected by the students in a manner determined by the school Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and teen dating violence;

2. Identify and address patterns of bullying and teen dating violence among students in the school;

3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of P.A. 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in C.G.S.10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;

4. Review and amend school policies relating to bullying and teen dating violence;

5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;

6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;

7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and

8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent and student members of the Safe School Climate Committee are excluded from activities #1 and #3 or any other activity that may compromise the confidentiality of a student.

The Superintendent shall develop an administrative regulation containing the District's comprehensive safe school climate plan for the prevention and intervention of bullying and teen dating violence in the District's schools to be approved by the Board and may develop any additional procedures for the carrying out of this policy and state law. The Superintendent may develop such regulation in consultation with the District's safe school climate coordinator, safe school climate specialists, safe school climate committees and as well as members of the greater school community

This policy and its regulation shall be included in all student and faculty handbooks and included on the District's website.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under C.G.S. 10-4a and 10-4b, as developed and provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

Legal Reference: Connecticut General Statutes

10-220a In-service training. Professional development and evaluation committees. Institutes for educators. Cooperating teacher program, regulations.

10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.

10-222g Prevention and intervention strategy re bullying and teen dating violence.

10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments.

10-222j Training re prevention, identification and response to school bullying, teen dating violence and youth suicide.

10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)

10-222l Immunity of school employees, students, parents or guardians, individuals and boards of education from liability for certain actions relating to reporting, investigating and responding to school bullying and teen dating violence.

10-222q Social and Emotional Learning and School Climate Advisory Collaborative.

10-222r Publication of plain language explanation of rights and remedies.

10-148a Professional development for certified employees.

P.A. 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

P.A. 11-232 An Act Concerning the Strengthening of School Bullying Laws.

P.A. 13-3 An Act Concerning Gun Violence Protection and Safety

P.A. 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates.

P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault.

P.A. 19-166 An Act Concerning School Climates

P.A. 21-95 An Act Concerning Assorted Revisions and Additions to the Education Statutes

Policy adopted: 02/04/2003
Policy revised: 04/28/2004, 02/13/2007, 06/02/2009, 01/2012, 10/6/2015, 09/2022

TRUMBULL PUBLIC SCHOOLS
Report of Suspected Bullying
Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

Name of Person Completing Report: _____

Date: _____

Target(s) of Behaviors:
_____

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

_____

_____

Complaint Filed Against: _____

Date of Incident(s): _____

Location(s): _____   Time: _____

Specify your complaint by stating the problem as you see it. Describe the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times, and places. Be as specific as possible.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Indicate if there are witnesses who can provide more information regarding your complaint. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number

Have there been previous incidents (check one)? ☐Yes ☐No

If "yes", please describe the behavior of concern, the approximate dates, and the locations:

_____
_____
_____
_____

Were these incidents reported to school employees (check one)? ☐Yes ☐No

If "Yes", to whom was it reported and when? _____

Was the report verbal or written? _____

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

_____
_____
_____
_____

I certify that the above information and events are accurately depicted to the best of my knowledge.

_____   _____
Signature of Complainant   Date Submitted

_____   _____
Received By   Date Received

For Staff Use Only:

Has reporter requested anonymity?   ☐Yes   ☐No

Does the school have parent/guardian consent to disclose the student's name in connection with an investigation?   ☐Yes   ☐No

TRUMBULL PUBLIC SCHOOLS
Notice of Report of Bullying and Consent to Release Student Information
Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A complaint of bullying has been filed on behalf of your child alleging that he/she has been the victim of bullying, violence, teen dating violence, cyber-bullying, harassment, and/or discrimination. In order to facilitate a prompt and thorough investigation of the complaint, the Trumbull Public Schools may need to disclose the name of your child and/or other information which may otherwise disclose your child's identity.

(Please check one):

_____I hereby give permission for the Trumbull Public Schools to disclose my child's name, along with any other information necessary to permit the district to investigate such complaint adequately and appropriately, to third parties contacted by the district as part of its investigation.

_____I do **NOT** give permission for the Trumbull Public Schools to disclose my child's name, along with any other information necessary to permit the district to investigate such complaint adequately and appropriately, to third parties contacted by the district as part of its investigation.

_____
Signature of Parent/Guardian   Date

_____
Name (Please print)

TRUMBULL PUBLIC SCHOOLS
Student Acknowledgement of Anti-Bullying Policy
Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

I understand the Trumbull Board of Education policy against bullying as explained to me by
_____ (school personnel).

I am aware that if I engage in any of the actions or behavior that constitute bullying or teen dating violence including cyberbullying, whether it happens in school, before or after school, on school grounds, on the bus, or at school sponsored events whether on or off school grounds, or outside of school if the bullying creates a hostile environment at school for the bullied individual, interferes with the bullied individual's rights and opportunities at school, or creates a substantial disruption to the orderly operation of school, I can be subjected to school discipline for bullying or teen dating violence. This could include after school detention, Saturday detention, pass restriction, loss of field trip opportunities or other privileges, social probation, suspension in or out of school, and/or possible expulsion or other discipline and/or restorative remedy.

I promise that I will not engage in any actions or behaviors that could be considered bullying or teen dating violence. I promise to respect the rights of other students and to act appropriately towards other students.

Name (Please print): _____

Signature: _____ Grade: _____ Date: _____

School: _____

Parent/Guardian (if present): _____ Date: _____

School Official (administrator, pupil personnel, SRO, other)

Name: _____ Position _____

TRUMBULL PUBLIC SCHOOLS
Investigation Summary Report of Bullying
Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

School:_____   Date:_____

Location(s):_____

Reporter Information:
  ☐Anonymous student report
  ☐Staff Member report   Name:_____
  ☐Parent/Guardian report   Name:_____
  ☐Student report   Name:_____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place:_____

Names of Potential Witnesses: _____

Action of Reporter: _____

Bullying Verified?   ☐Yes   ☐No
Teen Dating Violence Verified? ☐Yes   ☐No

Remedial Action(s) Taken: _____

_____

_____

_____

If Bullying or Teen Dating Violence Verified, has notification been made to Parents of Students involved ?

Parents' Names: _____   Date Notified:_____
Parents' Names: _____   Date Notified:_____
Parents' Names: _____   Date Notified:_____
Parents' Names: _____   Date Notified:_____

If Bullying or Teen Dating Violence Verified, have invitations been sent to Parents of Students involved for separate meetings to discuss investigation results, the actions to occur to prevent further acts and as to the bullied student, development of a safety plan?

Parents' Names: _____ Date Sent:_____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____

Date of Meetings held or alternatively, if parents decline to meet, note this in space below:

_____

If Bullying or Teen Dating Violence Verified, have parents been advised verbally and electronically, if email addresses are known, that they may refer to the Trumbull Board of Education's website for a plain language explanation of the rights and remedies under Connecticut General Statutes, Sections 10-4a and 10-4b? (*such statement will be posted after the development and distribution of the statement to Board of Education by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative*)

Parents' Names: _____ Date Sent/provided: _____
Parents' Names: _____ Date Sent/provided: _____
Parents' Names: _____ Date Sent/provided: _____
Parents' Names: _____ Date Sent/provided: _____

If Bullying is Verified, Has School Developed Student Safety Support/Intervention Plan?
☐Yes ☐No

(Attach bullying complaint, witness statements, and notifications to parents of students involved, if bullying or teen dating violence is verified, invitations to parent meetings, records of parent meetings and other communications, safety plan, etc.)

TRUMBULL PUBLIC SCHOOLS
Verified Acts of Bullying
Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

Name of School: _____

The Principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law. For district purposes, please list the primary type of verified bullying in the space below. If it is not listed, please write a phrase to describe.

BULLYING CODE TYPE		
(1) Bullying/Intimidation	(4) Physical Violence	(6) Teen Dating Violence
(2) Cyberbullying	(5) Harassment	(7) Other *(describe in space below)*
(3) Discrimination		

Date	Number of Verified Acts of Bullying	Type(s) of Bullying	Administrator

Bullying: Safe School Climate Plan

The Trumbull Public Schools is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment, and discrimination. To foster an atmosphere conducive to learning, the Board has developed this regulation containing the District's Safe School Climate Plan (Plan), consistent with state law and Board Policy.

This Plan represents a comprehensive approach to addressing bullying, cyberbullying, and teen dating violence and sets forth the Board's expectations for how schools will create a positive school climate and thus prevent, intervene, and respond to incidents of bullying and teen dating violence in its schools.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The District's commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying and teen dating violence will not be tolerated by students or school staff.

I.   **Prohibition Against Bullying, Teen Dating Violence and Retaliation**

A.   The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the Trumbull Board of Education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

B.   The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

C.   The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.

D.   In addition to prohibiting student acts that constitute bullying and teen dating, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

E.   Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

A.   **"Bullying"** means an act that is direct or indirect and severe, persistent or pervasive which:

1.   causes physical or emotional harm to an individual,
2.   places an individual in reasonable fear of harm, or
3.   infringes on the rights and opportunities of an individual at school.

B.   **"Bullying"** shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

A.   **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

B.   **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

C.   **"Emotional intelligence"** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

D.   **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

E.   **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

F.   **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

G.   **"Positive school climate"** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

F.   **"Prevention and intervention strategy"** may include, but is not limited to:

(1)   implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating identified by the Department of Education.

(2)   school rules prohibiting bullying, teen dating violence, harassment and intimidation and retaliation establishing appropriate consequences for those who engage in such acts.

(3)   adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur,

(4)   inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,

(5)   individual interventions with the bully, or student who commits teen dating violence, parents and school employees, and interventions with the student against whom the acts of bullying and teen dating violence are directed, parents and school employees.

(6)   school-wide training related to safe school climate.

(7)   student peer training, education, and support,

(8)   promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions, and

(9)   culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

G.   **"School climate"** means the quality and character of school life based on patterns of students', parents' and guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

H.   **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

I.   **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

J.   **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV.   Leadership and Administrative Responsibilities

A.   **Safe School Climate Coordinator**

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator").

The Coordinator shall:

(1)   implement the District's Safe School Climate Plan.

(2)   collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in the District's schools.

(3)   provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education.

(4)   respond to bullying and teen dating violence in District schools.

(5)   meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the District's Plan.

(6)   successfully complete the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services (such training only required once).

B.   **Safe School Climate Specialist**

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall:

(1)   investigate or supervise the investigation of reported acts of bullying.

(2)   collect and maintain records of reports and investigations of bullying and teen dating violence in the schools, and

(3)   act as the primary school official responsible for preventing, identifying, and responding to reports of bullying in the school.

V.   **Development and Review of Safe School Climate Plan**

A.   The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:

(1)   at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

(2)   (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees.

(3)   medical and mental health personnel assigned to such school, and

(4)   in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

B.   The Committee shall:

(1)   receive copies of completed reports following bullying and teen dating violence investigations.

(3)   identify and address patterns of bullying and teen dating violence among students

in the school.

    (4)   implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence and report such information, as necessary, to the Safe School Climate Coordinator and to the school's security and safety committee.

    (4)   review and amend school policies relating to bullying and teen dating violence.

    (5)   review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school.

    (6)   educate students, school employees and parents/guardians on issues relating to bullying and teen dating violence.

    (7)   collaborate with the Coordinator in the collection of data regarding bullying and teen dating violence, and

    (8)   perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying and teen dating violence.

C.   Any parent/guardian or student serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying or teen dating or other disturbing or threatening behavior among students in the school.

D.   The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in in all student and faculty handbooks and placed in other locations as deemed appropriate.

VI.   Procedures for Reporting and Investigating Complaints of Bullying

A.   Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Standardized forms may be developed for such use and ease in facilitating reporting. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e., building principal), and all reports (verbal or written) shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B.   Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed, and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely based on an anonymous report.

C.   School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

D.   The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. To allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E.   In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII.   Responding to Verified Acts of Bullying

A.   Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents of guardians may refer to the plain language explanation of the

rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b. In providing such notification, however, the Trumbull Public Schools will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B.   In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneously with the notification described above in Section VII.A.

C.   If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D.   A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E.   Notice to Law Enforcement

If the Principal of a school (or designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.

F.   If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

A.   The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.

B.   Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.

C.   Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence consistent with Board policy and federal and state law.

IX.   Documentation and Maintenance of Log

A.   Each school shall maintain written reports of bullying and teen dating violence, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner and shall not be disclosed to third parties without prior written consent of a parent, guardian, or eligible student, except as permitted under Board policy and state and federal law.

B.   The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C.   The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X.   Other Prevention and Intervention Strategies

A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying", or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely based on an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

(1)   Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2)   Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

(3)   Interventions for bullied students and victims of teen dating violence
        The building principal (or another responsible program administrator) or designee shall intervene to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

        a.   Referral to a school counselor, psychologist or other appropriate social or mental health service.
        b.   Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence.
        c.   Encouragement of student to seek help when victimized or witnessing victimization.
        d.   Peer mediation or other forms of mediation, where appropriate.
        e.   Student Safety Support Plan.
        f.   Restitution and/or restorative interventions, and
        g.   Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(5)   General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers, and other professional employees in each school.

Such prevention and intervention strategies may include, but are not limited to:

a. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and retaliation establishing appropriate consequences for those who engage in such acts.

b. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence are likely to occur.

c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students.

d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents, and school employees.

e. School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate.

f. Student peer training, education and support.

g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

h. Implementation of a positive behavioral interventions and supports process or another evidence based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education.

i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff.

j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence-based practices concerning same.

k. Use of peers to help ameliorate the plight of victims and include them in group activities.

l. Avoidance of sex-role stereotyping.

m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

n. Modeling by teachers of positive, respectful, and supportive behavior toward students.

o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others.

p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and

q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness, and self-regulation.

D.	In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. Administrators, teachers, and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

E.	Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

## XI.	Improving School Climate

The Trumbull Public Schools are committed to improving school climate. District curricula, including a comprehensive social skills curriculum and developmental counseling curriculum instruct students in pro-social behaviors such as respect, tolerance, and safety. These concepts and behaviors are reinforced through our academic curriculum. District Health curriculum addresses developing healthy behaviors and relationships, and respecting others in person and through social media. District staffing includes school psychologists, counselors, social workers, teachers, and administrators used to develop relationships with students at all levels and provide a variety of prevention and intervention efforts for all students. Individual schools through their school climate teams review and analyze data from a variety of sources to continuously improve climate and address student, faculty, and parent needs related to fostering a positive school climate. Schools and district level staff members collaborate with community agencies to coordinate efforts for students and families in need.

## XII.	Annual Notice and Training

A.	Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

B.	The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

C.	At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

D.	As required by state law, the Board, after consultation with the Department of Education and the Social and Emotional Learning and School Climate Advisory Collaborative, shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or

mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

E.   Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIII.   School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to
the Connecticut State Department of Education.

11

TRUMBULL PUBLIC SCHOOLS

Policy Committee Review & Approval

September 13, 2022
Susan Iwanicki, Ed.D
Assistant Superintendent

Trumbull
Public
Schools
Committed to Excellence

6141.52 Challenging Curriculum

- Newly required by state law
- Many of the associated practices already in place at TPS.
- Formalizes our procedures.
- Follows CABE's model.

5131.2 High School Parking

- **Creates a process for monitoring and ensuring safety and accountability in parking practices.**
- Recommended practice and follows CABE model policies.
- Three sections to policy (examples in blue)
  - Policy Statement Section - *Board's rights and parking*
  - Student Driving and Parking Section- *must have a license, drive safely and slowly, fees*
  - Code of Conduct Section- *parking in a staff member's space*

5131.2 High School Parking

- **Principal Marc Guarino**
  - Why now?
  - Available spaces for faculty and staff
  - Parking fees in neighboring and DRG B schools
  - Costs and revenue generated
  - Fixed expenses
  - Variable costs

5131.911/5131.912
Bullying Prevention & Intervention Bullying Safe School Climate Plan

- Updated to include current legislation.
- Provides a broader title to meet the needs of all age groups.
- Forms have been revised to meet the current laws and definitions as well.
- Worked closely with legal counsel to be sure all aspects are in compliance.

Board Discussion
and
Questions