

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, September 23rd, 2021, 8:15 a.m.
Trumbull High School Main Office Conference Room

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval/Minutes – Regular Meeting 07/8/2021
- IV. New Business
 - a. Grade 1 Social Studies Curriculum Guide Update
 - b. Grade 2 Social Studies Curriculum Guide Update Pilot
 - c. Grade 3 Social Studies Curriculum Guide Update Pilot
 - d. Grade 4 Social Studies Curriculum Guide Update Pilot
 - e. Grade 5 Social Studies Curriculum Guide Update Pilot
 - f. Sociology Curriculum Guide Update
 - g. The Adolescent Experience Curriculum Guide Update & Text Approvals
 - 1. New Text Approval for Revised Course: Ward, Jesmyn. *Navigate Your Stars*, 2020.
 - 2. New Text Approval for Revised Course: Anderson, Laurie Halse. *Shout*, 2019.
 - 3. New Text Approval for Revised Course: Engel, Patricia. *Infinite Country*, 2021.
 - h. English 11 Curriculum Guide Update
 - i. Report, Assistant Superintendent

TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting - THS Main Office Conference Room
Via Audio Conferencing*

Thursday, July 8th, 2021, 8:15 a.m.

MINUTES

- I. Call to Order/Introduction. The meeting was called to order by Mr. Ward at 8:15am. Educators introduced themselves and shared their role within Trumbull Public Schools.

Members Present

M. Ward, Chair
L. Timpanelli
M. Petitti
S. Iwanicki, Ed.D., ex officio

Others Present

Katie Laird
Elizabeth Copabianco
Jennifer Crawford
Beth Byers

II. Correspondence / Public Comment (The public can send comments via e-mail to siwanick@trumbullps.org; comments will be summarized as Correspondence received.) Mr. Ward and Dr. Iwanicki noted that the public was invited to send any comments via email, and that none had been received. It was also noted that the time for public comment on the Agenda said 11:00am. The committee agreed they would return at 11:00am to be sure no one was left unheard.

III. Approval/Minutes – Regular Meeting 05/20/2021

Ms. Timpanelli moved to approve the Minutes as presented. Mrs. Petitti seconded. The motion was unanimously agreed to.

IV. New Business

a. Report, Assistant Superintendent – Dr. Iwanicki shared that several curriculum guides were being written this summer, including all Kindergarten through Grade 5 Social Studies. Trumbull Public Schools is excited that so many teachers are willing to do this work during the summer. THS also has a number of courses being worked on across content areas.

b. UCONN Multivariable Calculus/Linear Algebra Curriculum Guide — Mrs. Copabianco explained that new UCONN Multivariable Calculus/Linear Algebra Curriculum Guide was created after learning that students could receive credit for some of the content that TPS was already teaching. She worked on this guide to be sure students are receiving credit. It involves the study of high leverage mathematics concepts integrated with practice using the software *MyMathLab*. It also incorporates the development of a student portfolio as opposed to a final exam. Samples of student work from a portfolio were also shared with the committee. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

c. Kindergarten Social Studies Curriculum Guide—It was noted that the Agenda reads Grade 1, but the committee was reviewing *the Kindergarten* Social Studies Curriculum Guide. Mrs. Byers shared that the new guide is standards based and that each assessment grows in complexity as is developmentally appropriate. Mrs. Crawford expressed the excitement of having a standards based curriculum and in particular, the incorporation of the geography standards. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

Mrs. Timpanelli made the motion to adjourn at 10:10. Mrs. Petitti seconded. The motion was unanimously agreed to.

The committee was brought to order again by Mr. Ward at 11:00 am for 5 minutes to double-check for any additional public comment. Hearing none, Mrs. Timpanelli made motion to adjourn, and Mrs. Petitti seconded. The motion was unanimously agreed to.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 1 SOCIAL STUDIES 2021 Pilot

(Last revision date: 1997)

Curriculum Writing Team

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

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 problems 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 & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Good citizens use habits and choose strategies to make our community successful.
- Leaders in our community take actions to help make our community a safe place to work and learn.
- Schools are different based on where people live.
- Families have different traditions around the world.
- Culture makes us who we are.
- Actions of people in the past sometimes lead to new traditions.
- Communities work together to produce goods and provide services for citizens.
- There are different types of communities (urban, rural, and suburban).
- Citizens use different services depending on the availability of goods and services in their community.
- Maps are important because they can help us learn about different places around the world.
- We can use maps to learn about climate and environment.
- Climate and environment affect how people live around the world.

COURSE ESSENTIAL QUESTIONS

- What habits and strategies can good citizens use to help make our home, school, and town communities successful?
- How can leaders take actions that help make our community a safe place to work and learn?
- How are schools different based on where people live in our world?
- How do families celebrate important events?
- How does culture affect who we are and how we live?
- How do past actions of people influence our traditions today?
- How do communities meet the wants and needs of citizens?
- How are communities different depending on their location?
- Why do some citizens use different goods and services than others?
- What do maps tell us about communities around the world?
- How is someone's life different based on where they live?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Civic Virtues. Citizens develop habits to be successful members of the community.
- Taking Action in Our Community. People take actions in our community to make it a safe place for citizens to work and live.
- Schools and Locations. Schools are different based on where people live and their beliefs.
- Traditions Change Over Time. People celebrate differently around the world and their traditions may change over time.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study the past.
- Types of Communities. Neighborhoods and communities are different based on location; its citizens may have different wants and needs.
- Map Reading. People can use maps for various purposes to locate places and learn about our world and environment.
- Location, Climate, and Culture. The relationship between location, climate, and environment can have an impact on peoples' culture and the way they live.

Students will be able to . . .

- Identify habits of a successful citizen in Trumbull and in other parts of the world. [CIV]
- Compare and give examples of traditions in the past compared to life today. [HIS]
- Understand that locations and decisions impact our culture, resources, and lifestyle. [CIV, ECO]
- Describe how geography and climate impact daily living and culture. [GEO]
- Develop questions, plan inquiry, use sources, and present an argument about a location in the world and its characteristics. [INQ]

| Social Studies Framework Standards Categories | |
|--|-----------|
| CIV- | Civics |
| ECO- | Economics |
| HIS- | History |
| GEO- | Geography |
| INQ- | Inquiry |

SOCIAL STUDIES YEAR AT A GLANCE

| | |
|--|---|
| September –October | <u>Unit 1</u> : Citizenship in Our School and Beyond |
| November – Mid-January | <u>Unit 2</u> : We Are All Connected through Traditions & Cultures |
| February – Mid-April | <u>Unit 3</u> : Working Together: Our Neighborhood, Towns, and Beyond |
| Mid-April – June | <u>Unit 4</u> : Take a Trip Around the World |
| * Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching | |

GRADE 1- UNIT 1

Citizenship in Our School and Beyond

At a grade-appropriate level, the student will:

CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.

CIV 1.4 Apply civic virtues when participating in school settings.

CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school.

CIV 1.7 Explain how people can work together to make decisions in the classroom.

CIV 1.8 Identify and explain how rules function in public.

GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

INQ K–2.14 Ask and answer questions about explanations.

INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

Concepts: Need to know about:

Habits of Successful Citizens

- Behaviors affect one another
- Different types of rules for settings--home, classroom, school, community (public versus private)
- Citizenship and civic virtues- habits of success (eg. being fair, taking turns, honesty, respect, cooperation)

- Taking action (eg. helping, telling, problem solving versus tattling or ignoring)
- Consequences of choices (eg. sharing leads to more friends, running could fall and get hurt)
- Collaborative decision making (eg. listening, talking, voting, active participation)

Schools in Trumbull

- Roles and responsibilities of people in school (eg. students, custodian, crossing guard, superintendent)
- Similarities and differences in schools- mascots and virtues

Schools in Different Parts of the World

- Schools in the world (eg. location on map, weather, culture)
- Typical school days and habits in schools in other parts of the world
- Similarities and differences (eg. activities, dress, routines)

Key Vocabulary: citizen, community, habit, citizenship, consequence, civic virtue, responsibility, conflict, collaborative, vote, mascot, pledge, honesty, respect, cooperation, culture

Skills: Need to be able to do:

Habits of Successful Citizens

- Observe models of effective citizenship to discuss with others how they help our classroom or community (eg. walking carefully helps keep others from getting hurt).
- Identify and compare different types of rules for settings--home, classroom, school, community (public versus private).
- Take action that demonstrates habits of a successful citizen in different settings (eg. raise hand to be called on, help others by sharing and using inside voices).
- Make connections between actions and their consequences.
- Collaborate to create Classroom Habits for Success (which demonstrate citizenship and civic virtues such as: being fair, taking turns, honesty, respect, cooperation).
- Brainstorm and share examples of effective problem solving in the classroom, school, or community setting (eg. helping, telling, problem solving versus tattling or ignoring).

Schools in Trumbull

- Identify the roles and responsibilities of people in schools (eg. students, custodian, crossing guard, superintendent).
- Compare and contrast the similarities and differences of schools in Trumbull in their location, size, mascots, and individual school pledge.

Schools in Different Parts of the World

- Determine the location of another school in the world on the map and its corresponding weather.
- Compare a typical school day and habits in schools in another part of the world with ours in Trumbull.

Big Ideas

Student's statements of enduring ideas

- Good citizens use habits and choose strategies to make our community successful.
- Leaders in our community take actions to help make our community a safe place to work and learn.
- Schools are different based on where people live.

Compelling or Essential Questions

Teacher's guiding questions

- What habits and strategies can good citizens use to help make our home, school, and town communities successful?
- How can leaders take actions that help make our community a safe place to work and learn?
- How are schools different based on where people live in our world?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Define and discuss with students the traits of a good citizen.
2. Lead students in a discussion of classroom rules, habits of success, and their importance.
3. Collaboratively create a classroom anchor chart of Habits of Successful Citizens.
4. Compare and contrast rules in different settings (school, home, public) to build understanding (eg. anchor chart, Venn diagram or other).
5. Model, and provide student models, of good citizenship through respect for self, others, property, and rules.
6. Develop an anchor chart of problem-solving strategies with the class (eg. telling versus tattling, independent choices to be an active citizen versus teacher directed).
7. Provide graphic organizers with key roles in the school community and town community.
8. Invite guest speakers to discuss how their roles and actions help to make our community safe and successful (as is possible).
9. Supply students with sources of information to inquire about schools in other parts of the world (text, websites, video).
10. Guide students to locate their own school and access information about schools in other parts of the world (location on a map, weather, habits, culture).
11. Create a format for students to provide 1-3 facts about how our school is similar or different (eg. location, weather, habits, culture) to a school in another part of the world.
12. Introduce students to key vocabulary with opportunities for oral discussion and application-- *citizen, community, habit, citizenship, consequence, civic virtue, responsibility, conflict, collaborative, vote, mascot, pledge, honesty, respect, cooperation, culture.*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about habits of a good citizen, roles in our community, and schools around the world.
- Verbalize and physically demonstrate understanding of how our actions affect our community in different settings.
- Participate in discussions and role playing to identify tools to resolve conflicts.
- Use sources such as people, maps, books, websites, and videos to identify similarities and differences of schools in different locations.

Summative

Student will:

- Reflect, identify, and document their own ideas or understanding of Habits for Successful Citizenship through drawing with oral dictation or written response.
- Sort similarities and differences between our school in Trumbull and schools in other parts of the world and write one fact to demonstrate their understanding.

Time Allotments/Pacing Guide

6 – 8 weeks

GRADE 1- UNIT 2

We Are All Connected Through Traditions and Cultures

At a grade-appropriate level, the student will:

HIST 1.1 Compare life in the past to life in the present.

HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change.

HIST 1.3 Compare perspectives of people in the past to those in the present.

HIST 1.4 Identify different kinds of historical sources.

HIST 1.5 Explain how historical sources can be used to study the past.

HIST 1.7 Generate questions about a particular historical source as it relates to a particular historical event or development.

HIST 1.8 Generate possible reasons for an event or development in the past.

CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions

INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.

INQ K–2.14 Ask and answer questions about explanations.

Concepts: Need to know about:

Exploring Family and World Traditions

- Family traditions over time (past and present)
- Traditions help us remember people and events.
- Family traditions around the world
- Maps- location, climate influence on tradition (connect with seasons)
- Culture influences traditions (eg. family beliefs, practices in tradition)
- Using sources to present information

School Traditions

- School traditions connect us to our community and beyond (including but not limited to: Veterans Day Assembly, World Peace Day, Celebration of the Arts, Grade 5 Stepping Up Ceremony, Field Day, Pancake Breakfast)
- Traditions that happen due to past events (eg. Veteran's Day, President's Day)

Key Vocabulary: traditions, culture, beliefs, religion, sources, celebration, past, present, community, customs, research

Skills: Need to be able to do:

Exploring Family and World Traditions

- Explain the definition of tradition and how they developed over time in your family
- Identify and compare family traditions with peers
- Use maps and/or globes to locate countries and describe how climate influences traditions.
- Explain how your traditions are influenced by your cultural beliefs (eg. fasting for Ramadan, cleaning of homes for Chinese New Year, naming of children)
- Conduct research to identify and compare the locations and traditions of different countries.

School Traditions

- Brainstorm and share examples of traditions in our school.
- Consider traditions that happen because of past events (eg. Veteran's Day)
- Explain the role these traditions play in our school community and beyond.

Big Ideas

Student's statements of enduring ideas

- Families have different traditions around the world.
- Culture makes us who we are.
- Actions of people in the past sometimes lead to new traditions.

Compelling or Essential Questions

Teacher's guiding questions

- How do families celebrate important events?
- How does culture affect who we are and how we live?
- How do past actions of people influence our traditions today?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Define and discuss with students the terms: tradition, culture, and celebration.
2. Lead students in a discussion about how and why family traditions may change over time.
3. Discuss how some past events influence or cause us to have traditions today (eg. Memorial Day Parade, Thanksgiving dinner)
4. Collaboratively create a classroom anchor chart of holidays and traditions celebrated by students. (homework assignment: list holidays and traditions celebrated – see resource list)
5. Using the anchor chart created, discuss and compare different holidays and traditions.
6. Model creating and provide a passport which students will use to remember each country they “visit” as they explore traditions around the world.
7. Invite guest speakers to discuss and share their family’s holidays and traditions.
8. Guide students to locate a country using a map or globe and identify corresponding holidays and traditions.
9. Supply students with sources of information to inquire about traditions in other parts of the world.
10. Lead students in a discussion about school wide traditions and how they strengthen school culture and community (use Google Slide template to be personalized by school)
11. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *traditions, culture, beliefs, religion, sources, celebration, past, present, community, customs, research*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about holidays, traditions, and the influence of culture on their lives.
- Use sources such as people, maps, books, websites, and videos to identify similarities and differences of holidays and traditions around the world.
- Create their own individual passport to record information about traditions and countries.
- Identify and define key vocabulary related to holidays, traditions, and culture.

Summative

Student will:

- Present a summary in which student's reflect, identify, and document their own ideas or understanding of traditions and holidays around the world through drawing and written response.
 - Using sources, record at least 3 facts including country (origin or celebrated), time of year, and tradition/interesting fact about the holiday.
 - Draw and label a picture to accompany their writing.

Time Allotments/Pacing Guide

8 – 10 weeks

GRADE 1- UNIT 3

Working Together: Our Neighborhood, Towns, and Beyond

At a grade-appropriate level, the student will:

CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).

CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority

CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

ECO 1.1 Explain how scarcity necessitates decision-making.

ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.

ECO 1.4 Explain how people earn income

GEO 1.1 Construct maps, graphs and other representations of familiar places.

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions

INQ K–2.14 Ask and answer questions about explanations.

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.

Concepts: Need to Know About:

Working Together in Trumbull

- Map of Trumbull
- Roles and responsibilities of key leaders (eg. 1st Selectperson, Board of Education)
- Produce- goods (eg. vegetables, ice cream, Vaseline,) and services (eg. police chief, fire chief)
- Organizations (eg. Parks and Recreation, Road Works, Emergency Services, Schools)
- Trumbull businesses (Plasko's Farm, Unilever, restaurants, malls, car garages)
- Earned Income
- Needs and wants
- Scarcity (not having enough) necessitates decisions
- Solving a community issue/problem (voting, 1st selectperson)

Working Together in Our State & World

- Urban, suburban, rural
- Map of CT and the world
- Towns in CT and the world- tourism, farming, manufacturing

Key Vocabulary: citizens, goods, produce (make,) services, town officials, roles and responsibilities, earn, income, urban, suburban, rural, manufacturing, tourism, farming, scarcity, transportation

Skills: Need to be able to do:

Working Together in Trumbull

- Identify roles and responsibilities of key leaders in Trumbull.
- Explain the difference between a need and a want.
- Discuss goods, services, and organizations needed and located within Trumbull.
- Read a map in order to locate goods and services.
- Demonstrate understanding that people work to provide services and goods to make money which is *earned* income (eg. doing chores at home to make money versus money from the Tooth Fairy).
- Provide an example of how scarcity can change people's decisions (eg. not enough lemonade at the stand leads to drinking Coke).
- Collaborate to discuss a way people might work together in Trumbull to solve a problem (eg. speaking with 1st selectperson, voting).

Working Together in Our State & World

- Use map features to identify rural, urban, and suburban communities in Connecticut and/or the world.
- Locate and discuss examples of goods and services offered in other towns in Connecticut (farming, manufacturing, tourism) and/or the world.
- Compare communities in Connecticut and/or the world to Trumbull.

Big Ideas

Student's statements of enduring ideas

- Communities work together to produce goods and provide services for citizens.
- There are different types of communities (urban, rural, and suburban).
- Citizens use different services depending on the availability of goods and services in their community.

Compelling or Essential Questions

Teacher's guiding questions

- How do communities meet the wants and needs of citizens?
- How are communities different depending on their location?
- Why do some citizens use different goods and services than others?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Create and discuss an anchor chart with students that shows the key leaders and primary services provided to citizens in Trumbull.
2. Lead the students to identify the location of services on the map of Trumbull.
3. Provide the opportunity for students to explore the differences between needs and wants (eg. sorting) and make a personal connection to an example from their own lives.
4. Supply examples for students that demonstrate earning income. (Integrate with math lessons as is possible, ie. earning an allowance).
5. Use video and/or text resources to demonstrate how scarcity affects peoples' decision making.
6. Discuss with students how they or someone they know has been affected by a scarcity of resources.
7. Role play with students a community problem and how it might be solved by working together.
8. Introduce the vocabulary words of *urban*, *suburban* and *rural* to students.
9. With guidance and support, allow students to use maps to locate other Connecticut towns and/or communities in the world to compare characteristics of towns and the goods/services they provide.
10. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *citizens, goods, produce (make,) services, town officials, roles and responsibilities, earn, income, manufacturing, tourism, farming, scarcity, transportation*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Participate in a discussion to compare and contrast the roles and responsibilities of community leaders using key vocabulary.
- Use sources such as maps, books, websites, and videos to identify similarities and differences of communities around the world.
- Participate in discussions and scenarios/role playing to identify procedures that community leaders follow to address problems and take action.

Summative

Student will:

- Complete a short assessment in which they:
 - Identify and label pictures of rural, urban, and suburban communities.
 - Identify the type of community in which they live.
 - Describe at least 3 characteristics of a community of choice. (eg. goods and services provided, housing, transportation, landscape)

Time Allotments/Pacing Guide

10 – 12 weeks

GRADE 1- UNIT 4

Take a Trip Around the World

At a grade-appropriate level, the student will:

CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

ECO 1.2 Identify the benefits and costs of making various personal decisions.

GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.

GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.

HIST 1.6 Identify the maker, date, and place of origin for a historical source from information within the source itself.

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions

INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.

INQ K–2.13 Ask and answer questions about arguments.

INQ K–2.14 Ask and answer questions about explanations.

Concepts: Need to Know About:

Exploring Our World Through Maps and Globes

- Purpose of a map
- Types of maps and their differences (eg. climate, weather, landforms, road, globe)
- Map features and map key

Ways the Environment Impacts Places Around the World

- Climate affects lifestyle (eg. diet, housing, jobs, population, outdoor activities)
- Climate affects environment (eg. agriculture, wildlife, natural resources)

Key Vocabulary: map, globe, map key, compass rose, cardinal directions, environment, climate, temperate, dry, polar, tropical, landforms, agriculture, wildlife, natural resources, equator

Skills: Need to be able to do:

Exploring Our World Through Maps and Globes

- Identify and locate the important features of a map (eg. map key, compass rose, North, South, West, East)
- Discuss and compare the purpose of different maps (climate, weather, landforms, road, globe)
- Explore and identify man-made (bridges, dams, highways) and geographical (islands, volcanoes, mountains) landforms.

Ways Climate and Environment Impacts Places Around the World

- Compare and contrast how climate affects lifestyle and environment in different places around the world.
- Demonstrate understanding of the way climate and environment impacts how people live.
- Argue, using evidence about climate and environment, why a chosen location is the best place to visit.

Big Ideas

Student's statements of enduring ideas

- Maps are important because they can help us learn about different places around the world.
- We can use maps to learn about climate and environment.
- Climate and environment affect how people live around the world.

Compelling or Essential Questions

Teacher's guiding questions

- What do maps tell us about communities around the world?
- How is someone's life different based on where they live?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Introduce the concept of a map by sharing different types of maps (climate, weather, landforms, road, globe).
2. Reinforce concepts using digital resources that provide examples of maps (connection to Science/*Marianna Becomes a Butterfly*).
3. Lead the class in a discussion to describe climate and environment in places around the world (eg. climate zones in the United States and the world).
4. Create an anchor chart illustrating countries (beginning with the Dominican Republic), their corresponding climates (tropical, polar, dry, temperate), and weather (hot, humid, rainy, warm, cold, snowy).
5. Using sources, such as websites, books, and videos, model and provide supports for students to describe why a chosen location (beyond our state) is the best place to visit based on climate and environment.
6. Introduce students to key vocabulary with opportunities for oral discussion -- map, globe, map key, compass rose, cardinal directions, environment, climate, temperate, dry, polar, tropical, landforms, agriculture, wildlife, natural resources, equator.

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Label different kinds of maps using a matching activity (road, weather, landform, and climate)
- Discuss how climate and environment affect the way people live.

Summative

Collaboratively create a presentation in which they:

- Working cooperatively, use sources to write about an ideal vacation destination (eg. including but not limited to a travel brochure, booklet, or poster).
- State their personal opinion about why the destination is ideal and include at least three reasons with supporting evidence (climate, environment, landform, location, outdoor activities).

Time Allotments/Pacing Guide

6-8 weeks (Note: Coordinate planning around the *Science Pollinating Unit*).

ASSURED STUDENT PERFORMANCE TEMPLATES & RUBRICS

Summative Assessment

Unit 1: Citizenship in Our School and Beyond

Name _____

Date __ / __ / __

1. Cut, sort, and paste the pictures in the correct column.

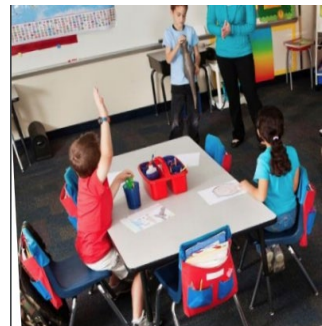
Schools in Trumbull

Schools Around the World

| | |
|--|--|
| | |
|--|--|

2. Write one way that our school in Trumbull is different from a school around the world.

My school is different from a school around the world because



Summative Assessment
Unit 1: Citizenship in Our School and Beyond

Answer Key:

| Question | Point(s) | Points Earned |
|----------|---|----------------------------------|
| 1 | 1 pt. for each correctly sorted picture | ___ out of 10 |
| 2 | 1 pt. for writing a complete sentence. 1 pt. for writing a fact with accuracy. (2 possible pts) | ___ out of 2 |
| | | Total: ___ out of 12 pts. |

Report Card Scoring Guide:

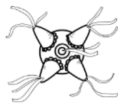
Demonstrates understanding of social studies concepts.

| | | |
|------------|---|------------------------------------|
| 0-4 pts. | 1 | Not meeting grade level standards. |
| 5-9 pts. | 2 | Approaching grade level standards. |
| 10-12 pts. | 3 | Meeting grade level standards. |

Unit 2 Summative Assessment Presentation: We Are All Connected Through Traditions

Name _____ Date ____ / ____ / ____

1. Use the word bank to choose one holiday that you do **not** celebrate at home. Circle your choice.



Las Posadas



Diwali



Christmas



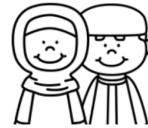
Hanukkah



Saint Lucia



Kwanzaa



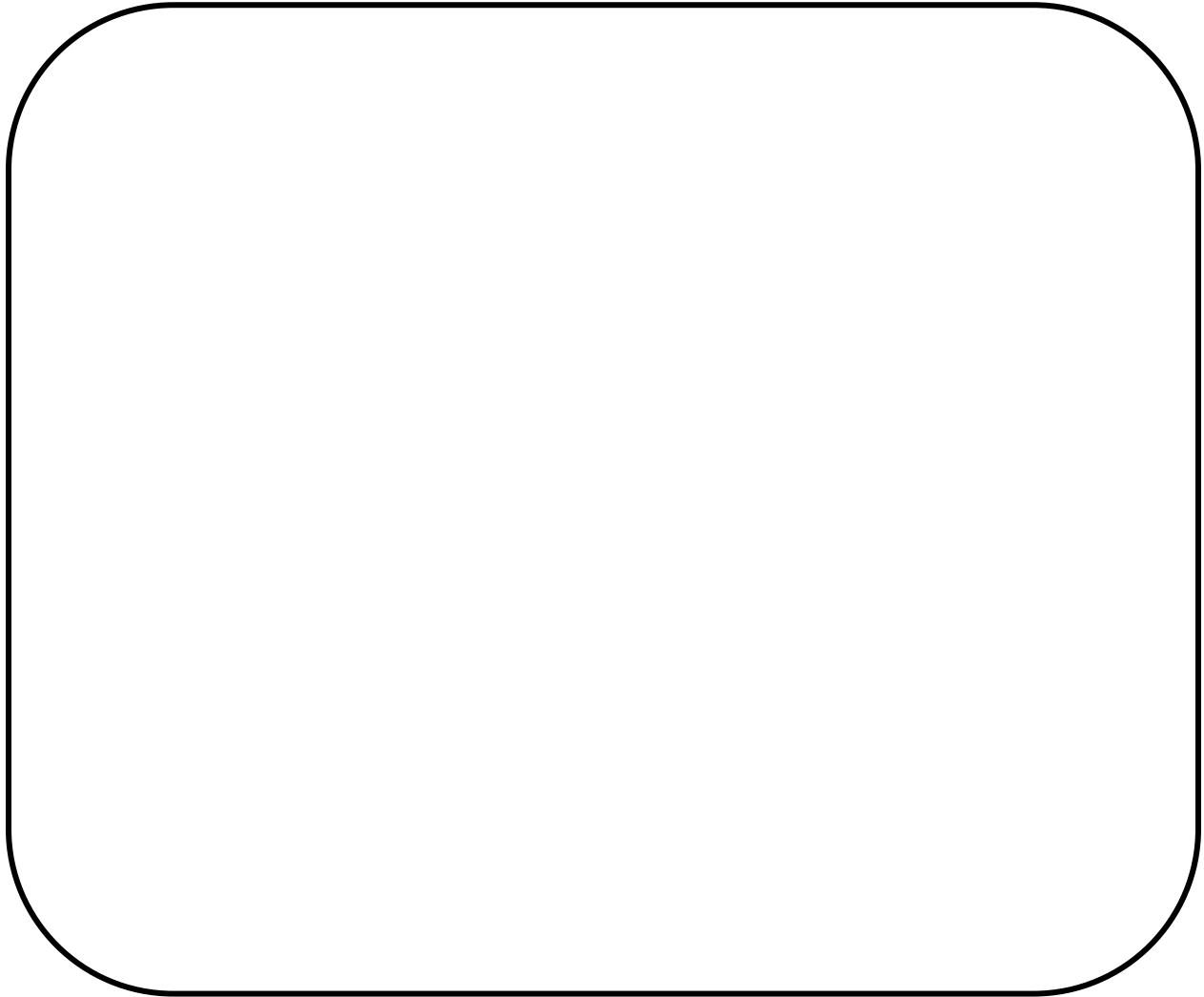
Eid al-Fitr

2. In complete sentences, write three facts about the holiday.
Where is the holiday celebrated?

When is this holiday celebrated?

One interesting fact I learned:

3. Draw and label a picture of one tradition about the holiday you chose.

A large, empty rounded rectangle with a black border, intended for a student to draw and label a holiday tradition. The rectangle is oriented horizontally and occupies the central portion of the page.

Answer Key:

| Question | Point(s) | Points Earned |
|----------|---|----------------------------------|
| 1 | 1 pt. | ___ out of 1 |
| 2 | 1 pt. for writing a complete sentence (uppercase letter, punctuation). 1 pt. for writing a fact with accuracy. (6 possible pts) | ___ out of 6 |
| 3 | 1 pt. for drawing a picture 2 pts. for adding label(s). | ___ out of 3 |
| | | Total: ___ out of 10 pts. |

Report Card Scoring Guide:

Demonstrates understanding of social studies concepts.

| | | |
|-----------|---|------------------------------------|
| 0-4 pts. | 1 | Not meeting grade level standards. |
| 5-7 pts. | 2 | Approaching grade level standards. |
| 8-10 pts. | 3 | Meeting grade level standards. |

Summative Assessment
Unit 3: Working Together: Our Neighborhood, Town, and Beyond

Name _____ Date ____ / ____ / ____

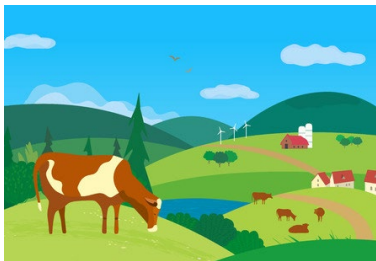
1. Use the word bank to label the picture of each community.

Word Bank:

rural

suburban







2. What kind of community do we live in?

- a. Rural
- b. Urban
- c. Suburban

3. Circle one type of community to write about.



Then, write three complete sentences describing the characteristics of this community. Think about the type of housing, transportation, landscape, goods and services in this type of community.

Fact #1:

Fact #2: _____

Fact #3:

Answer Key:

| Question | Point(s) | Points Earned |
|----------|--|----------------------------------|
| 1 | 3 pts. | ___ out of 3 |
| 2 | 1 pt. | ___ out of 1 |
| 3 | 1 pt. for writing a complete sentence. 1 pt. for writing a fact with accuracy. 6 possible pts. | ___ out of 6 |
| | | Total: ___ out of 10 pts. |

Report Card Scoring Guide:

Demonstrates understanding of social studies concepts.

| | | |
|-----------|---|------------------------------------|
| 0-4 pts. | 1 | Not meeting grade level standards. |
| 5-7 pts. | 2 | Approaching grade level standards. |
| 8-10 pts. | 3 | Meeting grade level standards. |

FORMATIVE ASSESSMENT

Unit 4: Working Together: Our Neighborhood, Town, and Beyond

Name _____

Use the word bank to label the picture of each type of map.

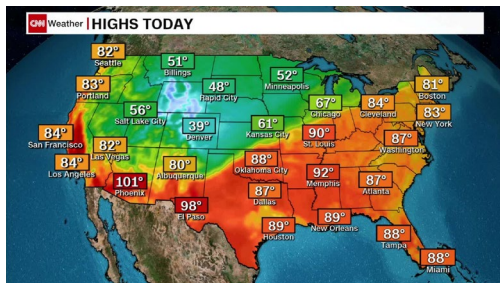
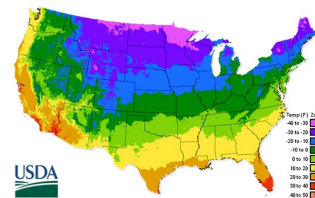
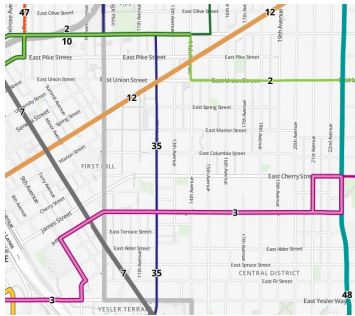
Map Types: Word Bank

climate

road

landform

weather



SUMMATIVE ASSESSMENT



Unit 4: Take a Trip Around the World Travel Brochure



Part 1: Students will work together to create a travel brochure about an ideal vacation destination. Each student will be responsible for completing one page to describe their destination (Including, but not limited to: Weather, Environment, Leisure Activities). Students will individually complete one additional page to write their opinion with supporting details about their destination.

Part 2: As a culminating activity, students will present their travel brochure to classmates.

Part 3: Students will complete the self assessment rubric to reflect on their work.

| Area | Point(s) | Points Earned |
|-----------------------------|--|---------------------------------|
| Working Cooperatively | Yes or No | ___ out of 1 |
| Individual Information Page | Wrote words to describe: 2 pts. Drew a picture to match: 2 pts. | ___ out of 4 |
| Opinion Writing | Destination: 1 pt Three Facts: 1 pt. each Complete sentences: 1 pt. each | ___ out of 7 |
| Presentation | Clear Voice: 1 pt Eye Contact: 1 pt Displayed Presentation: 1 pt | ___ out of 3 |
| | | Total: 15 ___ out of 15 pts. |

| | | |
|------------|---|------------------------------------|
| 0-6 pts. | 1 | Not meeting grade level standards. |
| 7-11 pts. | 2 | Approaching grade level standards. |
| 12-15 pts. | 3 | Meeting grade level standards. |

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 2 SOCIAL STUDIES 2021 Pilot

(Last revision date: 1997)

Curriculum Writing Team

| | |
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Grade 2 Social Studies Table of Contents

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

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 problems 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 & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to allow students opportunities to apply and further build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Citizens have rights and responsibilities that make our society successful.
- People have different jobs in government to help our country.
- Everyone has a part in government.
- A change maker is a person who has made a positive difference in society.
- We can learn about the past and how others' perspectives helped influence us today using historical sources.
- We can teach others about important people who made a positive impact.
- Monuments and memorials honor individuals and groups that have made a difference in society.
- People and events that have made a difference can also be honored with a federal holiday
- Anyone can make a difference.

COURSE ESSENTIAL QUESTIONS

- What rights and responsibilities do citizens have?
- How does our government function?
- What role do individuals play in government?
- What characteristics define a change maker?
- How can historical sources teach us about the past?
- Why is it important to learn about people who have made a difference in society?
- Who or what is worthy of a monument/memorial?
- Why do we have federal holidays and who are they intended to honor?
- In what ways can I make a positive impact on my community and beyond?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Civic Virtues. Citizens look for ways to take responsibility and contribute to their community.
- Taking Action in Our Community. People take actions in our community to make it a safe place for citizens to work and live.
- Government & Democracy. Communities use tools such as voting, elections, and The Constitution to make decisions and uphold rights for our town and country.
- Perspectives. People have a variety of perspectives that inform and influence their decision-making.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study the past.
- Map Reading. People can use maps for various purposes to locate places and learn about our world and environment.
- Monuments & Memorials. Monuments and memorials honor individuals and groups who have made a difference in society.

Students will be able to . . .

- Identify rights and responsibilities of citizens in Trumbull and our country. [CIV]
- Explain how the actions of people in the past influence us today. [HIS]
- Understand that the decisions of individuals and groups can influence our culture, resources, and lifestyle. [ECO]
- Describe how geographic representations help us to understand the cultural and environmental characteristics of our community. [GEO]
- Develop questions, plan inquiry, use sources, and present an argument about how individuals and groups make a positive impact on our society. [INQ]

| Social Studies Framework Standards Categories | |
|--|--|
|--|--|

| | |
|------|-----------|
| CIV- | Civics |
| ECO- | Economics |
| HIS- | History |
| GEO- | Geography |
| INQ- | Inquiry |

SOCIAL STUDIES YEAR AT A GLANCE

| | |
|--|---|
| September –November | <u>Unit 1</u> : Rights and Responsibilities of Citizens- Being a Change Agent |
| December –March | <u>Unit 2</u> : Change Makers Moving Through Time |
| April – June | <u>Unit 3</u> : Connecting the Past to Today |
| * Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching | |

GRADE 2- UNIT 1

Rights and Responsibilities of Citizens- Being a Change Agent

At a grade-appropriate level, the student will:

CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.

CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.

CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

CIV 2.4 Compare their own point of view with others' perspectives.

CIV 2.5 Explain how people can work together to make decisions in the classroom.

CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.

CIV 2.7 Describe how people have tried to improve their communities over time.

ECO 2.2 Identify the benefits and costs of making various personal decisions.

GEO 2.1 Construct geographic representations of familiar places.

GEO 2.4 Explain how the environment affects people's lives.

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.14 Ask and answer questions about explanations.

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

Concepts: Need to know about:

Rights and Responsibilities of a Citizen

- Definition of a citizen and rights
- Rules in school and in society (laws)
- Key democratic principles (liberty, freedom, justice, equality)
- Responsibility to others (in school, community, country)
- Responsibility to our environment

Structure of Government

- Three branches in our democratic republic
- The Constitution and voting
- Role of the President

Experiencing the Democratic Process

- Citizens can make a difference
- Point of view /Perspectives
- Interactions between citizens and government (elections, voting)
- Locating significant places (town, state, and country)

Key Vocabulary:

democracy, citizen, rights and responsibilities, liberty, equality, justice, freedom, society, Constitution, economy, government, president, agent, vote, ballot, march, organization, protest, perspective

Skills: Need to be able to do:

Rights and Responsibilities of a Citizen

- Define citizens and identify rights citizens have within various settings (classroom, town, country, etc.)
- Explain the importance of rules and laws in a society and how they function (work).
- Identify key American democratic principles and values (liberty, freedom, justice, equality).
- Understand that with rights come responsibilities to others within school, community and country.

Structure of Government

- Understand that there are different roles within the government.
- Explain the function of the Constitution.
- Explain the role of the President.

Experiencing the Democratic Process

- Explain how people can work together to make decisions.
- Describe ways in which people can improve their communities.
- Compare and contrast different perspectives on community issues.
- Describe and participate in an election process within the school setting.
- Construct and analyze maps of significant places in town related to the voting process.

Big Ideas

Student's statements of enduring ideas

- Citizens have rights and responsibilities that make our society successful.
- People have different jobs in government to help our country.
- Everyone has a part in government.

Compelling or Essential Questions

Teacher's guiding questions

- What rights and responsibilities do citizens have?
- How does our government function?
- What role do individuals play in government?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Define and discuss the rights and responsibilities of a good citizen in our school, community, and country.
2. Lead students in a discussion about the Constitution and make connections between rules of our class/school rules and laws of our country.
3. Develop an anchor chart of the 3 branches of government and their main functions.
4. Explain and discuss the role of the President.
5. Engage students with different voting scenarios and how voting is an important part of the democratic process
6. Explore the principles, values and issues that influence how and why people vote (homework assignment to gather information from an adult).
7. Guide students to locate different voting sites within Trumbull and discuss why voting takes place in multiple locations.
8. Invite grade level speakers to share their experiences in local and state government. (as is possible)
9. Engage students in a discussion about different perspectives on a local issue.
10. Introduce students to key vocabulary with opportunities for discussion and application-- democracy, citizen, rights and responsibilities, liberty, equality, justice, freedom, society, Constitution, economy, government, president, agent, vote, march, organization, protest, perspective

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about rights and responsibilities of a good citizen.
- Identify the three branches of government and the main function of each branch.
- Define and use key vocabulary from the unit in proper context.

Summative

Student will:

- Reflect, identify, and document their own ideas or understanding of how citizens can participate in their community in a positive way.

Time Allotments/Pacing Guide

10 – 12 weeks

GRADE 2- UNIT 2

Change Makers Moving Through Time

At a grade-appropriate level, the student will:

HIST 2.1 Create a chronological sequence of multiple events.

HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

HIST 2.6 Identify different kinds of historical sources.

HIST 2.7 Explain how historical sources can be used to study the past.

HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself.

HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development.

CIV 2.7 Describe how people have tried to improve their communities over time.

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.

INQ K–2.14 Ask and answer questions about explanations.

Concepts: Need to know about:

Change Makers Over Time

- Individual actions can influence society (eg. Eleanor Roosevelt, Martin Luther King, Neil Armstrong)
- Contributions of change makers
- Reasons/motivation (why people make changes in society)

Teaching Others about Change Makers- Exploring History

- Using evidence to present information
- Fact and opinion
- Relevance of sources
- Asking questions about sources

Key Vocabulary: change maker, sources, fact, opinion, perspective, point of view, influence, significance, argument, timeline

Skills: Need to be able to do:

Change Makers Over Time

- Explain the characteristics of a change maker.
- Identify historic change makers and their influence on society.
- Select and analyze historical sources for research.
- Conduct research to gather evidence about a change maker of their choice.

Teaching Others about Change Makers- Exploring History

- Brainstorm choosing a change maker.
- Determine important information to take notes.
- Use research to produce an informational piece that includes a chronological sequence of events.
- Evaluate multiple sources including but not limited to digital sources and texts.

Big Ideas

Student's statements of enduring ideas

- A change maker is a person who has made a positive difference in society.
- We can learn about the past and how others' perspectives helped influence us today using historical sources.
- We can teach others about important people who made a positive impact.

Compelling or Essential Questions

Teacher's guiding questions

- What characteristics define a change maker?
- How can historical sources teach us about the past?
- Why is it important to learn about people who have made a difference in society?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Introduce the unit by asking students what types of changes they might like to see in our community or environment.
2. Conduct an interactive read aloud about a change maker and ask students to list characteristics of the change maker.
3. Lead a discussion and create an anchor chart of possible characteristics of a change maker including their motivation for change and ways their actions improved society in our present.
4. Provide a teacher-created list of change makers and guide students in exploring.
5. Model the research process in alignment with the Writer's Workshop model/curriculum guide and rubric.
6. Guide students to select a change maker and conduct research using a provided graphic organizer.
7. Create a format for students to share research about their change maker.
8. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *change maker, sources, fact, opinion, perspective, point of view, influence, significance, argument, timeline*

Resources

Padlet to Change Makers Research Links: <https://padlet.com/larmstro/t85t3nerls2h7eo2>

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about change makers.
- Use sources such as books, websites, and videos to research change makers.
- Produce an informational piece about their change maker.

Summative

Student will:

- Present their research on a change maker
 - Teachers may choose a presentation format (poster, google slides, wax museum, etc.)
 - Presentation will include at least 5 facts that teach someone else about this person and why they are a change maker.
 - Presentation will include why the student selected this person.

Time Allotments/Pacing Guide

10 – 12 weeks (Note: Coordinate planning around the *Writer's Workshop Unit: Informational - Research*).

GRADE 2- UNIT 3

Connecting the Past to Today

At a grade-appropriate level, the student will:

HIST 2.2 Compare life in the past to life today.

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

HIST 2.5 Compare different accounts of the same historical event.

HIST 2.10 Generate possible reasons for an event or development in the past.

HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development

ECO 2.1 Explain how scarcity necessitates decision-making.

ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.

GEO 2.2 Use geographic representations to describe places and interactions that shape them.

GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of place.

GEO 2.5 Explain how humans affect the culture and environment of places/region.

GEO 2.6 Identify cultural and environmental characteristics of a place/region.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.11 Construct explanations using correct sequence and relevant information

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.

Concepts: Need to Know About:

Remembering Great People and Events Publically

- People, groups, or events who have monuments or memorials
- Locations of memorials in the town, state, country, and/or world
- Choices of material and regional location (eg. granite/stone in New England)
- Impact of memorials on the culture
- How memorials represent people/groups and their culture
- Examples of memorials: Statue of Liberty, Mount Rushmore, Taj Mahal, Eiffel Tower

What makes a day a Federal Holiday?

- Martin Luther King Jr. Day
- Memorial Day
- How holidays and celebration reflect culture (eg. value accepting people, value those who sacrifice for our country)

We Can Affect the Future

- People and groups in the present are influenced by the actions and beliefs of people and groups in the past.

Key Vocabulary: environment, climate, memorials, monuments, federal holidays, perspective, point of view, conservation, culture

Skills: Need to be able to do:

Remembering Great People and Events Publically

- Identify people, groups or events who have monuments or memorials.
- Explore where memorials are located and why that area was chosen.
- Analyze how the availability of resources and the importance of location affect where a memorial/monument is built and with what materials
- Describe how memorials impact the culture, people, and groups they represent.
- Identify examples of memorials around the country and world.

What makes a day a Federal Holiday?

- Explain what a federal holiday is.
- Compare a federal holiday to a non-federal holiday.
- Evaluate who/what is worthy of a federal holiday.
- Explain how holidays and celebrations reflect culture.

We Can Affect the Future

- Analyze the difference between life in the past and life in the present.
- Describe how our choices can influence the future.

Big Ideas

Student's statements of enduring ideas

- Monuments and memorials honor individuals and groups that have made a difference in society.
- People and events that have made a difference can also be honored with a federal holiday
- Anyone can make a difference.

Compelling or Essential Questions

Teacher's guiding questions

- Who or what is worthy of a monument/memorial?
- Why do we have federal holidays and who are they intended to honor?
- In what ways can I make a positive impact on my community and beyond.

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Introduce the unit by asking students what memorials/monuments they have visited, seen, are familiar with as well as what are some of our Federal Holidays.
2. Using an anchor chart, identify monuments, memorials and Federal Holidays that honor individuals and groups who have made a difference in society (include examples that are local, national, and/or international).
3. Discuss choices made for monuments /memorials as far as location and materials.
4. Reflect back on our changemakers and discuss who has had a memorial/monument of federal holiday created for them and why.
5. Using the text Camping with the President, discuss the ways that Teddy Roosevelt's trip to Yosemite with naturalist John Muir influenced his later conservation efforts.
6. Connect how their efforts led to being change-makers and as a result Teddy Roosevelt being honored for his efforts on Mount Rushmore.
7. Brainstorm change-makers who do not have memorials/monuments/holidays.
8. Model the creation of a monument/memorial design for John Muir (could be sketch, construction, digital, etc.)
9. Design a monument/memorial for a change-maker that does not have one (group project).
10. Lead students in a reflective discussion of how they can make a positive impact on their community and beyond.
11. Introduce students to additional key vocabulary with opportunities for oral discussion and application: environment, climate, memorials, monuments, federal holidays, perspective, point of view, conservation, culture

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about monuments, memorials, and federal holidays.
- Use sources such as books, websites, and videos to learn about monuments, memorials and federal holidays.
- Listen and participate in reflective discussion about how they can make a positive impact on their community and beyond.

Summative

Student will:

- Create a representation of a monument for a change maker who does not have one:
 - Choose a change maker
 - Design a monument/memorial that reflects what their change maker stands for.
 - Choose what location and materials they would use to construct their monument.
 - Complete a written response reflecting on their choices for the monument they created.

Time Allotments/Pacing Guide

10 – 12 weeks

ASSURED STUDENT PERFORMANCE TEMPLATES & RUBRICS

UNIT 1: FORMATIVE

Source: Teacher and the Rockbots

Branches of Government

Directions: Cut out the phrases on the next page. Glue the phrase under the correct branch of government.

| Legislative Branch | Judicial Branch | Executive Branch |
|--------------------|-----------------|------------------|
| | | |
| | | |
| | | |

Branches of Government Cont.

| | | |
|--|--|----------------------------------|
| House of Representatives and Senate | Can override a presidential veto | Nine judges on the Supreme Court |
| Decides if the laws of our land are fair | Interprets laws using the Constitution | Military, police and President |
| Makes laws | Commander in Chief | Enforces laws |

Branches of Government Answer Key

| Legislative Branch | Judicial Branch | Executive Branch |
|-------------------------------------|--|--------------------------------|
| House of Representatives and Senate | Nine judges on the Supreme Courts | Commander in Chief |
| Makes Laws | Interprets Laws using the Constitution | Enforces Laws |
| Can override a presidential veto | Decides if the laws of our land are fair | Military, police and President |

UNIT 1: FORMATIVE ASSESSMENT (Homework)

Name _____

Date _____

Issues that Influence How and Why People Vote

Ask an adult to help you with this, and ask them to give you the answers to these two questions.

1. Which issues are important to you when you vote in an election? Check all that apply.

- ☐ Climate Change
- ☐ Crime
- ☐ Economy
- ☐ Education
- ☐ Healthcare
- ☐ Taxes

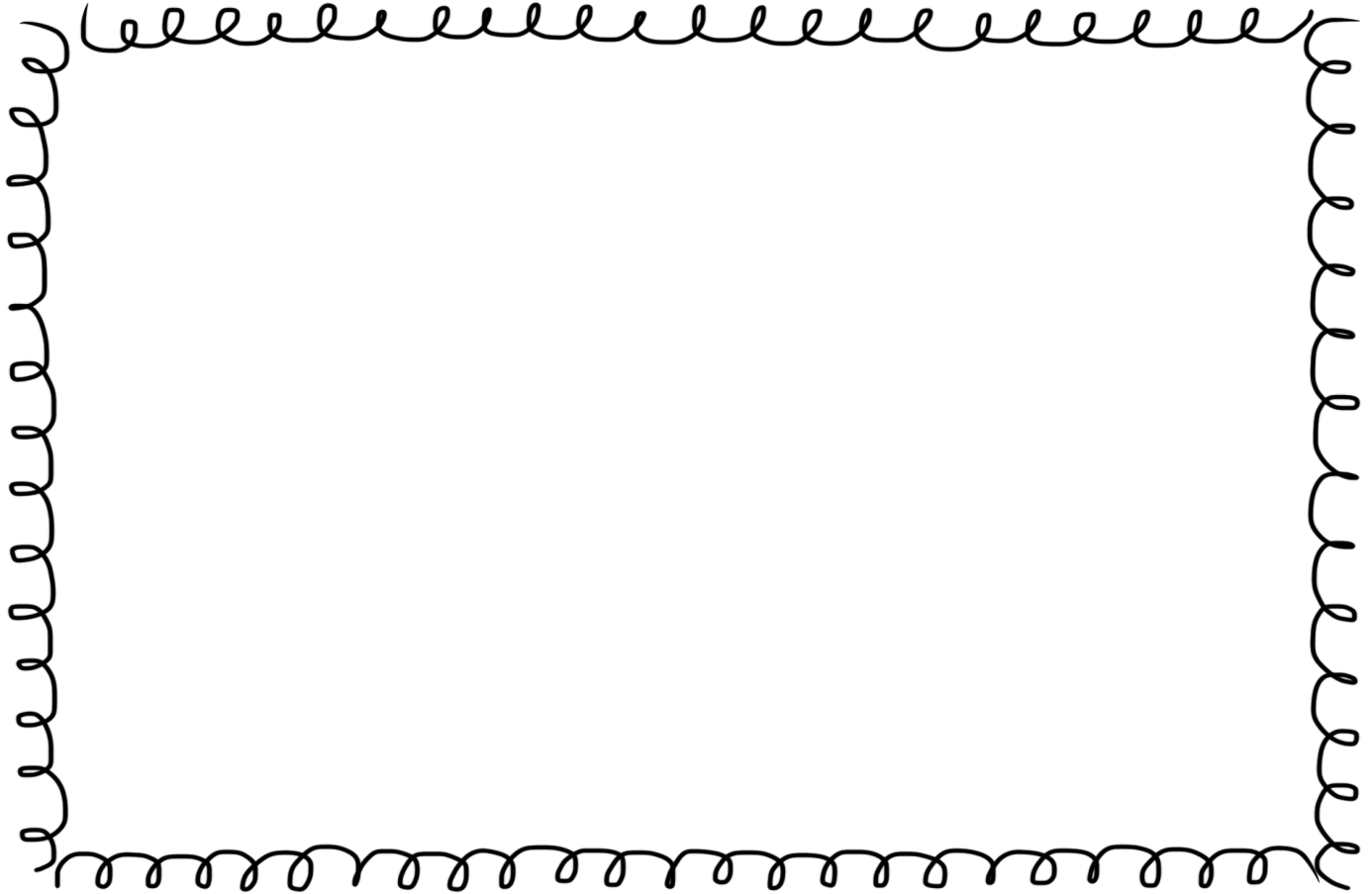
2. Now, talk with your adult about their choices, and tell us which ONE checked is the MOST important and why.

UNIT 1: SUMMATIVE ASSESSMENT

**Unit 1 Summative Assessment:
Rights and Responsibilities of Citizens**

Name _____ Date _____

Draw and write at least two ways a citizen can participate in the community in a positive way.

A large rectangular box with a decorative, wavy border, intended for drawing and writing. The border is composed of a continuous line of small, overlapping loops, resembling a spiral or a chain-link fence. The interior of the box is empty, providing space for the student's response.

Unit 2 Summative Rubric-- Change Maker Presentation

Name: _____ Points: _____ / 12

| | 3 (Meeting Standards) | 2 (Approaching Standards) | 1 (Not Yet Meeting) |
|------------------------------|--|---|--|
| Ideas and Information | I chose 4-5 appropriate facts and relevant, descriptive details to support my teaching of my change maker. | I chose 2-3 appropriate facts and some relevant, descriptive details to support my teaching of my change maker. | I was unable to choose appropriate facts and details about my change maker. |
| Organization | I presented my ideas in chronological order. | Some of my ideas were presented in chronological order. | I was unable to present my ideas in chronological order. |
| Eyes and Body | I made eye contact with the audience. I had a confident posture. | I made eye contact with the audience some of the time. I had a confident posture some of the time. | I did not make eye contact with the audience. I did not have a confident posture. |
| Voice | I spoke loudly and clearly. | I spoke loudly and clearly some of the time. | I did not speak loudly and clearly. |

Unit 3 Summative Assessment: Monument Memorial Design

Name _____ Date _____

1. Who was the change maker your group chose to make a monument/memorial to honor?

2. Why is a person worthy of a monument or memorial?



**Unit 3 Summative Assessment:
Monument Memorial Design Page**

3. Why is the location you chose important for this memorial?

4. What materials did you use for creating your monument/memorial? Why are these appropriate choices?



TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 3 SOCIAL STUDIES

Pilot 2021

(Last revision date: 1997)

Curriculum Writing Team

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Grade 3 Social Studies Table of Contents

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

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 problems 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 & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' C3 offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Connecticut has different regions and a variety of physical features.
- Indigenous people of Connecticut used a variety of resources for survival.
- The arrival of Europeans affected the people living here already.
- Early settlers in Connecticut had struggles and successes as they formed their communities (relationships, environment, systems of government).
- Connecticut helped the colonists win the Revolutionary War by providing soldiers and supplies.
- There were many important people from Connecticut who helped to create our new government and Constitution.
- There were new kinds of transportation during the 1800s that affected Connecticut's people.
- Slavery existed in the United States during this time, and abolitionists fought to end slavery in Connecticut and our country, both before and during the Civil War.
- There were many important inventions that were created in Connecticut that are still used around the world today.
- Our town and state governments are organized into parts, and each part has different responsibilities and jobs.
- All citizens, including children, can be involved in our local and state governments as they make laws for the people.
- Connecticut's economy gets stronger when we are able to produce many different kinds of products and services.
- Industrialization has had positive and negative effects on our state.
- Connecticut offers different types of tourist attractions because of the many natural resources.

COURSE ESSENTIAL QUESTIONS

- How did the geography and natural resources of Connecticut impact the indigenous people as they developed communities?
- How have the beliefs, values, and customs of indigenous people impacted the history of Connecticut?
- How did the arrival of Europeans impact the indigenous people living in Connecticut?
- What challenges and successes did the early CT settlers experience in their relationships with indigenous people and their interactions with their physical environment as they attempted to create a self-sufficient, democratic society?
- How did Connecticut contribute to the Revolutionary War effort and assist in the creation of an independent government after the war?
- Who were some of the significant individuals from Connecticut who contributed to the war effort and influenced the development of the newly independent nation?
- How did the development of new methods of transportation in the 1800s impact the state of Connecticut's population and economy?
- What was the impact of slavery and the abolitionist movement on the people of Connecticut before and during the Civil War?
- How did industries and inventions developed in Connecticut impact our country's move towards industrialization?
- How are the governments of Trumbull and the state of Connecticut organized?
- How do local and state governments make laws and enact policies to meet the needs of the people?
- How do citizens influence the decisions made by local and state governments?
- How has industrialization impacted Connecticut's economy and environment?
- How does Connecticut use its natural resources to promote tourism?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Civic Virtues. Democratic principles guide our government officials as they create laws and policies to protect our freedoms.
- Taking Action in Our Community. Connecticut residents have made significant historical contributions to our state and country.
- Human-Environment Interaction. Cultural and environmental characteristics influence where people live and how they interact with others.
- Perspectives. People's changing perspectives have helped shape our state's history.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study past events and their impact on our state.
- Economic Decision-Making. Individuals and businesses use natural resources to contribute to Connecticut's economy. Transportation and innovation have affected the development of our state.
- Geographic Representations. People use maps to locate places and learn about natural resources and the development of industry in our state.

Students will be able to . . .

- Explain how governmental decisions are made at the state and local levels. [CIV]
- Identify ways in which Connecticut residents have contributed to America's story. [HIS]
- Understand that the use of natural resources and other economic decisions impact our culture, resources, and lifestyle. [ECO, GEO]
- Describe how various groups of people have contributed to Connecticut's identity. [GEO]
- Develop questions, plan inquiry, use multiple sources, and construct arguments and explanations about our state and its history. [INQ]

| Social Studies Framework Standards Categories | |
|--|--|
|--|--|

| | |
|------|-----------|
| CIV- | Civics |
| ECO- | Economics |
| HIS- | History |
| GEO- | Geography |
| INQ- | Inquiry |

SOCIAL STUDIES YEAR AT A GLANCE

| | |
|--|---|
| September –October | <u>Unit 1</u> : Connecticut’s First People |
| November – December | <u>Unit 2</u> : Exploration & Early Settlement in Connecticut |
| January-February | <u>Unit 3</u> : Growth & Change: Colonization & Revolution |
| February-March | <u>Unit 4</u> : Industrialization and A Growing State |
| March-April | <u>Unit 5</u> : How Connecticut’s Government Works |
| May-June | <u>Unit 6</u> : Connecticut’s Economy and Travel |
| * Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching | |

GRADE 3- UNIT 1

Connecticut's First People

At a grade-appropriate level, the student will:

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

Concepts: Need to know about:

Connecticut's Landscape

- Regions of our state
- Climate and weather
- Important physical features and resources (Connecticut rivers and coastline, farming)

The History of Indigenous People In Connecticut

- Environmental characteristics influences population
- Connecticut tribes
- Use of natural resources for survival

Key Vocabulary:

geography, region, weather, climate, indigenous people, quarry, glacier, latitude, equator, tribe, natural resource

Skills: Need to be able to do:

Connecticut's Landscape

- Identify and describe the different regions of Connecticut.
- Explain the differences between weather and climate.
- Discuss how physical features impact settlement.

The History of Indigenous People In Connecticut

- Identify Connecticut tribes by geographic region.
- Explore how various groups utilized geographic features in Trumbull and surrounding regions to develop communities and economic systems.
- Compare and contrast the tribes' use of natural resources for survival.
- Discuss the values and customs of indigenous people in Connecticut.

Big Ideas

Student's statements of enduring ideas

- Connecticut has different regions and a variety of physical features.
- Indigenous people of Connecticut used a variety of resources for survival.

Compelling or Essential Questions

Teacher's guiding questions

- How did the geography and natural resources of Connecticut impact the indigenous people as they developed communities?
- How have the beliefs, values, and customs of indigenous people impacted the history of Connecticut?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Guide students to locate Trumbull on Connecticut's map using mapping resources (eg. "Where in the World is Trumbull, Connecticut?"; Google Earth)
2. Using a variety of text and/or digital resources, explore the different regions of our state.
3. Create an anchor chart that compares and contrasts the different indigenous tribes of Connecticut (eg. name, location, use of natural resources)
4. Conduct guided research about different indigenous tribes in collaborative groups
5. Introduce students to key vocabulary with opportunities for discussion and application-- indigenous people, quarry, glacier, latitude, equator, climate, weather, tribe, natural resource

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about the different regions and geographical features of Connecticut.
- Identify Trumbull and regions of Connecticut on a map.
- Create a graphic organizer about different indigenous tribes in Connecticut.
- Define and use key vocabulary from the unit in proper context.

Summative

Student will:

- Create a google slide about the influence of their selected tribe on the history of Connecticut, based on their guided research and graphic organizer.

Time Allotment/Pacing Guide

4-6 weeks

GRADE 3 - UNIT 2

Exploration & Early Settlement in Connecticut

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

HIST 3.4 Explain connections among historical contexts and people’s perspectives at the time.

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.

GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

Concepts: Need to know about:

Arrival of Europeans in Connecticut

- Reasons for colonization in Connecticut
- Development of English settlements in CT
- Issues and conflicts that occurred as a result of exploration

Early Life in the Connecticut Colony

- Daily life (culture and traditions, use of resources)
- Fundamental Orders of Connecticut and democratic government

Key Vocabulary: constitution, democratic, trade, ally, Yankee, ratify, settlement, colony

Skills: Need to be able to do:

Arrival of Europeans in Connecticut

- Explain the reasons for colonization of Connecticut
- Examine and discuss the influence of geography on the location of English settlements in Connecticut
- Discuss issues and conflicts that occurred between different groups living in the early Connecticut colony

Early Life in the Connecticut Colony

- Identify natural resources used by the early settlers
- Compare and contrast life in a Connecticut village in colonial times to towns today
- Discuss the formation of a democratic form of government in Connecticut
- Summarize the beginnings of slavery in Connecticut

Big Ideas

Student's statements of enduring ideas

- The arrival of Europeans affected the people living here already
- Early settlers in Connecticut had struggles and successes as they formed their communities (relationships, environment, systems of government)

Compelling or Essential Questions

Teacher's guiding questions

- How did the arrival of Europeans impact the indigenous people living in Connecticut?
- What challenges and successes did the early CT settlers experience in their relationships with indigenous people and their interactions with their physical environment as they attempted to create a self-sufficient, democratic society?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Initiation activity - provide students with the task of gathering information from their families about why they live in Connecticut - share with their peers and the class
2. Lead students in a discussion about how and why people left their homes to start colonies in North America, and specifically, in CT.
3. Guide students to use primary sources to map the locations and geographic features of CT and its early settlements (eg. loc.gov)
4. Create a classroom anchor chart that focuses on the reasons for settlement, including geographic features, use of natural resources, and relationships with indigenous people (this will be developed and updated throughout the unit)
5. Share a primary source and article about the Pequot War. Lead a guided reading and discussion about the causes and outcomes of the conflict.
6. Guide students to use a variety of sources to create a Venn diagram to compare and contrast life in Connecticut during the colonial period with life today (eg. teachitct.org and TrueFlix)
7. Share an image of the *Fundamental Orders of Connecticut* with students and read and/or watch a video with students to provide information for a discussion about the purpose of the document and its importance as one of the earliest examples of a state constitution.
8. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *constitution, democratic, trade, ally, Yankee, settlement, colony*
9. Possible extension activity: Field trip or presentation - Trumbull Historical Society

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of settlements and geographic features in Connecticut
- Define and use key vocabulary from this unit
- Create a venn diagram that compares and contrasts everyday life in Connecticut during the colonial period and today
- Complete a written response: If Connecticut was the fifth state to ratify the Constitution, why are we called the Constitution State?

Summative

Student will:

- Use a variety of sources, including the class anchor chart and other resources, to create a visual representation of their own colony in a region of Connecticut, including location of settlements, use of natural resources, and interactions with indigenous people.
- Complete a written response that explains why your “colony” will thrive based on and supported by the visual that you created.

Time Allotments/Pacing Guide

6-8 weeks

GRADE 3- UNIT 3

Growth & Change: Colonization & Revolution

At a grade-appropriate level, the student will:

HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.

HIST 3.7 Compare information provided by different historical sources about the past.

HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 3.11 Explain probable causes and effects of events and developments.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.9 Use evidence to develop claims in response to compelling questions.

INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Concepts: Need to Know About:

Connecticut's Contributions during the Revolutionary War era

- Military service

- . Homefront support
- . Development of our founding documents

Significant Individuals from Connecticut Who Impacted our State and Nation

- Impact of significant individuals on our state and country
- Legacy of their involvement and actions

Key Vocabulary: Minutemen, revolution, provisions, militia, Constitution, taxation, boycott, repeal, revolt, rebel, tyranny

Skills: Need to be able to do:

Connecticut's Contributions During the Revolutionary War Era

- Explain the major causes that led to the Revolutionary War (taxation, representation)
- Identify areas of Connecticut that contributed to the war effort and explain what contributions they made
- Explain Connecticut's role in the creation of our founding documents

Significant Individuals from Connecticut who Impacted our State and Nation

- Explore and research the role of individuals from Connecticut who had an impact on our state throughout history (eg. Nathan Hale, Israel Putnam, Sybil Ludington, Mary Ludwig Hays, Prudence Crandall, John Ledyard, David Wooster, Jedediah Huntington, Jonathan Trumbull, David Bushnell, Nero Hawley, Roger Sherman, Oliver Wolcott, Ella Grasso, Joel Barlow, William Sherman, Phyllis Wheatley, Maria Colon, Mary Ludwig Hays, Lambert Latham, Harriet Beecher Stowe, Eli Whitney, Gladys Tantaquidgeon)
- Explain how these individuals contributed to our state and nation as they developed over time, and discuss their legacy and impact

Big Ideas

Student's statements of enduring ideas

- Connecticut helped the colonists win the Revolutionary War by providing soldiers and supplies.
- There were many important people from Connecticut who helped to create our new government and Constitution.

Compelling or Essential Questions

Teacher's guiding questions

- How did Connecticut contribute to the Revolutionary War effort and assist in the creation of an independent government after the war?
- Who were some of the significant individuals from Connecticut who contributed to the war effort and influenced the development of the newly independent nation?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use a reading and/or video to introduce the students to the major causes of the Revolutionary War (BrainPop! or similar)
2. Lead a class discussion in which students will analyze a timeline of significant events leading up to the Revolutionary War
3. Introduce the students to significant individuals from Connecticut who made important contributions to our state throughout history
4. Lead a discussion in which the students compare and contrast at least two of the people mentioned above
5. Establish collaborative groups of students to research one Connecticut individual and create a graphic organizer that includes important information and significant contributions made during the Revolutionary War era
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *Minute Men, revolution, provisions, militia, Constitution, taxation, boycott, repeal, revolt, rebel, tyranny*
7. Possible extension activity: Field trip or presentation - Eli Whitney Museum or similar

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Complete a BrainPop! quiz about the causes of the Revolutionary War
- Create a graphic organizer about a significant Connecticut individual that includes important information and contributions made during the Revolutionary War era

Summative

Student will:

- Complete a short assessment in which they provide key information and significant contributions of their chosen Connecticut historical figure. Options include, but are not limited to:
 - Write and perform a song, poem, or play
 - Write a biography or summary
 - Create a poster or timeline
 - Digital options: Google Slide or FlipGrid

Time Allotments/Pacing Guide

4-6 weeks

GRADE 3- UNIT 4

Industrialization and A Growing State

At a grade-appropriate level, the student will:

ECO 3.1 Compare the benefits and costs of individual choices.

ECO 3.3 Explain why individuals and businesses specialize and trade.

HIST 3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 3.5 Describe how people’s perspectives shaped the historical sources they created.

HIST 3.8 Infer the intended audience and purpose of a historical source from information within the source itself.

HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 3.11 Explain probable causes and effects of events and developments.

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Concepts: Need to Know About:

Movement of Connecticut's people and development of transportation in the 1800s

- New methods of transportation made travel easier and more efficient
- People began to move westward in search of land

Abolitionists and the Efforts to End Slavery in Connecticut

- Slavery was present throughout the U.S.
- Abolitionists worked to end slavery
- People in Connecticut supported the Union during the Civil War

Industry in Connecticut in the 1800s

- Connecticut inventions contributed to the industrialization of the U.S.
- New types of systems for manufacturing goods were developed
- Immigration to Connecticut increased as a result of industrialization

Key Vocabulary: ratify, plantation, transportation, abolitionist, invention, industrial, technology, homefront. migration, immigration

Skills: Need to be able to do:

Movement of Connecticut's people and development of transportation in the 1800s

- Identify new methods of transportation that allowed people to move about more efficiently in different ways
- Explain why the population of Connecticut changed as a result of westward expansion

Abolitionists and the Efforts to End Slavery in Connecticut

- Discuss the background of slavery in Connecticut and the U.S.
- Explore the abolitionist movement and individuals who worked to end slavery in our state in the 1800s
- Explain how the majority of Connecticut citizens supported the Union during the Civil War in the military and on the homefront

Industry in Connecticut in the 1800s

- Explore and describe some of the products and systems created by Connecticut inventors that contributed to the industrialization of the U.S.
- Explain how immigration to Connecticut increased as result of industrialization

Big Ideas

Student's statements of enduring ideas

- There were new kinds of transportation during the 1800s that affected Connecticut's people
- Slavery existed in the United States during this time, and abolitionists fought to end slavery in Connecticut and our country, both before and during the Civil War
- There were many important inventions that were created in Connecticut that are still used around the world today

Compelling or Essential Questions

Teacher's guiding questions

- How did the development of new methods of transportation in the 1800s impact the state of Connecticut's population and economy?
- What was the impact of slavery and the abolitionist movement on the people of Connecticut before and during the Civil War?
- How did industries and inventions developed in Connecticut impact our country's move towards industrialization?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Share visuals and/or video information with students about some of the new forms of transportation developed during the first half of the 1800s (steamboat, railroad, roads)
2. Lead a discussion about how new forms of transportation would impact where people lived and how our state's population changed as a result
3. Use an article (eg. Newsela) to lead students in a guided reading activity about the background of slavery in the U.S.
4. Share a video (eg. BrainPop!) or article with students about the Underground Railroad, and follow up with a discussion about the purpose and efforts of abolitionists to help fugitive slaves
5. Establish collaborative groups where students will research and share information about the background and contributions of an abolitionist with their classmates.
6. Lead students in a "read-aloud" about Connecticut's contributions to the Civil War, using a text and/or digital resource.
7. Guide students as they use multiple sources to research Connecticut inventions from the 1800s.
8. Use graphs and charts to facilitate a class discussion about how Connecticut's population changed during the 1800s due to movement and immigration.
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *plantation, transportation, abolitionist, invention, industrial, technology, homefront, migration, immigration*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Write a written response on how the development of new types of transportation in the 1800s had a direct affect on the people in Connecticut.
- Brain pop quiz on the Underground Railroad.
- Students will complete a graphic organizer about an abolitionist, including the person's background and contributions to the abolitionist movement in Connecticut.
- Students will investigate and take notes about an invention from Connecticut and its significance to our country.

Summative

Student will:

- With a partner, students will use their research on an invention and/or inventor to create and share their findings through a class presentation that highlights the significance of the invention and attempts to persuade the audience to purchase the product.

Time Allotments/Pacing Guide

8-10 weeks

GRADE 3- UNIT 5

How Connecticut's Government Works

At a grade-appropriate level, the student will:

CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

CIV 3.2 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 3.4 Identify core civic virtues and democratic principles that guide government, society, and communities.

CIV 3.5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

CIV 3.6 Explain how rules and laws change society and how people change rules and laws.

CIV 3.7 Explain how policies are developed to address public problems.

ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.13 Critique arguments.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Concepts: Need to Know About:

Structure and Organization of Trumbull and State of Connecticut Government

- Responsibilities and powers of government branches and officials at state and local levels
- State and town governments make laws to meet the needs of the people and address public concerns

The Role of Citizens in Local and State Governments

- Citizens participate in government in a variety of ways (voting, run for office, work on a political campaign, contact legislators)
- Citizens influence and are affected by government decisions at the state and local levels

Key Vocabulary: democracy, interpret, branches of government, representative, executive, judicial, legislative, citizen, ordinance, assembly, bill, committee, governor

Skills: Need to be able to do:

Structure and Organization of Trumbull and State of Connecticut Governments

- Identify the branches of government at the state and local level, and explain the main function of each branch
- Explain how the local and state governments are organized, and discuss some of the responsibilities of officeholders at each level
- Explain some of the steps in the lawmaking process
- Discuss how laws are made for different reasons (safety, provide services, change a previous law, taxes, etc.)

Citizens Impact Decisions Made by State and Local Officials

- Explain how citizens can participate in the government at the state and local levels
- Discuss how citizens of any age can be involved in decisions made by local and state governments

Big Ideas

Student's statements of enduring ideas

- Our town and state governments are organized into parts, and each part has different responsibilities and jobs
- All citizens, including children, can be involved in our local and state governments as they make laws for the people

Compelling or Essential Questions

Teacher's guiding questions

- How are the governments of Trumbull and the state of Connecticut organized?
- How do local and state governments make laws and enact policies to meet the needs of the people?
- How do citizens influence the decisions made by local and state governments?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use a KWL Chart to assess students' prior knowledge about government, and how citizens can be involved and impact decisions made by state and local officials. Update the chart as the unit progresses.
2. Create an anchor chart that illustrates and explains the different branches of government at the state and local levels, and the main function of each branch.
3. Provide students with a list of government positions at the state and local level. Students will identify the current officeholder and explain his/her major responsibilities in that position.
4. Facilitate a verbal "debate" between students in which they express their opinions and support them with evidence based on topics provided by the teacher that are related to rules and laws at the school, town, or state level.
5. Invite guest speakers from state and local government to meet with students (either in person or virtually) to explain the role of government, their responsibilities, and provide opportunities for students to ask questions about government and the lawmaking process
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *democracy, interpret, branches of government, representative, executive, judicial, legislative, citizen, ordinance, assembly, bill, committee, governor, veto*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Create a chart to show the branches of Government in Connecticut and Trumbull. On the chart, the student will list the job title, who currently holds it, and the main responsibilities of the position.
- Write a summary of the verbal debate. Students will state the issue/topic, what their position was (claim), and what facts and arguments they used to support their position.

Summative

Student will:

- Complete a multiple choice/open ended test in order to assess their knowledge of the structure and main functions of local and state governments, and the roles that citizens can play in the decision making processes.

Time Allotments/Pacing Guide

6-8 weeks

GRADE 3- UNIT 6

Connecticut's Economy and Travel

At a grade-appropriate level, the student will:

ECO 3.3 Explain why individuals and businesses specialize and trade.

ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

HIST 3.2 Compare life in specific historical time periods to life today.

HIST 3.11 Explain probable causes and effects of events and developments.

CIV 3.7 Explain how policies are developed to address public problems.

GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

GEO 3.9 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.14 Critique explanations.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

INQ 3–5.16 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

Concepts: Need to Know About:

Connecticut's Economy in the 21st Century

- The impact of farming, manufacturing, and service industries on Connecticut's economy
- Environmental issues that affect our state's economy and quality of life

Travel to Connecticut

- Tourism in Connecticut and its impact on the state's economy
- Natural resources that influence the tourist industry in Connecticut

Key Vocabulary: patent, agriculture, manufacturing, mining, maritime, insurance policy, tourism, engineer

Skills: Need to be able to do:

Connecticut's Economy in the 21st Century

- Identify products and natural resources in Connecticut and explain how they contribute to Connecticut's economy
- Discuss the pros and cons of industrialization and its impact on Connecticut's environment and people

Travel to Connecticut

- Explain how tourism is important to our state's economy
- Discuss how strategic use of natural resources can benefit tourism in our state

Big Ideas

Student's statements of enduring ideas

- Connecticut's economy gets stronger when we are able to produce many different kinds of products and services.
- Industrialization has had positive and negative effects on our state
- Connecticut offers different types of tourist attractions because of the many natural resources.

Compelling or Essential Questions

Teacher's guiding questions

- How has industrialization impacted Connecticut's economy and environment?
- How does Connecticut use its natural resources to promote tourism?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Discuss the products that are produced in Connecticut.
2. Create a state products map that includes industrial activity and natural resources
3. Discuss how pollution from industry impacted the natural environment and what changes have occurred as a result of citizen activism
4. Explore how damage from natural disasters such as hurricanes and floods has impacted tourism, the environment, and the economy in Connecticut

5. Create an anchor chart of the different tourist attractions found in the State of Connecticut. Include the name of the site, what it offers to tourists, its location in the state, and how natural resources support the site.
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *patent, agriculture, manufacturing, mining, fishing, insurance policy, travel, tourism*
7. Possible extension activity: Culminating Field trip - Mystic Seaport, Old State House or similar

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Create a state product map that includes industrial activity and natural resources
- Notes and/or a graphic organizer on at least 5 different tourist locations that the students would want to visit in the State of Connecticut and what would attract them to travel there.

Summative

Student will:

1. Create a travel brochure/commercial/poster to encourage individuals to travel to Connecticut. Choose one of the sites researched, provide information about the site, as well as language to persuade others to visit the attraction.

Time Allotments/Pacing Guide

4-6 weeks

Resources

Burgan, Michael. *My United States: Connecticut*. New York: Children's Press, 2018.

Kent, Zachary. *Connecticut*. New York: Children's Press, 2008.

WhereILiveCT.org

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 4 SOCIAL STUDIES 2021 Pilot

(Last revision date: 1997)

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Grade 4 Social Studies Table of Contents

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

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 problems 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 & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- The United States has different regions with many physical features and natural resources that affect our way of life.
- The regions of the United States have similarities that unite us as one country.
- Water is a very important resource to the Northeast region because it impacts why people settled here and how the region developed economically.
- The growth of cities in the Northeast region developed over time, as people began to shift from fishing/farming to manufacturing.
- The geography and climate of the Southeast have a major impact on the economy and way of life of the people.
- The culture of the regions of the United States have changed over time because of important historical events.
- The geography, climate, and weather of the Midwest has a major impact on the economy.
- The abundance of land and proximity to water in the Midwest affected the movement of people.
- The geography and climate of the Southwest has affected the development of the economy.
- Native Americans and other ethnic groups have influenced the culture of the Southwest.
- People from many different cultural backgrounds have moved to the West, which has impacted its culture and economy.
- The West has many different types of economic opportunities based on its natural resources and climate.

COURSE ESSENTIAL QUESTIONS

- How do we use maps, globes and other tools to learn about a region's physical features, natural resources, and people?
- How do similarities of various regions of the United States unite us as one country?
- How did water as a resource influence settlement in the Northeast region?
- How did the growth of cities enable the Northeast region to develop a thriving industrial economy?
- How has geography and climate influenced the economy and culture of the Southeast region?
- What are some unique aspects of the culture of the Southeast?
- How has geography, climate, and weather influenced the economy of the Midwest region?
- How have cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas?
- What happens when a region, like the Southwest, does not have enough of a needed resource?
- How has the culture of the Southwest been influenced by Native Americans and immigrants?
- How does the unique mix of geography and cultural diversity make the West/Northwest region appealing to many people?
- How has the environment and climate affected the settlement and economic development of the West/Northwest region?
- How has the movement of people to the West/Northwest region influenced its culture?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- **Civic Virtues.** Citizens use democratic strategies to address issues and develop habits to be contributing members of the community.
- **Location, Climate, and Culture.** The relationship between location, climate, and environment can have an impact on people's way of life in various regions of the United States.
- **Map Reading.** People can use maps to analyze a region's history, culture, and economics.
- **Regions Change Over Time.** A region is shaped by its historical events, along with its geographic features and economic decisions.
- **Historical Sources.** Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study the past and learn about different perspectives on historical events.
- **Defining Regions.** Regions differ based on location, climate, natural resources, and culture; citizens may have different wants and needs depending on the region in which they live.

Students will be able to . . .

- Understand that laws may be interpreted differently based on location and/or point of view. [CIV]
- Describe how historical events have shaped our country's changing culture. [HIS]
- Understand that economic decisions impact a region's culture, resources, and lifestyle. [ECO]
- Explain how cultural and environmental factors affect the distribution and movement of people in the different regions of the United States. [GEO]
- Develop questions, plan inquiry, and construct arguments using claims and evidence from multiple sources. [INQ]

| Social Studies Framework Standards Categories | |
|--|--|
|--|--|

| | |
|------|-----------|
| CIV- | Civics |
| ECO- | Economics |
| HIS- | History |
| GEO- | Geography |
| INQ- | Inquiry |

SOCIAL STUDIES YEAR AT A GLANCE

| | |
|--|---|
| September | <u>Unit 1</u> : Discover American Geography and Culture |
| October-November | <u>Unit 2</u> : The Northeast/Mid-Atlantic |
| December-January | <u>Unit 3</u> : The Southeast |
| February-March | <u>Unit 4</u> : The Midwest |
| April | <u>Unit 5</u> : The Southwest |
| May-June | <u>Unit 6</u> : The West/Northwest |
| * Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching | |

GRADE 4- UNIT 1

Discover American Culture (mini unit)

At a grade-appropriate level, the student will:

HIST 4.1 Explain connections among historical contexts and people's perspectives at the time.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Concepts: Need to know about:

United States Geography and Culture

- Properties and purposes of maps and globes (eg. political, physical, land use, population)
- Regions of the United States, including physical features, natural resources, and population
- The varied regions of the United States have similarities that bind them together

Key Vocabulary:

geography, region, landforms, hemisphere, latitude, longitude, cardinal directions, intermediate directions, scale, legend/key, capital, equator, prime meridian, culture, natural resource, atlas, boundary

Skills: Need to be able to do:

United States geography and culture

- Identify different types of maps and explain their purpose.
- Identify and discuss how physical features and natural resources define each region and its people.
- Describe some of the similarities that unite the regions of the United States (national symbols, communication, transportation, shared resources).
- Discuss how the United States consists of people from many different cultures who have helped to create our national identity.

Big Ideas

Student's statements of enduring ideas

- The United States has different regions with many physical features and natural resources that affect our way of life.
- The regions of the United States have similarities that unite us as one country.

Compelling or Essential Questions

Teacher's guiding questions

- How do we use maps, globes and other tools to learn about a region's physical features, natural resources, and people?
- How do similarities of various regions of the United States unite us as one country?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Discuss class and school rules with students, and brainstorm ideas about democratic strategies and procedures that could be used to address issues and concerns in the classroom, school, and community.
2. Introduce and review various features and types of maps and globes, including but not limited to - title, legend, cardinal and intermediate directions, scale, symbols, latitude, and longitude.
3. Provide a variety of maps and/digital resources so students are able to identify and explore the five regions of the United States (Northeast/Mid-Atlantic, Southeast, Midwest, Southwest, West/Northwest).
4. Create an anchor chart that lists different characteristics and features of each region that will be updated during each unit. Students will complete the accompanying [graphic organizer](#).
5. Facilitate small group (ie. think/pair/share) and whole class discussions about cultural similarities across various regions that unite us as a country (eg. national symbols, communication, transportation, federal holidays, shared resources)

6. Share and discuss a video or text (eg. Newsela) with students that explains how people from many different backgrounds contribute to the development of our nation's culture (melting pot vs. salad bowl)
7. Introduce students to key vocabulary with opportunities for discussion and application-- *geography, region, landforms, hemisphere, latitude, longitude, cardinal directions, intermediate directions, scale, legend/key, equator, prime meridian, culture, natural resource, atlas, boundary*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about the different regions and geographical features of the United States.
- Complete the first part of a graphic organizer about the characteristics of different regions of the United States. (eg. location, physical features, resources, climate - other topics such as population, migration, and adaptations/modifications will be added as the units progress throughout the year)
- Map skills quiz that tests students on parts and purpose of different types of maps.
- Listen and participate in small group and class discussions about similarities among regions that contribute to the development of our nation's culture.
- Define and use key vocabulary from the unit in proper context.

Summative

Student will:

- Written response with visuals - What do we mean when we talk about a country's "culture?" What are some ways that you can describe the "culture" of the United States? (Include a written response and some visuals that support your response)
 - Options: poster, google slide, paper with written response and smaller images

Time Allotment/Pacing Guide

4 weeks

GRADE 4 - UNIT 2

The Northeast

At a grade-appropriate level, the student will:

HIST 4.1 Explain connections among historical contexts and people's perspectives at the time.

ECO 4.2 Identify positive and negative incentives that influence the decisions people make.

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

ECO 4.4 Explain the relationship between investment in human capital, productivity, and future incomes.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 4.3 Explain how culture influences the way people modify and adapt to their environments.

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

Concepts: Need to know about:

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

Significance of water in this region

- Impact of waterways (rivers, canals, ocean) on colonial and post-colonial trade
- Development of larger cities in this region to support the growth of industry

Growth of cities and development of industry

- Reasons for settlement in this region (European immigration)
- Growth of cities in this region to support the development of factories and the growth of industry

Key Vocabulary: colony, colonial, settlement, canal, coast, harbor, port, import, export, trade, factory system, industry, city, urban, rural, manufacturing, immigration, migration, economy, renewable resource

Skills: Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

Significance of water to this region

- Explain the significance of water to this region (trade, transportation, settlement)
- Discuss the impact of waterways (rivers, canals, ocean) on colonial and post-colonial trade

Growth of Cities and Development of Industry

- Explain the reasons for settlement in this region (European immigration)
- Examine the growth of cities and the development of factories and industry, and explain how they supported each other

Big Ideas

Student's statements of enduring ideas

- Water is a very important resource to the region because it impacts why people settled here and how the region developed economically.
- The growth of cities developed over time, as people began to shift from fishing/farming to manufacturing.

Compelling or Essential Questions

Teacher's guiding questions

- How did water as a resource influence settlement in this region?
- How did the growth of cities enable this region to develop a thriving industrial economy?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms, climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Lead students in a discussion about why proximity to water was so important to the early settlers from Europe.
4. Create a classroom anchor chart that focuses on the different types of waterways and their importance in trade, transportation, and development of cities such as Boston, New York, Philadelphia, and Baltimore.
5. Guide students as they read about natural resources, industries, and the growth of cities in this region. Discuss the effects of industrialization on the natural resources and environment.
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: colony, colonial, settlement, canal, coast, harbor, port, import, export, trade, factory system, industry, city, urban, rural, manufacturing, immigration, migration, economy, renewable resource
7. Possible extension activity: Field trip or presentation - Eli Whitney Museum, Mystic Seaport

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Northeast portion of the graphic organizer
- Students will create a Venn diagram to compare and contrast characteristics of cities in this region from the past with the present day
- Define and use key vocabulary from this unit

Summative

Student will:

Use the following article:

[Natural Resources of the Northeast](#)

Think about everything that you have learned about the natural resources in the Northeast/Mid-Atlantic and how they help create a strong economy. Since there are so many natural resources found in this region, there has been an increase in the number of jobs within these states. This has increased the population, causing even more stress on natural resources.

- Choose ONE of the natural resources you have learned about in this region. The resource can be renewable or nonrenewable.
- Create a poster, slide, or letter that warns humans of the effect they are having on this resource and what steps they can take to help.

Use the following questions to help you as you plan:

1. What are some of the renewable resources in this region?
2. What are some of the nonrenewable resources in this region?
3. How have human activities impacted this region's environment?
4. What are some major industries in this region?
5. What are some ways to limit this man-made stress?

Time Allotments/Pacing Guide

6-8 weeks

GRADE 4- UNIT 3

Southeast

At a grade-appropriate level, the student will:

HIST 4.2 Explain probable causes and effects of events and developments.

CIV 4.1 Illustrate historical and contemporary means of changing society.

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.9 Use evidence to develop claims in response to compelling questions.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Concepts: Need to Know About:

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

The impact of geography and climate on economic development

- The agriculture industry in this region
- Tourism as a major contributor to the economy

The unique characteristics of this region

- Plantation farming changed over time (slavery, sharecropper, paid labor)
- Variety of cultures that are unique to this region (eg. Creole, Cuban, Cajun)

Key Vocabulary: agriculture, tourism, tourist, plantation, peninsula, cash crop, delta, sharecropper, produce, primary source, secondary source, fossil fuels, coal, mineral

Skills: Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

The impact of geography and climate on economic development

- Explore the history of the agriculture industry and its impact on the economy
- Explain why tourism is a major contributor to the economy

The unique characteristics of this region

- Explain how plantation farming has changed over time (slavery, sharecropper, paid labor)
- Explore how various cultures have contributed to the uniqueness of this region (eg. Creole, Cuban, Cajun)

Big Ideas

Student's statements of enduring ideas

- The geography and climate of the Southeast have a major impact on the economy and way of life of the people.
- The culture of this region has changed over time because of important historical events.

Compelling or Essential Questions

Teacher's guiding questions

- How has geography and climate influenced the economy and culture of the Southeast region?
- What are some unique aspects of the culture of the Southeast?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms, climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use an article and/or video to introduce students to various agricultural products, and discuss their importance to the economy of this region and the impact of the climate on this industry (eg. peanuts, cotton, tobacco, citrus, rice)
4. Lead a discussion about energy resources that contribute to the region's economy (eg. fossil fuels, coal, minerals)
5. Guide students to explore why people move to the Southeast, and why tourism is a major contributor to the economy of this region
6. Lead students in a shared reading activity and discussion (eg. Newsela - see teacher resource page) about experiences with plantation farming and how it has changed over time
7. Provide students with a non-fiction source (eg. TrueFlix digital) about different aspects of the cultures unique to the Southeast region and read and discuss with a partner.
8. Establish collaborative pairs/groups, and have students research one of the states in this region to gather information in order to persuade others to move to this state
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: agriculture, tourism, tourist, plantation, peninsula, cash crop, delta, sharecropper, produce, primary source, secondary source, fossil fuels, coal, mineral

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Southeast portion of the graphic organizer
- Define and use key vocabulary from this unit

- Read and annotate an article about one of the topics in this unit
- Write a brief summary about the culture article that they read with their partner.

Summative

Student will:

- Why should someone move to a particular state in the Southeast?
 - Choose a state, with teacher approval
 - Students will work alone or with a partner, at teacher discretion
- Provide basic information about the chosen state (capital, population, state flag, etc.)
- Include at least one tourist attraction/destination within the state
- Provide three reasons why someone should choose to move to the state. Choose from the following categories:
 - Job opportunities
 - Climate
 - Leisure activities
 - Culture - (music, cuisine, art)
 - Cost of living
- Students will create and present their findings to the class in one of the following formats as determined by the teacher:
 - Poster
 - Google Slideshow
 - FlipGrid
 - Written response (essay format)

Time Allotments/Pacing Guide

6-8 weeks

GRADE 4 - UNIT 4

Midwest

At a grade-appropriate level, the student will:

ECO 4.1 Compare the benefits and costs of individual choices.

ECO 4.2 Identify positive and negative incentives that influence the decisions people make.

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

GEO 4.8 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.16 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

Concepts: Need to Know About:

Defining this region

- Physical geography (landforms, climate, Great Lakes, major rivers)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

The impact of geography, climate, and weather on economic development

- Development of agriculture and industry in this region
- Importance of waterways and the development of major urban centers
- Impact of catastrophic events

The unique characteristics of this region

- Agriculture, food processing and manufacturing (corn, wheat, dairy, automobiles)
- Immigration of different ethnic groups in this region

Key Vocabulary: fertile, plateau, prairie, plains, assembly line, mass production, food processing, irrigation

Skills: Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms (including the Great Lakes and major rivers) and climate for the region
- Identify important natural resources, land use, and industries

The impact of geography, climate, and weather to this region

- Examine the development of agriculture and industry in this region
- Describe the relationship between people of the Midwest, the Great Lakes, major rivers and major urban centers
- Identify the effects of catastrophic events on this region (floods, droughts, tornadoes)

The unique characteristics of this region

- Explore the development of agriculture, food processing and manufacturing (corn, wheat, dairy, automobiles)
- Examine the affect of immigration of different ethnic groups to this area

Big Ideas

Student's statements of enduring ideas

- The geography, climate, and weather of the Midwest has a major impact on the economy.
- The abundance of land and proximity to water affected the movement of people.

Compelling or Essential Questions

Teacher's guiding questions

- How has geography, climate, and weather influenced the economy of the Midwest region?
- How have cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. the Great Lakes and major rivers), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use an article and/or video to introduce students to various agricultural products, and discuss their importance to the economy of this region and the impact of the climate on this industry (eg. corn, dairy, wheat)
4. Use an article and/or video to introduce students to the automotive industry, and discuss its importance to the economy of this region.
5. Use maps and digital resources to examine the waterways of this region (eg. Mississippi River, Great Lakes) and the development of cities (eg. Chicago, St. Louis).
6. Use an article and/or video (BrainPop) to lead a discussion on the movement of people and their cultural impact to this region (Westward Expansion, immigration and migration).
7. Using texts, digital resources, and articles discuss the impact of catastrophic events (tornadoes, droughts, floods) on the land, economy and people of this region.
8. Using a primary source (If You Were a Kid on the Oregon Trail), guide students in creating a class chart listing the challenges and experiences of traveling West.
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: fertile, plateau, prairie, plains, assembly line, mass production, food processing, irrigation

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Midwest portion of the graphic organizer
- Define and use key vocabulary from this unit

Summative

- Student will:

Write a letter to a friend from home describing their experiences on the Oregon Trail (Westward Expansion) including details about the journey: route taken, food, safety/dangers, supplies, covered wagon, weather, schooling.

Time Allotments/Pacing Guide

8 weeks

GRADE 4 - UNIT 5

Southwest

CIV 4.1 Illustrate historical and contemporary means of changing society.

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 4.4 Explain how the cultural and environmental characteristics of places change over time.

INQ 3–5.13 Critique arguments.

INQ 3–5.14 Critique explanations.

Concepts: Need to Know About:

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use
- Political geography (location of settlements and cities, boundaries)

The impact of geography and climate on economic development

- Deserts and scarcity of water
- Oil and cattle ranching as valuable industries

The unique characteristics of this region

- Migration/Immigration (Mexico) of people into this region
- The cultural influences of varied groups of people

Key Vocabulary: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels

Skills: Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

The impact of geography and climate on the economic development

- Explore how deserts and the scarcity of water affected economic development
- Examine the development of cattle ranching and the oil industry in the region

The unique characteristics of this region

- Discuss the influence of Native American culture to the area
- Examine the affect of immigration of different ethnic groups to this region

Big Ideas

Student's statements of enduring ideas

- The geography and climate of the Southwest has affected the development of the economy.
- Native Americans and other ethnic groups have influenced the culture of the Southwest.

Compelling or Essential Questions

Teacher's guiding questions

- What happens when a region, like the Southwest, does not have enough of a needed resource?
- How has the culture of the Southwest been influenced by Native Americans and immigrants?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. The Grand Canyon, deserts), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use textbook article to introduce students to deserts and the scarcity of water in the region and the impact this has on the economic development of this region.
4. Using TrueFlix online, introduce students to the cattle ranching and oil industries, and discuss their importance to the economy of this region.
5. Using online and print resources, create a class anchor chart examining the cultural impact the Native Americans (Navajo, Pueblo, Cherokee) have had in the Southwest including but not limited to housing, food, and crafts. (eg. jewelry, textiles, pottery)
6. Conduct a shared reading of Amelia's Road by Linda Altman and lead a discussion on the reasons for immigration of different ethnic groups to this region.

7. Introduce students to additional key vocabulary with opportunities for oral discussion and application: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Southwest portion of the graphic organizer
- Define and use key vocabulary from this unit

Summative

Student will:

- Complete a written response to the following question:
 - What is special about the Southwest region that makes it different from the other regions we have studied this year? Include a topic sentence, at least 3 reasons with specific details to support each reason, and a concluding sentence.

Time Allotments/Pacing Guide

4 weeks

Resource:

States and Regions. "Water Changes Desert." p. 361-365. Orlando, Harcourt Brace. 2000.

GRADE 4 - UNIT 6

West/Northwest

HIST 4.2 Explain probable causes and effects of events and developments.

HIST 4.3 Use evidence to develop a claim about the past.

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Concepts: Need to Know About

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use
- Political geography (location of settlements and cities, boundaries)

The unique characteristics of this region

- Varied physical landscape and climate (eg. mountains, grasslands, waterways) impacts economic activity (eg. farming/fishing/mining)
- Migration and immigration to this region (eg. Gold Rush, transcontinental railroad, Silicon Valley) and cultural influences

Key Vocabulary: basin, mountain range, timber, boomtowns, technology, transcontinental railroad, grasslands, range, plateau, technology, continental divide

Skills: Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

The unique characteristics of this region

- Explore how geography and climate has affected the development of communities in this region
- Discuss economic and social factors that have attracted people to this region, both historically and in the present day

Big Ideas

Student's statements of enduring ideas

- People from many different cultural backgrounds have moved to this region, which has impacted its culture and economy.
- The west has many different types of economic opportunities based on its natural resources and climate.

Compelling or Essential Questions

Teacher's guiding questions

- How does the unique mix of geography and cultural diversity make this region appealing to many people?
- How has the environment and climate affected the settlement and economic development of this region?
- How has the movement of people to this region influenced its culture?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. Rocky Mountains, Pacific Ocean, Columbia River), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Using TrueFlix online, lead students in a discussion about the Gold Rush and Transcontinental Railroad and how they contributed to the development of the economy and cultural diversity of this region.
4. Provide resources for students (eg. Newsela) to explore the states of Alaska and Hawaii and describe some characteristics that make them unique.

5. Led students in a culminating discussion: What geographic and economic factors determine if a region is a good or bad place to live? (Students will use their completed chart/graphic organizer so that they can use information from other regions.)
6. Guide students as they work in collaborative groups to complete a graphic organizer as they research one of the national parks in this region.
7. Introduce students to additional key vocabulary with opportunities for oral discussion and application: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels, continental divide

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the West portion of the graphic organizer
- Define and use key vocabulary from this unit
- Students will listen and participate in discussions about various topics in this unit
- Students will read and annotate one article from this unit

Summative

Student will:

- In collaborative groups, present a google slideshow about one of the national parks in this region. Students will use the graphic organizer they completed, as well as other resources (eg. nps.gov) to gather information and images. Task: Pretend you are a tour guide/park ranger, and teach your classmates about the national park, using Google Slides.
- Optional activity: the audience members will complete a worksheet with name of park, location, 3 interesting facts that they learned from the presentation.
 - Presenters - Describe different features of the park, interesting attractions, things to do, and unique features and facts about the park. Include the name of the park, location, size, history, physical features, attractions, unique and/or interesting facts.

Time Allotments/Pacing Guide

6-8 weeks

Resources

Textbook: *States and Regions*. Harcourt Brace, 2000.

Altman, Linda Jacobs, and Enrique O. Sanchez. *Amelia's Road*. Lee & Low, 2015.

Gregory, Josh. *If You Were a Kid on the Oregon Trail*. C. Press, 2016.

Social Studies Weekly

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 5 SOCIAL STUDIES

2021 Pilot

(Last revision date: 1997)

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Grade 5 Social Studies Table of Contents

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

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 problems 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 & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' C3 offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Early settlers were inspired by religious ideas, technological advances, and better opportunities to find a new place to live.
- Settlers had to learn to farm, fish, hunt and build shelter in unfamiliar environments, and often relied on the help of the indigenous people to teach them.
- Colonial leaders made decisions, established laws, and worked with others to establish their colony.
- Economic and religious opportunities led to the settlement and growth of the 13 colonies.
- Relationships, environmental issues and systems of government contributed to the challenges and successes of the colonies.
- Life today has some similarities to life in the colonies (basic forms of government, farming, community structure) and many differences (more structured government, technology, equality etc.)
- The debt from the French and Indian War resulted in taxes that the many colonists thought were unfair.
- Disagreements about money and power between the colonists and the British government led to increasing conflict in colonial America.
- People's positions (eg. King George III, colonists) and viewpoints led to different groups to form and take action such as the Patriots and Loyalists.
- Armies that had more money, stronger leaders, and fought on their own territory had advantages that helped them win battles.
- The battles of the American Revolution influenced the decisions of the military leaders that led to the 13 colonies gaining their independence.

COURSE ESSENTIAL QUESTIONS

- What factors inspired people to leave their homeland and travel to an unknown land to start a new life?
- How did the early settlers adapt to an unknown land, and what factors contributed to their success or failure?
- What strategies did leaders use to build the first colonies?
- What factors contributed to the growth of the 13 colonies?
- What challenges and successes did the colonists experience as they established communities and interacted with others? (government, resources, social classes)
- How was life in the colonies similar to and different from life today?
- How did the French and Indian War affect the relationship between England and colonies?
- What contributed to the growing conflict between England and the colonies?
- How did the different viewpoints lead to the formation of various groups and their actions?
- What might give one side an advantage over the other in a battle?
- How did some of the battles in the American Revolution have a greater impact on the outcome of the war?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Change, Continuity and Context. The actions of people in the past influence our lives today.
- Government & Democracy. Communities use tools such as voting, elections, and The Constitution to make decisions and uphold rights for our town and country.
- Perspectives. People have a variety of perspectives that inform and influence their opinions about historical events.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and images to study the past.
- Civic Responsibility. Communities work to accomplish tasks, establish rules and responsibilities, and protect freedoms.
- Economic Decision-Making. People's decisions are influenced by economic opportunities, available resources, and trade opportunities.
- Map Reading. People can use maps to explain relationships between the locations of places and their physical and economic characteristics.

Students will be able to . . .

- Explain why individuals and groups during the same historical period differed in their perspective [HIS]
- Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families [CIV]
- Explain various economic contributions and opportunities in the 13 colonies. [ECO]
- Describe how geography and climate impacted the development of the 13 colonies in North America. [GEO]
- Develop questions, analyze sources, gather relevant evidence, and present arguments and explanations about historical events. [INQ]

| Social Studies Framework Standards Categories | |
|--|-----------|
| CIV- | Civics |
| ECO- | Economics |
| HIS- | History |
| GEO- | Geography |
| INQ- | Inquiry |

| | |
|------|-----------|
| CIV- | Civics |
| ECO- | Economics |
| HIS- | History |
| GEO- | Geography |
| INQ- | Inquiry |

SOCIAL STUDIES YEAR AT A GLANCE

| | |
|--|---|
| September – December | <u>Unit 1</u> : The Arrival & Early Settlements |
| January – February | <u>Unit 2</u> : 13 Colonies |
| March – mid April | <u>Unit 3</u> : The Road to Revolution |
| mid April – June | <u>Unit 4</u> : The American Revolution |
| * Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching | |

GRADE 5- UNIT 1

The Arrival

At a grade-appropriate level, the student will:

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time.

HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

CIV 5.4 Explain how policies are developed to address public problems.

ECO 5.1 Identify positive and negative incentives that influence the decisions people make.

ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.

GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.

Concepts: Need to know about:

Human Movement

- Motivations for exploration to the Americas (eg. resources, freedom of religion, separatists, land, glory, power, profit)
- Geography and location of settlers moving to America
- Technological innovations that allowed travel (eg. magnetic compass, caravel, improved maps, sextant, cross staff)

Perspectives & Initial Interactions

- Survival strategies of early settlers (challenges and successes)
- Use of natural resources, understanding how to farm, creating shelters
- Relations with indigenous peoples (eg. Croatan, Wampanoag, Algonquin)
- Leaders: Manteo, Squanto, Powhatan, Pocahontas, Massasoit

Establishing Colonies

- Roanoke, Jamestown, Plymouth
- Beginnings of rules and politics of “the New World”
- Leaders: Sir Walter Raleigh, John White, John Smith, William Brewster

**The initial foundation of several of these concepts were started in Grade 3 from the perspective of Connecticut only and Connecticut peoples. This Grade 5 unit has more overlying and complexity in concepts as it also reaches out to further colonies and tribes.*

Key Vocabulary:

Caravel, colony, indigenous, Mayflower Compact, monarch separatist, pilgrim, primary source, profit, secondary source

Skills: Need to be able to do:

Human Movement

- Compare the major motivations of why English settlers came to the New World.
- Locate on a map the first three settlements in North America (Roanoke, Jamestown and Plymouth) including routes taken from England.
- Describe technological innovations and how they were used for travel (eg. magnetic compass, caravel, improved maps, sextant, cross staff).

Perspectives & Initial Interactions

- Discuss and provide examples of challenges and successes settlements faced during establishment (eg. natural resources, farming, governing).
- Describe the perspectives and interactions of the settlers and the native peoples (eg. Croatan, Wampanoag, Algonquin).
- Explain how the relationships between the indigenous and the settlers affected the settlement’s success by referencing at least one Native American leader (eg. Manteo, Squanto, Powhatan, Pocahontas, Massasoit)

Establishing Colonies

- Identify geographic features and natural resources that led to the selection of Roanoke, Jamestown, and Plymouth colonies.
- Compare and contrast the rules and politics of “the New World” within different colonies.
- Explain and analyze the key contributions of at least one leader within the first colonies.

Big Ideas

Student’s statements of enduring ideas

- Early settlers were inspired by religious ideas, technological advances, and better opportunities to find a new place to live.
- Settlers had to learn to farm, fish, hunt and build shelter in unfamiliar environments, and often relied on the help of the indigenous people to teach them.
- Colonial leaders made decisions, established laws, and worked with others to establish their colony.

Compelling or Essential Questions

Teacher's guiding questions

- What factors inspired people to leave their homeland and travel to an unknown land to start a new life?
- How did the early settlers adapt to an unknown land, and what factors contributed to their success or failure?
- What strategies did leaders use to build the first colonies?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Guide students to locate Europe and the Americas on a world map.
2. Provide students with readings and resources about groups of people that wished to travel to the new world and their motivations for travel.
3. Create a class anchor chart with the reasons settlers chose to leave their “old world.”
4. Lead a class discussion in which you create a list of supplies and technology early settlers would have to travel to the new world, include potential obstacles to overcome (eg. weather, technology.) Where possible, allow students to consider tools we used today to travel.
5. Supply a map for students to locate the Roanoke, Jamestown, and Plymouth colonies as each is introduced.
6. Show a video or provide an alternative tool that demonstrates the natural resources that were available within the geographical regions of each colony.
7. Allow students to engage in inquiry regarding the Native American tribes and their leaders that interacted with the settlers during early times.
8. Engage students in a simulation activity in which they take “the role” of a settler, indigenous person or early leader and attempt to survive within the setting of that time period (see link below).
9. Lead a group discussion in which students discuss their experiences in the simulation.
10. Conduct a jigsaw, or similar activity, in which students use literature and videos on each
11. of the three colonies to compare and contrast the leadership, strategies, rules, struggles and successes.
12. Provide students with a graphic organizer/note taker regarding the three colonies and an opportunity for students to share the content of their colony research with one another.
13. Collaboratively create a study guide with students for the unit test. Introduce test taking strategies that students can use; include a discussion of mindset around test taking.
14. Introduce students to key vocabulary with opportunities for discussion and application-- Mayflower Compact, pilgrim, monarch, caravel, colony, indigenous, separatist, profit

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions.
- Identify Europe, North America, Jamestown, Plymouth and Roanoke on a map.
- Complete a graphic organizer detailing the natural resources, leadership, struggles and successes of Jamestown, Plymouth and Roanoke.
- Define and use key vocabulary from the unit in proper context.

Summative

Student will:

- Demonstrate understanding through an end-of-unit multiple choice, matching, and fill-in-the-blank assessment.

Time Allotment/Pacing Guide

6-8 weeks

GRADE 5 - UNIT 2

13 Colonies

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.13 Critique explanations.

HIST 5.2 Compare life in specific historical periods to life today.

HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

CIV 5.4 Explain how policies are developed to address public problems.

ECO 5.3 Explain why individuals and businesses specialize and trade.

GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

Concepts: Need to know about:

New England Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity
- Lasting influences/impact

Middle Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity
- Lasting influences/impact

Southern Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity
- Lasting influences/impact

Key Vocabulary: Apprentice, cash crop, charter, debtor, economy, export, Fundamental Orders, House of Burgesses, immigrant, import, indentured servant, legislature, puritan, slavery, Triangular Trade Route

Skills: Need to be able to do:

New England Colonies

- Identify and locate the New England colonies and their important physical features
- Examine and discuss the influence of geography and climate on the location of English settlements in New England
- Identify natural resources and discuss economic opportunities
- Analyze the structure of government in New England and how it was influenced by religion
- Discuss issues and conflicts that occurred between different groups living in the New England colonies.

Middle Colonies

- Identify and locate the Middle colonies and their important physical features
- Examine and discuss the influence of geography and climate on the economy of the middle colonies
- Discuss how cultural diversity helped to shape the organization and government of the middle colonies

Southern Colonies

- Identify and locate the Southern colonies and their important physical features
- Discuss the influence of the climate on the economy of the Southern colonies
- Analyze the structure of plantation farming and its impact on the workers (slaves, indentured servants, apprentices)
- Explain the structure of government in the Southern colonies and how it was influenced by social class

Big Ideas

Student's statements of enduring ideas

- Economic and religious opportunities led to the settlement and growth of the 13 colonies
- Relationships, environmental issues and systems of government contributed to the challenges and successes of the colonies
- Life today has some similarities to life in the colonies (basic forms of government, farming, community structure) and many differences (more structured government, technology, equality etc.)

Compelling or Essential Questions

Teacher's guiding questions

- What factors contributed to the growth of the 13 colonies?
- What challenges and successes did the colonists experience as they established communities and interacted with others? (government, resources, social classes)
- How was life in the colonies similar to and different from life today?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Provide students with a blank 13 colonies map to guide students to label and color.
2. Guide students to use resources to map the locations and geographic features of the colonies as you introduce each region.
3. Lead students in a discussion about why people left their homes to settle in the New England, Middle and Southern Colonies.
4. Create a classroom chart or graphic organizer that includes headings such as: founders/leaders and focuses on the reasons for settlement, including geographic features, use of natural resources, economy and relationships with others (this will be updated throughout the unit)
use #3-5 for New England, Middle and Southern Colonies
5. Lead students in a class discussion which identifies issues and conflicts that occurred between different groups living in the New England colonies.
6. Lead students in a class discussion regarding how cultural diversity helped to shape the organization and government of the middle colonies.
7. Provide students with resources that illustrate the structure of a southern plantation.
8. Share an article or video and lead a discussion about the early structures of government in the colonies (eg. House of Burgesses)
9. Guide students to use a variety of sources to create a Venn diagram to compare and contrast life in the 13 colonies during the colonial period with life today.
10. Introduce students to key vocabulary with opportunities for discussion and application- apprentice, cash crop, charter, debtor, economy, export, Fundamental Orders, House of Burgesses, immigrant, import, indentured servant, legislature, puritan, slavery, Triangular Trade Route
11. Possible extension activity: Field trip or presentation - Trumbull Historical Society

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of settlements and geographic features in the 13 colonies
- Define and use key vocabulary from this unit
- Complete a chart/graphic organizer that includes information about different aspects of the 13 colonies
- Complete a venn diagram that compares and contrasts life in the 13 colonies during the colonial period and today
- Read and annotate an article and/or video about one of the topics in this unit

Summative

Student will:

- Working alone or in a group, students will create a digital presentation (eg. Google Slides, FlipGrid) about one of the 13 colonies. The presentation will include background information about the colony, and will attempt to persuade others to move to their colony. Students should use a variety of sources, including the class chart and other resources. Information should include, but is not limited to location of settlements, use of natural resources, and interactions with others. ([rubric for summative assessment](#))

* Possible Extension to Summative: Students listening to group presentations could complete an "exit ticket-" which group convinced you to move to the colony? Greatest positives and negatives to moving there.

Time Allotments/Pacing Guide

6-8 weeks

GRADE 5 - UNIT 3

The Road to Revolution

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.8 Use evidence to develop claims in response to compelling questions.

HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 5.8 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 5.9 Explain probable causes and effects of events and developments.

HIST 5.10 Use evidence to develop a claim about the past.

Concepts: Need to Know About:

Effects of the French and Indian War on the 13 Colonies

- Costs of the war and new taxes
- Proclamation of 1763

Colonial response to taxation

- Acts and Taxes (eg. Sugar Act, Quartering Act, Stamp Act, Townshend Acts, Tea Act, Coercive Acts)
- Colonial boycotts
- Boston Massacre
- Boston Tea Party
- Coercive Acts/Intolerable Acts
- First Continental Congress

Significant individuals/groups and their contributions

- Significant British individuals (eg. King George III, Parliament)
- Significant Colonial individuals and groups (John Adams, Samuel Adams, Paul Revere, Benjamin Franklin)
- Protest groups (eg. loyalists, patriots, Sons/Daughters of Liberty)

Key Vocabulary: Boycott, legislature, liberty, Loyalist, militia, minutemen, Parliament, Patriot, provisions, Redcoat, revolution, repeal, tariff, taxation, treason, tyranny

Skills: Need to be able to do:

Effects of the French and Indian War on the 13 Colonies

- Explain how the Proclamation of 1763 restricted colonists abilities to expand land ownership
- Discuss how Britain was in debt due to the war, and forced taxation upon the colonies to pay for the war

Colonial response to taxation

- Explain the cause and effect of the series of taxes issued by Parliament (including but not limited to: Stamp Act, Sugar Act, Coercive Acts, Intolerable Act, Quartering Act) which angered the colonists
- Colonists started boycotting the taxes, resulting in events such as the Boston Massacre and Boston Tea Party.
- Analyze and explain the purpose of the First Continental Congress.

Significant individuals/groups and their contributions

- Discuss the reasons for the taxes placed upon the colonies by King George and Parliament
- Identify the major leaders in the 13 colonies (John Adams, Samuel Adams, Paul Revere and Benjamin Franklin).
- Identify the major groups that formed in the 13 colonies (Sons/Daughters of liberty, loyalists, patriots)
- Compare and contrasts the viewpoints of the loyalists and the patriots

Big Ideas

Student's statements of enduring ideas

- The debt from the French and Indian War resulted in taxes that the many colonists thought were unfair.
- Disagreements about money and power between the colonists and the British government led to increasing conflict in colonial America.
- People's positions (eg. King George III, colonists) and viewpoints led to different groups to form and take action such as the Patriots and Loyalists.

Compelling or Essential Questions

Teacher's guiding questions

- How did the French and Indian War affect the relationship between England and colonies?
- What contributed to the growing conflict between England and the colonies?
- How did the different viewpoints lead to the formation of various groups and their actions?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use a reading and/or video to introduce the students to the major causes of the Revolutionary War (BrainPop! or similar)
2. Lead a class discussion in which students will analyze a timeline of significant events leading up to the Revolutionary War (including but not limited to: French and Indian War, Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Intolerable Acts, First Continental Congress etc.)
3. Provide resources (videos, books, articles etc.) for students to learn more about each individual event on the timeline
4. Complete a graphic organizer on each significant event where students will record a summary of the event, and the colonists reaction to the event.
5. Provide a list of approved events and allow students to choose 1-2 events they are interested in researching on a deeper level.
6. Present a small collection of primary and secondary sources, and guide students in a class discussion on the maker, date, place of origin, intended audience, and purpose in order to judge the validity of each source.
7. Break students into groups giving each group 2-3 sources (primary and secondary) where students will collaboratively discuss the validity and reliability of each source.
8. Guide a class discussion on research and note-taking strategies they have learned/used in previous units (refer back to Tackling Complexity unit in reading).
9. Provide a variety of primary and secondary resources for students to research their chosen event. Students may record information in their notebooks, index cards, or a provided graphic organizer using the 5 W's (who, what, where, when and why).
10. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *Minute Men, revolution, provisions, militia, Constitution, taxation, boycott, repeal, revolt, rebel, tyranny*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Participate in class and group discussions
- Complete a BrainPop! quiz about the causes of the Revolutionary War
- Create a timeline (eg. graphic organizer) about significant events leading up to the Revolutionary War

Summative

Student will:

- Create an informational booklet summarizing the main events leading up to the American Revolution (see writing informational unit).

[***rubric for informational booklet](#)

Time Allotments/Pacing Guide

8-10 weeks

GRADE 5- UNIT 4

The American Revolution

At a grade-appropriate level, the student will:

INQ 3–5.6 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.10 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Critique arguments.

HIST 5.6 Compare information provided by different historical sources about the past.

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 5.3 Identify core civic virtues and democratic principles that guide government, society, and communities.

Concepts: Need to Know About:

Military Advantages

- Location, battle tactics, and training
- Weapons and equipment
- Assistance from other armies and/or number of soldiers

Major Events of the American Revolution

- Second Continental Congress
- Battle of Lexington and Concord
- Battle of Bunker Hill
- Battles of Trenton and Princeton
- Battles of Saratoga
- Battles of Yorktown

Key Vocabulary: Allegiance, constitution, Continental Army, independence, declaration, treaty

Skills: Need to be able to do:

Military Advantages

- Describe the support the colonies received from other countries (eg: France and Spain provided money, supplies and military support)
- Discuss the advantages of the colonists battling on their own turf
- Describe the military tactics used by the Continental Army

Major Events of the American Revolution

- Discuss the importance of the second Continental Congress
- Explain the significance of the Battle of Lexington and Concord
- Analyze the impact of the Battle at Bunker Hill (eg. although the British won the battle, they had many casualties, and the Continental Army proved they could put up a formidable fight)
- Describe the events of the Battles of Princeton and Trenton, and their significance in the American Revolution (eg. it marked the first win for the Continental Army and boosted their morale)
- Describe the events of the Battle of Saratoga, and its significance in the American Revolution (eg. it gave the Patriots a major morale boost and persuaded the French, Spanish and Dutch to join their cause)
- Describe the events of the Battle of Yorktown, and its significance in the American Revolution (eg. it marked the conclusion of the last major battle of the American Revolution and the start of a new nation's independence)

Big Ideas

Student's statements of enduring ideas

- Armies that had more money, stronger leaders, and fought on their own territory had advantages that helped them win battles.
- The battles of the American Revolution influenced the decisions of the military leaders that led to the 13 colonies gaining their independence.

Compelling or Essential Questions

Teacher's guiding questions

- What might give one side an advantage over the other in a battle?
- How did some of the battles in the American Revolution have a greater impact on the outcome of the war?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Guide a class discussion on what an army might need to be successful in a war.
2. Provide resources (videos, books, articles, etc.) for students to learn more about the support the colonies received from other countries (eg: France and Spain provided money, supplies and military support)
3. Guide a class discussion on the advantages of the Continental Army.
4. Provide students with a map of the Revolutionary War fought. Students will identify the battles and the location. (eg. The Nystrom Atlas of Our Country's History)
5. Provide students with a chart (eg. timeline table of the major battles). Date, location, advantage(s), outcome/impact.
6. Break up class into groups/partners to discuss categories on the chart and their relevance.
7. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *Continental Army, independence, allegiance, constitution, declaration, treaty*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Write a written response that describes one of the battles.
- Brain pop quiz on the American Revolution.
- Students will complete a graphic organizer

Summative

Students will: Complete a quiz on the vocabulary and battles taught in the unit.

Time Allotments/Pacing Guide

4-6 weeks

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Sociology

Grades 10-12

2021

(Last revision date: 2008)

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Sociology

Grade 10-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

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 & 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 graduation.

COURSE GOALS

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

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.

The following course goals derive from the CT Social Studies Framework Performance Standards (Dimension 2: Applying Disciplinary Concepts and Tools).

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.

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 & 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

Course Name

Sociology

Level

Elective

Prerequisites

Successful completion of grade 9 Social Studies

General Description of the Course

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. 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. There are many modalities to the Sociology course. These include but are not limited to: group based learning, tech based learning, viewing films or video, reading assignments, analyzing primary source texts, assessments and projects. There are common curricular assessments as well as unique assessments tailored to the progress and needs of individual classes. Assessments are based on both long and short term learning. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated to meet deadlines. Final examination will be a comprehensive culmination to the course and will be representative of all the work a student does throughout the entire course of study.

Assured Assessments

Formative Assessments:

- Open-note quizzes
- Current Event Summary and Analysis
- Class Engagement

Summative Assessments:

- Subculture Project
- Personality Pie Project
- Crime Infographic Project
- Final Examination

Textbook and Supplemental Readings

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
- Student selected articles for Current Event Summary and Analysis
- Teacher selected primary and secondary source documents to apply sociological perspective

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
 - History

- Sociological perspective
- Sociological imagination
- The development of sociology
 - Early sociologists: Comte, Martineau, Spencer, Marx, Durkheim, Weber, Addams, Du Bois
- Modern sociological perspectives
 - Theoretical perspectives
 - Functionalist perspective: dysfunction, manifest and latent functions
 - Conflict perspective
 - Interactionist perspective: symbolic interaction
 - Macrosociology v. microsociology
- Conducting sociological research
 - Scientific Method
 - Causation and correlation
 - Surveys
 - Analysis of existing sources
 - Observational studies: case study
 - Experiments
 - Statistical analysis
 - 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.
 - 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
 - Material culture
 - Nonmaterial culture
 - Society
 - Components of culture: technology, symbols, language, values
 - Norms: folkways, mores, laws
 - Cultural universals: arts and leisure, basic needs, beliefs, communication and education, family, government and economy, technology
 - Cultural variation: subculture, counterculture, ethnocentrism, cultural relativism
 - Change over time: cultural diffusion, cultural lag, cultural leveling

- The American value system
 - 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
 - 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.
 - 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
 - Social institutions

- Status
 - Ascribed status
 - Achieved status
 - Master status
- Role
 - Role set
 - Role conflict
 - Role strain
 - Role exit
- Exchange
 - Reciprocity
 - Exchange theory
 - Competition
 - Conflict
 - Cooperation
 - Accomodation
- Types of Societies
 - Group
 - Subsistence strategies
 - Preindustrial society
 - Division of labor
 - Barter
 - Industrial society
 - Postindustrial society
 - Mechanical solidarity
 - Organic solidarity
 - Gemeinschaft
 - Gesellschaft
- Groups
 - Dyad
 - Triad
 - Formal group
 - Informal group
 - Primary group
 - Secondary group
 - Reference group
 - In-group
 - Out-group
 - Electronic community
 - Social network
 - Leaders
- Formal Organizations
 - Bureaucracy: rationality, advantages and disadvantages, alienation, iron law of oligarchy, and the McDonaldization of society

- 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
- 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.
 - 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
 - Heredity
 - Instinct
 - Sociobiology
 - Aptitude
- The Development of Self
 - Socialization
 - Self
 - Looking-glass self
 - Role-taking
 - Significant other
 - Generalized other
 - I
 - Me

- The Presentation of Self
 - Dramaturgy
 - 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

Core

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
 - Chapter 4

Supplemental

- 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.
 - 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
 - Explaining stratification
 - Social inequality
 - Caste system
 - Class system
 - Karl Marx
 - Social class
 - Socioeconomic status
- American class system
 - Social mobility: horizontal, vertical, intragenerational, intergenerational
- Poverty
 - Poverty level
 - Variations of American poverty
 - Effects of poverty: life chances, life expectancy, cycle of poverty
- Race
 - Racism
 - Racism in the United States: education, work, housing policies (redlining), politics
- Ethnicity
 - Ethnic groups
- Minority groups
 - Patterns of minority group treatment: cultural pluralism, assimilation, acculturation, legal protection, segregation, subjugation, population transfer, extermination, genocide, ethnic cleansing
- Discrimination
 - Legal discrimination
 - institutionalized discrimination
- Prejudice
 - Stereotype
 - Self-fulfilling prophecy
- Sources of discrimination and prejudice
 - Sociological, psychological (scapegoating), economic
- Minority groups in the United States
 - African Americans, Hispanic Americans, Asian Americans, Native Americans, Jewish Americans (anti-semitism), Arab Americans
- Sex and gender
 - Sexism
 - Gender roles
 - Gender identity
 - Gender socialization
 - Patriarchy
 - Gender inequality in the United States: education, work (glass ceiling, second shift), politics

- Ageism
 - 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
 - Prejudice and discrimination
- Social movements
 - Types of social movements: reactionary, conservative, revisionary, revolutionary
 - Life cycle of social movements: agitation, legitimation, bureaucratization, institutionalization
 - Explaining social movements
 - Major social movements: Civil Rights, Women's Rights, LGBTQ+ movements, current day movements
- Social change
 - Sources: values and beliefs, technology, diffusion, population, environment, wars and conquest
 - Resistance to social change: ethnocentrism, cultural lag, vested interests
 - 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

Core

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
 - Chapters 8, 9, 10, 16

Supplemental

- 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=GbvNhQ4IYLE>
- “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
 - Internalization
 - Sanctions: positive, negative, formal, informal
- Deviance
 - Violating norms
 - Stigma
 - Social functions of deviance
 - Explaining deviance: strain theory (anomie), conflict theory, control theory, cultural transmission theory (differential association), labeling theory (primary and secondary deviance)
- Crime
 - Types of crime: violent, property, victimless, white-collar, organized (crime syndicate)
 - Crime statistics in the United States
 - 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

Core

- Thomas, L. W. (2010). *Sociology The Study of Human Relationships* (1st ed.). Holt McDougal.
 - 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

CREDIT

One-half elective credit
One class period daily for a half year (one semester)

PREREQUISITES

Successful completion of grade 9 Social Studies

CURRENT REFERENCES

- *Crash Course: Sociology*. (2018, February 12). YouTube.
<https://www.youtube.com/playlist?list=PLH2l6uzC4UEX9UzR1bVvK128tLSlzGkt0>
- 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: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation | Demonstrates understanding of text by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 : <ul style="list-style-type: none"> 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 : <ul style="list-style-type: none"> 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 : <ul style="list-style-type: none"> 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 : <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> text to text text to self text to world | Demonstrates specific connections <ul style="list-style-type: none"> text to text text to self text to world | Demonstrates general connections <ul style="list-style-type: none"> text to text text to self text to world | Struggles to make connections <ul style="list-style-type: none"> text to text text to self text to world |
| Evaluate X_____ | Insightfully evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text <ul style="list-style-type: none"> Synthesis of text Express a personal opinion. | Evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 | Goal 3 | Working Toward Goal 2 | Needs Support 1-0 |
|---------------------------|--|--|--|---|
| Purpose X_____ | Student work: <ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task | Student work: <ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task | Student work: <ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task | Student work: <ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task |
| Organization X_____ | <ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions | <ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions | <ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions | <ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions |
| Content X_____ | <ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples | <ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples | <ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples | <ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples |
| Use of Language X_____ | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning | <ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning | <ul style="list-style-type: none"> 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. |

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/mechanical 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. |
| <i>For teacher use only:</i> 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
 - This assignment will be recurring each marking therefore students will complete the assignment twice in the course.
- Final Examination Assignment and Rubric
 - Approximately 2-3 weeks at the end of the semester to complete and present.

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
 - The roles and statuses of members within the group or subculture
 - 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.
 - 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.
 - 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

Adolescent Experience
Grade 12

2021

(Last revision date: 2002)

Curriculum Writing Team

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Adolescent Experience

Grade 12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

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 & PHILOSOPHY

Adolescent Experience is a semester-long senior elective in the English Department that provides interested students with the opportunity to explore fiction and non-fiction that allows them to navigate the path of adolescence. Students will read works both about and by adolescents and to delve into their own thoughts, attitudes and values as well as those of their peers. They will explore the evolution of adolescence and the trappings of this social migration from child to adult. As students explore the characters, conflicts and themes of the literature, they will ultimately further their consciousness of their own identity and place in the world.

Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. Students will primarily be evaluated by their written expressions and shared inquiry discussions, with major and minor assignments, including: in-class writing, homework writing, small group assessments, essays, shared inquiry discussions, and a final semester project. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated.

A Final Project will be a culmination to the course and will demonstrate what the student does throughout the entire course of study.

COURSE GOALS

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

| | |
|-------------------------------|--|
| CCSS.ELA-LITERACY.RI.1-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| CCSS.ELA-LITERACY.RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| CCSS.ELA-LITERACY.RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| CCSS.ELA-LITERACY.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| CCSS.ELA-LITERACY.W.11-12.1.B | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| CCSS.ELA-LITERACY.W.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.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| CCSS.ELA-LITERACY.W.11-12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| CCSS.ELA-LITERACY.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| CCSS.ELA-LITERACY.W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

| | |
|------------------------------|---|
| CCSS.ELA-LITERACY.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| 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.11-12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| CCSS.ELA-LITERACY.L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| CCSS.ELA-LITERACY.L.11-12.6 | Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| CCSS.ELA-LITERACY.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Technology enhances their exploration, creation, and presentation of texts, ideas, themes, and points of view.
- In order to develop a comprehensive analysis/synthesis of a text or texts, one must complete analysis through a variety of perspectives and lenses.
- Inquiry and extension of thought is necessary when reading and responding in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts.
- A single text may elicit a variety of responses, and as members of a learning community, one needs to contribute independently and value the contributions of others by listening and responding in discussion.

COURSE ESSENTIAL QUESTIONS

- How do authors use language to express how personal experiences shape our view of ourselves and our view of others?
- How do authors use narrative and literary elements to illustrate the influence the environment has on self-identity?
- How are narratives influenced by perspective?
- How does conflict shape characters and their choices?
- How do audience, purpose, and situation influence public speaking situations?
- How do writers use audience analysis to incorporate word choice, tone, and organization in speeches?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - Foundational terminology needed for speech writing.
 - Various critical lenses and their applications to both fiction and nonfiction.
 - How to write a synthesis essay.
- Students will be able to . . .
 - Participate meaningfully in shared inquiry discussion.
 - Read with a critical lens.
 - Analyze texts for purpose, meaning, and audience.
 - Write a synthesis essay.
 - Apply foundational terminology to speech writing.
 - Research and build knowledge of teen issues.

COURSE SYLLABUS

Course Name

Adolescent Experience

Level

Advanced College Prep

Prerequisites

Successful completion of grades 9, 10, and 11 English

General Description of the Course

Adolescent Experience is a semester-long senior elective in the English Department that provides interested students with the opportunity to explore fiction and non-fiction that allows them to navigate the path of adolescence. Students will read works both about and by adolescents and to delve into their own thoughts, attitudes and values as well as those of their peers. They will explore the evolution of adolescence and the trappings of this social migration from child to adult. As students explore the characters, conflicts and themes of the literature, they will ultimately further their consciousness of their own identity and place in the world.

Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. Students will primarily be evaluated by their written expressions and shared inquiry discussions, with major and minor assignments, including: in-class writing, homework writing, small group assessments, essays, shared inquiry discussions, and a final semester project. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated.

A Final Project will be a culmination to the course and will demonstrate what the student does throughout the entire course of study.

Assured Assessments

Formative Assessments:

- o Teens Issues Research and Informal Presentation
- o 6-Word Memoir
- o Written Responses/Journal Writings

Summative Assessments:

- o Shared Inquiry Discussions
- o Synthesis Essay
- o Digital Memoir
- o Final Project

Core Texts

Infinite Country by Patricia Engel
Navigate Your Stars by Jesmyn Ward
Speak by Laurie Halse Anderson
The Film Club by David Gilmour
Tweak by Nic Sheff

Supplemental Texts

Beautiful Boy by David Sheff
Ordinary People by Judith Guest
Shout by Laurie Halse Anderson
Commencement Speeches

UNIT 1

Identity/Coming of Age

Unit Goals

At the completion of this unit, students will:

| | |
|--------------------------------------|--|
| CCSS.ELA-LITERACY.RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| CCSS.ELA-LITERACY.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| CCSS.ELA-LITERACY.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| CCSS.ELA-LITERACY.W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| CCSS.ELA-LITERACY.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| CCSS.ELA-LITERACY.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Unit 1 Essential Questions:

- How do authors use language to express how personal experiences shape our view of ourselves and our view of others?
- How do authors use narrative and literary elements to illustrate the influence the environment has on self-identity?

Unit Scope and Sequence

- Teen issues research and class presentation
- Teen/parent interview essay

- Focus on teen/parent perspective in selected core text(s)
- Analyze character development and theme
- Quote analysis
- Analysis of applicable figurative language
- Favorite Trumbull High School (THS) location written response
- *Speak* Music Assignment (if applicable)
- Free Writes on poems in *Shout*
- Shared Inquiry Discussion (Example: on *Speak* and *Shout*)
- Synthesis Essay (Example: on *Speak* and *Shout*)

Unit Assured Assessments

Formative Assessments:

Teen Issues: Students will research adolescent issues or challenges through the use of credible news or pop culture sources. Students will present their findings to the class.

Interview of a parent's high school experience or someone of another generation:

Using their own student-generated questions, students will interview a parent or another relative about their high school experience. Students will examine and evaluate the similarities and differences of the teen experience across generations. This writing assignment will be presented to the class.

Journal/Written Response: Favorite THS Location

Melinda, the main character in *Speak*, describes in detail where she feels most comfortable at her high school. Students select a place at THS where they feel most comfortable or where they have the warmest memories. They describe in detail the physical setting and the social and emotional feeling that the place/location evokes within them. Some suggestions may be a teacher's classroom, a school counselor's office, the Commons, the Senior Lounge, the Band Room, a sports field, etc. Ask the students to think back over the last four years as they make their selection.

Summative Assessments:

Shared Inquiry Discussion: *Select a core and supplemental text*

Students will participate in a small group shared inquiry discussion synthesizing thematic elements in *Speak* and *Shout*. Students will be assigned a thematic element at the beginning of the unit and will be responsible for annotating, gathering textual evidence, and writing Level 2 interpretive questions as preparation for the graded discussion.

Synthesis Essay: *Select a core text*

Students will analyze Maya Angelou's "Caged Bird" poem and write a synthesis essay using one of the core texts in their response. The response should discuss how one of the main characters is like the caged bird in the poem and how the main character is like the image of the free bird using evidence from the pieces to support the response.

ResourcesCore (Choose one)

- *Infinite Country* by Patricia Engel
- *Speak* by Laurie Halse Anderson

Supplemental

- *Ordinary People* by Judith Guest
- *Shout* by Laurie Halse Anderson

Time Allotment

- Approximately 6-8 Weeks

UNIT 2

Negotiating Conflicts/Overcoming Adversity Memoir/NonFiction Unit

Unit Goals

At the completion of this unit, students will:

| | |
|------------------------------|---|
| CCSS.ELA-LITERACY.RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| CCSS.ELA-LITERACY.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| CCSS.ELA-LITERACY.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| 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.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

Unit Essential Questions

- How are narratives influenced by perspective?
- How does conflict shape characters and their choices?

Unit Scope and Sequence

- Overcoming Obstacles Journal
- Create Six Word Memoirs
- Perspective in text
- Quote Analysis
- Freewrites
- Digital Memoir for *The Film Club* or other selected memoir

- Research Nic and David Sheff (*Tweak/Beautiful Boy*)
- Thematic elements and perspective in *Tweak* and *Beautiful Boy*
- Short writing pieces on *Tweak*
- Quote selection and analysis in *Tweak*
- Shared Inquiry Discussion on *Tweak/Beautiful Boy*

Unit Assured Assessments

Formative Assessments:

Written Response/Journal:

Students will discuss an obstacle or challenge that they had to overcome. Students will incorporate one of the Unit Essential Questions in their response.

Six Word Memoir:

Students will create their own Six Word Memoir with vivid word choice on a Google Slide. The background image will further enhance the meaning of their Six Word Memoir. Students will present their Six Word Memoirs to the class and explain the significance of the words and the image that is selected.

Summative Assessments:

The Film Club Digital Memoir:

Students will view and analyze one of the movies that the characters in *The Film Club* watched and analyzed and discuss the impact of the film on them. Students will use an image to enhance their analysis on a Google slide. Additionally, students will choose two other films that they have viewed and discuss how the films have shaped their lives. Students will present the digital project to the class. Students will show a brief clip from each of the films.

Shared Inquiry Discussion on Thematic Elements and Perspective: (*Tweak/Beautiful Boy*)

Students will be assigned to groups for this assessment. Each group will be responsible for analysis and evidence on one of the following four course thematic elements: family relationships, friend/peer relationships, overcoming obstacles, and moving forward/crossing thresholds. Both the son and the father's perspectives must be incorporated into the discussion. Focused, interpretive questions will drive the discussion forward.

Resources

Core

- *The Film Club* by David Gilmour
- *Tweak* by Nic Sheff

Supplemental

- *Beautiful Boy* by David Sheff

Time Allotment

- Approximately 8-10 Weeks

UNIT 3

Moving Forward/Crossing Thresholds

Speech Unit

Unit Goals

At the completion of this unit, students will:

| | |
|------------------------------|---|
| CCSS.ELA-LITERACY.RI.1-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| CCSS.ELA-LITERACY.RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| CCSS.ELA-LITERACY.L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| CCSS.ELA-LITERACY.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| CCSS.ELA-LITERACY.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| CCSS.ELA-LITERACY.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

Unit Essential Questions

- How do audience, purpose, and situation influence public speaking situations?
- How do writers use audience analysis to incorporate word choice, tone, and organization in speeches?

Unit Scope and Sequence

- Inspiration Journal
- Review speech terminology
- Read and evaluate *Navigate Your Stars*

- Analyze *Navigate Your Stars* for meaning
- Analyze selected commencement addresses (Examples: Michelle Obama and Sonia Sotomayor's, Will Ferrell and John Krasinski's, Jon Bon Jovi and Chadwick Boseman's Commencement Addresses)
- Student generated speech
- Practice speech with a peer
- Final Project
- Present Final Project

Unit Assured Assessments

Formative Assessments:

Written Assignment/Journal:

Students discuss a time when they were deeply inspired and explain how it motivated them to achieve their goals.

Writing Assignment:

As students listen to and read various commencement addresses, they annotate key words and phrases that help them determine the speaker's message. They will select two of the speeches (one of the speeches must be Jesmyn Ward's speech in *Navigate Your Stars*) and write a response that expresses the message and what speech writing elements the speaker/writer uses to convey his or her message.

Summative Assessments:

Final Project:

Students will write their own speech using inspiration they derive from the core text, *Navigate Your Stars*, and from the other commencement addresses. Students will record their speeches and present their speeches to the class. Students will focus on message, style, and diction. Students will also write a metacognitive reflection. Using the model speeches as guides, they will explain why they made their writing choices.

Resources

Core

- *Navigate Your Stars* by Jesmyn Ward

Supplemental

Commencement Speeches:

Michelle Obama: Oberlin College Commencement Address-2015

<https://www.oberlin.edu/news/transcript-first-lady-michelle-obamas-commencement-address>

Will Ferrell: University of Southern California Commencement Address-2017

<https://youtu.be/mfjGmBVAL-o>

Jon Bon Jovi: Rutgers University Commencement Address-2015

<https://time.com/collection-post/3892791/bon-jovi-graduation-speech-rutgers-camden/>

John Krasinski: Brown University Commencement Address-2019

<https://speakola.com/grad/john-krasinski-brown-university-lean-in-2019>

Chadwick Boseman: Howard University Commencement Address-2018

<https://www.cnn.com/2020/08/29/us/howard-university-commencement-speech-chadwick-boseman-trnd/index.html>

Supreme Court Justice Sonia Sotomayor: Manhattan College Commencement Address-2019

<https://speakola.com/grad/justice-sonia-sotomayor-manhattan-college-2019>

Time Allotment

- Approximately 3 Weeks

CREDIT

One-half credit in English
One class period daily for a half year

PREREQUISITES

Successful completion of grades 9, 10, and 11 English

CURRENT REFERENCES

Short Stories:

- "Life After High School" by Joyce Carol Oates
- "Reunion" by John Cheever
- "Where are You Going? Where Have You Been?" by Joyce Carol Oates
- "Fish Cheeks" by Amy Tan

Films:

- *The Breakfast Club*
- *Stand By Me*

Collections/ Anthologies:

- *Chicken Soup for the Teenage Soul*
- *Reviving Ophelia*
- *Ophelia Speaks*

Poems:

- "Barbie Doll" by Marge Piercy

Songs:

- "Baba O'Reilly" by The Who
- "Jeremy" by Pearl Jam

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Shared Inquiry Discussion Rubric
- Final Project Grading Criteria

OTHER RESOURCES

- Written Responses/Journal Writing
- Parent/Teen Interview-Essay
- Teen Issues Research and Informal Presentation
- Six Word Memoir
- Shared Inquiry Discussion for *Speak* and *Shout*
- Synthesis Essay for *Speak*, *Shout*, and "Caged Bird"
- Shared Inquiry Discussion for *Tweak* and *Beautiful Boy*
- Digital Memoir for *The Film Club*
- Final Project

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: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation | Demonstrates understanding of text by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 : <ul style="list-style-type: none"> 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 : <ul style="list-style-type: none"> 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 : <ul style="list-style-type: none"> 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 : <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> text to text text to self text to world | Demonstrates specific connections <ul style="list-style-type: none"> text to text text to self text to world | Demonstrates general connections <ul style="list-style-type: none"> text to text text to self text to world | Struggles to make connections <ul style="list-style-type: none"> text to text text to self text to world |
| Evaluate X_____ | Insightfully evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text <ul style="list-style-type: none"> Synthesis of text Express a personal opinion. | Evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 | Goal 3 | Working Toward Goal 2 | Needs Support 1-0 |
|---------------------------|--|--|--|---|
| | Student work: | Student work: | Student work: | Student work: |
| Purpose X_____ | <ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task | <ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task | <ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task | <ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task |
| Organization X_____ | <ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions | <ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions | <ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions | <ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions |
| Content X_____ | <ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples | <ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples | <ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples | <ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples |
| Use of Language X_____ | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning | <ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning | <ul style="list-style-type: none"> 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 Independent Learning and Thinking Rubric

| Category/Weight | Exemplary 4 | Goal 3 | Working Toward Goal 2 | Needs Support 1-0 |
|--|---|---|--|--|
| Proposal x_____ | Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work. | Student demonstrates initiative by generating appropriate questions, creating original projects/work. | Student demonstrates some initiative by generating questions, creating appropriate projects/work. | Student demonstrates limited or no initiative by generating few questions and creating projects/work. |
| Independent Research & Development x_____ | Student is analytical, insightful, and works independently to reach a solution. | Student is analytical, and works productively to reach a solution. | Student reaches a solution with direction. | Student is unable to reach a solution without consistent assistance. |
| Presentation of Finished Product x_____ | <p>Presentation shows compelling evidence of an independent learner and thinker.</p> <p>Solution shows deep understanding of the problem and its components.</p> <p>Solution shows extensive and appropriate application of 21st Century Skills.</p> | <p>Presentation shows clear evidence of an independent learner and thinker.</p> <p>Solution shows adequate understanding of the problem and its components.</p> <p>Solution shows adequate application of 21st Century Skills.</p> | <p>Presentation shows some evidence of an independent learner and thinker.</p> <p>Solution shows some understanding of the problem and its components.</p> <p>Solution shows some application of 21st Century Skills.</p> | <p>Presentation shows limited or no evidence of an independent learner and thinker.</p> <p>Solution shows limited or no understanding of the problem.</p> <p>Solution shows limited or no application of 21st Century Skills.</p> |

Shared Inquiry Discussion Rubric

Score: _____

| | 4 | 3 | 2 | 1 | 0-Unscorable |
|---------------------------|--|---|--|--|---|
| Involvement | Engagement is highly attentive and effective, responding clearly and directly to the thoughts of others. Involvement is passionate, well-balanced, and coherent. Critical questions advance the conversation, build on the ideas of peers, and offer challenging statements without being argumentative. Discourse is courteous, respectful, and genuinely interested; engagement is tempered with appreciation for a balanced discussion. | Engagement is attentive and active. Ideas are presented and correlate to the thoughts of others. Discourse is responsive, open-minded, and respectful without monopolizing. | Engagement is attentive and respectful, marked by attempts to be active in the discussion. Contributions are present but may repeat ideas rather than further the discussion. Ideas are "presented," rather than discussed, or may struggle to build off of the ideas of others. The conversation may need a greater balance of talking and listening to others. | Full engagement in discourse is not evident, doing little to contribute to the conversation or build off of the ideas of the group. The ideas center around initial responses with little evidence of reshaping ideas based on the discourse. Contributions may confound or derail the discussion. | No involvement in the discussion, demonstrated by being disengaged, silent, or responding inappropriately to the ideas of others. |
| Ideas and Analysis | Original and insightful questions and comments continually reflect sophisticated comprehension and higher-level thinking. Creative and divergent critical thinking is consistently displayed. Ideas are challenged, bringing the class to a higher understanding of the text and the question at hand. | Questions and comments reflect clear comprehension and higher-level thinking. Creative and divergent critical thinking is present. The ideas of others are respectfully challenged during the discussion. | Questions and comments reflect inconsistent higher-level thinking and/or muddled comprehension of the text or question. Ideas may be one-sided or based mainly on superficial observations. Investment of time is in supporting the obvious or rehashing prior class discussions without deepening thought. | Questions and comments may demonstrate only a very literal or misguided comprehension of the text, missing subtleties or nuances that are important. Ideas presented do not assist the group in exploring critical thought or building ideas collaboratively and may, ultimately, hold it back. | Comments, if any, reflect a flawed or incomplete understanding of the text. |
| Support | Clear and convincing evidence supports each assertion and effectively builds off of the ideas of others. Text evidence deepens analysis and ties directly to a clear and relevant argument. Comments refer to specific pages and/or lines in the text; quotes are read or paraphrased when appropriate, and followed by explanation of thinking. Exemplary facility with the text is demonstrated. | Direct quotes and specific examples to support inferential ideas are introduced. Comments refer to specific pages and/or lines in the text; quotes are read and/or paraphrased when appropriate. Examples are given and stay on topic. Some facility with the text is demonstrated. | Examples from the text are used at times. Text evidence may be vague, inconsistent, repetitive, or nonessential to the argument at hand. Facility with the text is limited to only quotes prepared beforehand. | Little to no concrete evidence from the text is introduced. Examples are not specific enough, and/or demonstrate a misreading or very cursory reading of the text. | No concrete evidence from the text is utilized. |

Unit 3 - Final Project Rubric

| | Exceptional | Skilled | Proficient | Developing |
|---|-------------|---------|------------|------------|
| CONTENT | | | | |
| <u>Title</u> is clear, concise, and attracts the reader's attention. | | | | |
| <u>Beginning and ending</u> frame the piece, introducing your speech in a clear and interesting way and bringing closure in the last few lines. | | | | |
| <u>Details</u> are plentiful and precise, creating a well-developed picture for the reader. The speech "shows" rather than "tells." | | | | |
| The writer's <u>intended message</u> is clear and inspirational. | | | | |
| WRITING - SPEECH | | | | |
| <u>Word choice</u> is vivid and diverse, limiting pronouns and using strong vocabulary. | | | | |
| The <u>organization</u> of ideas (both within paragraphs and over the course of the piece) strengthens the speech and its intended inspirational message. | | | | |
| The <u>writer's voice</u> is clear and distinct, leaving the audience with a clear impression of who the writer is based on the voice heard. | | | | |
| Exhibits <u>audience awareness</u> . | | | | |
| Speech is 2 pgs, typed, double-spaced, Times New Roman, 12 point; Speech presentation is 2-3 minutes | | | | |
| WRITING - REFLECTION | | | | |
| Using the model speeches as evidence, explain the writing choices made in your speech. | | | | |
| Written reflection is 1 pg, typed, double-spaced, Times New Roman, 12 point | | | | |
| PROOFREADING - Mechanics of English are correct including: | | | | |
| <u>Punctuation</u> | | | | |
| <u>Spelling</u> | | | | |
| <u>Fluency</u> - no fragments (unless intentional) or run-ons | | | | |

Adolescent Experience

Teen Issues Research/Informal Presentation

Formative Assessment

Directions: You will research a news article on any kind of teen issue you are interested in.. It must be from a reputable news source such as the *New York Times*, *Time*, *Yahoo News*, *CNN*, etc. See me if you are unsure about the source.

You should read the article and take notes on it. Briefly summarize the article and then write a reaction piece on the information that you found. Make sure you explain the relevance of the issue you researched. You should have two quotes (properly cited) in your response.

Minimum length: 1 ½-2 pages typed.

As always, follow MLA format.

You must include a Work Cited page. Use Easybib to help you format it properly.

You must submit your work to turnitin.com

You will be presenting your findings to the class.

Due Date: _____

Adolescent Experience

Six Word Memoir Assignment

Directions:

Everyone has a story. It may be a long story or a short story. Your task will be to explain your story in a Six Word Memoir. Your objective is to create, reflect on, and revise a memoir, taking into account your word choice and your message. As you create your Six Word Memoir, remember the power that language has on the reader. Keep this in mind as you select meaningful and vivid words to express your story.

You will view models in class and have a day in class to work on this assignment. You may have to finish it for homework.

Six Word Memoir Rubric:

| | |
|--|------|
| Precise word choice clearly expresses message | /40 |
| Your memoir is expressed in six words | /20 |
| Creative and colorful with an image that enhances your message | /30 |
| Presentation | /10 |
| Total | /100 |

Teacher Comments:

Adolescent Experience

Speak

Journal Writing:

Describe a time when you were deeply inspired. Make sure you include specific details in your response.

Adolescent Experience

Tweak

Journal Writing

Discuss an obstacle or challenge you faced during your teen years. Describe what the obstacle was and how you overcame it. Make sure you include vivid details in your response.

Adolescent Experience

Speak and Shout-Shared Inquiry Discussion

Summative Assessment

Directions: You will partake in a discussion with ½ of your class for a full class period. The directions of the discussion is entirely up to you, however, there are a couple of assigned focus areas on both of the texts to help guide you.

To prepare for the discussion, you will:

1. Take extensive notes and quotes to support your questions and any other pertinent discussion topics.
2. Come in with **TWO GREAT LEVEL TWO** questions that can be used to begin and/or continue a discussion.

Your notes and questions will be collected by me at the conclusion of the shared inquiry discussion and will count as a homework grade.

The Shared Inquiry Discussion counts as a major grade.

A typed Reflection will be due the following day and counts as a quiz grade.

| Day 1 : Relationships/Self-Identity | Day 2: Art Therapy/Overcoming Adversity |
|-------------------------------------|---|
| (Include student names here) | |

Adolescent Experience Interview Assignment

Directions: While our course focuses on adolescent experiences, it is important to understand that the adults in your life may have had similar experiences when they were a teenager. Your task is to interview a parent, grandparent, aunt, or an uncle about his or her experiences as a teenager.

You should develop a list of interview questions to guide you during the interview.

Once you have gathered your information, write the responses in essay form (paragraphs). The second half of your essay should explain how their experiences may have influenced you and how their teen experiences connect (or not) to your own experiences.

Step 1: Find a family member to interview. It should be an adult of a different generation than you.

Step 2: Develop a list of interview questions relevant to the interviewee's teen experiences.

Step 3: After you have gathered your interview responses, form your responses into an essay format. The second half of your essay should explain how their experiences may or may not have influenced you and how their experiences connect (or not) to those of your own.

Minimum length required: 2 1/2-3 pages typed. As always, follow MLA format.

Please proofread before submitting your essay as a completed product.

Adolescent Experience

Speak/Shout/"Caged Bird" by Maya Angelou (poem)

Synthesis Essay

Directions: Annotate and analyze Maya Angelou's acclaimed poem, "Caged Bird." You will be writing a synthesis essay on how the poem connects to Melinda in *Speak* and to Laurie Halse Anderson in *Shout*.

You will be responding to the following prompt:

In what ways is Melinda and Laurie Halse Anderson like the caged bird in the poem? How are they like, or how do they become like, the image of the free bird? What events or moments in the texts support Melinda, Laurie Halse Anderson, and the speaker of the poem as a caged and/or free bird?

You will be allowed to use the texts while you are writing the response. Make sure your thoughts and evidence are clear and well-developed. Your evidence should include lines (quotes) from the poem and from the texts.

Remember how to cite correctly:

Text citation: (Anderson 23).

Poem citation: (line 23).

Adolescent Experience

Tweak and *Beautiful Boy*

Shared Inquiry Discussion (Summative Assessment)

Directions: You will partake in a discussion with 1/4th of your class for a half class period on *Tweak* and *Beautiful Boy*. The direction of the discussion is entirely up to you, with the exception that each conversation will center on one main idea (see chart below). This is to ensure that each discussion is focused and that the remaining groups do not exhaust all possible ideas for the subsequent group(s).

To prepare for your discussion, you will:

1. Take extensive notes on the thematic element you are assigned.
2. Come in with **TWO GREAT LEVEL 2** questions about your topic that can be used to begin a discussion.

Your notes and questions will be collected by me at the conclusion of the shared inquiry discussion and will be a part of your overall grade for this assessment.

| | | | |
|---|---|---|--|
| Day 1 First Discussion Topic: Discuss the thematic element of family relationships in the texts. Date: | Day 1 Second Discussion Topic: Discuss the thematic element of friend/peer relationships in the texts. Date: | Day 2 Third Discussion Topic: Discuss the thematic element of overcoming obstacles in the texts. Date: | Day 2 Fourth Discussion Topic: Discuss the thematic element of moving forward/crossing thresholds in the texts. Date: |
|---|---|---|--|

Adolescent Experience

The Film Club Final Project

Directions: As you know, many of the movies that David shows to Jesse, shape his life. As a major assessment for this memoir, you will be giving an individual presentation on three movies that have shaped your life.

You will need:

1. Three movies of significance
2. A written paragraph (6-7 well-developed sentences) for each movie explaining its impact on you. The writing will be done on the applicable Google Slide that is colorful and creative.
3. A presentation of at least 10 minutes that you deliver to the class explaining the movies and how they have influenced you.

| | |
|--|------|
| Rubric: | |
| Content: In your written paragraphs and in your presentation, you have offered a detailed explanation as to how each movie has shaped your life. State precisely how the movie changed your mindset, actions, values, or worldview. You must offer examples both from the movie and from your life to get full credit in this category. Each paragraph is at least 7-8 sentences long. | /100 |
| Visual: You have chosen an appropriate visual on each slide. The visual highlights your explanation and helps to deliver your presentation. Each slide is colorful and creative. | /60 |
| Grammar: Each paragraph has been proofread for grammar errors. | /20 |
| Presentation: You use the appropriate volume, speed, tone, and inflection of voice. | /20 |
| Total: | /200 |

Adolescent Experience

Final Project

Directions: In place of a seated final exam, you will be assessed on a final project. For your final project, you will write your own speech using inspiration you derive from *Navigate Your Stars* and from two other commencement addresses. You will record your speech and present it to the class. Your speech should focus on message, style, and diction. You will also write a metacognitive reflection using evidence to support the choices you made in your own speech. Make sure you proofread your work!

Requirements:

- Your speech is 2-3 minutes in length.
- Your speech is 2 pages in length. Please follow MLA format.
- Your message is clear and inspirational.
- Your word choice is powerful.
- Your voice is empowering.
- You engage the audience.
- Your one page metacognitive reflection explains your thinking. What choices did you make in your speech and why did you make them? Use evidence from the speeches we read/listened to in class in your reflection.

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: 7-23-21

Title of Text: *Navigate Your Stars*

Core or Supplemental: Core

Author: Jesmyn Ward

Course: Adolescent Experience

Publisher: Scribner

Grade Level: 12

Year Published: 2020

(If applicable) Replaces text: N/A

ISBN Number: 978-1-9821-3132-6

Rationale for adopting new text: *Navigate Your Stars* is an inspiring commencement address and is a current text written by a woman from a diverse background. This text is an appropriate core text for the Speech/Moving Forward unit.

Text Description: “For Tulane University’s 2018 commencement, Jesmyn Ward delivered a stirring speech about the value of hard work and the importance of respect for oneself and others. Speaking about the challenges she and her family overcame, Ward inspired everyone in the audience with her meditation on tenacity in the face of hardship. Ward’s moving words will inspire readers as they prepare for the next chapter in their lives, whether, like Ward, they are the first in their families to graduate from college.” (simonandschuster.com)

Strengths: Having a commencement address in book form adds variety to the text list for a senior elective English course. Given that seniors are moving forward from THS, they will be able to make connections to the message of the text and carry that inspiration forward with them.

Weaknesses: Some of the students may feel they cannot relate to the author’s background, but they will be able to relate/connect to the message of the text.

Submitted by: Hope Spalla

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|--|-------|
| Reviewed by: _____ | _____ |
| Principal/Designee | Date |
| _____ | _____ |
| Assistant Superintendent | Date |
| _____ | _____ |
| Board of Education Curriculum Committee Member | Date |
| _____ | _____ |
| Board of Education Curriculum Committee Member | Date |
| _____ | _____ |
| Board of Education Curriculum Committee Member | Date |

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: 7-23-21

Title of Text: *SHOUT*

Author: Laurie Halse Anderson

Publisher: Penguin Books

Year Published: 2019

ISBN Number: 9780142422205

Core or Supplemental: Supplemental

Course: Adolescent Experience

Grade Level: 12

(If applicable) Replaces text: N/A

Rationale for adopting new text: *Shout*, a poetic memoir, explores the author's experiences as a teen who was raped and who grew up in a dysfunctional home. *Speak*, also written by Laurie Halse Anderson, is already a core text in our curriculum. *Shout* would be a parallel text to *Speak* that would illustrate the author's craft.

Text Description: "In free verse, Anderson shares reflections and calls to action woven among deeply personal stories from her young adult life. This soul-searching memoir speaks truth to power in a loud, clear voice." (penguinrandomhouse.com)

Strengths: Students will appreciate the opportunity to read a nonfiction work by the same author that parallels the fictional core text.

Weaknesses: Some of the students may not enjoy poetry/free verse.

Submitted by: Hope Spalla

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| Reviewed by: _____ | _____ |
| Principal/Designee | Date |
| _____ | _____ |
| Assistant Superintendent | Date |
| _____ | _____ |
| Board of Education Curriculum Committee Member | Date |
| _____ | _____ |
| Board of Education Curriculum Committee Member | Date |
| _____ | _____ |
| Board of Education Curriculum Committee Member | Date |

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: 7-23-21

Title of Text: *Infinite Country*

ISBN Number: 978-1-9821-5946-7

Author: Patricia Engel

Core or Supplemental: Core

Publisher: Avid Reader Press

Course: Adolescent Experience

Year Published: 2021

Grade Level: 12

(If applicable) Replaces text: This text replaces *The Perks of Being a Wallflower* which was moved to the Grade 10 Curriculum two years ago.

Rationale for adopting new text: Since one of our texts that focuses on self-identity was transferred to another curriculum, it was important to include a new text that offers a diverse voice with a focus on the immigrant experience.

Text Description: "Award-winning, internationally acclaimed author Patricia Engel, herself a dual citizen and the daughter of Colombian immigrants, gives voice to all five family members as they navigate the particulars of their respective circumstances. And all the while, the clock ticks: Will Talia, the teen daughter, make it to Bogotá in time? And if she does, can she bring herself to trade the solid facts of her father and life in Colombia for the distant vision of her mother and siblings in America? Rich with Bogotá urban life, steeped in Andean myth, and tense with the daily reality of the undocumented in America, *Infinite Country* is the story of two countries and one mixed-status family—for whom every triumph is stitched with regret, and every dream pursued bears the weight of a dream deferred." (simondandschuster.com)

Strengths: The text offers a diverse voice to the curriculum. It broadens the views of the students as to the struggles that immigrants face.

Weaknesses: Some students may not be interested in the sections about Colombian life..

Submitted by: Hope Spalla

| | |
|--|-------|
| Reviewed by: _____ | _____ |
| Principal/Designee | Date |
| _____ | _____ |
| Assistant Superintendent | Date |
| _____ | _____ |
| Board of Education Curriculum Committee Member | Date |
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| Board of Education Curriculum Committee Member | Date |
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| Board of Education Curriculum Committee Member | Date |

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

ENGLISH 11 Grade 11 English Department

2021

(Last revision date: 2016)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

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 & PHILOSOPHY

Certain attitudes, beliefs, and values are uniquely American. By studying American literature, students will learn the heritage of America, which will help to create an understanding of how that heritage has shaped the America of today. By examining these attitudes, beliefs, and values of the past and how they have evolved into those of the present, students will have a better understanding not only of America as a nation but also of themselves as individual members of American society. As students identify and explore these concepts, they will also examine assimilated points of view, culture, and ideologies.

Students will experience these themes, beliefs, and points of view through their study of a wide range of literature which may include journals, novels, plays, poems, short stories, graphic novels as well as nonfiction forms including memoirs, biographies, letters, and newspaper and magazine articles. In addition, students will go beyond the literature and their reading to discover how other art forms such as music, film, and paintings express a point of view about a given issue or theme. The illustration of theme should go beyond that found in a textbook or literary work. Students and teachers should bring into the classroom a variety of relevant past and contemporary sources including journalistic pieces, speeches, interviews, TED Talks, poetry, music, and others that surface daily.

As a result of this study of American literature, students will have the ability to weigh, evaluate, understand, and articulate different points of view as well as their own, thus seeing the merits and complications of different world perspectives. Students should have the ability to process this information by analyzing it, applying it, evaluating it, and synthesizing it. The junior-year classroom expects more independent learning and thinking as it prepares students for senior year and beyond.

The curriculum comprises four key units, which can be delivered in any order due to their thematic nature: The United States' Roots; A Survey of the American Experience; Rebellion, Civil Disobedience, and Social Justice; and The Search for Self.

Every student will read a minimum of four major works, as well as “Civil Disobedience” by Henry David Thoreau. These major works must include, but are not limited to, a canonical text (such as *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Grapes of Wrath*, *The Sun Also Rises*, *Billy Budd*, *The Scarlet Letter*, *A Farewell to Arms*, *The Jungle*), a drama, a memoir (must be done during The Search for Self unit), and a contemporary text. A list of suggested texts for each unit is included in each unit and the Curriculum Text List. The Appendix of this curriculum guide includes possible course outlines that ensure a rich, diverse, and rigorous course of study.

Students will read, research, write, speak, listen, and create (utilizing technology where the teacher deems appropriate). The assured assessments will include:

- a personal narrative (the college essay);
- thesis-driven analysis essay;
- an informative or persuasive speech; and
- a digital research project.

Teachers have the liberty to choose with which unit they have students complete each assured assessment (except for the college essay, which must be done with The Search for Self unit). For example, a teacher may choose to complete the digital research project assessment during the Rebellion, Civil Disobedience, and Social Justice unit, or during any other unit (except The Search for Self), so long as all four assured assessments are completed over the course of the school year. This ensures that students are completing a variety of assessments that target the standards and expose them to twenty-first century literacy skills, while at the same time giving teachers flexibility and choice to differentiate instruction for students.

Unit Assessment Options for Teachers

| Unit Focus | Performance Task |
|---|---|
| The United States’ Roots | Choose either thesis-driven analysis essay, informative or persuasive speech, or digital research project |
| A Survey of The American Experience | Choose either thesis-driven analysis essay, informative or persuasive speech, or digital research project |
| Rebellion, Civil Disobedience, and Social Justice | Choose either thesis-driven analysis essay, informative or persuasive speech, or digital research proje |
| The Search for Self | Must be personal narrative (the college essay) |

(Content and subject matter may be adjusted to meet the themes and goals of the specific unit the students are completing the assessment under):

Thesis-Driven Analysis Essay:

Students will write a synthesis literary analysis essay where they compare and contrast how authors develop a similar idea in each text with a focus on writer's craft. Students will use one text that they studied in class and a second American author of their choice. The rubric and an example assessment option are included in the Appendix of this curriculum guide.

Informative or Persuasive Speech:

All students must produce and present an authentic informative or persuasive speech on a topic of their interest. Students will read American literature and emulate authors' and/or characters' voice, style, and word choice in an attempt to inform, expose, persuade, instill a value in others, or call people to action. Speeches will be assessed on the incorporation of rhetorical appeals and devices, organization of ideas, and the validity of evidence. The rubric is included in the Appendix of this curriculum guide.

Digital Research Project:

Students will choose a real-life individual or movement which embodies the themes and motifs of the selected unit to research (For example: an American rebel, a member of the Lost Generation or Harlem Renaissance). This research can explore how the individual was accepted or rejected by society, how the individual or movement influenced society, and how the individual or movement was viewed as an example of nonconformity. The research will ultimately culminate in a project exploring the nonconformist's impact on American culture and society.

In the project, students will employ appropriate technology. Furthermore, students must: demonstrate a command of formal written English; be able to clarify, verify and challenge conclusions; convey a clear and distinct perspective; and provide a formal Works Cited with a minimum designated number of sources from a variety of print or digital media. The Appendix to this curriculum guide includes a rubric.

This curriculum applies to all levels, with scaffolds and differentiation for different learners' needs. Possible extension activities are included for each unit.

COURSE GOALS

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

| | |
|------------------------------|---|
| CCSS.ELA-Literacy.RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| CCSS.ELA-Literacy.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| CCSS.ELA-Literacy.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| CCSS.ELA-Literacy.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. |
| CCSS.ELA-Literacy.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| CCSS.ELA-Literacy.RL.11-12.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| CCSS.ELA-Literacy.RL.11-12.9 | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |

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| CCSS.ELA-Literacy.RL.11-12.10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| CCSS.ELA-Literacy.RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| CCSS.ELA-Literacy.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| CCSS.ELA-Literacy.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| CCSS.ELA-Literacy.RI.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). |
| CCSS.ELA-Literacy.RI.11-12.9 | Analyze seventeenth-, eighteenth-, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| CCSS.ELA-Literacy.RI.11-12.10 | By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| CCSS.ELA-Literacy.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

| | |
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| CCSS.ELA-Literacy.W.11-12.1a | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish that claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| CCSS.ELA-Literacy.W.11-12.1b | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| CCSS.ELA-Literacy.W.11-12.1c | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| CCSS.ELA-Literacy.W.11-12.1d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| CCSS.ELA-Literacy.W.11-12.1e | Provide a concluding statement or section that follows from and supports the argument presented. |
| CCSS.ELA-Literacy.W.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. |
| CCSS.ELA-Literacy.W.11-12.3a | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| CCSS.ELA-Literacy.W.11-12.3b | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| CCSS.ELA-Literacy.W.11-12.3c | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |

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| CCSS.ELA-Literacy.W.11-12.3d | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| CCSS.ELA-Literacy.W.11-12.3e | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| CCSS.ELA-Literacy.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCSS.ELA-Literacy.W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| CCSS.ELA-Literacy.W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| CCSS.ELA-Literacy.W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| CCSS.ELA-Literacy.W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| CCSS.ELA-Literacy.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| CCSS.ELA-Literacy.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| CCSS.ELA-Literacy.SL.11-12.1a | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| CCSS.ELA-Literacy.SL.11-12.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| CCSS.ELA-Literacy.SL.11-12.1c | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| CCSS.ELA-Literacy.SL.11-12.1d | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 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.11-12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| 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. |
| CCSS.ELA-Literacy.L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCSS.ELA-Literacy.L.11-12.1a | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
| CCSS.ELA-Literacy.L.11-12.1b | Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed. |
| CCSS.ELA-Literacy.L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCSS.ELA-Literacy.L.11-12.2a | Observe hyphenation conventions. |
| CCSS.ELA-Literacy.L.11-12.2b | Spell correctly. |
| CCSS.ELA-Literacy.L.11-12.3 | Apply knowledge or language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| CCSS.ELA-Literacy.L.11-12.3a | Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| CCSS.ELA-Literacy.L.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| CCSS.ELA-Literacy.L.11-12.4a | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

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| CCSS.ELA-Literacy.L.11-12.4b | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). |
| CCSS.ELA-Literacy.L.11-12.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| CCSS.ELA-Literacy.L.11-12.4d | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| CCSS.ELA-Literacy.L.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| CCSS.ELA-Literacy.L.11-12.5a | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
| CCSS.ELA-Literacy.L.11-12.5b | Analyze nuances in the meaning of words with similar denotations. |
| CCSS.ELA-Literacy.L.11-12.6 | Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

The following standards derive from the 2016 International Society for Technology in Education Standards.

| | |
|--|---|
| ISTE Digital Citizen (Standard 2) | Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical. |
| ISTE Knowledge Constructor (Standard 3) | Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. |
| ISTE Creative Communicator (Standard 6) | Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. |

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- classic American literature has value and plays a role in inspiring contemporary American writing.
- American literature goes beyond the geographic location of its authors and calls for an awareness of America's cultural evolution.
- they are part of a cultural, literary, and artistic tradition and dialogue, which is a living conversation rather than a static concept, and that they are part of a larger and more diverse society than they might otherwise identify with, thus finding a sense of compassion for and responsibility toward multiculturalism and social justice.
- the definition of an "American," and thus what comprises "American literature," is constantly changing and evolving.

COURSE ESSENTIAL QUESTIONS

- How do unique and shared American voices represent our heritage?
 - What makes up our heritage?
 - What is our heritage?
- What are our shared American values?
- What are our individual American values?
- What is American culture?
- What is a fair and just society?
 - Who holds power in American society?
 - What societal structures perpetuate existing power dynamics?
- What provokes independent action and non-conformity?
 - Why has action against the status quo been and why does it continue to be a central part of American culture?
 - What is the impact of non-conformity in literature?
- How do we share our stories?
- How has the American Experience changed and evolved?
 - How does one attain the American Dream?
 - Which factors could impact people's American Experience?
 - What are our attitudes toward the American Dream?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- the literary periods within American literature.
- the elements of analytical, narrative, and expository writing.
- key academic vocabulary related to literary analysis:
 - extended metaphor
 - archetype
 - allusion

Reading

Students will be able to . . .

- read a text closely to deepen understanding, interpretation, and analysis.
- demonstrate an understanding of literary devices and how they contribute to an author's purpose and message of a text.
- navigate historical documents and primary sources (speeches, slave-narratives, addresses, etc.) for understanding, analysis, and application. track the development and growth of character(s).
- determine the importance of a passage through meaningful annotations.
 - question with purpose.
 - identify common themes across and within texts.
 - identify and analyze literary elements and vocabulary.

Writing

Students will be able to . . .

- apply the conventions of Standard English language in oral and written communication.
- choose the style and structure of writing that best fits their intended purpose and audience.
- draw evidence from literary and informational texts to support analysis, reflection, and research.
- synthesize information gathered from multiple print and digital sources.
- write in a timed situation.
- revise and edit work carefully to eliminate errors and communicate ideas clearly and concisely.
- continue to develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- integrate voice, tone, figurative language, and audience awareness.
- recognize and synthesize audience awareness (purpose of voice, tone, figurative language) and historical context within texts.
- connect with texts through initial reactions and extend that thinking to finalized written products.

- explore word choice, sentence fluency, voice, and the organization of ideas in narrative writing.
 - create a personal narrative that is anchored in an essential moment.
 - assess, revise, and critique personal narratives.
- strengthen literary analysis skills.
 - evaluate imagery, setting, irony, symbols, etc. as they contribute to theme.
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - master composition and grammar expectations such as syntax, parallel structure, consistent verb tense and mood, sentence patterns and variety, purposeful diction, punctuation for effect, consistent style and tone, dangling modifiers.
- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence from multiple sources.
- write pieces which are free of plagiarism and adhere to Trumbull High School's Academic Honesty policy.

Speaking & Listening

Students will be able to . . .

- engage in discussions (one-on-one, whole class, or teacher-led) to enhance understanding of a text or idea.
- present information, research, and conclusions with clear reasoning.
- evaluate a speaker's point of view and evidence.
- create and express individual ideas after summarizing, analyzing, and synthesizing ideas of others.
- challenge inaccuracies after gaining understanding of information.
- respond to questions to deepen understanding.
- convey ideas using formal standards of English.
- select appropriate word choice to inform or persuade the audience.
- articulate point of view by using a clear, exact tone.
- utilize digital media to enhance understanding or add interest.

Technology

Students will be able to . . .

- use technology to explore, create, and collaborate to facilitate their analysis of ideas, texts, and points of view.

COURSE SYLLABUS

Course Name

English 11

Level

All levels

Prerequisites

Successful completion of grade 10 English.

Materials Required

None

General Description of the Course

Certain attitudes, beliefs, and values are uniquely American. By studying American literature, students will learn the heritage which has created the America of today. By examining the attitudes, beliefs, and values of the past and how they have evolved into those of the present, students will have a better understanding not only of America as a nation but also of themselves as individual members of American society. Students will examine these themes, beliefs, and points of view through their study of a wide range of literature which may include journals, novels, plays, poems, short stories, graphic novels as well as nonfiction forms including memoirs, biographies, letters, and newspaper and magazine articles. In addition, students will go beyond the literature to discover the impact of other art forms such as music, film, and paintings and contemporary sources such as journalistic pieces, speeches, interviews, TED Talks, and podcasts. As a result of this study of American literature, students will develop the ability to weigh, evaluate, understand, and articulate different points of view as well as their own, thus seeing the merits and complications of different world perspectives. Throughout the course, students will hone their ability to process this information through analysis, synthesis, and evaluation.

The grade 11 classroom supports and expects increasing levels of independent learning and thinking as it prepares students for senior year and beyond. Given the increased connectivity to our changing world and society, this curriculum instructs in viewing American literature through a global lens.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Close reading of text passages
- In-class written responses to text passages
- Shared inquiry discussions
- Written responses scored by rubric

Summative Assessments:

- Thesis-driven synthesis analysis
- Informative or persuasive speech
- Digital research project
- The college essay

Core Texts (Some texts may satisfy more than one category below, but students must read a minimum of four different texts throughout the school year):

- A canonical text
- A drama
- A memoir (during The Search for Self unit)
- A contemporary text
- Excerpt(s) from Thoreau, Henry David. “Civil Disobedience.” Print.

UNIT 1: The United States' Roots

Unit Goals

At the completion of this unit, students will:

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|--|---|
| CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.10 CCSS.ELA-Literacy.L.11-12.4 CCSS.ELA-Literacy.L.11-12.4a CCSS.ELA-Literacy.L.11-12.4b CCSS.ELA-Literacy.L.11-12.4c CCSS.ELA-Literacy.L.11-12.4d | Demonstrate knowledge of language by analyzing how it functions in various contexts (speeches, sermons, dramas, and poems) and evaluating how its style and content contribute to the power, beauty, and/or persuasiveness of a text. |
| CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RI.11-12.6 CCSS.ELA-Literacy.SL.11-12.3 | Assess a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RI.11-12.5 CCSS.ELA-Literacy.RI.11-12.8 CCSS.ELA-Literacy.RI.11-12.9 | Identify and analyze the conventions (structure, diction, and themes) of early American literature, and reflect on the historical contexts responsible for inspiring/motivating noted conventions. |
| CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.10 | Apply arguments to support claims in an analysis using valid reasoning and relevant and sufficient evidence from both fiction and non-fiction selections. |

Unit Essential Questions

- What themes are present in the literature of early America?
 - How do personal or religious beliefs influence culture, society, and government?
 - Why does society exclude certain individuals? How do members of a society overcome such obstacles?
 - How can one synthesize pieces from a period to exemplify America's core conflicts as well as its finest values?
- How do the beliefs as set in foundational American texts present throughout the 19th, 20th, and 21st centuries?
 - How have people in various generations interpreted these beliefs?
- Why are thoughtful organization and effective word choice essential in writing informative and persuasive texts?
 - How do literary and poetic techniques and devices contribute to and enhance the theme of a text?
 - What is rhetoric, and how does it continue to shape culture? In what ways does the use of language and vernacular in literature reflect the author's intended purpose?

Scope and Sequence

- Students will be exposed to fiction and nonfiction texts rooted in the historical context and primary documents of historical texts. Reading selections will highlight the feelings and thoughts of individuals during times of division and restoration. A possible thematic focus for the unit includes fear and persecution in early American literature. Another possible thematic focus for the unit includes the search for new ideas and ways of life of the Lost Generation or other eras. Some of the earliest American writing makes apparent the tension between the demands of society and the desire for individual development.
- Teachers will guide students through the unit using a range of literary modes, which might include but are not limited to journal/diary entries of historical accounts, novels, drama, and poetry. Teachers may also incorporate art, film and other visual images into lessons as an extension of the themes of the time period.
- In the exploration of theme, instruction may focus on examining the writing conventions present in eighteenth- and early-nineteenth-century pieces. Students will demonstrate their knowledge and understanding of language by analyzing the denotative and connotative meaning of words, identifying shifts in mood/tone, and evaluating the effectiveness of rhetorical, literary, and poetic tropes. Knowledge of rhetoric and its purpose will guide students to effectively analyze an author/orator's purpose, organization of ideas, and effectiveness in conveying persuasive or informative messages.
- Students will be expected to think critically about an author's perspective on America. Students may be led to discuss how writers such as Bradford and Bradstreet viewed America – both what they saw and what they hoped to see, for the clash between the reality and promise of America is itself a unifying theme of American literature. Similarly, with respect to fiction, students may consider how authors like Twain or Miller present the American perspective through the development of characters, conflict, symbolism, and text structure.

Assured Assessments

Formative Assessment:

Formative assessments for this unit may include, but are not limited to:

- Written quote annotation and analysis.
- In-class writing assignments with a focus on identifying literary tropes.
- Evaluating the effectiveness and impact of a historical or modern speech.
- Teachers can provide students with acronyms such as DIDLS (diction, imagery, details, language, sentence structure) or SOAPSTone (speaker, occasion, audience, purpose, subject, tone) to use as close-reading guidelines. The Appendix to this curriculum guide includes a rubric for Informal Written Responses.
- Informal student-led or teacher-directed class discussions, fishbowls, and Socratic seminars. Teachers have the opportunity to assess student growth and understanding of generating and supporting original claims, arguments, and conclusions inspired by genuine and authentic inquiry. The Appendix to this curriculum guide includes a Shared Inquiry Discussion Rubric.
- Written responses scored by rubric

Summative Assessment:

Teachers may choose either the thesis-driven analysis essay, informative or persuasive speech, or digital research project.

Possible Extension Activities

Students may participate in dramatic readings of famous speeches. They may also participate in shared inquiry discussions that are entirely student-led.

Resources

Canonical

- Crane, Stephen. *Maggie: A Girl of the Streets*. Print.
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave*. Print.
- Fitzgerald, F. Scott. *The Great Gatsby*. Print.
- Hawthorne, Nathaniel. *The Scarlet Letter*. Print.
- Hemingway, Ernest. *A Farewell to Arms*. Print.
- Hemingway, Ernest. *The Sun Also Rises*. Print.
- Melville, Herman. *Billy Budd, Sailor*. Print.
- Stowe, Harriet Beecher. *Uncle Tom's Cabin*. Print.
- Twain, Mark. *The Adventures of Huckleberry Finn*. Print.
- Creation myths: *The Earth on the Turtle's Back*, other Native American selections
- Excerpts from:
 - Bradford, William. "Of Plymouth Plantation." Print.
 - Bradstreet, Anne. Poetry. Print.
 - Edwards, Jonathan. "Sinners in the Hands of an Angry God." Print.
 - Franklin, Benjamin. *Autobiography*. Print.
 - Hawthorne, Nathaniel. "The Minister's Black Veil." Print.
 - Henry, Patrick. "Address to the Virginia Convention." Print.
 - Jefferson, Thomas. "The Declaration of Independence." Print.
 - Poe, Edgar Allan.
 - Prentice Hall. *Literature : Timeless Voices, Timeless Themes : The American Experience*. Print
 - Wheatley, Phillis. Poetry. Print

Drama

- Miller, Arthur. *The Crucible*. Print.

Contemporary

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
-

Time Allotment

- Approximately 8 weeks

UNIT 2 A Survey of The American Experience

Unit Goals

At the completion of this unit, students will:

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| CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.1b CCSS.ELA-Literacy.SL.11-12.1c CCSS.ELA-Literacy.SL.11-12.1d | Read fiction and non-fiction selections (including art, poetry, music, and film) from the early American literary tradition to analyze our understanding of the diverse yet unified American experience. |
| CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.6 | Analyze social issues and themes central to the American experience in both classical and contemporary fiction and non fiction selections. |
| CCSS.ELA-Literacy.RI.11-12.9 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1a CCSS.ELA-Literacy.W.11-12.1b CCSS.ELA-Literacy.W.11-12.1c CCSS.ELA-Literacy.W.11-12.1d CCSS.ELA-Literacy.W.11-12.1e CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.L.11-12.2 CCSS.ELA-Literacy.L.11-12.2a CCSS.ELA-Literacy.L.11-12.2b | Analyze how historical and social changes impacted literary creations related to the American experience, noting diverse and personal definitions of the American Dream. |

Unit Essential Questions

- What is the American Experience?
- How do individuals experience America differently?
- How do different generations experience America differently?
- How does the American Experience produce the idea of the American Dream?
- How have perceptions of American Dream changed and evolved?

Scope and Sequence

- Through this survey of the American Experience, students will analyze and compare texts (as well as study related art, film, music, and poetry) from various time periods, cultures, and perspectives in order to understand the complexity of the American Experience, and how the works of American authors express and reflect the cultural identity of their time periods. Teachers will instruct and guide students through identifying and analyzing authors' choices and craft through particular literary elements and devices associated with the American literary tradition and its evolution. By analyzing the thoughts, attitudes, and values of the past and how they have evolved into those of the present, students will have a better understanding not only of America but also of themselves. Teachers will guide students through this experience utilizing a range of literary forms including but not limited to journal, memoir, novel, drama, poetry, short story, graphic novel, and other art forms to analyze how various forms have influenced or have been influenced by the lenses of various time periods.
- Teachers will provide instruction using core and supplemental readings of both fiction and nonfiction to present a thorough survey of the American literary tradition. Students will connect with texts through initial written responses and extend that thinking through finalized written pieces. Such pieces will help students to determine social issues and themes central to the American Dream and the overall American experience in both classical and contemporary fiction and non-fiction selections. They will also allow students to compare their own personal definitions of the American Experience and the American Dream to ideas and images presented in American literature. Students will explore and discuss the extent to which opportunities to prosper are available to all or a select few, and explore the extent to which there is a unified American Experience, and how it has changed throughout America's history.
- Teachers will guide students through interpretation of close readings, linking assigned core and supplemental texts back to essential and focus questions. Furthermore, students will practice developing their own higher-level focus questions for both shared inquiry and personal quick-writes. Lesson extensions might include crafting a creative/inventive piece of poetry, fiction, or drama using figurative language, and similar conceits to express students' own individuality and views of the dream.
- By the end of the unit, students will thoughtfully examine what makes a story uniquely American, and how we are individually shaped by a larger societal environment within America. Students will then continue to explore both positive and negative qualities of the American fabric, and analyze how culture shapes us all.

Assured Assessments

Formative Assessment:

Formative assessments for this unit can include, but are not limited to:

- Shared inquiries surrounding core texts: for example, discussions regarding Nick Carraway as the window into Gatsby's world, or Willy Loman as a potential victim of societal expectations. The Appendix to this curriculum guide includes a Shared Inquiry Discussion Rubric.
- Close-reading analyses in shared inquiry and/or written format that explore the portrayal of the American Dream. For instance, students can explore Fitzgerald's use of color and

imagery in developing Gatsby's dream. Students can use acronyms such as DIDLS (diction, imagery, details, language, sentence structure) or SOAPSTone (speaker, occasion, audience, purpose, subject, tone) to use as close-reading guidelines. The Appendix to this curriculum guide includes a rubric for Informal Written Responses.

- Quick editorial/persuasive writings, and short, timed responses to selected readings. For instance, students can read and respond to nonfiction articles that offer opinions about the rise and decline of the American Dream.
- Written responses scored by rubric

Summative Assessment:

Teachers may choose either the thesis-driven analysis essay, informative or persuasive speech, or digital research project.

Possible Extension Activities

Students may read Ruth Sidel's "The New American Dreamers" and lead a discussion on the portrayal of the American Dream. Students may also draft and develop a new American Dream for the future or predict what the American Dream will look like for upcoming generations.

Resources

Canonical

- Chopin, Kate. *The Awakening*. Print.
- Fitzgerald, F. Scott. *The Great Gatsby*. Print.
- Hemingway, Ernest. *A Farewell to Arms*. Print.
- Hemingway, Ernest. *The Sun Also Rises*. Print.
- Morrison, Toni. *Sula*. Print.
- Steinbeck, John. *The Grapes of Wrath*. Print.
- Tan, Amy. *The Joy Luck Club*. Print.
- Welles, Orson. *Citizen Kane*. Film.
- Colonial experience / Neoclassical Age excerpts from:
 - Bradford, William.
 - Franklin, Benjamin.
 - Henry, Patrick.
 - Jefferson, Thomas.
 - Lincoln, Abraham.
 - Paine, Thomas.
- Short story / narrative excerpts from:
 - Cather, Willa.
 - Douglass, Frederick.
 - Harte, Bret.
 - Malamud, Bernard.
 - Walker, Alice.
 - Welty, Eudora.

Drama

- Miller, Arthur. *Death of a Salesman*. Print.
- Wilson, August. *Fences*. Print.
- *Death of a Salesman*. Directed by Volker Schlöndorff. Film
- *Fences*. Directed by Denzel Washington. Film

Memoir

- McBride, James. *The Color of Water*. Print.

Contemporary

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent*. Print.
- Tan, Amy. *The Joy Luck Club*. Print.
- West, Dorothy. *The Wedding*. Print.
- Wilson, G. Willow. *Ms. Marvel: No Normal*. Print.
- *La La Land*. Directed by Damien Chazelle. Film
- *Midnight in Paris*. Directed by Woody Allen. Film
- Excerpts from:
 - o Menendez, Ana. *In Cuba I was a German Shepherd*. Print.
 - o Prentice Hall. *Literature : Timeless Voices, Timeless Themes : The American Experience*. Print

Time Allotment

- Approximately 8 weeks

UNIT 3: Rebellion, Civil Disobedience, and Social Justice

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.11-12.8
CCSS.ELA-Literacy.RL.11-12.7
CCSS.ELA-Literacy.RL.11-12.10
CCSS.ELA-Literacy.L.11-12.5
CCSS.ELA-Literacy.L.11-12.5a
CCSS.ELA-Literacy.L.11-12.5b

Read a variety of texts illustrating individualism, rebellion, and nonconformity in order to analyze both what inspires individuals to go against the status quo and the resulting consequences of those actions.

CCSS.ELA-Literacy.RL.11-12.1
CCSS.ELA-Literacy.RI.11-12.7
CCSS.ELA-Literacy.W.11-12.7
CCSS.ELA-Literacy.W.11-12.8
CCSS.ELA-Literacy.SL.11-12.2

Research an American individual or movement which addresses the issue of nonconformity to analyze how this individual or movement fits the definition of a nonconformist, to determine the impact of the individual or movement's actions, and to evaluate whether the individual or movement's actions brought about societal justice.

CCSS.ELA-Literacy.W.11-12.4
CCSS.ELA-Literacy.W.11-12.5
CCSS.ELA-Literacy.W.11-12.6
CCSS.ELA-Literacy.SL.11-12.4
CCSS.ELA-Literacy.SL.11-12.5
ISTE Digital Citizen
(Standard 2)
ISTE Knowledge Constructor
(Standard 3)
ISTE Creative Communicator
(Standard 6)

Create and deliver an engaging analysis highlighting the actions and beliefs of the nonconformist, his/her influence on society, and the medium used to institute change.

Unit Essential Questions

- What is a fair and just society?
 - Who holds power in American society?
 - What societal structures perpetuate existing power dynamics?
- What is a nonconformist?
 - How are rebels both accepted and rejected by their environment?
 - When and why do individuals conform?
 - How does a nonconformist influence society and inspire others?
- What provokes independent action?
- What propels us or should propel us to take action?

- Is it our responsibility to advocate for individuals who don't have a voice in our society?
- Why has action against the status quo continued to be a central part of American culture?
- How have authors challenged accepted writing rules and forged new conventions?

Scope and Sequence

- Students will be exposed to a variety of texts that address the issue of the status quo and rebellion or nonconformity. These texts should include works of fiction, nonfiction, art, music, speeches, etc. Students will be exposed to authors who have gone against standard writing rules to forge their own conventions: E.E. Cummings, free-verse poets, Sylvia Plath, Emily Dickinson, Maxine Hong Kingston, Kurt Vonnegut, Ernest Hemingway, Ken Kesey, Toni Morrison, etc.
- All students will read excerpts from “Civil Disobedience” by Thoreau in order to understand that nonconformity has been a central theme in American society, and that it is, in fact, the value on which America was founded. Students will study power dynamics in American society, recognizing that certain groups have been unfairly marginalized. Students will come to an understanding of what provokes individuals to stand up to their society and effect change, and determine whether the actions and outcomes promoted social justice.

Assured Assessments

Formative Assessment:

Formative assessments for this unit can include, but are not limited to:

- Short, in-class writing asking students to examine and explore the definition of nonconformity or ways individuals can be considered rebellious. The Appendix to this curriculum guide includes a rubric for Informal Written Responses.
- Discussions offering opportunity for deep exploration of the nature and consequences of rebellion and nonconformity. The Appendix to this curriculum guide includes a Shared Inquiry Discussion Rubric.
- Written responses scored by rubric

Summative Assessment:

Teachers may choose either the thesis-driven analysis essay, informative or persuasive speech, or digital research project.

Possible Extension Activities

Students may use popular culture as a lens through which to view rebellion and civil disobedience. Students may research current movements and trends in America that have either included or excluded groups, such as gender-neutral bathrooms, decisions made on reproductive

rights, and riots and marches in support of Black Lives Matter. They may write a reflective piece in response to their research.

Resources

Canonical

- Faulkner, William. *A Lesson before Dying*. Print.
- Kesey, Ken. *One Flew Over the Cuckoo's Nest*. Print.
- Morrison, Toni. *Sula*. Print.
- *One Flew Over the Cuckoo's Nest*. Directed by Milos Forman. Film
- Sinclair, Upton. *The Jungle*. Print.
- Steinbeck, John. *The Grapes of Wrath*. Print.
- Vonnegut, Kurt. *Slaughterhouse Five*. Print.
- Excerpts from:
 - King, Jr., Dr. Martin Luther.
 - Thoreau, Henry David. "Civil Disobedience." Print.
- Wheatley, Phillis

Memoir

- McBride, James. *The Color of Water*. Print.

Contemporary

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent*. Print.
- Butler, Octavia. *Kindred*. Print.
- Tan, Amy. *The Joy Luck Club*. Print.
- Excerpts from:
 - 1960s protest songs
 - Harlem Renaissance poetry
 - Black Panther propaganda / Malcolm X speeches
 - music
 - #Blacklivesmatter
 - articles related to Trayvon Martin, immigration debates and Syrian refugees, Supreme Court decisions on same-sex marriage, etc.
 - Prentice Hall. *Literature : Timeless Voices, Timeless Themes : The American Experience*. Print

Time Allotment

- Approximately 6-8 weeks

UNIT 4 The Search for Self

Unit Goals

At the completion of this unit, students will:

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|---|---|
| CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.L.11-12.6 | Read a memoir to identify and analyze the techniques used by the author to craft the story, engage the audience, and deliver the intended message. |
| CCSS.ELA-Literacy.RL.11-12.5 | Create a personal narrative to be used as a working draft of the college essay that can be used in college applications during students' senior year. |
| CCSS.ELA-Literacy.W.11-12.3 CCSS.ELA-Literacy.W.11-12.3a CCSS.ELA-Literacy.W.11-12.3b CCSS.ELA-Literacy.W.11-12.3c CCSS.ELA-Literacy.W.11-12.3d CCSS.ELA-Literacy.W.11-12.3e CCSS.ELA-Literacy.L.11-12.1a CCSS.ELA-Literacy.L.11-12.1b CCSS.ELA-Literacy.L.11-12.3 CCSS.ELA-Literacy.L.11-12.3a | Effectively emulate in their own original work techniques used by memoirists. |

Unit Essential Questions

- Who am I as an American?
- Which stories best show who I am in a college application setting?
- Which of my personal qualities and experiences make me an individual?
- How do authors convey their messages?
- How do authors create and employ voice?
- How do authors utilize specific writing techniques, and what led to their decisions?

Scope and Sequence

- In this unit, students will read a memoir. Teachers will offer instruction on narrative techniques including voice, tone, and diction. Students will identify and discuss the intended message, writer's craft, and audience awareness. Teachers should use excerpts from the memoir to accomplish this, but should also consider supplemental texts including, in their entirety or parts, other memoirs, personal essays, speeches and interviews.
- Through reading and then writing memoir, students will address the enduring understanding that "they are part of a cultural, literary, and artistic tradition and dialogue,

which is a living conversation rather than a static concept, and that they are part of a larger and more diverse society than they might otherwise identify with.”

- When they read narratives, students will identify how the author connects with their audience. When they write their own pieces, they will in turn connect with their audience.
- During the writing process, teachers will offer mentor texts or models for writing. These include but are not limited to sample college essays, other memoirs, personal essays, interviews, or even short fictional pieces that embody the writing techniques the teacher is seeking to illustrate.
- As a culminating assessment, students will produce a working draft of their college essay. This essay will deliver an intended message, employ personal voice, and utilize appropriate narrative writing techniques as well as the conventions of standard English.

Assured Assessments

Formative Assessment:

Formative assessments for this unit can include, but are not limited to:

- Close reading of memoir passages to assess student understanding of author techniques they will emulate in their own writing.
- Exploration of how writers use details and sensory images to tell their story. Teachers can engage students with in-class responses that can be used as pre-writing in this fashion.
- Participation in discussions as formative assessments to further engage students in the close reading process and the exploration of writer’s craft. For instance, students can discuss the impact of dialogue, imagery, metaphor, or use of flashbacks as effective memoir techniques. Students will read and share their college essay rough drafts to workshop their writing and receive class feedback during the revision process. The Appendix of this curriculum guide includes a Shared Inquiry Discussion Rubric.

Summative Assessment:

The culminating assured summative assessment for this unit, which is also an APBA for the course, is the writing of the college essay. Students will participate in the drafting, revision, and editing processes. The assessment rubric is located in the Appendix of this curriculum guide. Students’ pieces may also be utilized as future mentor texts. This piece of writing should count as a major grade for the quarter.

Possible Extension Activities

Students may utilize www.storycorps.org, www.themoth.org/stories, and www.snapjudgment.org as a resource for supplemental texts as well as a platform on which to publish work. Students may also visit www.thisibelieve.org to evaluate various essays’ narrative qualities.

Resources

Memoir

- Angelou, Maya. *I Know Why the Caged Bird Sings*. Print.
- Coates, Ta-Nehisi. *The Beautiful Struggle*. Print.

- McBride, James. *The Color of Water*. Print.
- Additional Possibilities (Including, but not limited to):
 - Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
 - Alvarez, Julia. *How the Garcia Girls Lost Their Accent*. Print.
 - Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave*. Print.
 - Franklin, Benjamin. *Autobiography*. Print.
 - Hillenbrand, Laura. *Unbroken*. Print.
 - Morrison, Toni. *Sula*. Print.
 - O'Brien, Tim. *The Things They Carried*. Print.
 - Wilson, G. Willow. *Ms. Marvel: No Normal*. Print.
 - College essays of former students

Time Allotment

- Approximately 4-7 weeks

COURSE CREDIT

One credit in English
One class period daily for a full year

PREREQUISITES

Successful completion of grade 10 English.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- English Department Writing Rubric
- Shared Inquiry Discussion Rubric
- College Essay Rubric
- Informal Written Responses Rubric
- The Changing American Dream Essay Assignment & Rubric
- Rhetorical Appeals Speech Rubric
- Project Rubric

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

| Category/ Weight | Exemplary 4 | Goal 3 | Working Toward Goal 2 | Needs Support 1-0 |
|---------------------|---|---|---|--|
| Respond X_____ | Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text <ul style="list-style-type: none"> Providing a perceptive interpretation | Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text | Demonstrates general understanding of text by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Not identifying the purpose of the text <ul style="list-style-type: none"> Providing initial reaction not supported by text Providing an interpretation not supported by the text |
| Interpret X_____ | Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding <ul style="list-style-type: none"> Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text | Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text <ul style="list-style-type: none"> Actively interpreting text by raising questions and looking for answers in text | Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text | Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> text-to-text text-to-self text-to-world | Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world | Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world | Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world |
| Evaluate X_____ | Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text <ul style="list-style-type: none"> Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion | Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> 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) | Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) | Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) |

Rubric 2: Write Effectively

| Category/ Weight | Exemplary 4 Student work: | Goal 3 Student work: | Working Toward Goal 2 Student work: | Needs Support 1-0 Student work: |
|---------------------------|--|--|--|---|
| Purpose X_____ | <ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task | <ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task | <ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task | <ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task |
| Organization X_____ | <ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions | <ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions | <ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions | <ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions |
| Content X_____ | <ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples | <ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples | <ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples | <ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples |
| Use of Language X_____ | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning | <ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning | <ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning |

Rubric 5: Independent Learners And Thinkers

| Category/Weight | Exemplary 4 | Goal 3 | Working Toward Goal 2 | Needs Support 1-0 |
|---|---|---|---|---|
| Proposal X_____ | Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work. | Student demonstrates initiative by generating appropriate questions, creating original projects/work. | Student demonstrates some initiative by generating questions, creating appropriate projects/work. | Student demonstrates limited or no initiative by generating few questions and creating projects/work. |
| Independent Research & Development X_____ | Student is analytical, insightful, and works independently to reach a solution. | Student is analytical, and works productively to reach a solution. | Student reaches a solution with direction. | Student is unable to reach a solution without consistent assistance. |
| Presentation of Finished Product X_____ | <p>Presentation shows compelling evidence of an independent learner and thinker.</p> <p>Solution shows deep understanding of the problem and its components.</p> <p>Solution shows extensive and appropriate application of 21st Century Skills.</p> | <p>Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.</p> | <p>Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components.</p> <p>Solution shows some application of 21st Century Skills.</p> | <p>Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem.</p> <p>Solution shows limited or no application of 21st Century Skills.</p> |

ENGLISH DEPARTMENT WRITING RUBRIC

| | Claim/Thesis | Evidence | Explanation | Writing Conventions |
|----------------------------|---|--|---|--|
| Exemplary (4) | Claim is clear, specific, and expresses a complex argument. It opens divergent, insightful understanding of the text. | Convincing evidence (not previously discussed in class/not obvious within the text) supports the claim. Quotes are incorporated seamlessly with appropriate introductory context. | Ideas are insightful and the explanation of thinking demonstrates a clear, thorough, and convincing connection between the evidence and the claim. Explanation thoroughly answers the questions “How do you know?” and “So what?” | Writing demonstrates purposeful organization, clear coherence, and smooth progression of ideas. The writer uses appropriate language for his/her audience and purpose. The piece is free of most errors in grammar and mechanics. Quotes are cited according to MLA style. |
| Proficient (3) | Claim is clear, specific, and states an arguable interpretation of text. | Evidence (quotes or well-selected paraphrase previously discussed in class/more obvious within the text) adequately supports the claim. Quotes are incorporated with appropriate introductory context. | Ideas are explained adequately and connect the evidence to the claim. Explanation adequately answers the questions “How do you know?” and/or “So what?” | Writing demonstrates adequate organization, coherence, and progression of ideas. The writer uses appropriate but inconsistent language for audience and purpose. Grammatical and mechanical errors are present. Inconsistent use of correct MLA citation. |
| Progressing (2) | Claim attempts to demonstrate an interpretation of the text but may not be arguable and/or may not be focused on or fully address the prompt. | Evidence is present but may not clearly support the claim, may be more focused on repeating the claim rather than supporting it, or may merely reference a plot point. Quotes are not introduced with appropriate context. | Ideas display gaps in thinking or may merely repeat the claim or evidence. Explanation attempts to connect evidence to claim but is inadequate and/or not convincing. Explanation does not answer the questions “How do you know?” and “So what?” | Writing demonstrates limited organization with lapses in coherence and/or progression of ideas. The writer uses informal language for audience and purpose. An accumulation of grammatical and mechanical errors is present. MLA citation is incorrect. |
| Emerging (1) | Claim is unclear, rooted in inaccuracies, and/or a statement of fact. It does not set up an interpretation for the response. | Evidence is not present or not clearly referenced and/or not relevant to the claim. If used, evidence may simply restate a plot point (summary). | Explanation is not present, may be unrelated to claim and evidence, and/or introduces no new thinking to the response. Explanation may offer discussion about topic(s) that is unrelated to the evidence and claim. | Writing is disorganized and/or unfocused with pervasive errors in grammar and mechanics that interfere with meaning. MLA citation is not used. |
| (0) | Unacceptable / No Score | Unacceptable / No Score | Unacceptable / No Score | Unacceptable / No Score |

SHARED INQUIRY DISCUSSION RUBRIC

| | 4 | 3 | 2 | 1 | 0 – unscorable |
|---------------------------|--|---|--|--|---|
| Involvement | Engagement is highly attentive and effective, responding clearly and directly to the thoughts of others. Involvement is passionate, well-balanced, and coherent. Critical questions advance the conversation, build on the ideas of peers, and offer challenging statements without being argumentative. Discourse is courteous, respectful, and genuinely interested; engagement is tempered with appreciation for a balanced discussion. | Engagement is attentive and active. Ideas are presented and correlate to the thoughts of others. Discourse is responsive, open minded, and respectful without monopolizing. | Engagement is attentive and respectful, marked by attempts to be active in the discussion. Contributions are present but may repeat ideas rather than further the discussion. Ideas are “presented,” rather than discussed, or may struggle to build off of the ideas of others. The conversation may need a greater balance of talking and listening to others. | Full engagement in discourse is not evident, doing little to contribute to the conversation or build off of the ideas of the group. The ideas center around initial responses with little evidence of reshaping ideas based on the discourse. Contributions may confound or derail the discussion. | No involvement in the discussion, demonstrated by being disengaged, silent, or responding inappropriately to the ideas of others. |
| Ideas and Analysis | Original and insightful questions and comments continually reflect sophisticated comprehension and higher-level thinking. Creative and divergent critical thinking is consistently displayed. Ideas are challenged, bringing the class to a higher understanding of the text and the question at hand. | Questions and comments reflect clear comprehension and higher level thinking. Creative and divergent critical thinking is present. The ideas of others are respectfully challenged during the discussion. | Questions and comments reflect inconsistent higher-level thinking and/or muddled comprehension of the text or the question. Ideas may be one sided or based mainly on superficial observations. Investment of time is in supporting the obvious or rehashing prior class discussions without deepening thought. | Questions and comments may demonstrate only a very literal or misguided comprehension of the text, missing subtleties or nuances that are important. Ideas presented do not assist the group in exploring critical thought or building ideas collaboratively and may, ultimately, hold it back. | Comments, if any, reflect a flawed or incomplete understanding of the text. |
| Support | Clear and convincing evidence supports each assertion and effectively builds off of the ideas of others. Text evidence deepens analysis and ties directly to a clear and relevant argument. Comments refer to specific pages and/or lines in the text; quotes are read or paraphrased when appropriate, and followed up with explanation of thinking. Exemplary facility with the text is demonstrated. | Direct quotes and specific examples to support inferential ideas are introduced. Comments refer to specific pages and/or lines in the text; quotes are read and/or paraphrased when appropriate. Examples are given and stay on topic. Some facility with the text is demonstrated. | Examples from the text are used at times. Text evidence may be vague, inconsistent, repetitive, or nonessential to the argument at hand. Facility with the text is limited to only quotes prepared beforehand. | Little to no concrete evidence from the text is introduced. Examples are not specific enough, and/or demonstrate a misreading or very cursory reading of the text. | No concrete evidence from the text is utilized. |
| Preparation | Participation is exceptionally well-prepared. Copious and insightful notes on the reading have been taken and developed. Original and powerful questions have been developed prior to the discussion. All required materials have been brought to class. | Participation is well-prepared. Insightful notes and thoughtful questions have been developed. All required materials have been brought to class. | Required reading, thinking, and questions have been completed. Some notes and questions have been developed prior to the discussion. Some required materials have been brought to class. | Preparation is lacking. The required reading, thinking, or questions may be incomplete or rudimentary. There may be evidence of some preparation, but all materials have not been brought to class. | No preparation is evident. |
| Reflection | Reflection is insightful, honest, and comprehensive, making specific reference to the discussion and individual preparation, demonstrating how the discussion impacted individual thinking, and demonstrating authentic thinking and a strong desire for self-improvement in future discussions. | Reflection is intelligent, honest, and complete, making a mix of general and specific references to the discussion and individual preparation, demonstrating some authentic thinking and the desire for self-improvement in future discussions. | Reflection is emerging, making mostly general references to the discussion and individual preparation, which may or may not be accurate, demonstrating an attempt at authentic thinking and the recognition of a need for self-improvement in future discussions. | Reflection is confusing, unfocused, and/or sparse, making few references to the discussion or individual preparation, lacking authentic thinking and apparent desire for self-improvement in future discussions. | Reflection is limited and incomplete, making little to no specific reference to the discussion and individual preparation, and devoid of both authentic thinking and the desire for self-improvement in future discussions. |

COLLEGE ESSAY RUBRIC

| | 4 | 3 | 2 | 1 | 0 – unscorable |
|---|---|---|---|---|----------------|
| Narrative & Focus: Student’s essay tells a complete story. Student considers his/her audience and message as it relates to the purpose of his/her college essay. The narrative provides insight into who the student is as an individual and as a writer. | | | | | |
| Structure & Sequence: The story clearly addresses one of the common application prompts. Paragraphs effectively establish and sequence a narrative flow to the story. The story contains a clear and balanced beginning, middle, and end. The story retains the reader’s attention throughout the narrative. Student utilizes “show, don’t tell” techniques. | | | | | |
| Writing Conventions: Students use a wide variety of imagery including sensory details, similes, metaphors, etc. Student establishes and maintains their personal voice throughout the essay. The essay is edited and revised and ready to be submitted with college applications. The essay is free of errors and grammar mistakes. | | | | | |
| College Essay Conventions: The essay is between 500-650 words. The essay topic should do a great job of informing a college admissions board of who the students is beyond their resume. The student utilizes the advice and feedback from class and avoids the common pitfalls of the selected essay topic. The student should be mindful of the fact that this is a job interview-like task, and they should be selecting an essay topic and content which would most likely appeal to the widest range of readers/admissions assessors. | | | | | |

INFORMAL WRITTEN RESPONSES RUBRIC

| | 4 | 3 | 2 | 1 | 0 – unscorable |
|---------------------|--|--|--|--|---------------------------|
| Ideas | Ideas are specific, original, insightful, and display divergent thinking and well-developed conclusions. | Ideas are accurate, focused, original, and display critical thinking and drawn conclusions. | Ideas are accurate and thoughtful. Connections and/or plausible conclusions have little or no development. | Ideas consist of recall, may lack comprehension, may contain inaccuracies and demonstrate misunderstandings, undeveloped, or superficial ideas, and/or are unrelated to discussion prompt. | No ideas displayed. |
| Support | Provides convincing range of specific quotes and references to text and relevant outside sources or current/historical events. | Provides specific quotes and references to text and relevant outside current/historical events. | Provides general references to text and/or general outside current/historical events. | Provides inaccurate or vague references to text and/or outside current/historical events. | No support used. |
| Organization | Sophisticated organization reflected throughout. Demonstrates logical progression of ideas. Maintains a clear focus. Utilizes effective transitions. | Organization reflected throughout. Demonstrates logical progression of ideas. Maintains a focus. Utilizes transitions. | Some organization reflected throughout. Demonstrates logical progression of ideas at times. Maintains a vague focus. May utilize some ineffective transitions. | Little/no organization reflected. Lacks logical progression of ideas. Maintains little/no focus. Utilizes ineffective transitions. | Writing is not organized. |

Written Response Rubric

20-18

- Fully developed ideas with exceptional support
- Two or more solid, direct quotes from text
- Well-written in terms of structure and word choice and voice
- 450-650 words in length (typed, double-spaced, 12 point type)
- Answers the question fully, directions followed

17-16

- Developed ideas with adequate support
- Two quotes from text which relate to ideas
- Structure is effective and word choice is appropriate
- 450-550 words in length
- Answers the question, directions followed

15-13

- Partially developed ideas with some support
- One quote from text, unrelated examples
- Un-structured and confusing, simple word choice, lacks voice
- 300-450 words in length
- Questions not fully answered or considered

12-8

- Few, underdeveloped ideas with little support
- One quote or no quotes, inappropriate or unusual examples
- Lack of coherency, difficult to follow
- 250 word or less
- Question ignored or not answered

(Example of thesis driven analysis summative assessment)

American Perspectives

Name: _____

The Changing American Dream Essay Assignment

- How has the American Dream changed and evolved?
 - 1 How has the dream, our ideological roots, been created?
 - What shape does the foundational American Dream take in contemporary American society?
- To what extent is the American Dream realistic?
 - 1 How does one attain the American Dream?
 - To what extent is the American Dream inclusive or exclusive?
 - Is achieving the American Dream still possible?
 - How do we, as a nation and as individuals, measure success?
 - What causes individuals to feel as though they have failed at achieving their dreams?
- What are various attitudes toward the American Dream?
 - 1 How has the American Dream differed from generation to generation?
 - How does environment (including family, society, socioeconomic status, and class distinctions), race, gender, and creed shaped the American Dream?

Over the course of this unit, we have focused on the origin and evolution of the American Dream. Your final assessment is to develop an original thesis that examines how the American Dream is constantly changing and evolving, and to determine the effectiveness of two authors' portrayal of that dream. You should examine one major author from our unit and one other American author of your choice.

Potential Authors:

Proposed Thesis Statement: _____

Revised Thesis Statement: _____

| Assessment Rubric | Exemplary (4) | Goal (3) | Working Towards Goal (2) | Needs Support (1) | Not Measurable (0) |
|---|------------------|----------|--------------------------------|----------------------|--------------------------|
| Thesis: The thesis statement is original, specific, and insightful. It is explicitly stated and appropriately placed in the opening paragraph and forms the sole focus of the essay. | | | | | |
| Proof/ Examples (weighted twice): The thesis is supported by precise and appropriate examples from the text that substantiate the argument. Each paragraph contains at least <u>two specific examples</u> as support. | | | | | |
| Discussion/ Ideas (weighted twice): The connection between each example and the thesis is clearly, thoroughly, and thoughtfully explained. Each piece of evidence is connected back to the thesis through the development and progression of ideas. Ideally, discussion should comprise at least half of each body paragraph. | | | | | |
| Organization: Paragraphs are organized in a way that contributes to the overall development of the argument and the support of the thesis. Usually writers save the strongest point for the last paragraph. The ideas and examples within each paragraph progress logically and fluidly, building the strength of the argument. | | | | | |
| Citations: Examples are fluidly and correctly inserted into the writing. They are cited correctly, using the specified MLA formatting. | | | | | |
| Grammar and Mechanics: There are no grammatical or mechanical errors. | | | | | |

Grade and comments:

INFORMATIVE OR PERSUASIVE SPEECH RUBRIC

| | 4 | 3 | 2 | 1 | 0 – unscorable |
|---|---|---|---|---|----------------|
| Invention & Topic: Student's topic is controversial, new, and relevant to the audience. Student considers his/her audience and message as it relates to the purpose of his/her speech. Student provides insight into the relevance of his/her topic and outlines his/her upcoming points. | | | | | |
| Arrangement & Content: The introduction grabs the audience's attention and is appropriate. Student establishes his/her individuality through ethos. Student includes research and data as points of persuasion. Student ends speech with clarity and emphasis. Student outlines a direct way for the audience to actively follow the call to action. | | | | | |
| Style & Language: The incorporation of rhetorical and literacy devices is evident and well-balanced. Student establishes ethos, logos, and pathos through specific ideas and word choice. | | | | | |
| Delivery & Presentation: Student meets the 2-4-minute time requirement. Student is prepared and has practiced his/her speech. Student's voice is clear, strong, and persuasive. Student effectively uses intonation and inflection to emphasize questions and meaningful ideas. | | | | | |

Start time:

End time:

Topic:

PROJECT RUBRIC

| CONTENT | Exemplary (4) | Goal (3) | Working Towards Goal (2) | Needs Support (1) | Not Measurable (0) |
|--|--------------------------|-----------------|---|------------------------------|-----------------------------------|
| Information (weighted twice): Project includes ample and appropriate research that fully addresses the assignment and thoroughly answers the essential question(s) at hand. Information and research has been taken from credible sources (such as EBSCO, JSTOR, Google Scholar, etc.). Students have utilized a variety of reliable sources to cull their information. | | | | | |
| Mechanics of English: There are no grammatical or mechanical errors. | | | | | |
| Works Cited page: Both text and picture sources are included in the Works Cited. Formatting adheres correctly to the specified MLA format. | | | | | |
| VISUAL PRODUCT | Exemplary (4) | Goal (3) | Working Towards Goal (2) | Needs Support (1) | Not Measurable (0) |
| Technology is used in an interesting and creative way. | | | | | |
| Presentation is visually appealing. Images, colors, layout, and visual text have been thoughtful selected and incorporated. | | | | | |
| ORAL PRESENTATION | Exemplary (4) | Goal (3) | Working Towards Goal (2) | Needs Support (1) | Not Measurable (0) |
| Speaker effectively uses visual aids to assist in the presentation and engage the audience. The speaker does not read from the screen/board but rather uses that visual as a springboard. | | | | | |
| Presenter speaks clearly, and fluidly, using the appropriate volume, speed, and tone of voice. The speaker demonstrates good posture and good eye contact to engage the audience. | | | | | |
| Speaker utilizes physical space effectively to engage the audience. | | | | | |

*Depending on the skill level and needs of the particular class and/or level, the “Oral Presentation” section of the rubric may or may not be used.

APPENDIX

Text Selections

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
- Allen, Woody, director. *Midnight in Paris*. Sony Pictures Classics. 2011. Film.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent*. Print.
- Angelou, Maya. *I Know Why the Caged Bird Sings*. Print.
- Butler, Octavia, *Kindred*. Print.
- Chazelle, Damien, director. *La La Land*. Lionsgate. 2016. Film.
- Chopin, Kate. *The Awakening*. Print.
- Coates, Ta-Nehisi. *The Beautiful Struggle*. Print.
- Coolidge, Martha, director. *Lost in Yonkers*. Columbia. 1993. Film.
- Crane, Stephen. *Maggie: Girl of the Streets*. Print.
- Faulkner, William. *A Lesson before Dying*. Print..
- Fitzgerald, F. Scott. *The Great Gatsby*. Print.
- Forman, Milos, director. *One Flew Over the Cuckoo's Nest*. United Artists. 1975. Film.
- Hawthorne, Nathaniel. *The Scarlet Letter*. Print.
- Hemingway, Ernest. *A Farewell to Arms*. Print.
- Hemingway, Ernest. *The Sun Also Rises*. Print.
- Hillenbrand, Laura. *Unbroken*. Print.
- Hytner, Nicholas, director. *The Crucible*. 20th Century Fox. 1996. Film.
- Kesey, Ken. *One Flew over the Cuckoo's Nest*. Print.
- Lauck, Jennifer. *Blackbird*. Print.
- McBride, James. *The Color of Water*. Print.
- McCarthy, Cormac. *All the Pretty Horses*. Print.
- Menendez, Ana. *In Cuba I Was A German Shepherd*. Print.
- Miller, Arthur. *Death of a Salesman*. Print..
- Miller, Arthur. *The Crucible*. Print.
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