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(US) 1 216-930-8816 PIN: 922 211 892#

Regular BOE Agenda
October 6, 2026

Council Chambers
3 Primrose St.
Newtown, CT 06470
7:00 PM

As stewards of Newtown Public Schools, we commit to conducting ourselves with honesty, integrity, and respect. Guided by Newtown's Core Values and the Portrait of a Graduate, we will strive to prepare every student to think critically and innovate with curiosity; adapt, persevere, and pursue goals with strategic focus; act with compassion, collaborate across differences, and communicate with clarity. We hold ourselves to the same attributes we seek to instill in our students, embodying them in our work together.

AGENDA

1. PLEDGE OF ALLEGIANCE
2. CELEBRATIONS
 - A. Acknowledgment of Dan Holmes and the SHS Bioswale Restoration Team
3. CONSENT AGENDA
 - A. Minutes from September 15, 2026
 - B. Correspondence Report
4. **PUBLIC PARTICIPATION
5. REPORTS
 - A. Chair Report
 - B. Superintendent's Report
 - C. Committee and Liaison Reports
 - D. Student Representative Report
6. PRESENTATIONS
 - A. Academic Performance Data Presentation — Frank Purcaro, Assistant Superintendent
 - B. 2026-27 Instructional Goals Overview - Anne Uberti, Superintendent
7. OLD BUSINESS
 - A. Discussion and Possible Action on Capital Improvement Plan
 - B. Second Read and Action on Philosophy Curriculum
 - C. Second Read and Action on Mixed Media Curriculum
 - D. Second Read and Action on Policies
 1. Video Surveillance

2. 5118 Residency Policy
3. 5119 Nonresident or Tuition Student policy
4. Restriction of Electric Personal Mobility Devices, Recreational Equipment, and Skateboards
- E. Second Read and Action on Policies to Rescind
 1. 5131.111 Video Surveillance
 2. 5118 Non-Resident or Tuition Student
8. NEW BUSINESS
 - A. Newtown Middle School French Field Trip
 - B. Newtown High School Field Trip
9. PUBLIC PARTICIPATION
10. ADJOURNMENT

***During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. Per Board Policy 9325, we request that speakers be respectful and limit comments to not more than three minutes, and we note that public complaints about employees are not permitted during meetings. All such concerns should instead be submitted to the Superintendent. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the Board: NewtownBOE@newtown.k12.ct.us*



Board of Education Meeting - September 15, 2026

Council Chambers, 3 Primrose Street, Newtown, CT 06470
Please Note: These minutes are pending Board approval.

Members Present: A. Plante, Chair; D. Linnetz, Vice Chair; D. Ramsey, Secretary; S. Tomai (Remote, until 7:45 p.m.); C. Gilson (Remote); M. Beylouni

Staff Present: A. Uberti, Superintendent; F. Purcaro, Assistant Superintendent; T. Gouveia, Director of Business; J. Barlow, Director of Facilities; Heidi Beauty, Middlegate Teacher

Student Representatives Present: Madeline Britton

Press: The Newtown Bee

The meeting was called to order at 7:03 p.m.

1. PLEDGE OF ALLEGIANCE

2. CONSENT AGENDA

MOTION: Ms. Linnetz moved that the Board of Education approve the Consent Agenda which includes the Minutes from the Board of Education meeting on September 1, 2026, and the Correspondence Report. Seconded by Mr. Ramsey. Motion passes unanimously.

3. PUBLIC PARTICIPATION

None

4. REPORTS

A. Chair Report

B. Superintendent's Report

Bus Safety: Superintendent Uberti reported that the installation of STOP Arm enforcement cameras is currently underway across the bus fleet, with several vehicles actively utilizing the technology to monitor illegal pass-byes.

Budget Development: Initial preparations for the upcoming 2027-2028 fiscal budget cycle have commenced, with administrative teams gathering preliminary department requests.

Continuing Education Restructuring: Following the departure of the program director, the district analyzed the program structure and determined adult recreational classes will transfer to the Newtown Community Center. The district retains management of academic offerings, including Summer School and SMART Camp.

C. Committee and Liaison Reports

Ms. Tomai reviewed meeting details from the CFF Committee Meeting. Items of importance included funding options for replacement radio equipment and food service vendor review timelines as Chartwells is entering the final year of their contract. Board Member John Vourous will serve as the BOE representative for the food service vendor RFP process.

D. Student Representatives Report

Freshman orientation for the Class of 2030 took place on August 25, followed by a welcome Ice Cream Social on September 4. The digital Smart Pass system is now fully implemented at NHS to monitor hallway movement and streamline attendance tracking. Meanwhile, college representative visits and application support workshops have begun for the Class of 2027. In athletics, fall teams partnered with the 15 for Life Foundation for mental health awareness, and the varsity football team secured a 47-12 victory over New Fairfield on September 10. Additionally, the Marching Band announced its season theme, "Kintsugi," centered on the traditional Japanese art of ceramic restoration, while the theater department announced its fall production of "Radium Girls" and spring musical "Chicago." Finally, following the NHS Open House on September 9, the National Honor Society is currently seeking a paid student homework tutor for Newtown Youth and Family Services.

E. Action on the Itemized Estimate Report for the Month Ending August 31, 2026

MOTION: Mr. Ramsey moved that the Board of Education approve the Itemized Estimate Report for the month ending August 31, 2026. Seconded by Ms. Linnetz. Motion passes unanimously.

5. PRESENTATIONS

A. CIP Presentation (John Barlow, Director of Facilities)

Director of Facilities John Barlow presented the proposed 10-year Capital Improvement Plan (CIP), totaling approximately \$156 million in long-term facility investments.

Year 1 (FY28) Priorities (\$2.87M Total):

- \$2,000,000 allocated for preliminary Newtown Middle School architectural planning and engineering design.
- \$250,000 for full replacement of Newtown High School auditorium exterior doors.
- Security window film installation, athletic facility maintenance (stadium drainage and tennis court surfacing), and ongoing IT infrastructure updates.

Emergency Radio Infrastructure:

The district identified an urgent requirement for radio communication upgrades. An initial \$1,000 battery replacement request revealed that core antennas and portable radios are 10–15 years

old and past technical service life. A preliminary budget estimate of \$170,000 was presented for comprehensive safety and security communication improvements.

Middle School Building Project:

The CIP includes a proposed \$135 million facility project for a new Grade 6–8 middle school. This recommendation addresses structural facility constraints and approximately \$53 million in deferred capital repairs identified in the 2024 facility condition assessment. For the entire CIP Presentation click [HERE](#).

B. 2026-27 Goals Overview / Operational Goals (Anne Uberti, Superintendent)

Superintendent Uberti summarized the district's Year 2 strategic goals and focus areas:

- **Facilities/Security:** A comprehensive safety audit will be conducted under the direction of Mr. Dexter, including evaluating the weapons detection systems for the NHS.
- **Technology:** Key initiatives include student 1:1 device lifecycle planning and formal adoption of a recognized cybersecurity framework.
- **Business & Finance:** Focus areas include refining multi-year financial models and issuing a competitive RFP for student transportation services.
- **Human Resources:** Department goals focus on standardizing job descriptions across job families and deploying a centralized, automated employee onboarding system.
- Click [HERE](#) for entire presentation.

6. OLD BUSINESS

A. Second Read and Action on Bylaws and Policies

***MOTION:** Ms. Linnetz moved that the Board of Education approve the policies and bylaws listed under Item 6A. Seconded by Mr. Ramsey. Motion passes unanimously.*

B. Second Read and Action on Bylaws and Policies to be Rescinded

***MOTION:** Mr. Ramsey moved that the Board of Education rescind the bylaws and policies listed under Item 6B. Seconded by Ms. Linnetz. Motion passes unanimously.*

C. Second Read and Action on Policies to Rescind After Adoption of Replacement Policies

***MOTION:** Ms. Linnetz moved that the Board of Education rescind the policies listed under Item 6C given the adoption of replacement policies. Seconded by Mr. Ramsey. Motion passes unanimously.*

7. NEW BUSINESS

A. Approval and Possible Action on the CABE 2026-2027 Board Recognition Application

***MOTION:** Ms. Linnetz moved that the Board of Education approve the CABE 2026-2027 Board Recognition Application and authorize its submission. Seconded by Mr. Vouros. Motion passes unanimously.*

B. Recommended Policies for First Read

- Video Surveillance
- 5118 Residency Policy
- 5119 Nonresident or Tuition Student Policy

- Restriction of Electric Personal Mobility Devices, Recreational Equipment, and Skateboards

C. Recommended Policies to be Rescinded

- 5131.111 Video Surveillance
- 5118 Non-Resident or Tuition Student

8. PUBLIC PARTICIPATION

None

9. ADJOURNMENT

MOTION: *Mr. Ramsey moved to adjourn. Seconded by Ms. Linnetz. Motion passes unanimously.*

The meeting adjourned at 8:47 p.m.

Respectfully Submitted,

Donald Ramsey, Secretary



Correspondence Report
09/015/2026 – 10/05/2026

[illegible]

Date	Sender Name	Subject

The Correspondence Report reflects a periodic summary of correspondence received by the Newtown Board of Education. In accordance with applicable privacy laws and Board policies, certain communications may be excluded from the Report from time to time.

2025–2028 STRATEGIC PLAN • YEAR 2 UPDATE

Newtown Public Schools

Instructional Goals: 2026–2027

A Board of Education Review of Curriculum & Instruction and Family & Community Relations

Anne Uberti, Superintendent

Frank Purcaro, Assistant Superintendent

Board of Education Meeting • October 6, 2026

A Quick Reminder: How Our Strategic Goals Are Organized

Every 3-Year Strategic Goal sits under one of two umbrellas — Operational or Instructional.



The Operational goals were reviewed at the September 15 meeting. Tonight, we go deep on the Instructional goals.

Our Five Overarching 3-Year Goals

Adopted for 2025–2028 — these remain our North Star. Goals 1 and 5 make up tonight's Instructional review.

1	Curriculum & Instruction	Cultivate a dynamic learning environment that improves instruction, nurtures creativity and innovation, and increases engagement and achievement.	INST
2	Facilities & Security	Ensure all school facilities are safe, secure, and equipped with modern infrastructure and technology.	OP
3	Business & Finance	Ensure fiscal responsibility, transparency, and strategic allocation of resources to maximize outcomes and sustainability.	OP
4	Human Resources & Hiring	Attract, recruit, develop, and retain a high-quality, diverse, passionate workforce dedicated to student success.	OP
5	Family & Community Relations	Cultivate strong, reciprocal partnerships with families and the community to support learning and well-being.	INST

Staying the Course, Adapting as We Go

We are still working within the three-year Instructional Goals and Strategies developed last year. Within that frame, the Strategic Actions are a living work plan: we review them flexibly each year and make adjustments, including additional actions, where it makes sense to do so.

1

MODIFYING

Sharpening the scope or wording of an action based on what we learned in Year 1.

2

ADJUSTING

Re-sequencing timelines so Year 1 work that is still underway continues into 2026-27.

3

ADDING

Introducing new actions where priorities emerged, such as the District Digital Device Committee and ASCA National Model Framework training for counselors.

4

OMITTING

Retiring or folding in actions that are complete, no longer needed, or superseded by a better approach.

Every action you'll see tonight maps back to its original Goal and Strategy. Nothing here departs from the plan presented to the Board in Year 1.

Key Changes and Adjustments for 2026–27

A snapshot of what is new this year and the major work continuing into 2026–27.

NEW FOR 2026–27

Actions added this year

- Consistent K–12 MTSS protocols, EduClimber training, and a formal MTSS framework at NHS
- Multi-year ASCA National Model training for school counselors
- District Digital Device Committee to develop K–12 screen time and Chromebook guidelines
- Super @ the Schools and district social media launch

CARRIED FORWARD

Major work continuing in 2026–27

- Portrait of the Graduate work at NHS and NMS, and integration into the learning walk model K–6
- Feedback training and evaluation plan revisions
- Development of school-based climate plans tied directly to survey feedback
- Continued implementation of the Harmful Language Protocol

Tonight's Focus: Instructional Goals — Year 2

We'll walk through each Instructional Goal, its Strategies, and its Strategic Actions, showing only the 2026–27 action steps.

1

Goal 1: Curriculum & Instruction

3 Strategies • Rigorous curriculum and instruction, data-informed decisions, and professional learning

5

Goal 5: Family & Community Relations

3 Strategies • Climate and culture, inclusive environments, and community communication

INSTRUCTIONAL GOAL 1

Curriculum & Instruction

Cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.

STRATEGIES IN THIS GOAL

- 1 The district will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.
- 2 The district will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.
- 3 The district will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.

Strategy 1: Rigorous and Engaging Curriculum and Instruction for Every Student

26-27

Implement the Portrait of a Newtown Graduate districtwide.

- Roll out the remaining four NPOG characteristics and give NHS students opportunities to experience them in each of their classes.
- NHS students store 14 reflections, representing all seven NPOG characteristics, in their Google Sites portfolios.
- Introduce grade 7 and 8 students to at least three NPOG characteristics.
- Grade 8 students create Google Site e-portfolios and store at least two NPOG reflections.
- Continue integrating NPOG into the 12th Grade Capstone Project.

Strategy 1: Rigorous and Engaging Curriculum and Instruction for Every Student

26-27

Provide effective feedback to teachers and administrators aimed at continuous improvement in pedagogy.

- Establish regular professional learning communities for evaluators to share best practices, analyze challenging scenarios, and calibrate their feedback skills.
- Create a set of exemplar feedback statements for observations of staff.
- Begin aligning district-provided professional development with areas for growth identified through feedback, with clear connections established by June 2027.
- Analyze data to identify trends, strengths, and areas needing further support in feedback delivery across the district.
- Apply any needed revisions to the Newtown Educator and Administrator Evaluation and Support Plan based on feedback.

(Continued from 2025-26)

Strategy 1: Rigorous and Engaging Curriculum and Instruction for Every Student

26-27

Integrate technology effectively to enhance teaching, learning, and assessment, including the integration of AI throughout the district.

- Expand the district AI team to include more teachers from a variety of content areas and schools throughout the district.
- Provide year-two professional learning to teachers and staff on the use of AI in classroom instruction.
- Explore student-facing AI platforms and select two to three options for potential use by high school students.
- Continue working with EdAdvance consultants to build district capacity to integrate and lead AI professional learning.

Strategy 1: Rigorous and Engaging Curriculum and Instruction for Every Student

26-27

Integrate technology effectively to enhance teaching, learning, and assessment, including the integration of AI throughout the district.

- Continue improving the front-of-classroom experience, integrating Google Flex in grades 7–8 and select high school departments by June 2027.
- Continue improving presentation and professional learning spaces, integrating interactive boards in all main office conference rooms by June 2027.
- Complete the district professional learning center at the high school by December 2026.
- **NEW:** Convene the District Digital Device Committee to develop guidelines for screen time and Chromebook usage across grades K–12.

Strategy 2: A Consistent Process for Using Data to Make Instructional Decisions

Implement a system of district and building-based data teams.

- Add members to the district data team, including at least one classroom teacher from each school.
 - Align professional learning offerings with district-wide and school-specific data trends.
 - Integrate a wider variety of data sets (academic, social-emotional, attendance, behavioral) into the analysis process.
 - Explore ways AI can assist in the data analysis process.
 - Establish consistent protocols between building and district data teams so building insights inform district strategy.
-

Set annual goals for increases in student achievement as measured by state assessments and Next Generation Accountability results.

- Analyze Next Generation Accountability reporting to set annual goals and action steps in selected areas for improvement.

Strategy 2: A Consistent Process for Using Data to Make Instructional Decisions

Implement strategies to reduce the number of students considered chronically absent.

- School-based MTSS and district climate teams develop and disseminate universal Tier 1 attendance strategies (incentives, morning routines, a welcoming climate). *(Continued from 2025-26)*
- Develop and disseminate Tier 2 strategies for students reaching absence thresholds, including positive outreach to families to understand barriers. *(Continued from 2025-26)*
- School-based MTSS teams regularly review attendance data, identify students moving between tiers, adjust interventions, and monitor fidelity and effectiveness.
- Provide ongoing training on using attendance data effectively within MTSS or student support team meetings.
- All schools integrate attendance goals, data, and intervention plans into their annual School Strategic Goals.
- Formally integrate attendance as a core component of the district's MTSS framework.

Strategy 2: A Consistent Process for Using Data to Make Instructional Decisions

26-27

- NEW** **Strengthen and ensure consistent implementation of MTSS protocols and practices across the district, using data to inform decision-making, interventions, and ongoing monitoring of student progress.**
- Conduct periodic district-level MTSS implementation reviews and provide feedback and targeted professional learning, as needed.
 - Provide continued training to support the use of EduClimber as a tool for data-informed MTSS practices within each school.
 - Develop a formal MTSS framework at Newtown High School by organizing existing student supports into a consistent, data-driven process for identifying needs, coordinating interventions, and monitoring progress.

Strategy 3: Sustained, Timely, and Relevant Professional Learning for All Staff

26-27

Provide staff a comprehensive professional learning plan that focuses on increasing rigor and student engagement.

- Expand professional learning aligned to inquiry-based instructional strategies to include teachers in grades 3–9.
- Offer advanced training to the math specialists and high school math department chair on inquiry-based instructional strategies.
- Provide focused support for inquiry-based instructional practices to the Algebra I teachers at the high school.
- Continue work with middle school science and EdAdvance, offering additional training and support in inquiry-based strategies to increase rigor and engagement.
- With EdAdvance consultants, begin revisions to the grades 5–6 social studies curriculum, including training on inquiry-based instructional practices.

Strategy 3: Sustained, Timely, and Relevant Professional Learning for All Staff

26–27

Support the continued implementation of district-wide reading and math resources.

- Provide year-two advanced training with EdAdvance consultants for grades 7–8 teachers and reading consultants to strengthen implementation of adopted reading resources.
- Implement Bridges Version 3 math resources with K–5 teachers and math consultants.
- Pilot math resources at RIS, NMS, and NHS that support the inquiry-based instructional strategies developed through professional learning.

Persons Responsible: Superintendent, Assistant Superintendent, Director of Teaching & Learning, Building Principals

NEW Strengthen the K–12 school counseling program through professional learning and implementation of the ASCA National Model.

- Launch a multi-year, districtwide ASCA National Model training and implementation process, building counselor capacity to develop comprehensive, data-informed school counseling programs aligned with district and school priorities.

Persons Responsible: Superintendent, Principals & Director of Pupil Services

INSTRUCTIONAL GOAL 5

Family & Community Relations

Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.

STRATEGIES IN THIS GOAL

- 1 Enhance district and school climate and culture through consistent practices across schools.
- 2 Promote inclusive and welcoming school environments that embrace diversity and ensure a sense of belonging for all.
- 3 Enhance communication with community stakeholders to promote transparency, trust, and meaningful engagement in district initiatives.

Strategy 1: Enhance District and School Climate and Culture Through Consistent Practices

26-27

Implement the new Connecticut School Climate Policy in all schools throughout the district.

- School climate coordinators collaborate to develop and implement a continuum of strategies, including restorative practices, to prevent, identify, and respond to harmful language and challenging behavior.
- Using annual school climate survey results, each coordinator develops and annually updates school climate improvement goals aligned with the school's strategic goals and shares them with the school community.
- Expand and refine the district's collection of school climate and culture resources and evidence-based interventions to provide more differentiated supports.
- Provide advanced Restorative Practices training for staff in Fall 2026 and Spring 2027 through the district's trained facilitators, sustaining a fully operational train-the-trainer model.

Strategy 2: Promote Inclusive and Welcoming School Environments

26–27

Continue the growth and development of the district ELL programming.

- Review and update curriculum materials so they are accessible for various ELL proficiency levels, starting with high school English and Science and adding modified lessons directly into curriculum documents.
- Meet with building administrative assistants to refine and standardize procedures for timely, accurate identification, placement, and reclassification of ELL students under Connecticut regulations.
- Continue to review and improve communication protocols so all critical district and school information is accessible in the primary languages of ELL families. *(Continued from 2025–26)*
- Continue to identify and integrate technology tools, especially AI tools and software designed to support English language acquisition and content-area learning. *(Continued from 2025–26)*
- Implement professional learning for all staff (not just ELL specialists) on basic ELL instructional strategies, language acquisition stages, and cultural competency, prioritizing content-area teachers with ELLs. *(Continued from 2025–26)*
- Create a plan to increase ELL family engagement within the schools (e.g., an Open House for ELL students and families, increased PTA participation). *(Continued from 2025–26)*

Persons Responsible: Superintendent, Assistant Superintendent, Director of Teaching & Learning

Strategy 2: Promote Inclusive and Welcoming School Environments

26-27

Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all schools.

- Assess the impact of Year 1 steps through staff and student climate surveys, disciplinary data trends (including anonymous alerts), and anecdotal reports.
- Review and revise the SEL/Advisory lessons piloted last year, as needed, and consider creating additional lessons.
- Include NPS Harmful Language Protocol training in new staff orientation, and provide building-based refresher training for staff.
- Identify existing structures to elicit student voice regarding school climate, harmful language, and challenging behaviors.
- Develop and share family resources on promoting respectful language at home, aligned with district messaging.
- Train school climate specialists to serve as point people for staff questions on how best to address incidents of harmful language and challenging behavior.

Persons Responsible: Superintendent, Assistant Superintendent, Director of Teaching & Learning, Building Principals, Assistant Principals, Dean of Students (NHS), Equity Team Leaders

Strategy 3: Enhance Communication with Community Stakeholders

26-27

Strengthen district communication to increase transparency, accessibility, and awareness of district priorities.

- Refine the NPS Weekly Update with a more consistent format focused on students, staff, schools, district priorities, and community connections.
- Launch a collection form to increase photo and story submissions from across the district.
- Add a recurring Community Partners feature.
- Launch NPS social media platforms to extend the reach of district news and accomplishments.
- Explore an audio format for the NPS Weekly Update.

Expand opportunities for meaningful engagement and two-way communication with the Newtown community.

- Launch Superintendent Community Conversations, offering two to three opportunities at varied locations and times to engage residents beyond current NPS families.
- Establish connections with the senior community.
- Identify opportunities to participate in existing community events and organizations.

Persons Responsible: Superintendent

Strategy 3: Enhance Communication with Community Stakeholders

26-27

Strengthen connections among district leadership, schools, and the broader community.

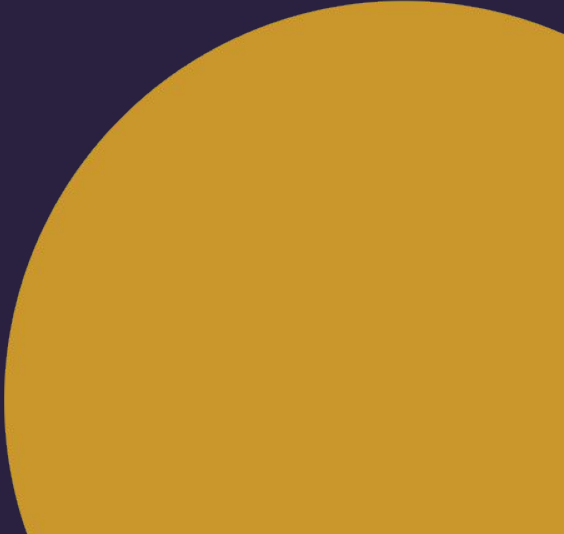
- Establish Super @ the Schools through regularly scheduled half-day visits at each NPS school.
- Incorporate classroom visits and informal engagement with students and staff.
- Provide opportunities for staff to schedule individual or small-group time with the Superintendent.
- Highlight existing school-community partnerships and identify opportunities to strengthen or expand community connections.

What This Means Going Forward

- The 2025–2028 Instructional Goals and Strategies remain the same. Our commitments to the Board and community hold.
- Strategic Actions and 2026–27 action steps reflect Year 1 progress, with adjustments and new actions where they make sense.
- Leaders will report on 2026–27 progress at the end of the year, and results will be presented to the Board.
- Further refinements will be made for the 2027–28 school year.

We welcome the Board's questions and input on any Goal, Strategy, or Action reviewed tonight.

Thank you.



2028 Capital Improvement Plan

Newtown Board of Education

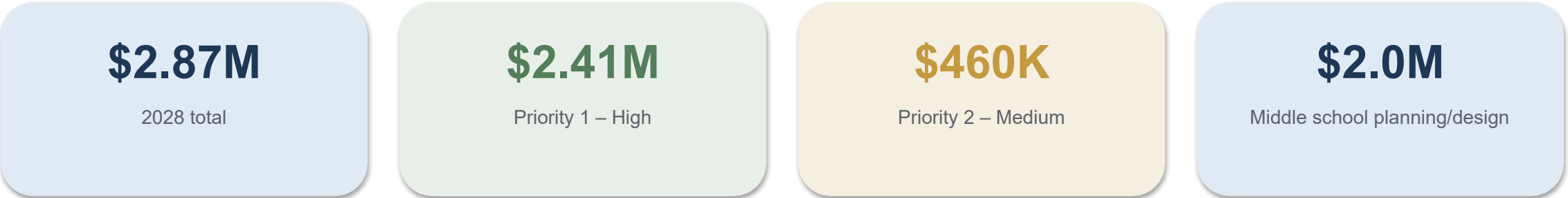
2028 priorities and a 10-year facilities outlook | 2028–2037



A straightforward look at where we need to invest, why, and when.

2028 at a glance

Four projects are identified in the supplied 2028 capital plan.



New Middle School	\$2,000,000	Priority 1	Planning/design in 2028
High Athletic Facilities	\$410,000	Priority 1	Stadium lighting, drainage & tennis courts
HS Exterior Doors	\$210,000	Priority 2	Replace 14 exterior doors
HS Window Replacement	\$250,000	Priority 2	Replace failed insulated glass units

2028 Priority 1 | New Middle School

BOE2028 | Total project cost: \$135 million | 2028 allocation: \$2 million

\$2.0M

2028 planning/design



- The Board of Education has recommended pursuing a new grades 6–8 middle school; location is to be determined. The proposed \$2 million allocation will provide funding for planning, design, site evaluation, cost estimating, and related professional services should the Town authorize a Building Committee to move the project forward.
- The project is being proposed to address the approximately \$53 million in repairs and improvements identified in the 2024 Facilities Condition Assessment, the need to provide our students with an updated, 21st-century learning environment, as well as documented capacity constraints at the elementary schools.
- Funding at this stage supports planning and design and does not represent a commitment to construction.

2028 Priority 1 | High Athletic Facilities

BOE10027 | \$410,000



Existing stadium drainage

- Upgrade Blue & Gold Stadium lighting to modern LED.
- Address cracking and failed drainage grates around the track.
- Resurface tennis courts to improve safety and extend useful life.
- LED lighting is intended to reduce energy use, maintenance and glare.

Investment focus: safety • reliability • lower long-term maintenance

2028 Priority 2 | High School Exterior Doors

BOE0020 | \$210,000 | Replace 14 exterior doors



Existing exterior door condition

- The supplied plan identifies 14 obsolete exterior doors.
- Several doors show deterioration, including rotted materials and worn latching devices.
- Replacement is intended to improve security, safety, reliable operation and access control.
- New assemblies would be durable and code-compliant while reducing ongoing maintenance.

14

Doors

\$210K

Project

2028 Priority 2 | High School Window Replacement

BOE00232 | \$250,000



Example of failed insulated glass

- Replace window glass with broken seals.
- Failed seals are causing visible condensation, fogging and deterioration of insulated glass units.
- Replacement is intended to restore insulation, improve energy efficiency and maintain the facility.
- The plan notes incremental energy savings from reduced infiltration.

\$250K

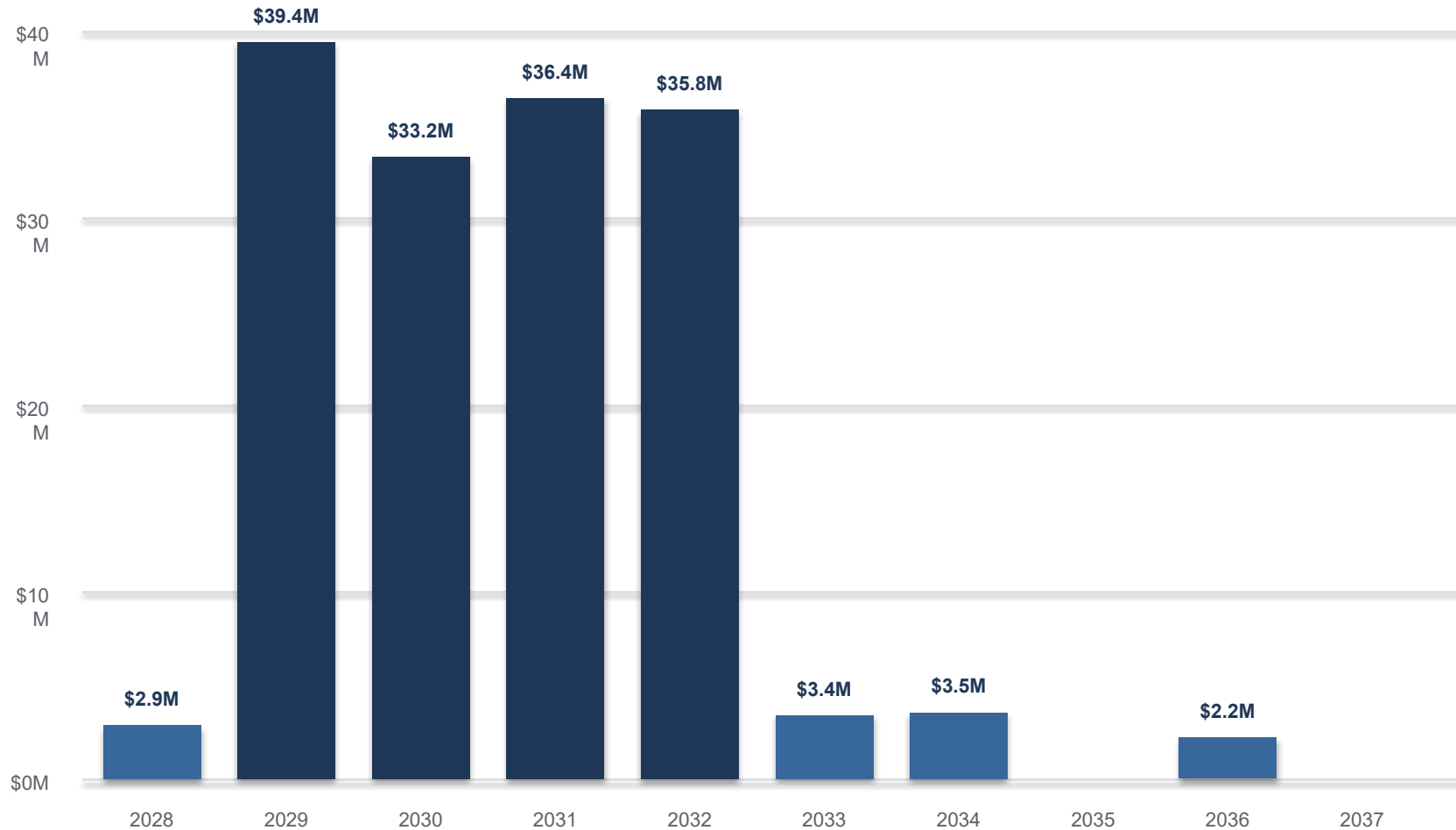
Project

\$30K

Average annual debt service

The 10-year capital picture

2028–2037 | Supplied projects by year



\$156.85M

2028–2037 listed total

Where the investment occurs

- 2029–2032: major middle-school investment
- 2033–2036: school and district renewals
- 2035 & 2037: no projects listed

10-year roadmap by project

Major projects shown in the order and priority contained in the supplied report.

2028	\$2.87M	New Middle School planning; athletic facilities; HS doors; HS windows
2029	\$39.40M	Middle School; ADA study; security software/access control; window film; Hawley drainage/roof; Middle Gate driveway; Reed roof
2030	\$33.25M	Middle School
2031	\$36.39M	Middle School; HS interior renovations
2032	\$35.79M	Middle School; Hawley ADA; Middle Gate HVAC; Reed HVAC
2033	\$3.40M	HS electronic systems
2034	\$3.55M	District security camera hardware; Reed chillers/controls; Middle Gate interior renovations
2035	—	No projects listed
2036	\$2.20M	Head O' Meadow windows; Middle Gate windows
2037	—	No projects listed

What the plan is telling us

A simple framework for BOE discussion

1

Condition & safety

Address aging infrastructure before failures become emergencies — including doors, drainage, windows, HVAC and roofs.

2

Plan for the district

The middle-school project is the largest element and drives the scale and timing of the capital program.

3

Long-term value

Planned replacement and modernization can reduce maintenance pressure and extend the useful life of facilities.

The goal is to sequence investments so Newtown can maintain safe, functional and sustainable facilities.

Discussion / next steps

Recommended focus for the BOE capital planning conversation

- Confirm the 2028 priorities and the proposed \$2.87 million program.
- Use the 10-year plan as a sequencing tool — not just a list of projects.
- Continue refining project scopes, estimates, timing and funding as projects approach.
- Keep the plan flexible enough to respond to building condition, safety needs and the middle-school decision process.

\$2.87M

2028 plan

\$156.85M

2028–2037 listed total

10 Years

Planning horizon



Philosophy Curriculum

Presented by: Larry Saladin

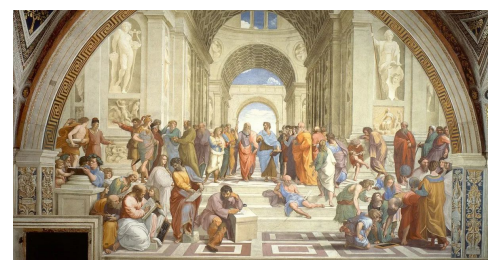
Curriculum Writers: Larry Saladin, Ryan Eberts, Dave Foss

Department Chair: Amy Deeb

(Unit 1) Foundations of Philosophy: Socrates

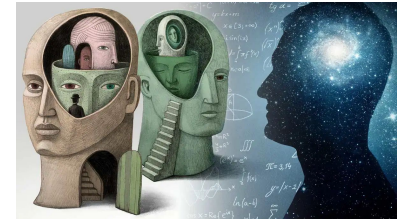
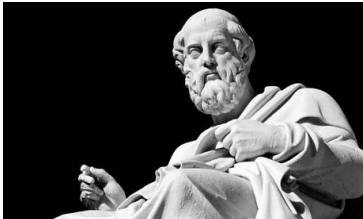
Lens: Questioning

Concepts: Inquiry, Ignorance, Wisdom, Choice, Reflection, Status Quo, Consequences, Discomfort

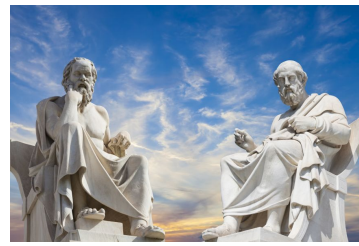


Core Learning Activities

1. What is Philosophy - Students learn what philosophy is by wrestling with big life questions and the importance of thinking deeply
2. Socratic Circle - Students take part in a guided discussion building on each others ideas.
3. Trial of Socrates Simulation - Students act out the trial of Socrates to exploring the ideas of truth, justice and the courage of challenging the powerful.
4. Unexamined Life - Personal Inquiry Journal - Students write statements of belief and choices to see how questioning can aid understanding.
5. Where do we see Socrates today?- Students look for examples in today's world where people question ideas or stand up for truth like Socrates did.



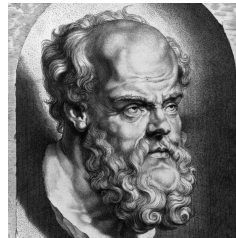
Assessments



Test measuring student understanding of the major ideas connected to the life and philosophy of Socrates. Students demonstrate knowledge of the Socratic Method, the importance of questioning beliefs, and the idea that “the unexamined life is not worth living.” The test also reviews the historical events surrounding the trial of Socrates in Athens, where he was accused of corrupting the youth and disrespecting the city’s gods. Finally, students should understand how Socrates defended his commitment to truth and accepted death rather than abandon philosophy or his principles

Expository Writing: This assessment asks students to explain the life, ideas, and historical importance of Socrates. Students should describe how Socrates used questioning, known as the Socratic Method, to challenge people to think more carefully about truth, knowledge, and morality. The essay should also explain the events surrounding his trial in Athens and why he chose to accept death rather than abandon his philosophical principles. Finally, students should discuss why Socrates’ ideas were so influential and how they shaped the philosophy of his student Plato and the development of Western philosophy.

Plato Story Board: This covers the life and times of Socrates -Socrates death through the ideas in the Republic - This assessment asks students to illustrate and explain the major events in the life of Socrates, including his trial and death in Athens. Students will also show how these events influenced the ideas developed by his student Plato. The storyboard should connect Socrates’ questioning of authority, the Socratic Method, and the problems of Athenian democracy to the political ideas presented in *The Republic*. By combining images and explanations, students demonstrate how historical events shaped Plato’s philosophical vision of justice, education, and leadership.



Introduction to Philosophy:

Topics Covered



What is Philosophy?

- Exploring life's biggest questions
- Learning to think *deeply and critically*



Socratic Circle

- Student-led discussions
- Building on others' ideas *respectfully*



Trial of Socrates Simulation

- Reenacting a historic trial
- Exploring truth, justice, and courage



Unexamined Life – Personal Inquiry Journal

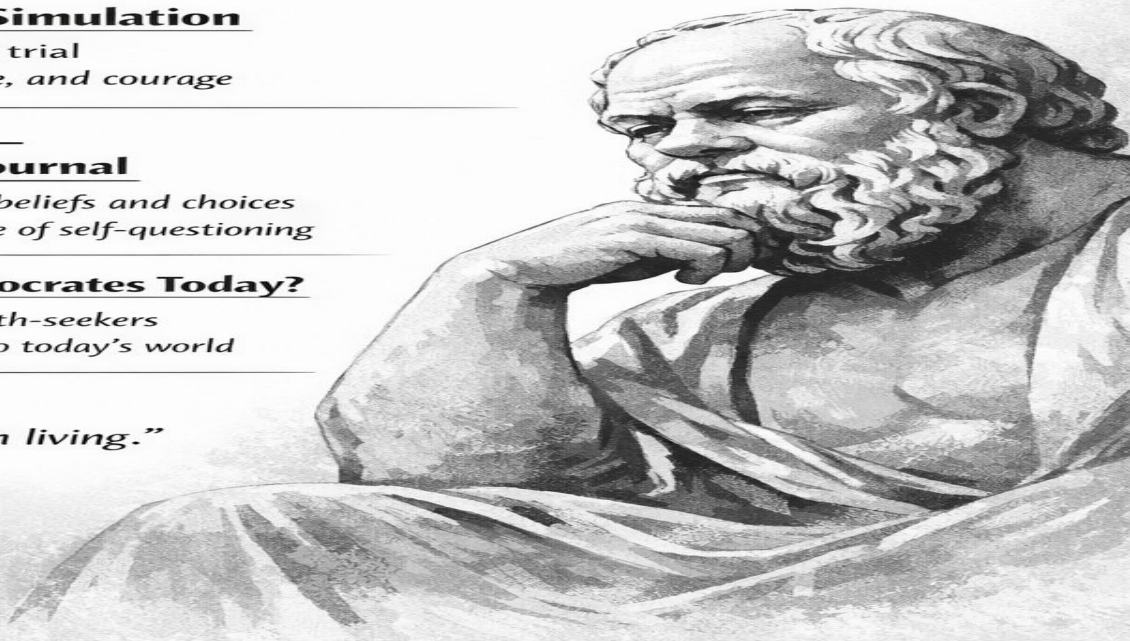
- Reflecting on personal beliefs and choices
- Understanding the value of self-questioning



Where Do We See Socrates Today?

- Identifying modern truth-seekers
- Connecting philosophy to today's world

“The unexamined life is not worth living.”



(Unit 2) Plato's Republic: Truth and Justice

Lens: Truth and Justice

Concepts: The Political State, Philosopher-king, Corruption, Leadership, Laws, Morality/Moral Responsibility

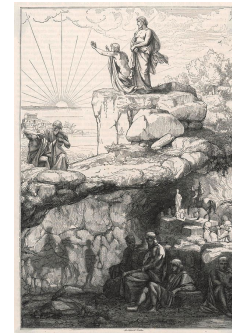
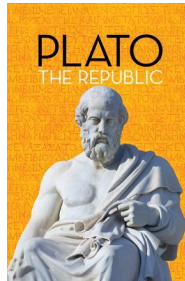
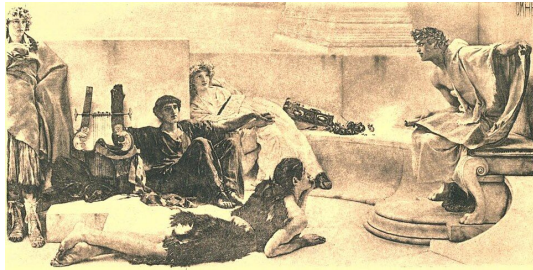
Core Learning Activities:

1. Allegory of the Cave Visual Analysis - Students analyze images from Plato's Allegory of the Cave to understand the importance of the Philosopher King and the futility of his position.
2. Philosopher King Debate - Students debate whether society should be led by knowledgeable experts with total power or the uncertainty of democracy. Do we let the passengers steer the ship
3. Justice Scenario Stations - Students rotate through real-world ethical scenarios
4. Noble Lies- Students examine Plato's concept of the "Noble Lie" and discuss whether deception can be justified by the government in order to promote stability
5. Build the Just State Project Students design their own model society using Plato's principles of justice, leadership, and moral structure.
6. Modern Leadership - A connection to Plato - Students analyze modern leaders and determine whether their leadership reflects Plato's ideals of truth, wisdom, and moral responsibility.

Assessment:

Plato Unit Test: This assessment measures the understanding of the major ideas we studied in Plato's philosophy, especially those presented in *The Republic*. Students will need to demonstrate knowledge of key concepts such as justice, the tripartite soul, philosopher kings, and the Allegory of the Cave.

Utopia: Students will design a utopian government inspired by ideas from *The Republic*, including justice, leadership, and the role of citizens. They must explain how their system works and justify whether it creates a just society utilizing Plato's principles.



Plato's Republic:

Topics Covered



Allegory of the Cave Visual Analysis

- Analyzing Plato's Allegory of the Cave
- Understanding the Philosopher King's challenges & importance



Philosopher King Debate

- Debating rule by philosopher kings vs. democracy
- Should experts with total power lead society?



Noble Lies

- Examining Plato's concept of the "Noble Lie"



Modern Leadership — A Connection to Plato

- Analyzing today's leaders
- Comparing them to Plato's ideals of truth and wisdom

Noble Lies

- Examining Plato's concept of the "Noble Lie"



"Justice means minding your own business and not meddling with other men's concerns." — Plato

(Unit 3) Analysis of Stoicism



Lens: Resilience

Concepts: Reason, Self Discipline, Detachment, Equanimity, Acceptance, Suppression of Emotion, Self-Mastery, Dichotomy of Control, Stockdale Paradox

Core Learning Activities

Zeno's Shipwreck - Students analyze/ how Zeno turned tragedy into wisdom

Seneca on Anger - Students analyze Seneca's warnings about anger and how all of it is irrational.

Dichotomy of Control - Students learn to distinguish between what they can and cannot control and apply this Stoic principle to real-life challenges

Marcus Aurelius Case Study - Students evaluate how Marcus Aurelius applied Stoic philosophy while leading Rome during crisis and hardship.

Stockdale Paradox - Students study Admiral James Stockdale's experience to understand how combining realistic acceptance with enduring hope reflects Stoic resilience.

Stoicism in Modern Life Students connect Stoic principles to contemporary situations

Assessments:

Reflection: This assessment asks students to reflect on the ideas of Stoic philosophy and consider how they apply to their own lives. Students should demonstrate an understanding of the key Stoic thinkers—such as Zeno of Citium, Seneca, Epictetus, and Marcus Aurelius—and the principles they taught about character and self-control.

Stoicism Unit Test: Zeno, Seneca, Aurelius, Epictetus and Stockdale - This assessment measures your understanding of the major ideas of Stoic philosophy and the thinkers who developed and practiced it, including Zeno of Citium, Seneca, Epictetus, Marcus Aurelius, and James Stockdale.



Core Learning Activities:

Unit 3 – Stoicism



1

Zeno's Shipwreck

- Students analyze how Zeno turned tragedy into wisdom



2

Seneca on Anger

- Students analyze Seneca's warnings about anger and how all of it is irrational



3

Dichotomy of Control

- Students learn to distinguish between what they can and cannot control and apply this Stoic principle to real-life challenges



4

Marcus Aurelius Case Study

- Students evaluate how Marcus Aurelius applied Stoic philosophy while leading Rome during crisis and hardship



5

Stockdale Paradox

- Students study Admiral James Stockdale's experience to understand how combining realistic acceptance with enduring hope reflects Stoic resilience



6

Stoicism in Modern Life

- Students connect Stoic principles to contemporary situations



(Unit 4) Ethical Principles: Normative Ethics



Conceptual Lens: Morality

Concepts: Human dignity, collective good, hypothetical vs categorical imperative, egalitarian ethics, higher vs lower pleasures, the harm principle, deontology, duty, heteronomy, pure practical reason, individual rights, social conditioning

Core Learning Activities

Kant vs Bentham - Students learn how Kant believes rules should always be followed while Bentham believes we should choose what makes the most people happy.

Trolley Decision Stations - Students move through different scenarios where they must decide who to help and explain why their choice is right.

Categorical Imperative Role Play- Students act out situations to see if their choices could become rules that everyone should follow.

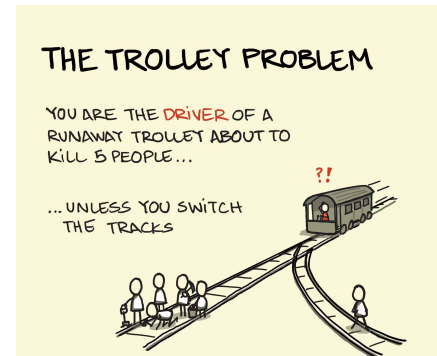
Sandel Justice Seminar - Students discuss real-life fairness problems and share their ideas about what makes something just or unfair.

Personal Philosophical Discussion - Students talk about their own beliefs and practice explaining their reasons for what they think is right or wrong.

Assessments:

Normative Ethics Unit Test - Deontology, Utilitarianism: This assessment measures your understanding of the major theories of normative ethics, which explore how people should decide what is morally right or wrong. Students should demonstrate knowledge of key ethical frameworks: deontology, utilitarianism, and virtue ethics.

Normative Ethics Podcast: This assessment asks students to explain and discuss the major ideas of normative ethics through a recorded podcast. Students should demonstrate their understanding of the three major ethical frameworks—deontology, utilitarianism, and virtue ethics—and explain how each approach evaluates moral decisions differently.

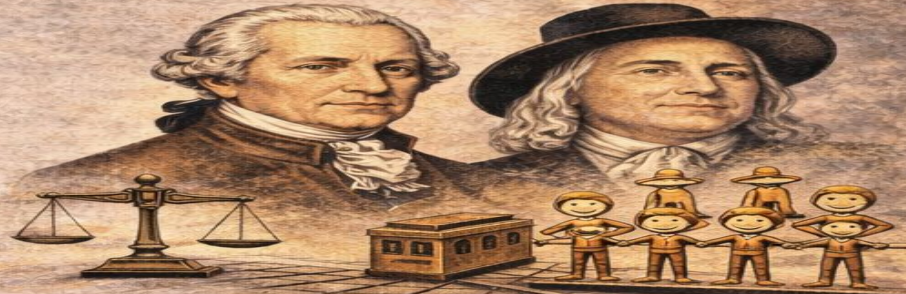


Normative Ethics:

Topics Covered

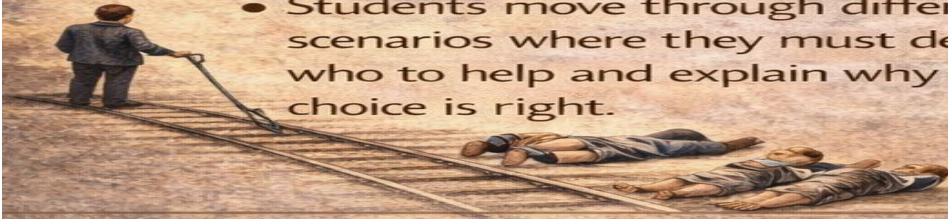
Kant vs Bentham

- Students learn how Kant believes rules should always be followed while Bentham believes we should choose what makes the most people happy.



Trolley Decision Stations

- Students move through different scenarios where they must decide who to help and explain why their choice is right.



Categorical Imperative Role Play

- Students act out situations to see if their choices could become rules that everyone should follow.



(Unit 5) Analysis of the Evolution of Existential Thought

Conceptual Lens: Freedom

Concepts: Bad Faith, Freedom, Anxiety, Death, Leap of Faith, “ubermensch”, last man, eternal recurrence, will to power, God, Sisyphean tasks, absurdity, Existentialism, religion, indifferent universe, meaning, “slave morality”, “master morality”

Core Learning Activities

Existentialism Concept Map: Students create a visual chart to show the main ideas of existentialism, like freedom, choice, and finding meaning in life.

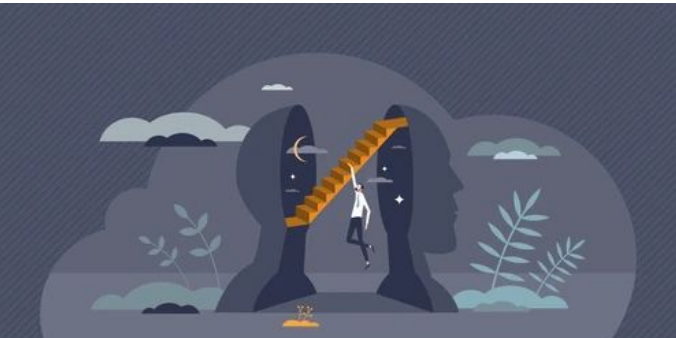
Thinker Focus Stations - Nietzsche - Students rotate through activities to learn about Nietzsche’s ideas and why he believed people should create their own values.

Bad Faith vs Authenticity - Students learn the difference between pretending they have no choices and taking responsibility for who they truly are.

The Absurd and the Myth of Sisyphus - Students explore Camus’ story of Sisyphus to understand how people can keep going even when life feels unfair or confusing.

Religion and Meaning - Students discuss whether meaning in life comes from religion, personal choice, or something else.

Existential Choice Reflection - Students think about a big choice in their own life and explain how their decisions help shape who they become.



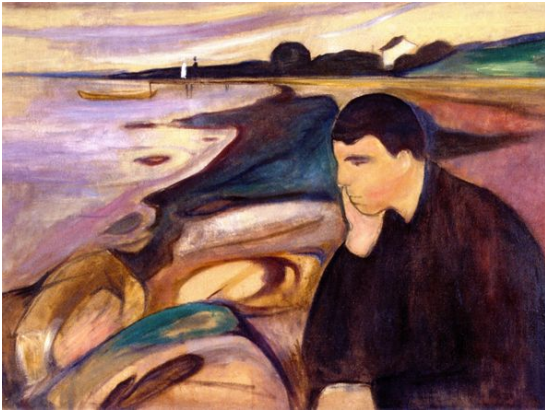
Continued

Assessments:

Unit Task: This assessment measures your understanding of the major ideas and thinkers associated with existentialist philosophy. Students should demonstrate knowledge of key concepts such as freedom, responsibility, authenticity, and the idea that individuals must create their own meaning in life. Existentialist thinkers such as Jean-Paul Sartre, Albert Camus, Friedrich Nietzsche, and Viktor Frankl explored how human beings confront an often uncertain or absurd world through personal choice and action.

Podcast: This assessment asks students to explain and discuss the major ideas of existentialist philosophy through a recorded podcast. Students should demonstrate an understanding of key thinkers such as Friedrich Nietzsche, Jean-Paul Sartre, Albert Camus, and Viktor Frankl and explain the themes they explored about human existence. Existentialism emphasizes individual freedom, responsibility, and the idea that people must create meaning in their own lives rather than relying on society, religion, or tradition to define it for them.

Shawshank Existential Analysis: This assessment asks students to analyze the film *The Shawshank Redemption* through the philosophical lens of existentialism. Students should demonstrate an understanding of existentialist themes such as freedom, personal responsibility, suffering, hope, and the search for meaning in difficult circumstances. The film explores how individuals can maintain inner freedom and dignity even when they are physically imprisoned, as seen through the character of Andy Dufresne and his refusal to let the prison define his identity.





- Students create a visual chart to show the main ideas of existentialism, like freedom, choice, and finding meaning in life.

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- Students rotate through activities to learn about Nietzsche's ideas and why he believed people should create their own values.

- Students rotate through activities to learn about Nietzsche's ideas and why he believed people should create their own values.



- Students learn the difference between pretending they have no choices and taking responsibility for who they truly are.

- Students learn the difference between pretending they have no choices and taking responsibility for who they truly are.



- Students explore Camus' story of Sisyphus to understand how people can keep going even when life feels unfair or confusing.

- Students explore Camus' story of Sisyphus to understand how people can keep going even when life feels unfair or confusing.



Curriculum Writing Self-Reflection Part 1

1. How has the curriculum improved from the original version to the this newly revised version?

The newest revision of the philosophy curriculum has greatly improved through the implementation of a clearer and more organized concept driven focus. Rather than simply learning about a series of thinkers, students now fully engage with existential questions about truth, morality, justice, resilience, and freedom. These connections are made across all units. Moreover, the curriculum offers a myriad of student centered activities and these include debates, scenario analysis, and real-world applications that focus on connecting to the student's own experience. This revision creates a greater understanding of the material and directly connects the students to the larger world around them.

Curriculum Writing Self-Reflection Part 2

1. Reflecting back on the process, what improvements to the curriculum do you look forward to implementing the most?

Reflecting on the process, the improvement I look forward to implementing most is deepening the use of inquiry and real-world application across all units. Whether students are critiquing the implementation of Plato's Republic or examining the moral implications of the current war in Iran, I like that this revision has opened the door to fully connecting the ideas of the past with the events of the present.

Normative ethics is applicable across all fronts!



Philosophy (Due for Review/Revision)

Newtown High School / Grade 11 / Social Studies

5 Curriculum Developers | Last Updated: Wednesday, Apr 8, 2026 by Eberts, Ryan

Unit Calendar by Year

Unit	Au		Sep				Oct				Nov			Dec			Jan				Feb				Mar				Apr		May			Ju				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Unit 1: Foundations of Philosophy - Socrates																																						
Unit 2: Plato's Republic - Truth and Justice																																						
Unit 3: Analysis of Stoicism																																						
Unit 4: Analysis of Ethical Principles - ...																																						
Unit 5: Analysis of the Evolution of...																																						

5 Units found



Unit Plan

Unit 1: Foundations of Philosophy - Socrates

Newtown High School / Grade 11 / Social Studies

Week 1 - Week 2 | 5 Curriculum Developers | Last Updated: Apr 8, 2026 by Eberts, Ryan

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Purpose of the Unit: This unit will examine the life and times of Socrates in order to understand the the genesis of Socratic discourse.

Overarching goals for this unit are to examine the following:

The Students will:

- Develop students' ability to think critically through class discourse, particularly the Socratic Method.
- Explore key ethical questions about virtue, justice, and courage.
- Understand Socrates' life as a truth seeker and his willingness to sacrifice his life for it.

Essential Question(s)

Is an unexamined life worth living?

Where do we see the impact of Socrates?

Conceptual Lens/Concepts

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

Lens: Questioning

Concepts: Inquiry, Ignorance, Wisdom, Choice, Reflection, Status Quo, Consequences, Discomfort

Generalizations

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

1. Effective inquiry both reveals and combats ignorance.
2. Questioning challenges the status quo which generates a consequence.
3. Wisdom develops through discomfort and reflection.

Guiding Questions

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

1. Effective questioning both reveals and combats ignorance.

- 1a. What is Philosophy? (F)
- 1b. How does philosophy enrich life for both the individual and the collective?(C)
- 1c. Who was Socrates? What did he do? (F)
- 1d. What is the Socratic Method? (C)
- 1e. How did the life and experiences of Socrates shape his world view? (C)
- 1f. Is the unexamined life worth living? (P)

2. Questioning that challenges the status quo has consequences.

- 2a. Why was Socrates put on trial? (F)
- 2b. In what ways did the death of Socrates prove that ideas are dangerous? (C)
- 2c. In what ways could constant questioning be dangerous to a society? (C)

2d. Is the risk of social conflict worth the benefit of challenging long standing beliefs?(P)

2e. Should individuals follow unjust laws? (P)

3. Wisdom grows through discomfort and reflection.

3a. How is wisdom traditionally defined? (F)

3b. How can admitting ignorance be a form of wisdom? (C)

3c. How does professing ignorance accelerate acquisition of knowledge? (C)

3d. Can there be growth without discomfort? (P)

Content Knowledge

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

Definition of Philosophy, Life of Socrates, Trial of Socrates, Socratic Method, Definition of Wisdom, Ignorance

Standards

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

Core Learning Activities

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

- 1. What is Philosophy - Students learn what philosophy is by wrestling with big life questions and the importance of thinking deeply**
- 2. Socratic Circle - Students take part in a guided discussion building on each others ideas.**
- 3. Trial of Socrates Simulation - Students act out the trial of Socrates to exploring the ideas of truth, justice and the courage of challenging the powerful.**
- 4. Unexamined Life - Personal Inquiry Journal - Students write statements of belief and choices to see how questioning can aid understanding.**
- 5. Where do we see Socrates today?- Students look for examples in today's world where people question ideas or stand up for truth like Socrates did.**

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Critical Thinker

A critical thinker is a learner who analyzes and evaluates information to make connections and draw conclusions.

- ☒ Considers and understands multiple perspectives
- ☒ Uses credible data to support ideas

 Core Learning Activities_ Unit 1a -What is Philosophy.pdf  

 Core Learning Activities_ Unit 1a -What is Philosophy (1).pdf  

 Core Learning Activities - Unit 1 - Unexamined Life - Personal Journal.pdf  

 Core Learning Activities - Unit 1 - Where do we See Socrates Today.pdf  

 Core Learning Activities_ Unit 1 -Trial of Socrates .pdf  

Vocabulary

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

Philosophy, Socratic Method, Socratic Paradox, Wisdom, Unexamined Life, Status Quo, Militus, Chaerphon

Resources

Teacher and student resources used to support the learning.

 Socrates.pdf  

 Socrates and Democracy  

 SAIL SOCRATES.pdf  

 Socrates and Plato.pptx  

 Plato's Apology  

 Plato's Crito  

Assessments

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

Socrates Unit Test | Written Test

This assessment measures student understanding of the major ideas connected to the life and philosophy of Socrates. Students demonstrate knowledge of the Socratic Method, the importance of questioning beliefs, and the idea that “the unexamined life is not worth living.” The test also reviews the historical events surrounding the trial of Socrates in Athens, where he was accused of corrupting the youth and disrespecting the city’s gods. Finally, students should understand how Socrates defended his commitment to truth and accepted death rather than abandon philosophy or his principles.

No Standards Assessed

Expository Writing: The Life and Importance of Socrates | Summative | Expository Essay

Expository Essay

This assessment asks students to explain the life, ideas, and historical importance of Socrates. Students should describe how Socrates used questioning, known as the Socratic Method, to challenge people to think more carefully about truth, knowledge, and morality. The essay should also explain the events surrounding his trial in Athens and why he chose to accept death rather than abandon his philosophical principles. Finally, students should discuss why Socrates’ ideas were so influential and how they shaped the philosophy of his student Plato and the development of Western philosophy.

No Standards Assessed

 Socrates Unit Test.pdf  

 Expository Writing_ The Life and Importance of Socrates — Assessment Overview.pdf  

Differentiation

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

Test Prep Connections

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



Unit Plan

Unit 2: Plato's Republic - Truth and Justice

Newtown High School / Grade 11 / Social Studies

Week 3 - Week 6 | 5 Curriculum Developers | Last Updated: Apr 8, 2026 by Eberts, Ryan

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Unit 2: Plato's Republic - Truth and Justice

Purpose of the Unit: This unit builds on the study of Socrates from the first unit. It moves into the work of Plato and the theory of the philosopher king, examining the role of truth and justice in leadership, government and society.

Overarching goals for this unit

The Students will:

- Understand the impact of Plato on modern philosophy.
- Examine the influence that Socrates had on Plato.
- Establish standards for what is considered right and wrong.
- Explore the principles of justice and fairness- are they always aligned?

Essential Question: What role does truth play in creating a fair and just society?

Conceptual Lens/Concepts

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

Lens: Truth and Justice

Concepts: The Political State, Philosopher-king, Corruption, Leadership, Laws, Morality/Moral Responsibility

Generalizations

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

1. The political state determines what is just and implements and enforces just laws.
2. No state can be truly just without the leadership of a philosopher king.
3. Philosopher kings see truth clearly and therefore have a moral responsibility to lead and enlighten others.
4. Corruption violates the principles of justice.
5. Justice relies on truth but in some cases, justice may require its omission.

Guiding Questions

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

1. The duty of the political state is to determine what is moral and implement and enforce moral laws.
 - 1a. Who is Plato and how was he influenced by Socrates? (F)
 - 1b. What are some of the key ideas of Plato's philosophy? (F)
 - 1c. What is morality? (C)
 - 1d. What makes a law moral? (C)
 - 1e. What is a Philosopher King? What is the role of the philosopher king? (F)
 - 1f. How does the philosopher king determine morality? (F)
 - 1g. What is the theory of forms? (F)
 - 1h. How do different societies evaluate competing rights claims? (C)

2. No state can be truly just without the leadership of the philosopher king.

- 2a. What is justice? (F)
- 2b. Should a just political state advocate for equal distribution of wealth? (C)
- 2c. Is the adoption of democratic principles the best way to maintain justice and morality? (C)
- 2d. Should the rights of the minority be sacrificed for the benefit of the majority? (C)
- 2e. Has there ever been a just state? (P)

3. Philosopher kings see truth clearly and therefore have a moral responsibility to lead and enlighten others.

- 3a. How is truth traditionally defined? (F)
- 3b. What are defining metrics for one who sees truth clearly? (F)
- 3c. Is truth ever open to interpretation? (C)
- 3d. Is it ethical to withhold truth from those who are not ready to hear it? (P)
- 3e. Can a leader who understands truth be trusted to act selflessly? (P)
- 3f. Can leadership that does not understand truth be trusted? (P)

4. Corruption violates the principles of justice.

- 4a. What constitutes corruption? (F)
- 4b. How does leadership that seeks personal gain affect the state? (C)
- 4c. To what extent does corruption exacerbate class stratification? (C)
- 4d. Is a reluctant ruler (philosopher king) the most just? (C)
- 4e. Does personal wealth or private attachment always diminish the potential for just rule? (P)

5. Justice relies on truth but in some cases, justice may require its omission.

- 5a. When is it appropriate for leaders to lie to their citizens if it's for the greater good? (C)
- 5b. How can lying lead to justice? (C)
- 5c. Would an absolute commitment to truth ever lead to justice? (P)
- 1e. Why is lying sometimes necessary in the maintenance of the political state? (C)

Content Knowledge

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

Morality, Justice, Duty, Plato, Truth, Philosopher King, Theory of Forms, The Noble Lie, Allegory of the Cave

Standards

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

Core Learning Activities

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

- 1. Allegory of the Cave Visual Analysis** - Students analyze images from Plato's Allegory of the Cave to understand the importance of the Philosopher King and the futility of his position.
- 2. Philosopher King Debate** - Students debate whether society should be led by knowledgeable experts with total power or the uncertainty of democracy. Do we let the passengers steer the ship
- 3. Justice Scenario Stations** - Students rotate through real-world ethical scenarios
- 4. Noble Lies** - Students examine Plato's concept of the "Noble Lie" and discuss whether deception can be justified by the government in order to promote stability
- 5. Build the Just State Project** Students design their own model society using Plato's principles of justice, leadership, and moral structure.
- 6. Modern Leadership - A connection to Plato** - Students analyze modern leaders and determine whether their leadership reflects Plato's ideals of truth, wisdom, and moral responsibility.

 Core Learning Activities - Unit 2 - Allegory of the Cave.pdf  

 Core Learning Activities - Unit 2 -Philosopher King Debate.pdf  

 Core Learning Activities - Unit 2 - Justice Scenarios.pdf  

 Core Learning Activities - Unit 2 - Noble Lie.pdf  

 Core Learning Activities - Unit 2 - Just State Project.pdf  

 Core Learning Activities -Unit 2 - Modern Leadership.pdf  

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

 Philosopher King.pptx  

 Plato's Republic.pdf  

 SAIL SOCRATES (1).pdf  

 Socrates and Plato (1).pptx  

 plato_-_the_republic.pdf  

Assessments

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

Plato Unit Test: An overview of key concepts from Unit 2 | Summative | Written Test

This assessment measures the understanding of the major ideas we studied in Plato's philosophy, especially those presented in *The Republic*. Students will need to demonstrate knowledge of key concepts such as justice, the tripartite soul, philosopher kings, and the Allegory of the Cave. The test also asks you to apply these ideas to real-world situations and explain how Plato believed a just society and a just person should behave

No Standards Assessed

 Unit Assessment - Storyboard Assignment_ The Lives and Philosophies of Socrates and Plato (1).pdf  

 Plato & The Republic - Multiple Choice Test  

Differentiation

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

Test Prep Connections

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



Unit Plan

Unit 3: Analysis of Stoicism

Newtown High School / Grade 11 / Social Studies

Week 7 - Week 10 | 5 Curriculum Developers | Last Updated: Apr 8, 2026 by Eberts, Ryan

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Overarching goals for this unit are to examine the following:

- Explore how stoicism began with Zeno's shipwreck
- Evaluate how Seneca dealt with the consequences of anger
- Understand the challenges that Marcus Aurelius had as emperor of Rome
- Understand the core principles of Stoic philosophy
- Explore how stoicism responds to suffering and adversity
- Apply Stoic ideas to modern life and personal experience
- Evaluate the limits and criticisms of Stoic philosophy
- Examine Admiral Stockdale and his famous paradox

Conceptual Lens/Concepts

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

Lens: Resilience

Concepts: Reason, Self Discipline, Detachment, Equanimity, Acceptance, Suppression of Emotion, Self-Mastery, Dichotomy of Control, Stockdale Paradox

Generalizations

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

1. Reason and self discipline empower individuals to **rise above** (consider a verb like overcome? respond with conscious choice? refrain from acting on? transcend?) emotional impulse.
2. Detachment and acceptance cultivate equanimity in the face of life's uncertainties.
3. Understanding the dichotomy of control makes it possible to endure hardship with both realism and hope, as expressed in the Stockdale Paradox.

Guiding Questions

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

1. Reason and self discipline empower individuals to rise above emotional impulse.

- 1a. How did Seneca define anger? (F)
- 1b. Why did Seneca view anger as destructive? (F)
- 1c. What is the difference between responding and reacting? (C)
- 1d. How can reason help people respond to suffering rather than react to it? (C)
- 1e. How do Stoics distinguish between feeling an emotion and being ruled by it? (C)
- 1f. Does emotional suppression diminish the humanity of an individual? (P)

2. Detachment and acceptance cultivate equanimity in the face of life's uncertainties.

- 2a. What happened to Zeno in the historic shipwreck? (F)

2b. How did the shipwreck shape the philosophical path of Zeno? (C)

2c. How do Stoics define equanimity? (F)

2d. Why is equanimity considered a virtue in Stoicism? (C)

2e. Why do Stoics emphasize detachment from external events and outcomes? (C)

2f. Can detachment from people or goals ever become unhealthy or selfish? (P)

2g. Is it possible to fully accept suffering without becoming passive? (P)

3. Understanding the dichotomy of control makes it possible to endure hardship with both realism and hope, as expressed in the Stockdale Paradox.

3a. What is the Stockdale Paradox? (F)

3b. How did Admiral Stockdale embody Stoic principle during his captivity? (C)

3c. How does understanding what we can and cannot control, the Dichotomy of Control, change the experience of adversity? (C)

3d. Why is hope compatible with Stoic acceptance of fate? (C)

3e. *How* can focusing only on what can be controlled lead to ignoring social responsibility? (C)

3f. In extreme suffering, is it realistic—or even possible—to maintain hope without self-deception? (C)

3g. How does the acceptance of what we cannot control change the way we experience pain or adversity? (C)

3h. How do historical or modern examples (e.g., Viktor Frankl, Nelson Mandela, Malala Yousafzai) illustrate the power of internal control in the face of hardship? (C)

3i. Does focusing solely on the dichotomy of control neglect responsibility in (*for?*) changing unjust external conditions? (P)

Content Knowledge

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

Update needed

Deontology, Utilitarianism, Kant, Jeremy Bentham, John Stuart Mills

Standards

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

Core Learning Activities

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

Portrait of the Newtown Graduate

- Core Learning Activity - Unit 3 - Zeno's Shipwreck .pdf
- Core Learning Activity - Unit 3 - Seneca and Anger.pdf
- Core Learning Activity - Unit 3 - Dichotomy of Control Sorting Activity .pdf
- Core Learning Activity - Unit 3 - Marcus Aurelius Leadership Case Study.pdf
- Core Learning Activity - Unit 2 - The Stockdale Paradox Discussion.pdf
- Core Learning Activity - Unit 3 - Stoicism in Modern Life Personal Application.pdf

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

Lawhead, William F. *The Philosophical Journey: An Interactive Approach*. Mountain View, CA: Mayfield Pub., 2000. Print.

- Marcus Aurelius, one of Rome's most admired emperors, is known both for his rule and for his contrib
- Stoicism_.pdf
- https://www.youtube.com/watch?v=cUStWm_AkaY
- <https://www.youtube.com/watch?v=vHonWT6849A&t=370s>

Assessments

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

Critical Analysis | Summative | Expository Essay

- Construct a critical analysis** of which of the ethical approaches is most similar to your own beliefs. When writing your summary try to provide an example of where you have faced a dilemma and how you decided upon your actions, as a result of your beliefs. Please include: What would happen if everyone in the world followed this theory? How does this theory compare to the others you have studied?

3 Standards Assessed

Ethics Championship | Formative | Other oral assessments

- This will be a set of debate-like competitions in which groups try to make the strongest case in discussing a moral issue using a prescribed ethical system.

3 Standards Assessed

- Stoicism & My Life – Personal Reflection Assessment.pdf

Differentiation

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

Test Prep Connections

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



Unit Plan

Unit 4: Analysis of Ethical Principles - Utilitarianism and Deontology

Newtown High School / Grade 11 / Social Studies

Week 11 - Week 14 | 5 Curriculum Developers | Last Updated: Apr 8, 2026 by Eberts, Ryan

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Overarching goals for this unit are to examine the following:

- Analyze how Kant, Bentham, and Mill evaluate ethical choices through different philosophical lenses.
- Explore the relationship between intention, duty, and consequences in determining moral action.
- Understand key distinctions between deontological and utilitarian ethics.
- Critique the moral arguments made by Kant, Bentham, and Mill, including strengths and weaknesses.
- Examine the possibility of moral autonomy in the face of social and biological constraints
- Apply ethical frameworks to real-world moral dilemmas in law, public policy, and daily life
- Evaluate how ethical theories shape concepts of justice, rights, and the collective good.

Essential Question(s):

Does the end justify the means?

Can doing the ethically right thing ever lead to a bad outcome?

This unit bridges ancient schools of thought from previous units with modern thinking.

Conceptual Lens/Concepts

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

Conceptual Lens: Morality

Concepts: Human dignity, collective good, hypothetical vs categorical imperative, egalitarian ethics, higher vs lower pleasures, the harm principle, deontology, duty, heteronomy, pure practical reason, individual rights, social conditioning

Generalizations

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

1. Duty defines moral action more than consequences.
2. The collective good justifies the sacrifice of individual rights.
3. Reason overcomes the heteronomy and social conditioning that constrain moral autonomy.
4. Ethical theories illuminate, but cannot fully resolve, complex moral dilemmas.

Guiding Questions

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

1. Duty defines moral action more than consequences.
 - 1a. What is duty? (F)
 - 1b. What are deontological ethics? (F)
 - 1c. What does Kant mean by acting in accordance with duty? (C)
 - 1d. How does emphasizing duty over consequences shape deontological ethics? (C)
 - 1e. Can an action be moral if it leads to harm, as long as the intention was good? (P)
 - 1f. Should leaders prioritize moral rules even if the result is less happiness overall? (P)
2. The collective good justifies the sacrifice of individual rights.

- 2a. What is the principle of utility as proposed by Bentham and Mill? (F)
- 2b. What is utilitarianism? (F)
- 2c. How does utilitarianism define the "greater good"? (C)
- 2d. Should one person be harmed to save many? Why or why not? (P)
- 2e. Does the collective good always supersede the rights of the individual? (P)

3. Reason overcomes the heteronomy and social conditioning that constrain moral autonomy.

- 3a. What does Kant mean by "heteronomy"? (F)
- 3b. How do upbringing and culture interfere with truly free moral choices? (C)
- 3c. How does reason affect morality? (C)
- 3d. Can moral decisions ever be fully autonomous? (C)
- 3e. Are people responsible for immoral actions if environment shapes behavior? (P)

4. Ethical theories illuminate, but cannot fully resolve, complex moral dilemmas.

- 4a. What are the key features of both utilitarian and deontological ethics? (C)
- 4b. Why do different ethical frameworks reach different conclusions about the same dilemma? (C)
- 4c. Would following a single ethical theory produce better practical decisions? (P)
- 4d. Is it possible for any ethical theory to offer universal moral answers? (P)

Content Knowledge

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

Update needed

Rawls, Nozick, Justice, economic success, Karl Marx

Standards

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

Core Learning Activities

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

Portrait of the Newtown Graduate

 Core Learning Activities - Unit 4 - Kant vs Bentham.pdf  

 Trolley Problem Decision Stations.pdf  

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

Lawhead, William F. *The Philosophical Journey: An Interactive Approach*. Mountain View, CA: Mayfield Pub., 2000. Print.

Assessments

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

In Class Debate | Formative | Other oral assessments

- Liberalism v Libertarianism - Students will be assigned both one side of the resolution and write a speech in support of their position.

[3 Standards Assessed](#)

Video | Summative | Other Visual Assessments

- Create a video of what life would be like if we strictly applied the ideals of Nozick and Rawls to today's society.

[3 Standards Assessed](#)

Differentiation

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

Test Prep Connections

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



Unit Plan

Unit 5: Analysis of the Evolution of Existential Thought

Newtown High School / Grade 11 / Social Studies

Week 15 - Week 18 | 5 Curriculum Developers | Last Updated: Mar 19, 2026 by Foss, David

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Overarching goals for this unit are to examine the following:

- Understand the ideas of Nietzsche, Frankl, Sartre, Camus.
- Examine the relationship between suffering and existence.
- Critique the benefits and shortcomings of organized religion.
- Analyze the value of living an authentic life (reject living in bad faith).
- Evaluate the acceptance of the mundane - the value of Sisyphean tasks.
- Determine if morality can exist without religion.
- Determine if "existence precedes essence."

Conceptual Lens/Concepts

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

Conceptual Lens: Freedom

Concepts: Bad Faith, Freedom, Anxiety, Death, Leap of Faith, "übermensch", last man, eternal recurrence, will to power, God, Sisyphean tasks, absurdity, Existentialism, religion, indifferent universe, meaning, "slave morality", "master morality"

Generalizations

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

1. Existentialism posits that meaning is found in and through life not through religion.
2. Overcoming moral constraints to individually define values will lead to freedom.
3. Freedom requires embracing the pain and agony in life.
4. Individuals must create their own values without external moral absolutes.
5. The absurd arises when humans, searching for meaning, confront an indifferent universe.

Guiding Questions

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

1. Existentialism posits that meaning is found in and through life not through religion.
 - 1a. What is existentialism? (C)
 - 1b. Which comes first- essence or existence? (C)
 - 1c. What constitutes religion? (C)
 - 1d. What is "slave morality"? (C)
 - 1e. How does slave morality inhibit human progress? (C)
 - 1f. Can life have meaning without religion? (P)
 - 1g. What purpose does religion serve? (P)
2. Overcoming moral constraints to individually define values will lead to freedom.
 - 2a. How do philosophers like Camus and Sartre approach the meaning of suffering? (C)
 - 2b. What is the role of pain in the formation of one's authentic self? (C)
 - 2c. How can meaning be found in suffering? (C)
 - 2d. Is an existential awakening the truth? (P)

3. Freedom requires embracing the pain and agony in life.

- 3a. What is "master morality"? (C)
- 3b. What can **we** learn from Nietzsche's Superman ("ubermensch")? (C) *Consider the following to remove personal pronoun and determine what is needed to scaffold the generalization: According to Nietzsche, what makes/defines an "ubermensch"? (C) What is the value/benefit of Nietzsche's "ubermensch"? How can individuals benefit from*
- 3c. How does Nietzsche view suffering in relation to human growth and creativity? (C)
- 3d. *Would a society that promotes (or Would a society devoted to) the development of "ubermensch" devolve into chaos? (P)*

4. The absurd arises when humans, searching for meaning, confront an indifferent universe.

- 4a. What does Albert Camus mean by "the absurd"? (C)
- 4b. How can "meaning" be found in a "meaningless life"? (C)
- 4c. What are some literary or historical examples of people facing an absurd situation? (C)
- 4d. Can a person live a fulfilling life without believing that life has inherent meaning? (P)
- 4e. Is Camus correct in stating that "religion is philosophical suicide"? (P)
- 4f. What makes life worth living? (P)

Content Knowledge

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

Nietzsche
Sartre

Standards

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

Core Learning Activities

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

Portrait of the Newtown Graduate

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

Lawhead, William F. *The Philosophical Journey: An Interactive Approach*. Mountain View, CA: Mayfield Pub., 2000. Print.

Assessments

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

Differentiation

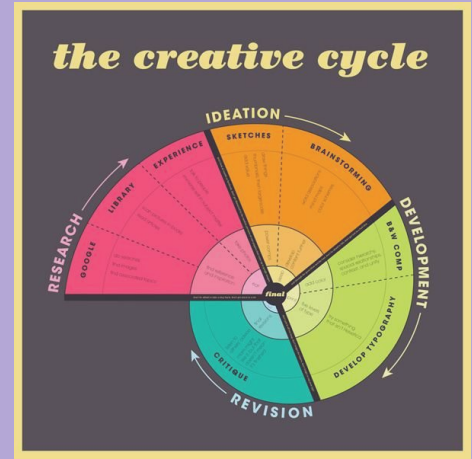
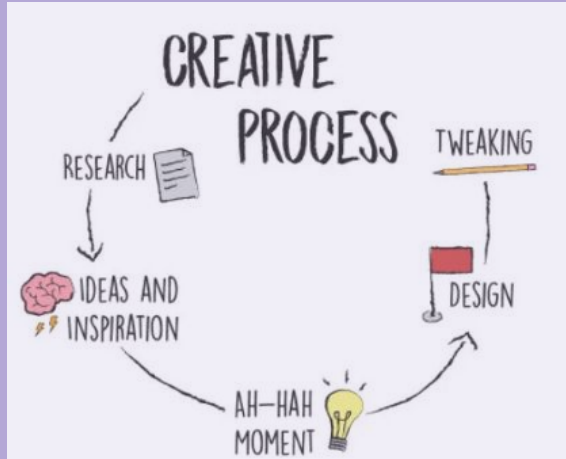
Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

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

Mixed Media Curriculum

Create and Present
-
Respond and Connect



Goal in revising

Complete and expand

My goal in revising this curriculum was to keep it open and align with core art standards. The previous curriculum was not complete and seemed targeted toward specific lessons. The way this is structured aligns vertically with middle school curriculum as well.

What changed/What it looked like before

Previously the course was divided into 4 separate projects.

For instance, one focused on Pop Art. Although many Pop Artists like Andy Warhol or Roy Lichtenstein utilized silk screening, Pop art does not -need- to be addressed in a mixed media class.



Andy Warhol, Part of his Marilyn Series, 1964-1967



Roy Lichtenstein, "Vicki! I-I Thought I Heard Your Voice!" 1964

What is mixed media?

When galleries display “mixed-media” artwork, they are usually referring to art that uses more than one medium. At the high school level, there is no prerequisite for our mixed-media class, so students often come in as a blank slate, so technique are separated out with embedded mixed-media opportunities.



Basquiat,
“Pez
Dispenser”,
1984



Matisse, The Sheaf,
1953

Techniques and materials

The class explores a variety of **techniques** including *recycled art, relief work, spraypainting, monotype printing, linocuts, weaving, macreme, other fiber arts, or collage.*

Possible **materials** include *corrugated cardboard, magazines, newspapers, gelli plates, akua inks (water-soluble oil), relief ink, rubber, blocks, linoleum, gauges, bench hooks, extacto blades, yarn, cordage, raw wool, driftwood, beads, spray paint, stencils, paint pens, etc.*

The possibilities are endless.

A quick look at the units - embedded overlap

Create and present

This unit is really about the doing and displaying, Its about both the process and the product—and how one influences the other.

Respond and connect

This unit is about understanding and communicating. Art is a visual language. At times we need to read others work and when we create, we are trying to speak our truth.

Guiding Questions

Create and Present

1a. What are the steps of the creative process? (F)

The mixed media classroom should be like a laboratory. Students should experiment and see the parallels between the scientific method and the creative process

2b. How can materials tell a story?

Found objects often find their way into mixed media work. Their source can guide a work or add to it.

Transparency or purposless placement or layering can embed meaning into a work. Maybe an object obscured or the artist led the viewer in a particular direction.

Respond and Connect

3c. Can art be harmful? What level of social responsibility do artists have? (P)

-Materials can be harmful (toxic).

-Consumption and waste can be harmful to the environment.

-Art is a form of expression. The artist has a social responsibility not to incite hate.

Conceptual framework

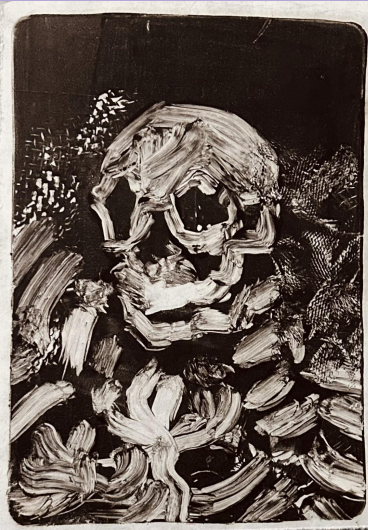
Experimentation

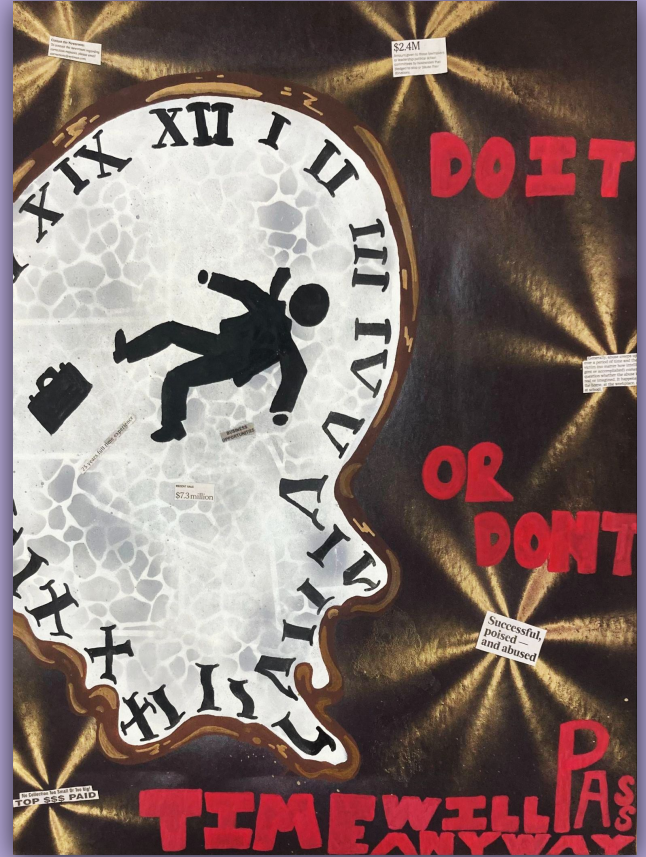
Ideas, Development, Experiment,
Mixed-media, materials, Creativity,
Risk-Taking, Disciplines, Research,
Reflecting, Revising, Planning, Process,
Product, Artistic voice, Personal
Expression, Audience, Story, Message,
Perception, Communication, Interpretation,
Designing, Craftsmanship, Presentation,
Display, Artistic value

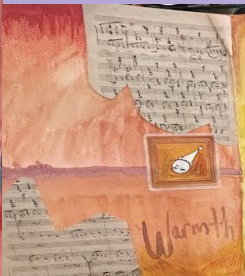
Conversation

Identity, Self-reflection,
Perception, Interpersonal
connections, Empathy, Dialogue,
communication, Narrative, Blend,
Layer, Interpret, Social justice,
Othering, Art Activism, Impact,
Environmentalism, Consumption,
Cultural Voice, Representation

Current & past projects







Assessment

Peer critiques, artists statements, personal reflections on process, and peer-based constructive criticism are all part of the process.

These shouldn't be all done for every piece, but these activities all help students become more comfortable with writing and talking about artwork.

https://docs.google.com/document/d/1OO8TjSGG8rqYyT1b8_rwM160EJy4GZKuqliqFN5avgo/edit?usp=sharing

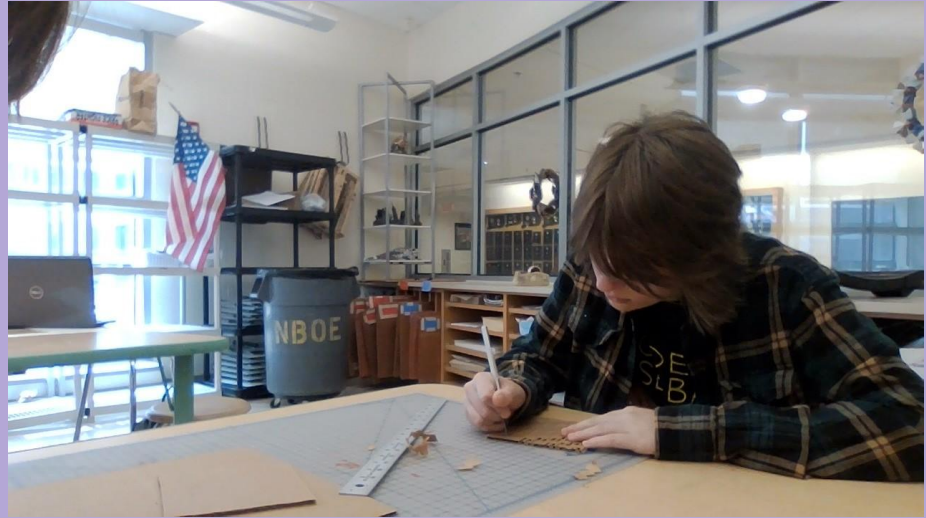
Final Revisions

Most of the revisions were based on my being new to this. I've done some curriculum writing before, but not quite this formal. There was a big learning curve in terms of proper curriculum language.



Student Impact

- Alignment with core standards
- Vertical alignment with the middle school curriculum
- Freedom to explore for both new teachers and students—In line with the experimental nature of this artistic genre





Mixed Media (Under Review/Revision)

Newtown High School / High School / F&AA: Art & Music

3 Curriculum Developers | Last Updated: Wednesday, Apr 8, 2026 by Purcaro, Frank

Unit Calendar by Year

Unit	Au		Sep				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May				Ju																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38																	
Create & Present																																																							
Respond & Connect																																																							



Unit Plan Create & Present

Newtown High School / High School / F&AA: Art & Music

Week 1 - Week 19 | 3 Curriculum Developers | Last Updated: Feb 4, 2026 by Womack, Annette

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will explore the creative process through idea generation, research, experimenting, & producing mixed media artworks. Throughout the process, students will create, think, analyze, reflect, and interpret art all while developing their own, unique artistic voice.

Conceptual Lens/Concepts

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

Conceptual Lens:

Experimentation

Concepts:

- Ideas
- Development
- Experiment
- Mixed-media materials
- Creativity
- Risk Taking
- Disciplines
- Research
- Reflecting
- Revising
- Planning
- Process
- Product
- Artistic voice
- Personal Expression
- Audience
- Story
- Message
- Perception
- Communication
- Interpretation
- Designing
- Craftsmanship
- Presentation
- Display
- Artistic value

Generalizations

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

Students will understand that:

1. Artistic experimentation leads to creative expression.
2. Materials shape the viewer's perception.
3. Intentional planning and reflection deepens conceptual understanding within and beyond the studio environment.

Guiding Questions

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

- 1a. What are the steps of the creative process? (F)
- 1b. What are sources of inspiration for artists? (C)
- 1c. Does the mixed-media process enable acquisition of one's artistic voice? (P)

4. A strong visual presentation of work enhances conceptual clarity.
5. Craftsmanship contributes to perceived artistic value.
6. Risk-taking in art helps flexibility in thinking.

- 2a. What are some common materials used in mixed-media artwork (F)
- 2b. How can materials tell a story? (C)
- 3a. What is an artistic plan? (F)
- 3b. Why do artists reflect on personal work? (C)
- 3c. Is a plan always necessary? (P)
- 4a. What are ways artists display work? (F)
- 4b. What's more important, the process or the product? (P)
- 5a. Why is craftsmanship important? (F)
- 5b. How can an artist balance spontaneity with quality? (C)
- 6a. How can mixed media art influence creation in other artistic disciplines? (C)
- 6b. How do artists come up with ideas? (C)
- 6c. What does it mean to take a creative risk? (P)

Content Knowledge

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

Students will know:

- The steps of the creative process (brainstorming, research, experimenting, planning, creating, refining, reflecting, presenting)
- Elements and principles of art & design
- How to research and brainstorm through specific browser searches, inspiration through other media, sketchbooks, journaling, mind-mapping, etc.
- How different materials behave and interact with each other.
- How to use tools and materials safely
- How to reflect and revise one's own work
- How to prep artwork for display and publication
- How presentation can influence interpretation

Standards

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

NCCAS: Visual Arts

NCCAS: HS Proficient

Creating

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

- ☒ VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

- ☒ VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

- ☒ VA:Cr2.1.1a: Engage in making a work of art or design without having a preconceived plan.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

- ☒ VA:Cr2.2.1a: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

- ☒ VA:Cr2.3.1a: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Reflect - Refine - Continue Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

- ☒ VA:Cr3.1.1a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

Select Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

- ☒ VA:Pr4.1.1a: Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Analyze Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

- ☒ VA:Pr5.1.1a: Analyze and evaluate the reasons and ways an exhibition is presented.

Share Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

- ☒ VA:Pr6.1.1a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

NCCAS: HS Accomplished

Creating

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

- ☒ VA:Cr1.1.1a: Individually or collaboratively formulate new creative problems based on student's existing artwork.

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

- ☒ VA:Cr1.2.1a: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

- ☒ VA:Cr2.1.1a: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

- ☒ VA:Cr2.2.1a: Demonstrate awareness of ethical implications of making and distributing creative work.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

- ☒ VA:Cr2.3.1a: Redesign an object, system, place, or design in response to contemporary issues.

Reflect - Refine - Continue Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

- ☒ VA:Cr3.1.1a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Presenting

Select Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

- ☒ VA:Pr4.1.1a: Analyze, select, and critique personal artwork for a collection or portfolio presentation.

Analyze Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

- ☒ VA:Pr5.1.IIa: Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Share Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

- ☒ VA:Pr6.1.IIa: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.

Core Learning Activities

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

- Sketchbook prompts
 - Look to websites like...
 - [The Art of Education Sketchbook Prompts](#)
 - [Inktober](#)
 - [Nature Journaling](#)
- Visual journaling, list making, or mind-mapping
- Artistic investigations into historical and/or contemporary artists
- Experiment sheets or stations
- Demonstrations
- Project-directed studio time
- Exit tickets, bell ringers, and check-ins
- Critiques
- Process documentation
- Artists statements

Portrait of the Newtown Graduate

Vocabulary

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

- Composition
- Contrast
- Balance
- Emphasis
- Unity
- Rhythm
- Movement
- Space
- Texture
- Layers
- Collage
- Assemblage
- Found objects
- Transfer
- Relief (bas and alto)
- Repurpose
- Print
- Resist
- Texture
- Pattern
- Brainstorm
- Thumbnails
- Refine
- Experiment

Resources

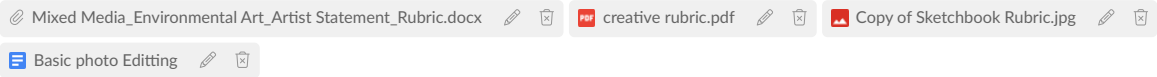
Teacher and student resources used to support the learning.

- [Collage Techniques: A Guide for Artists and Illustrators](#) by Gerald Brommer
- [The Printmaking Bible, Revised Edition: The Complete Guide to Materials and Techniques](#) by Ann d'Arcy Hughes and Hebe Vernon-Morris
- [The Art Teacher's Book of Lists](#) by Helen D. Hume
- [Artists' Techniques and Materials \(A Guide to Imagery\)](#) Paperback – October 2, 2006 by [Antonella Fuga](#)
- [Printing by Hand: A Modern Guide to Printing with Handmade Stamps, Stencils, and Silk Screens](#) Hardcover-spiral – August 1, 2008 by [Lena Corwin](#)
- [Andy Goldsworthy: A Collaboration with Nature](#)
- [Banksy](#) by [Stefano Antonelli](#) and [Gianluca Marziani](#)
- [El Anatsui: Art and Life](#) Hardcover – January 5, 2021 by [Susan M. Vogel](#) (Author)
- <https://theartofeducation.edu/>
- <https://artsandculture.google.com/>

- Craftsmanship
- Medium/media
- Technique
- Visual impact
- Symbolism
- Interpret
- Revise
- Critique

Assessments

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



Differentiation

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

- Using TAB or other choice-based lesson formats could allow students to take directions that best fit their needs.
- Check-ins with students are vital to monitoring pacing and adjusting content/quantity.

Test Prep Connections

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

- Artist statements provide an avenue for purposeful writing and descriptive language
 - Analyzing artworks, artistic styles, contemporary artists' statements, and articles help students learn the skill of summarizing
 - Opportunities to compare and contrast artists/artworks/genres
 - Possible Tier 2 & 3 vocab. Could make a word wall.
-



Unit Plan

Respond & Connect

Newtown High School / High School / F&AA: Art & Music

Week 1 - Week 19 | 3 Curriculum Developers | Last Updated: Mar 31, 2026 by Womack, Annette

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will analyze artworks in a variety of mediums through discussion, critique, and creative interpretation. Students will develop visual literacy and use mixed-media creation as a means to visually respond, reflect, and connect across perspectives.

Conceptual Lens/Concepts

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

Conceptual Lens: Art is a conversation

Possible Concepts:

- Identity
- Self-reflection
- Perception
- Interpersonal connections
- empathy
- Dialogue
- communication
- Narrative
- Blend
- Layer
- Interpret
- Social justice
- Othering
- Art Activism
- Impact
- Environmentalism
- Consumption
- Cultural Voice
- Representation

Generalizations

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

Students will understand that:

1. Engaging with art deepens understanding of the world and the self.
2. Art is a visual dialogue that transcends time and place.
3. Visual communication bears ethical responsibility.
4. Artists respond to and reflect on the world.

Guiding Questions

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

- 1a. What are some ways that a viewer can engage with art? (F)
- 1b. How does an artist's background influence the meaning of their artwork? (C)
- 1c. Can a person ever truly understand an artwork if that person didn't walk in the same shoes as the original artist? (P)
- 2a. What are some common symbols or visual imagery in historical or contemporary artworks? (F)

5. Mixed-media art empowers artists with freedom to integrate diverse materials, blend processes and layer.

2b. How can materials themselves add to a story? (C)

2c. How might artists from the past feel about the way we interpret, celebrate, or critique their work today? (P)

3a. How can mixed media techniques express complex emotions or duality? (C)

3b. How can personal biases affect how one responds to a piece? (P)

3c. Can art be harmful? What level of social responsibility do artists have? (P)

4a. What are some cultural or historical themes in artwork throughout time? (F)

4b. In what ways can artists use different materials and techniques to emphasize or challenge societal norms? (C)

4c. Is it possible for artists to create without being influenced by the world around them? (P)

5a. What are some materials or techniques that mixed-media artists use? (F)

5b. How does combining different materials expand an artist's ability to communicate ideas or emotions? (C)

5c. Does using found objects or unconventional materials in art make a statement--or distract from the message? (P)

Content Knowledge

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

Students will know:

- Artwork can be read by analyzing the elements, principles, and symbolism within the composition.
- Interpretation is a two-way street--both the artist and viewer contribute their own personal perspectives.
- Symbolism has historical, cultural, and personal significance.
- Mediums themselves can evoke different sensory and emotional reactions.
- Mixing media can create layered meanings or contrasting ideas.
- Art is a form of expression that allows for a complex understanding of personal identity, cultural context, historical significance, or socio-political messages.

Standards

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

NCCAS: Visual Arts

NCCAS: HS Proficient

Responding

Perceive Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

- ☒ VA:Re.7.1.la: Hypothesize ways in which art influences perception and understanding of human experiences.

Perceive Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

- ☒ VA:Re.7.2.la: Analyze how one's understanding of the world is affected by experiencing visual imagery.

Analyze Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

- ☒ VA:Re8.1.Ia: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Interpret Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

- ☒ VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.

Connecting

Synthesize Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

- ☒ VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas.

Relate Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

- ☒ VA:Cn11.1.Ia: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

NCCAS: HS Accomplished

Responding

Perceive Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

- ☒ VA:Re.7.1.Ia: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Perceive Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

- ☒ VA:Re.7.2.Ia: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Analyze Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

- ☒ VA:Re8.1.Ia: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Interpret Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

- ☒ VA:Re9.1.Ia: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Connecting

Synthesize Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

- ☒ VA:Cn10.1.Ia: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

Relate Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

- ☒ VA:Cn11.1.Ia: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.

Core Learning Activities

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

Portrait of the Newtown Graduate

- Sketchbook prompts
- Visual journaling
- Critiques
- Artist statements
- Comparative Art Analysis
- Material exploration--materials as a means for expression
- Research into artistic voice (artist-centered)
- Art as a response to a specific event (historical, cultural, pop culture, etc.)
- Investigating personal connections to land, place, or nature.

ESSENTIAL QUESTIONS FOR ART CRITIQUE

Vocabulary

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

- Symbolism
- Narrative
- Allegory
- Mood
- Composition
- Juxtaposition
- Appropriation
- Voice
- Empathy
- Personal identity
- Collective memory
- socio-political
- Intent
- Audience
- Viewer
- Human experience
- Interpretation
- Analysis
- Theme
- Perspective or point of view
- Bias
- Texture
- Contrast
- Layers
- Transparency
- Assemblage
- Relief
- Depth
- Integration
- Unity
- Balance
- Movement
- Rhythm
- Fragmentation
- Accumulation
- Embed
- Obscure
- Transfer
- Implied narrative
- Tactile Communication

Resources

Teacher and student resources used to support the learning.

- "Design in Nature" by Vivian Varney Guyler (student resource, in classroom, the elements and principles of art in nature)
- "The Shape of Ideas" by Grant Snyder (Teacher resource, in classroom, Comics centered on the creative process and idea generation)
- "Design Th!nking" by Gavin Ambrose & Paul Harris (Teacher resource, in classroom, Visual resource explaining the creative process, particularly research, idea generation, refinement, prototyping, & implementation)
- "Beyond Words" (In classroom, Visual examples from an exhibition exploring experimental poetry and avant-garde collage)

Assessments

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

 Critique rubric_Mixed Media.pdf



 Copy of Sketchbook Rubric.jpg



 Single point Rubric for Comparative Art Analysis



Differentiation

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

- Small group mini-lessons. More advanced learners can work more independently.
- Word banks & word walls
- Flexible timelines

Test Prep Connections

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

- Comparing/contrasting visual artwork
 - Teaching aesthetics can help with argument development
-



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Personalized learning guide: Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.



All of the details are covered: Round-trip flights on major carriers; comfortable motorcoach; Eurostar high-speed train; 7 overnight stays in hotels with private bathrooms (10 with extension); European breakfast and dinner daily



Louvre museum



Basilica of Notre-Dame de Fourvière in Lyon

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As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

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When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

— MELISSA, TRAVELER



Via Twitter



Half-timbered houses in Strasbourg



Authentic flammekueche dinner



Thiou River

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What you'll experience on your tour

Day 1: Fly overnight to France

Day 2: Paris

- Meet your Tour Director in Paris.
- Take a walking tour of Paris and see the Île de la Cité, Conciergerie, Sainte-Chapelle, and more famous landmarks.
- Catch a glimpse of the Notre-Dame Cathedral.

Day 3: Paris

- During your expert-led tour of Paris, you'll get a taste of Parisian style as you ride down the Champs-Élysées. Pass the Place de la Concorde, admire the beauty of the Arc de Triomphe, and see Les Invalides, the final resting place of Napoleon Bonaparte. Finally, take in the majesty of the Eiffel Tower.
- Visit a Notre Dame Augmented Reality experience where you'll get a unique view of the iconic cathedral.
- Explore more of Paris on your own or [participate in an authentic Parisian cooking class](#).
- Enjoy a Seine River cruise.

Day 4: Paris | Strasbourg

- Visit the Louvre and explore art from around the world as you wander from wing to wing in this world-famous museum. Built to defend Paris in the 13th century, today it houses over 35,000 objects, including Leonardo da Vinci's *Mona Lisa*.
- Travel by TGV train to Strasbourg, located on the border of France and Germany in the historic Alsace region.

Day 5: Strasbourg

- Take a walking tour of Strasbourg with your Tour Director, where you will see Église Saint-Thomas, Barrage Vauban, Petite France, Place Gutenberg, and more. Note the blend of German and French culture in the cuisine and architecture as you wander this unique city.
- Explore the Gothic Strasbourg Cathedral.
- Enjoy a day cruise on the Rhine River and experience firsthand how the city's medieval past has influenced a progressive future.
- End your day with an authentic *flammekueche* dinner, meaning "flamed bread" in Alsatian. This delicious flatbread pizza is native to the Alsace-Lorraine region.

Day 6: Strasbourg | Dijon | Lyon

- Travel via Dijon to Lyon.
- Stretch your legs in the Burgundy region on a walking tour of Dijon with your Tour Director.
- Visit the Fallot Mustard Mill, the last independent, family-run Dijon mustard mill in Burgundy. You'll tour the museum and see mustard production in each stage, with (of course) a delicious taste test at the end.

Day 7: Lyon

- Take a culinary-themed guided tour of Lyon, the second-largest city in France that's considered the country's gastronomic capital.
- Experience the local flavors of the open-air Les Halles Market.
- Enjoy a ride up the Notre-Dame de Fourvière funicular to get a new perspective on the city views.

Day 8: Annecy | Lyon

- Spend the day in Annecy, a small, picturesque town in the foothills of the French Alps. Take a guided tour of the old town and see sites like Chateau d'Annecy, Palais de l'Ile, and more.
- Experience the Alps from a different perspective as you enjoy a boat cruise around Lake Annecy.
- Travel back to Lyon and enjoy a traditional dinner at a Bouchon Lyonnais, a small, boutique-style restaurant unique to the area.

Day 9: Depart for home

3-DAY TOUR EXTENSION

Day 9: Lyon | Avignon | Provence region

- Travel to Avignon in the Provence region and see the beauty that inspired artists like Picasso and van Gogh.
- Visit the magnificent Papal Palace, home to French native Pope Clement V, who moved the papacy here from Rome in 1309. View the stunning Italian frescoes in the chapel and glimpse the hidden vaults where the church's riches were stored.
- See the Pont du Gard aqueduct, a marvel of civil engineering. Dating back over 2,000 years, it once supplied Roman villas with running water.

Day 10: Provence region | French Riviera

- Travel to Nice via Provence region.
- Relax on a cruise along the picturesque creeks of the Calanques.

Day 11: French Riviera

- Take a walking tour through the open-air, seafood-filled Cours Saleya Market with your Tour Director. Compare this seaside gem to the smells and flavors you've experienced in other French markets.
- Wander Saint-Paul-de-Vence, a small town on the French Riviera, on a tour led by your Tour Director. One of the oldest villages in Southeastern France, it became a magnet for Renaissance artists because of its medieval charm and inspiring views.

Day 12: Depart for home

The diversity of the experience is what gives this tour its value. I have been blessed to travel quite extensively around the world and this is one of the best trips I have ever done. I am happy that 11 students were with me to share in that experience.

– DAVID, TRAVELER



TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —

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My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.

—CHARLOTTE, PARENT OF TRAVELER



Tour review

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EducationFirst



Revised

September 22, 2026

Proposal: Newtown Ct. Killington Ski Weekend

Dear Chris ,

Thank you again for your interest in organizing a trip with BVH to Killington. Below, I have listed the details of your package. I have set up the package based on 48 students and 4 complimentary chaperones in 2 doubles.

Dates: January 22 - 24, 2027

Packages Includes: 2 Night's Accommodations at the Comfort Inn Rutland, VT
2 Full American Breakfasts at the Comfort Inn
1 Italian Buffet at Franklin Conference Center
2 All Day Lift Tickets at Killington and parking pass
Motorcoach Transportation/Video
All Taxes and Gratuities
Bus Driver Gratuities
BVH Tour Escort
4 Complimentary Packages with 48 paying guests

Price Per Person: \$679.00 Quad Occupancy and Triples (Limit of 12 student triples)
\$499.00 Quad Occupancy Ikon pass holders or non skiers

These rates were based on 48 paying guests and 4 complimentary packages per bus (56 seats per bus). Empty bus seat charge less than 48 will be \$195.00.

Options: Travel Insurance - Travmark Standard (\$34.00) and Enhanced Insurance with Group Collect (\$54.00)
Rental equipment - \$ for 2 days Can be purchased with registration and paid to Killington TBA
Non-Skier or Ikon pass holder deduct 180.00.

Thanks again for working with BVH and please email or call with any questions.

Sincerely,
Trish LaBarre
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