



Newtown Public Schools

BOE C&I Sub Committee Meeting
October 6, 2026

Newtown High School
12 Berkshire Road

Sandy Hook, CT 06482
12:30 PM

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

AGENDA

1. **CALL TO ORDER**
2. **APPROVAL OF MINUTES**
3. **NEW BUSINESS**
 - A. Review and possible action on the following curriculum for Newtown High School:
 1. Spanish II with an update on Spanish for Medical Personnel
 2. American Government
4. **PUBLIC PARTICIPATION**
5. **ADJOURNMENT**

Board of Education

C&I Sub-Committee *Special Meeting*

12 Berkshire Rd.

Newtown, CT 06470

Newtown High School

MINUTES

Frank Purcaro

Don Ramsey

John Vouras

Chris Gilson

Sarah Connell

Jim Ross

Leighanne Hildebrandt

Anna Mendes

Paige Hyman

Eugene Hall

1. CALL TO ORDER

- a. The meeting was called to order at 9:30 am

2. PUBLIC PARTICIPATION

- a. None

3. APPROVAL OF MINUTES

MOTION: *Mr. Ramsey moved to approve the minutes of May 5, 2026. Mr. Vouras seconded. Motion passes unanimously.*

4. NEW BUSINESS

Review Newtown High School and Newtown Middle School's Course Updates for the Upcoming 2026–2027 School Year.

Middle School WIN Program Review & Proposed Changes

Ms. Hildebrandt and Mr. Ross presented proposed updates to the middle school WIN (“What I Need”) programming. The discussion focused on improving student engagement, strengthening experiential learning opportunities, and aligning programming with the district’s Portrait of a Graduate initiative.

The current WIN structure currently consists of WIN 1 and WIN 2. Win 1 which includes social-emotional learning lessons and homegrown SEL activities. WIN 2 is a structured study/study hall period, assemblies, and student support activities. Unified arts teachers facilitate these sessions approximately once every seven-day cycle, totaling roughly 26 sessions per year.

The challenges they found were that students are not consistently engaged with repetitive SEL lessons and often struggle to use study time productively without additional structure. Additionally, scheduling constraints prevent academic teachers from being available during WIN periods due to PLC meetings, etc.

Ms. Hildebrandt and Mr. Ross proposed the following changes to the program.

WIN 1 will become “Connections” to better communicate the purpose of the class to students and families. Focus areas would include peer connections, community engagement, social and emotional growth and self-reflection activities. The class structure includes 10 minutes of Share & Connect, 10 minutes of World/Community Connections and 25 minutes of Experiential Activities.

WIN 2 will become “All Purpose”. All Purpose will include assemblies, structured study, student activities and student-wide programming. During non- assembly periods, students will have choices including: board games, reading, coloring and quiet activities, structured academic review and teacher-monitored online review tools.

Portrait of a Graduate Alignment will be incorporated in this structure. The committee members supported the move toward more experiential SEL learning. They also emphasized the importance of helping students understand POG (Portrait of a Graduate).

They will continue this pilot programming to refine it for full implementation next school year.

Newtown High School CNA (Certified Nursing Assistant) Program

Ms. Mendes introduced a new proposed CNA certification program at the high school, funded initially through Workforce Connection and Perkins grant funding. The CNA program is intended to: provide students with healthcare career exposure, offer industry certification opportunities, strengthen college and career readiness, and provide meaningful patient-care experience for students pursuing healthcare professions.

The program structure will have students complete classroom instruction, 60-80 hours of clinical experience outside school hours and state certification testing at the end of the program. Newtown is currently partnering with Excel Academy which provides RN-certified instructors, equipment and classroom setup, clinical placement support and exam preparation assistance.

Ms. Mendes stated that 38 students were interested and 19 students were chosen. Seniors were prioritized due to limited remaining eligibility.

The committee members discussed the long term sustainability of the program beyond grant funding. Mr. Purcaro stated that he will budget for this program in the next budget year.

SAT Math Intervention Program

Ms. Hyman and Mr. Hall presented a new SAT math intervention initiative created in response to declining district math scores. The intervention targeted juniors whose PSAT math scores fell between approximately 450–510. The goal was to improve student readiness for college-level coursework and increase SAT benchmark achievement.

They reported that 41 students participated in the intervention with 6 math teachers as the instructors. Students participated in approximately 10 targeted SAT-prep sessions focused on algebra, advanced math, problem solving, geometry and test-taking strategies.

They found that students participating in the intervention outperformed the control group. 55% of intervention students met SAT benchmark scores compared to 46% in the non-participating group. Staff viewed the gains as a strong interior success given the short implementation timeline.

The challenges in this program were inappropriate student use of AI and outside technology during the intervention sessions. The committee discussed different ways to rectify this issue. They agreed that there is a need for more structured use of district-controlled devices and software monitoring tools.

Ms. Hyman also mentioned that the continued work with Building Thinking Classroom strategies will help with SAT scores.

The committee also discussed the importance of helping students understand why foundational math skills matter and the need for critical thinking and problem-solving instruction across grade levels.

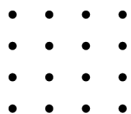
5. PUBLIC PARTICIPATION

- a. None

6. ADJOURNMENT

MOTION: *Mr. Vouros made a motion to adjourn the meeting. Mr. Ramsey seconded. Motion passes unanimously.*

Meeting adjourned at 11:40 am.



DAY 7 UPDATES

NEWTOWN MIDDLE SCHOOL



Committee: Leigh Anne Hildebrandt,
Kelly Marcoux, and Jen Pope



RISE UP is grounded in the belief that growth is a journey - not a destination. Like lions learning to navigate the world and lead their pride, we learn that rising up requires engagement, intentional effort, a willingness to learn from challenges and the perseverance to keep moving forward.

Every experience - whether a success or a setback - is a chance to grow stronger, wiser, and more confident.

Through a focus on continuous improvement, we are encouraged to reflect, take initiative, and push ourselves beyond what we thought possible - all while building responsible habits and staying grounded in kindness, integrity, and positivity.

At NMS, we don't expect perfection - we expect progress.

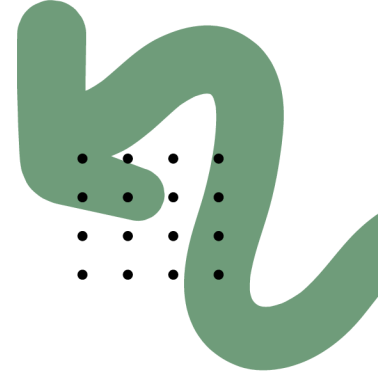
With courage, heart, and the spirit of a lion, we RISE UP every day to become the best version of ourselves.



NMS DAY 7/WIN

A Brief History

- Students attend their Day 7 / WIN classes 1x every cycle week, for about 26 times per year.
- The UA teachers (about 14 staff) oversee these classes, activities and lessons. No course content is taught on these days.
- The activities and lessons that have been designed over the years are geared towards addressing the whole student, soft skills, and social emotional skills.
- The lessons and activities have evolved over the years to better address student needs, school-wide challenges, and offer designated structure study time for students to catch up on work.



WIN I NOW CONNECTIONS

Activities

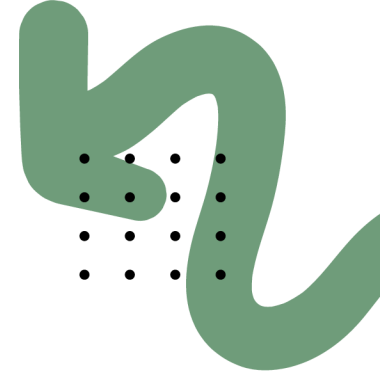
- Community (3x)
- Social (3x)
- Self (if schedule permits)
- No Grades

Rationale

Making connections to their peers, and greater communities helps to promote a culture of understanding, encourages positive interactions and closely aligns with our school initiatives related to RISE UP, Restorative Practices and Words Matter. Furthermore, it aligns with the district's Portrait of a Graduate.



CLASS PERIOD SCHEDULE



10 Minutes

Connections & Share Outs: Upon entering the classroom, students will be prompted to collect their 'Connections' Sheet, which will have a different question for each class posted on the board. They will jot down their answer in the corresponding box. After the first few minutes, students will gather as a group and share what they wrote down.

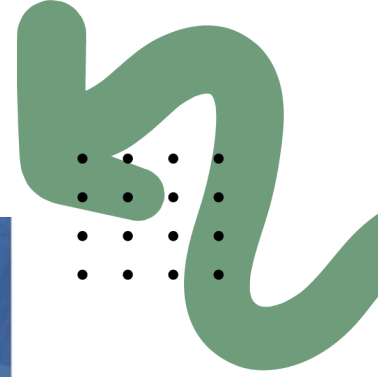
10 Minutes

World/Community Connections: As a way to help students develop a stronger global perspective, understand and respect differences, and build their comprehension and vocabulary (to support reading goals), they will watch the daily CNN10 for Kids.

25 Minutes

Social OR Community OR Self Activities: These activities have been planned to promote student engagement, social and community interactions, the establishment of positive connections in different areas and provide a fun outlet that does not require the use of personal technology (i.e. Chromebooks). It is expected that students will remain off their Chromebooks for the Connections class period.

PILOT SLIDES



SHARE & CONNECT

Today's Class:

1. Share & Connect
2. World Connection
3. **Community Activity**

Next Class:

1. Share & Connect
2. World Connection
3. **Social Activity**

Today's Question:

On your paper write and answer this question:

What is a healthy way you reset when things feel overwhelming?

We will share out our answers soon!



COMMUNITY ACTIVITY

Why

- Limited Drop of custom bookmarks
- Being distributed to our elementary school students
- Designed to help promote the power of reading
- Giving back to our community through an act of service

Task

- Select a bookmark design
- Thoughtfully color in your design
- Return to the teacher so they can be distributed to the elementary schools

SOCIAL ACTIVITY

EX: IMPOSTER GAME, UNFAIR GAME

WIN 2 NOW

ALL-PURPOSE (AP)

Rationale

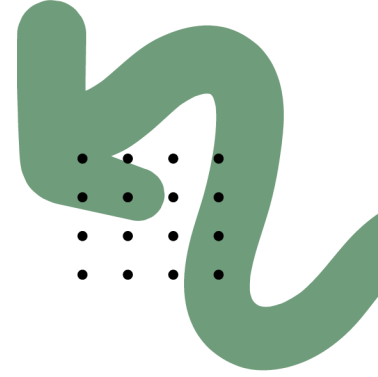
The 7th cycle day was added into our school-wide schedule to accommodate an assortment of activities for staff and students (like PLC's and assemblies), with the intention of reducing schedule interruptions. The nature of this period is intended to be fluid and accommodate the changing needs of our events and schedule throughout the school year, hence 'all-purpose'.

Activities

- Assemblies
- Activity Stations
- Structured Study
- No Grades



PILOT SLIDES



WIN 2 - ALL PURPOSE

Activity Choice #1

Select an activity from the list below:

- Board Games
- Coloring Pages
- Word Search
- Sudoku
- Reading

You must select one of these activities to participate in. Computers are not allowed.

Activity Choice #2

Structured Study:

Guidelines:

- You must show the teacher what you are working on first
- Computer games like Gimkit do not count as 'work'
- If you are working on your computer, your work must be visible to the teacher on LightSpeed
- Once you are finished , find an activity from Choice #1

Portrait of the Newtown Graduate



THROUGHLINE TO PORTRAIT OF A GRADUATE



Ethical and Compassionate Citizen

1) Community and Citizenship: The Day 7 updates include a specific focus on "Community connections," aiming to help students contribute to the NMS and broader Newtown communities. This aligns with the PoG definition of an Ethical and Compassionate Citizen, who "contributes positively to their school and broader community".



Critical Thinker

2) Developing Multiple Perspectives: To help students develop a "global perspective" and "understand and respect differences," Day 7 activities include watching CNN10 for Kids. This directly supports the PoG's requirement for Critical Thinkers and Ethical Citizens to "consider multiple perspectives" and understand diverse viewpoints.



Open and Respectful Communicator

3) Active Communication and Sharing: The Day 7 schedule features "Connections & Share Outs," where students write down answers to prompts and share them with the group. This practice fosters the skills of an Open and Respectful Communicator, defined in the PoG as someone who "listens actively," "shares ideas... in a clear, organized, and honest manner," and "engages in perspective-taking".

THROUGHLINE TO PORTRAIT OF A GRADUATE



Resilient and Adaptive Achiever

4) Goal Setting and Self-Reflection: Day 7 "Self" activities are designed to help students "recalibrate" and focus on their "personal goals". This is a core attribute of the PoG's Strategic Planner, who "sets clear goals", and the Resilient and Adaptable Achiever, who "reflects on experiences" to improve.



Collaborator

5) Social Collaboration: A primary goal of the Day 7 changes is to promote "social connections" and "positive interactions" among peers. This mirrors the PoG's vision for a Collaborator, who "works productively with others," "values diverse contributions," and "emphasizes teamwork"



Critical Thinker



Collaborator



Open and Respectful Communicator



Innovator



Ethical and Compassionate Citizen



Resilient and Adaptive Achiever



Strategic Planner

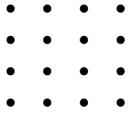
PILOT PROGRAM



The NMS teachers who currently teach Day 7 WIN classes have the option of piloting these proposed changes for Trimester 3. Feedback will be collected from both teachers and students in the pilot at the end of the school year.

The lessons from previous WIN versions will be available as resources to help supplement activities along with a growing reference catalogue of activities.





THANK YOU!

What questions can we answer for you?



Certified Nursing Assistant (CNA)



Curriculum & Instruction
Tuesday May 19, 2025

Course Overview



Certified Nursing Assistant Program (CNA), 1.5 credits, Gr

11, 12

The Certified Nursing Assistant (CNA) program at Newtown High School, offered in partnership with Excel Academy, provides students with a comprehensive education and hands-on training for a rewarding career in healthcare. This program equips students with the essential knowledge and practical skills to work as CNAs in a variety of healthcare settings, including assisted living facilities, hospices, hospitals, and home care. CNA certification not only prepares students for immediate entry into the healthcare workforce but also serves as a valuable stepping stone for those pursuing advanced studies in health and medical sciences. It offers clinical hours that can count toward future graduate school requirements in nursing and other healthcare professions. Whether you are beginning your career as a CNA or preparing for further studies in nursing or healthcare, this program provides a dynamic and fulfilling learning experience that will set you on the path to a successful and impactful career in healthcare.

Prerequisite: Application and teacher recommendation or department approval.

Process Overview



- *Informational meeting with Excel staff*
- *Additional meeting with Excel staff and Central Office*
- *Funding meetings with Judit DeStefano*
- *Site visit to Branford High School*
- *Collaborative work with the teachers union*

Student Application Process



1. *Student interest form*
2. *Student and parent meeting*
3. *Attendance and credit review*
4. *Selection of students*
5. *Physical forms and required vaccines*
6. *Fitting for scrubs*

26-27 School Year

PROMETRIC



- *Excel teacher & Tara Allegretto – NHS Science Teacher*
- *19 Students enrolled (38 initial applications)*
- *Two designated classrooms – one fully outfitted for skills instruction with mannequins/beds/chairs).*
- *60-80 hours of internship hours at a local senior living facility*
- *Prometric Exam – Connecticut certification taken in May*
- *Funded by Perkins \$1500 per student includes – scrubs, books & exam*

” *"We have been so happy with the CNA program with Excel Academy. They have been very easy to work with and the students enrolled this year are having a great experience. We have gotten very positive feedback!"*

Aimee Harkins-Branford High School

[Branford Testimonials](#)

NHS SAT MATH PREP Intervention Results



Planning Process



November / December

Analyze PSAT data, select target student group, and plan for intervention..

January

Develop and finalize comprehensive intervention curriculum.

February / March

Monitor intervention course progress, gather teacher feedback, and execute School Wide Testing Day.

April / May

Analyze final SAT data and determine necessary adjustments for future intervention strategies.

Planning for Intervention



Our Goal

Turning “almost there” into benchmark (530) and beyond.



Target Group

11th grade students achieving between 450 and 510 on the math section of the PSAT/NMSQT in the fall.



SAT Math Prep Course

- Each of 6 sections met 2x per rotation for an anticipated total of 10 classes.
- Of the 80 students in the target group, 41 received intervention.

SAT Math Prep



10 Class Syllabus

- Class 1: Introduction
- Class 2&3: Algebra 1
- Class 4&5: Advanced Math
- Class 6&7: Problem Solving & Data Analysis
- Class 8&9: Geometry & Trigonometry
- Class 10: Practice



Daily Routine

- SAT question of the day (College Board)
- Review topics and relevant formulas
- Review SPR answer layout
- Complete Practice Sets with the use of Desmos

Intervention Results

Attendance Rate
89%



Benchmark Achievement

Benchmark Achievement: 450 - 510		
Cohort	Number	% Benchmark
Class of '26	72	35%
Control '27	39	46%
Intervention '27	42	55%



Strand Level Growth by Domain

% Strand Level Growth by Domain				
Cohort	Algebra 1	Advanced Math	Data Analysis	Geometry & Trig
"Control"	41%	59%	44%	62%
Intervention	34%	63%	56%	73%

Setbacks & Future Plans



Setbacks

- Large number of weather delays and closures affecting consistency.
- Inappropriate use of AI by students to complete practice exercises.



Strategic Improvements

- Increase meeting frequency for each section to maintain momentum.
- Refine curriculum to focus on Algebra 1 and Advanced Math fundamentals.
- Direct integration of Desmos and specialized "Tips & Tricks" coaching.
- Enforcement of school-issued Chromebooks with lockdown browsers for integrity.



Spanish II (Under Review/Revision)

Newtown High School / Grade 9 / World Languages

4 Curriculum Developers | Last Updated: Tuesday, Sep 29, 2026 by Ward-Toller, Elizabeth

Unit Calendar by Year

Unit	Aug		Sep		Oct		Nov		Dec		Jan		Feb		Mar		Apr		May																		
	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
preliminar: ¡Hola de nuevo!																																					
1: Vivir en la ciudad																																					
2. De Viaje por Argentina																																					
3. Historia de ayer y de hoy																																					
4. ¡Pura Vida!																																					
5. Un futuro prometedor																																					
6. El gusto de celebrar																																					

◀ 7 Units found ▶



Unit Plan

preliminar: ¡Hola de nuevo!

Newtown High School / Grade 9 / World Languages

Week 1 - Week 7 | 4 Curriculum Developers | Last Updated: Sep 28, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to describe their daily lives in terms of school, likes and dislikes, daily routine and family.

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: Communication

Concepts: identity, leisure, relationships, lifestyle, emotions, national pride, language systems, audience, fluency, comprehension, self-expression

Generalizations

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

1. Identity and self-expression inform communication and influence the voice and tone of communication.
2. Leisure and lifestyle correlate to self-expression by providing content and perspective to enhance communication.
3. Relationships and audience awareness assign meaning and build connections.
4. National pride and identity determine self-expression and the themes chosen to explore identity.
5. Fluency, language systems, and comprehension strengthen communication by enabling precise and meaningful word choice.
6. Speakers adapt their communication based on identity, relationships and emotions to increase understanding.

Guiding Questions

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

- 1a. What is the vocabulary needed to express an individual's feelings and relationships using an appropriate tone and voice (emotions, family)? (F)
- 1b. What language systems are needed to communicate identity (ser, estar, tener) F?
- 1c. What are voice and tone and how are they used in communication? (F)
- 1d. How do speakers use voice and tone to communicate their feelings? (C)
- 1e. Why is it important to express one's identity to others? (P)
- 2a.) What vocabulary is needed for leisure activities and lifestyle to be able to express myself? (F)
- 2b.) What language systems are needed to be able to express oneself in terms of leisure (present tense) (F)?
- 2c.) What language systems are needed to be able to express one's lifestyle (reflexive verbs) (F)?
- 2d.) What is lifestyle (C)?
- 2e.) What is leisure (C)?
- 2e.) Can a culture's preferred leisure activities and lifestyle choices impact the health of its members? (P)
- 3a.) What relationships do the use of the formal and the informal address? (F)
- 3b.) What vocabulary is needed to communicate relationships (family, possessive adjectives? (F)

- 3c.) Why is it important to use the correct form of address (formal vs. informal) in different situations? (C)
3d.) How does target audience awareness build connections and relationships? (C)
3e.) Is it important to establish relationships with those with whom you communicate? (P)
- 4a.) What is national pride? (C)
4b.) What are some cultural epithets from Latin America that demonstrate national pride and identity? (F)
4c.) What vocabulary is needed to express oneself? (F)
4d.) How does national pride inform identity? (C)
4e.) How does national identity inform self-expression? (C)
4f.) What is an appropriate way to express national pride and identity? (P)
- 5a. What word choices facilitate stronger communication? (F)
5b. How does word choice affect the precision and meaningfulness of communication? (C)
5c. What skills can be used to strengthen fluency and comprehension? (F)
5d. How are language systems used to express self and identity? (C)
5e. Do language systems influence identity? (P)
- 6a.) What is identity? (C)
6b.) What vocabulary is needed to communicate my identity, relationships and emotions? (F)
6c.) What language systems are needed to adapt and communicate about my identity, relationships and emotions to increase understanding (present tense, gustar)? (F)
6d.) How do relationships vary from culture to culture (C)?
6e.) Should identity and emotions be taught in school to increase understanding? (P)

Content Knowledge

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

Students will need to know how to:

- conjugate regular present tense verbs
- conjugate reflexive verbs in the present tense
- conjugate stem change verbs in the present tense
- use hay, ser, estar, tener and gustar in the present tense
- use adjective noun agreement correctly
- use indefinite articles correctly
- use possessive adjectives correctly
- use numbers 1-51
- vocabulary related to objects in the classroom, occupations, nationalities, leisure activities, clothing and accessories, colors, daily routine, family, emotions and transition words



Standards

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

CT: World Language (2024)

CT: Novice Low

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Low learners can communicate on some very familiar topics using simple and memorized words and phrases with support of gestures and visuals.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Low learners can identify memorized or familiar words that are supported by gestures or visuals related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Low learners can present information about themselves and some other very familiar topics using practiced words or memorized phrases with the help of gestures or visuals.

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.

- Reporteros 2 textbook p. 1-11
- Reporteros 2 workbook p. 4-20
- Google Drive folder attached

0. preliminar: ¡Hola de nuevo!

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Strategic Planner

A strategic planner is a learner who becomes more efficient by setting clear goals, managing time effectively, and approaching tasks with a thoughtful plan.

- ☒ Plans and prioritizes tasks effectively to meet deadlines
- ☒ Breaks down complex tasks into manageable steps
- ☒ Keeps track of deadlines, instructions, and necessary materials

Un día en la vida

Vocabulary

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

This unit is a review of what the students learned in Spanish 1. Topics include:

Classroom objects, occupations, nationalities, numbers, clothing and accessories, colors, daily routines, family relationships, feelings and moods, leisure activities, transition words

Attached is the full vocabulary list separated by topic.

Vocabulario - Unidad Preliminar

Resources

Teacher and student resources used to support the learning.

- Reporteros 2 textbook
- Reporteros 2 workbook
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a Google Drive folder with all created activities and assessments

0. preliminar: ¡Hola de nuevo!

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.

¡Hola de nuevo! Presentational speaking | Summative | Other oral assessments

Other oral assessments

[Presenational speaking assessment](#)

No Standards Assessed

 Preliminar: ¡Hola de nuevo! Reading STUDENT  

 0. Preliminar examen escuchar: La ropa y los colores  

 0. Preliminar examen escuchar: La ropa y los colores  

 0. Preliminar examen escuchar: La ropa y los colores  

 Interpersonal speaking present tense verbs PROFE  

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

1: Vivir en la ciudad

Newtown High School / Grade 9 / World Languages

Week 8 - Week 13 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to describe their communities and how they can improve them.

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: communication

Concepts: community, stewardship, coexistence, neighborhood, language systems, audience, fluency, comprehension, self-expression

Generalizations

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

1. Neighborhood, community and coexistence shape self-expression.
2. Stewardship and language systems encourage responsibility and communication.
3. Fluency and comprehension optimize coexistence by enabling mutual understanding and respectful dialogue.
4. Language systems and fluency build confidence and allow for self-expression
5. Audience and self-expression determine the structure and purpose of written or spoken communication.
6. Community and stewardship encourage thoughtful language use that promotes empathetic coexistence.
7. Coexistence and audience awareness guide how we adapt language to maintain respect and build connection.

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 language systems needed to communicate in one's neighborhood? (F)
- 1b. What is the vocabulary needed to communicate in one's community? (F)
- 1c. Why is it important to talk to other people in one's neighborhood? (C)
- 1d. How does one's role as a neighbor shape self-expression? (C)
- 1e. Do neighbors need to communicate in order to coexist in a community? (P)
- 2a. What vocabulary is needed to describe stewardship? (F)
- 2b. What language systems are needed to describe stewardship? (F)
- 2c. What is stewardship? (F)
- 2d. How do language systems encourage communication and stewardship? (C)
- 2e. Are all citizens responsible for their community? (P)
- 3a. What vocabulary is needed to describe coexistence (community, prepositions of location, making plans, volunteering)? (F)
- 3b. What language systems are needed to increase fluency and comprehension to optimize coexistence (present tense, expressions of obligation, permission, impersonal se, impersonal expressions)? (F)
- 3c. What are the facets of an optimal coexistence? (C)
- 3d. Are mutual understanding and respectful dialogue necessary for an optimal coexistence? (P)

- 4a. What language systems are needed to express oneself in a confident manner? (F)
4b. How does communicating with others allow for self-expression? (C)
4c. How do language systems build fluency? (C)
4d. Does one need to be confident in order to communicate in a fluent manner? (P)
- 5a. What is the vocabulary needed to communicate with different audiences? (F)
5b. How does purpose play into the role of the structure of communication? (C)
5c. Why should one alter self-expression in order to address different audiences? (C)
5d. How does the structure of communication influence self-expression? (C)
5e. How is one's purpose of communication altered based on the structure of their language to a specific audience? (P)
- 6a. What is empathy? (C)
6b. How does stewardship promote empathy in a community? (C)
6c. Is empathy necessary to coexist in a community? (P)
- 7a. What vocabulary is needed to be respectful to our audience and build connections (community, prepositions of location, making plans, volunteering)? (F)
7b. What language systems are needed to be respectful to our audience and build connections (present tense, expressions of obligation, permission, impersonal se, impersonal expressions)? (F)
7c. How do we adapt our language to maintain respect and build connection? (C)
7d. Is lack of audience awareness an impetus to disrespect and destroy connections? (P)

Content Knowledge

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

Students will need to know how to:

- use the verb ser
- use adjectives of quantity
- use the verb estar
- irregular present tense verb conjugations
- vocabulary about places in a city, modes of transportation, being a good neighbor
- provide cultural information about Spain

Standards

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

CT: World Language (2024)

CT: Novice Low

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Low learners can communicate on some very familiar topics using simple and memorized words and phrases with support of gestures and visuals.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Low learners can identify memorized or familiar words that are supported by gestures or visuals related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Low learners can present information about themselves and some other very familiar topics using practiced words or memorized phrases with the help of gestures or visuals.

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. Vivir en la ciudad  

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Innovator

An innovator is a learner who considers multiple avenues and perspectives of possible solutions, and is brave enough to try them.

- ☒ Takes the initiative to develop imaginative and abstract ideas
- ☒ Is reflective, curious, creative, and forward-thinking

 Mi Ciudad  

Vocabulary

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

U1L1

- city
- stores
- connectors
- modes of transportation
- prepositions of location
- adjectives to describe a place
- making plans

U1L2

- parts of a building
- coexisting with neighbors
- city rules
- materials and recycling
- helping neighbors

 U1L1 Asi es mi barrio Vocabulay List.docx  

 U1L2 En comunidad Vocabulay List.docx  

Resources

Teacher and student resources used to support the learning.

- Reporteros Teacher book; list of audios, workbooks pages, videos, grammar, etc. on pages 12a-12d
- Reporteros textbook p. 12-59
- Reporteros, student workbook pages; 21-58
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a Google Drive folder with all created activities and assessments

 1. Vivir en la ciudad  

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.

U1L2 assessments | Summative | Speech

Expository Essay

[U1L2 assessment folder](#)

No Standards Assessed

presentational rubric | Summative | Oral Report

[presentational speaking rubric](#)

No Standards Assessed

 U1L1 assessments  

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

2. De Viaje por Argentina

Newtown High School / Grade 9 / World Languages

Week 14 - Week 19 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to talk about their travel experiences.

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: communication

Concepts: tourism, recollections, culture, surroundings, language systems, audience, fluency, comprehension, self-expression.

Generalizations

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

1. Tourism and surroundings inspire self-expression by exposing individuals to diverse environments and experiences.
2. Recollections and surroundings shape voice and influence how experiences are communicated.
3. Culture and language systems guide comprehension by providing context and structure.
4. Audience and fluency determine how recollections are received and understood.

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. Tourism and culture inspire self-expression by exposing individuals to diverse environments and experiences.
 - 1a. What vocabulary is necessary to describe tourism and surroundings? (F)
 - 1b. What language systems are needed to discuss tourism and culture (preterit/Argentina info)? (F)
 - 1c. What is tourism? (F)
 - 1d. How does tourism provide diverse experiences and perspectives? (C)
 - 1e. How do tourism and surroundings inspire self-expression? (C)
 - 1f. Is it beneficial to be exposed to diverse environments and experiences? (P)
- 2a. What are the language systems needed to communicate experiences and recollections from the past (preterit)? (F)
- 2b. What vocabulary is necessary to describe surroundings and recollections? (F)
- 2c. How do recollections, surroundings, and experiences contribute to shaping voice? (C)
- 2d. How does voice and word choice influence how experiences are communicated? (C)
- 2e. Can a speaker recollect and communicate their experiences without bias? (P)
- 3a.) What culture and context is necessary to comprehend others (Argentina)? (F)

3b.) What language and structures are necessary to comprehend the culture and context (surroundings, activities, prepositions, etc.)? (F)

3c.) What is the impact of culture on a language system? (C)

3d.) Does one need to know the context and culture of a place to be able to communicate effectively? (P)

4a. What language systems are needed to ensure that recollections are received and understood (preterit)? (F)

4b. How do audience and fluency determine how ideas should be communicated to be effectively received and understood? (C)

4c. Why does a misinterpretation to an audience happen? How can it be repaired? (C)

4d. Is it important how ideas are received? (P)

Content Knowledge

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

Students will need to know how to:

- discuss vacation plans
 - describe landscapes and geography
 - describe what the weather is like
 - talk about travel preferences
 - talk about the effects of traveling
 - describe tourist experiences
 - describe travel routes
 - use *conocer* and *saber* in the present tense and choose the correct verb to use in context
 - use relative and absolute superlatives
 - use the preterit tense to describe past actions
 - describe Argentinian regions
 - identify various aspects of Argentinian culture
-

Standards

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

CT: World Language (2024)

CT: Novice Mid

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Mid learners can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Mid learners can identify some basic facts from memorized words or phrases that are supported by gestures or visuals on topics related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Mid learners can present information about themselves and some other very familiar topics using practiced words, phrases, and memorized expressions.

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.

- Reporteros 2 textbook p. 60-107
- Reporteros 2 workbook p. 59-96
- [Google Drive folder linked](#)

Portrait of the Newtown Graduate

Vocabulary

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

Experiences, trips and plans, geography, seasons, cardinal directions, weather, tourist activities, means of transportation, lodging, ordinal numbers, adjectives to describe experiences

[Vocabulary list for Unit 2](#)

 U2L1 Vocabulary List.docx  

 U2L2 Vocabulary List.docx  

Resources

Teacher and student resources used to support the learning.

- Reporteros Teacher book; list of audios, workbooks pages, videos, grammar, etc. on pages 60a-60d
- Reporteros textbook p. 60-107
- Reporteros, student workbook pages; 59-96
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a Google Drive folder with all created activities and assessments

 2. De viaje por Argentina  

 Reporteros 2 Unit 2  

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.

U2L1 assessment folder | Summative | Oral Report

Exhibition

[U2L1 assessment folder](#)

No Standards Assessed

U2L2 assessments folder | Summative | Dramatization

Dramatization

[U2L2 assessments folder](#)

No Standards Assessed

Differentiation

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

Test Prep Connections

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



Unit Plan

3. Historia de ayer y de hoy

Newtown High School / Grade 9 / World Languages

Week 20 - Week 25 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to describe how daily life has changed.

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: communication

concepts: memories, childhood, narration, language systems, culture, comprehension

Generalizations

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

1. Memories and narration shape self-expression by helping individuals convey personal meaning through storytelling.
2. Childhood and culture influence inspire the content of narration and comprehension.
3. Language systems support drive comprehension and narration by organizing events logically and clearly.
4. Language systems and childhood recollections determine tone and word choice.

Guiding Questions

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

- 1a. What is the vocabulary needed to narrate stories and memories? (F)
- 1b. What are the language systems needed to narrate events from the past? (F)
- 1c. How is self-expression shaped by memories? (C)
- 1d. How does narration help individuals to convey meaning to stories? (C)
- 1e. Does narrating the past help one process experiences and shape identity? (P)
- 2a. What language systems are necessary to narrate events logically and clearly? (preterit/imperfect) (F)
- 2b. What transition words and phrases are necessary to narrate events logically and clearly? (F)
- 2c. How do language systems drive narration and support comprehension? (C)
- 2d. How do organizing events in narration aid comprehension? (C)
- 2e. Is narration and storytelling relevant in today's world? (P)
- 3a. What vocabulary is needed to talk about childhood? (F)
- 3b. What language systems and word choices are necessary for communication about childhood recollections? (F)
- 3c. How does the language system used change when communicating childhood recollections? (preterit/imperfect) (C)
- 3d. Are recollections influenced by the passage of time and does that influence the tone of how one recalls or expresses them in the present? (P)

- 4a.) What is necessary to know about the narrator's culture and the audience's culture in order to create a shared understanding (Chile)? (F)
- 4b.) What vocabulary is necessary to describe culture in narration? (F)
- 4c.) How does culture impact narration in a broader social context? (C)
- 4d.) Do cultures have inherent links that can create shared understandings in a broader social context? (P)

Content Knowledge

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

- Students will need to know how to:
- use the imperfect tense
 - use comparatives
 - use affirmative and negative words
 - use irregular present tense verbs
 - use the preterite and imperfect in context
 - use direct and indirect object pronouns together
 - numbers in the thousands
 - use vocabulary related to games, toys, education, communication, electronic devices, memories, describing life events
 - use conversational expressional
 - use time expressions appropriately
 - provide information about Chile

Standards

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

CT: World Language (2024)

CT: Novice Low

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Low learners can communicate on some very familiar topics using simple and memorized words and phrases with support of gestures and visuals.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Low learners can identify memorized or familiar words that are supported by gestures or visuals related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Low learners can present information about themselves and some other very familiar topics using practiced words or memorized phrases with the help of gestures or visuals.

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

Portrait of the Newtown Graduate
All Grades
Open and Respectful Communicator

An open and respectful communicator is a learner who engages in respectful exchange of information and ideas, whether verbal, non-verbal, written, or through the use of technology.

- ☒ Listens actively in conversations
- ☒ Shares ideas and information in a clear, organized, and honest manner
- ☒ Engages in perspective taking

Vocabulary

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

U1L1

- games and toys
- education
- time expressions
- communication and entertainment
- electronic devices
- memories

U1L2

- favorite objects
- getting objects
- numbers in the thousands
- describing life events
- conversational expressions
- time expressions

Resources

Teacher and student resources used to support the learning.

- Reporteros Teacher book; list of audios, workbooks pages, videos, grammar, etc. on pages 108a-108d
- Reporteros textbook p. 108-157
- Reporteros, student workbook pages. 97-134
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a Google Drive folder with all created activities and assessments

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.

U3L1 assessment folder | Summative | Other written assessments

Dramatization

[U3L1 assessment folder](#)

No Standards Assessed

U3L2 assessment folder | Summative | Personal Project

Written Test

[U3L2 assessment folder](#)

No Standards Assessed

Differentiation

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

Test Prep Connections

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



Unit Plan

4. ¡Pura Vida!

Newtown High School / Grade 9 / World Languages

Week 26 - Week 30 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to describe lifestyle and well-being.

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: communication

concepts: advice, health, language systems, culture, discourse

Generalizations

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

1. Culture and health inform perspectives on wellness and treatment.
2. Language systems and health topics guide discourse in offering advice to support well-being.
3. Advice and culture influence word choice to ensure sensitivity, clarity, and effectiveness in discourse.
4. Culture and language systems determine the effectiveness of comprehension and advice.

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 language systems are needed to express wellness and treatment? (F)
- 1b. What vocabulary is needed to discuss health and treatment? (F)
- 1c. How does culture influence one's perspective on wellness and treatment? (C)
- 1d. How does one express needs in a culturally sensitive manner? (C)
- 1e. Are health perspectives and treatments influenced by culture? (P)
- 2a. What language systems are needed to give advice? (F)
- 2b. What vocabulary is needed to discuss health topics? (F)
- 2c. How is offering advice informed or altered by the role of the speaker and listener? (C)
- 2d. How does one communicate sensitively about well-being to others? (C)
- 2e. When is it appropriate to offer advice for health and well-being? (P)
- 3a. What language systems are needed to give sensitive, clear, and effective advice? (F)
- 3b. How does culture influence word choice in terms of sensitivity, clarity, and effectiveness in discourse? (C)
- 3c. Should sensitivity take priority over clear delivery when giving health advice? (P)
- 4a. What are the language systems needed to express advice? (F)

- 4b. What is the vocabulary needed to deliver more effective and comprehensible advice? (F)
- 4c. What makes advice effective and comprehensible? (C)
- 4d. Can someone's culture inhibit the effectiveness of comprehension or willingness to receive and accept advice? (P)

Content Knowledge

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

Students will need to know how to:

- discuss feelings and emotions
- give and understand advice about wellness and emotional well-being
- discuss sports and healthy habits
- discuss the health benefits of physical activity
- talk about lifestyle habits and give recommendations
- talk about physical health and illness
- talk about symptoms, treatments, and interact with a health professional
- discuss cultural aspects from Costa Rica such as "Pura Vida"

Standards

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

CT: World Language (2024)

CT: Novice Mid

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Mid learners can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Mid learners can identify some basic facts from memorized words or phrases that are supported by gestures or visuals on topics related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Mid learners can present information about themselves and some other very familiar topics using practiced words, phrases, and memorized expressions.

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.

Reporteros 2 textbook p 158-205

Reporteros 2 workbook p 135-172

[Google Drive folder](#)

Portrait of the Newtown Graduate

Vocabulary

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

feelings and moods, personal well-being, relationships, healthy lifestyle habits, sports, body parts, health, useful phrases at the doctor's office

[Unit 2 vocabulary list](#)

Resources

Teacher and student resources used to support the learning.

Reporteros 2 textbook

Reporteros 2 workbook

-[Klett online resources](#)

-[Teacher overview of course divided by unit](#)

-Attached is a Google Drive folder with all created activities and assessments

 Reporteros 2 Unit 2  

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.

U4L1 assessment folder | Summative | Other oral assessments

[U4L1 assment folder](#)

No Standards Assessed

U4L2 assessment folder | Summative | Other written assessments

[U4L2 assessment folder](#)

No Standards Assessed

Differentiation

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

Test Prep Connections

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



Unit Plan

5. Un futuro prometedor

Newtown High School / Grade 9 / World Languages

Week 37 - Week 38 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to talk about future possibilities.

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: communication

concepts: future, possibility, environment, language systems, culture, communication

Generalizations

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

1. Possibility and language systems expand communication by allowing individuals to express hopes, intentions, and imagined outcomes for their personal futures.
2. Environment and culture shape communication by influencing what is valued, how ideas are shared, and what actions should be taken.
3. Language systems and communication build clarity in describing the future and its possibilities.
4. Possibility inspires innovation for challenges in the future.

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 language systems does one need to express imagined outcomes (conditional)? (F)
- 1b. What vocabulary does one need to talk about the future (global themes)? (F)
- 1c. Why should one discuss possibilities? (C)
- 1d. How does discussing imagined incomes with other people help generate ideas and improve upon them? (C)
- 1e. Does discussing possibilities affect the chances of them coming to fruition? (P)
- 2a. What is the vocabulary needed to discuss actions? (F)
- 2b. What vocabulary is needed to share ideas on the environment and culture (Mapuches)?
- 2c. What are the language systems needed to talk about actions that should be taken? (F)
- 2d. How do environment and culture shape and influence what is valued? (C)
- 2e. How does communication about the environment influence and change future actions? (C)
- 2f. How does one prioritize values in order to determine what environmental actions should be taken within limited resources, especially when different cultural perspectives may prioritize those values differently? (P)
- 2g. Do you need to share environmental ideas in a culturally sensitive manner outside of your community to enact change? (P)
- 3a. What language systems are needed to clearly describe the future and possibilities? (F)

3b. What vocabulary is needed to talk about things that have not yet happened or do not yet exist (technology)? (F)
3c. What is future communication going to entail? (C)
3d. Is it important to make future plans clear when their outcomes are full of uncertain steps that may lead to other unforeseen possibilities that may project better outcomes? (P)
3e. How steadfast or flexible should one remain when planning for the future and when possibilities are in a constant flux of change? (P)

4a. What are the language systems needed to express innovation and future challenges (future)? (F)
4b. What vocabulary is needed to discuss possibilities, innovation and environmental challenges (careers)? (F)
4c. Why is it important to communicate with the intent to inspire? (C)
4d. How does one inspire listeners into action? (C)
4e. What should one use as inspiration for innovation? (C)
4f. How does one project future challenges when the future is unforeseen? (P)
4g. Should one plan their future profession based on perceived environmental and societal changes? (P)

Content Knowledge

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

Students will need to know how to:

- use the future tense
- use if clauses using the present tense and the future tense
- use reflexive verbs
- use adverbs ending in -mente
- use the conditional tense

Standards

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

CT: World Language (2024)

CT: Novice Mid

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Mid learners can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Mid learners can identify some basic facts from memorized words or phrases that are supported by gestures or visuals on topics related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Mid learners can present information about themselves and some other very familiar topics using practiced words, phrases, and memorized expressions.
-

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.

5. Un futuro prometedor

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.

- ☒ Works independently
- ☒ Considers and understands multiple perspectives
- ☒ Questions results to ensure best outcomes

"Si le das" libro

Vocabulary

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

U5L1

- environment
- action and change
- food/restaurant

U5L2

- occupations and job requirements
- personality traits and skills
- time expressions

Resources

Teacher and student resources used to support the learning.

- Reporteros Teacher book; list of audios, workbooks pages, videos, grammar, etc. on pages 206a-206d
- Reporteros textbook p. 206-253
- Reporteros, student workbook pages. 173-210
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a Google Drive folder with all created activities and assessments

5. Un futuro prometedor

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.



Unit Plan

6. El gusto de celebrar

Newtown High School / Grade 9 / World Languages

Week 31 - Week 36 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to describe celebrations and cuisine in the context of Mexican culture.

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: communication

concepts: gastronomy, celebrations, style, language systems, culture, communication

Generalizations

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

1. Gastronomy and celebrations represent culture and serve as meaningful forms of communication across communities.
2. Language systems and communication facilitate cultural transmission by preserving and sharing celebrations, gastronomy and culture.
3. Celebrations and style convey meaning through both verbal and nonverbal elements in social interaction.
4. Language systems communicate personal identity through gastronomy, celebrations and style.
5. Culture and celebrations shape communication practices.

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 vocabulary does one need to talk about gastronomy and celebrations? (F)
- 1b. What language systems are needed to discuss culture? (F)
- 1c. What defines a meaningful form of communication? (C)
- 1d. What roles do gastronomy and celebrations play in communities? (C)
- 1e. Does one need to participate in celebrations in order to fully identify with and incorporate themselves as a member of a community? (P)
- 2a. What language systems are needed to discuss preservation of culture (soler)? (F)
- 2b. Aside from celebrations, gastronomy and language, what is culture? (C)
- 2c. Do celebrations and gastronomy reflect or define culture? (P)
- 3a. What vocabulary is needed to convey style? (F)
- 3b. What language systems are needed for informal interactions and are they different than the ones needed for formal interactions (Ud commands)? (F)
- 3c. What verbal and nonverbal elements does one need to interact appropriately in a social setting? (F)
- 3d. How do celebrations and style convey meaning and values? (C)
- 3e. Are people who do not use verbal or nonverbal elements in social interactions rejected by their communities in some way, and how does this affect a community? (P)
- 3f. Are verbal or nonverbal elements more important in a social interaction? How does the lack of one change an interaction? (P)

- 4a. What language systems are needed to express personal identity pertaining to gastronomy, celebrations and style? (F)
4b. What vocabulary is needed to express personal identity? (F)
4c. How is personal identity conveyed through gastronomy, celebrations and style? (C)
4d. Is personal identity tied to one's culture? (P)
- 5a.) What is the vocabulary needed to communicate culture and celebrations? (F)
5b.) What are the language functions needed to communicate culture and celebrations? (F)
5c.) Does culture shape communication practices? (C)
5d.) Are communication practices embedded in cultural celebrations? (C)
5e.) Can you engage and truly understand a celebration of a different culture without knowing the language? (P)
5f.) Should we maintain cultural celebrations even if some of the tenets are seen as outdated or offensive to a minority population? (P)

Content Knowledge

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

Students will need to know how to:

- talk about food and eating habit
- describe typical dishes and their ingredients
- understand and give cooking instructions
- discuss social habits
- describe celebrations and express opinions about them
- understand legends and connect them to traditions
- use the impersonal se
- give affirmative and negative commands in the usted and ustedes forms
- express habitual actions with ser and soler
- use si clauses with commands
- communicate events from the past using both the preterit and imperfect

Standards

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

CT: World Language (2024)

CT: Novice Mid

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Mid learners can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Mid learners can identify some basic facts from memorized words or phrases that are supported by gestures or visuals on topics related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Mid learners can present information about themselves and some other very familiar topics using practiced words, phrases, and memorized expressions.

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.

Reporteros 2 textbook p 254-301
Reporteros 2 workbook p 211-248
[Google Drive folder for Unit 6](#)

6. el gusto de celebrar

Portrait of the Newtown Graduate

Vocabulary

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

Food, meals and eating habits, tastes, cooking, celebrations, social habits, clothing and accessories, styles, time expressions

[Complete vocabulary list for Unit 6](#)

Resources

Teacher and student resources used to support the learning.

- Reporteros Teacher book; list of audios, workbooks pages, videos, grammar, etc. on pages 254a-254d
- Reporteros textbook p. 254-301
- Reporteros, student workbook pages. 211-248
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a [Google Drive folder](#) with all created activities and assessments

6. el gusto de celebrar

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.

U5L1 assessments | Summative | Personal Project

[U5L1 assessments](#)

No Standards Assessed

U5L2 assessments | Summative | Written Test

Written Test

[U5L2 assessments](#)

No Standards Assessed

Differentiation

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

Test Prep Connections

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



American Government and Politics (Under Review/Revision)

Newtown High School / Grade 12 / Social Studies

11 Curriculum Developers | Last Updated: Wednesday, Sep 2, 2026 by Deeb, Amy

Unit Calendar by Year

Unit	Aug		Sep			Oct				Nov				Dec			Jan				Feb				Mar				Apr				May						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
Draft Unit 1: Founders Intent																																							
Draft Unit 2: People and Elections																																							
Draft Unit 3: Government and the People																																							
Draft Unit 4: The People and the Courts																																							

◀ 4 Units found ▶



Unit Plan

Unit 1: Founders Intent

Newtown High School / Grade 12 / Social Studies

Week 1 - Week 4 | 11 Curriculum Developers | Last Updated: Sep 1, 2026 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

By examining the founding documents of the United States students will explore and analyze the intentions of the Founding Fathers in creating the new government. They will take on the persona of a Founder to better understand what their intentions were and then they will compare their understanding to modern day.

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: Democracy

Concepts: Power, Conflict, Compromise, Democratic Governments, Intentions, Government, The People

Generalizations

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

1. New governments distribute power based on the intentions of the leaders of the time.
2. Democratic governments empower the people.
3. Separation of Powers relies on conflict and compromise within the government.

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. New governments distribute power based on the intentions of the leaders of the time.
 1. Why did the Founding Fathers no longer want to live under British Rule? (F)
 2. How did the Founding Fathers remove the King's authority to rule them? (F)
 3. What motives to people have when they form governments?
 4. What were the Founding Fathers intentions for the new government? (C)
 5. Were the Founding Fathers justified in rebelling against British rule? (P)
 6. **Topics:** *Founding Fathers, Declaration of Independence, Limited Government, Consent of the Governed, Individual Rights, Rule of Law, Representative Government.*
2. Democratic governments are designed to empower the people.
 1. What is democracy vs representative democracy vs republic? (F)
 2. In what ways can people exert their power in the government? (C)
 3. How much power should the people have in a democratic government? (P)
 4. How is conflict and compromise necessary in the establishment of a government for the people? (C)

5. In what ways does the election process continue to work as the Founding Fathers intended? (F)
6. Do the people hold the power in the American democratic government? (P)
7. In what ways would you amend the *Constitution* to change the design and workings of the Electoral College? (P)
8. **Topics:** *Articles of Confederation, Constitution, Democracy, Republic, Electoral College*
3. Separation of Powers creates conflict and compromise within the government.
 1. What are the 3 branches of government? (F)
 2. How did the Founders distribute the power to the three branches of government? (F)
 3. What is federalism? (F)
 4. In what ways do the Federal and State governments share power within the constitutional structure? (C)
 5. In what ways does checks and balances create conflict and compromise between the branches? (C)
 6. Are the benefits of checks and balances worth the slow progress of government through the process of conflict and compromise? (P)
 7. **Topics:** *Federalists/Anti-Federalists, Articles 1,2,3, Legislative, Executive, Judicial Branches, Checks and Balances, Separation of Powers, Compromise, Federalism, Bill of Rights, Amendment 10*

Content Knowledge

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

Content Knowledge

Students will know:

- the intentions of the Founding Fathers in creating the government of the United States;
- the strength of the *Declaration of Independence*;
- the weaknesses of the *Articles of Confederation*;
- the compromises made to establish the *Constitution*;
- the structure of the *Constitution*, and
- the process of electing a president through the Electoral College.

Standards

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

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Civics

Civic and Political Institutions

- ☒  CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
- ☒  CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- ☒  CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- ☒  CIV 9–12.9 Use appropriate deliberative processes in multiple settings.

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

- ☒  INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- ☒  INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

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.

The slideshow is designed to guide any new teacher through the content and formative and summative assessments for the unit,

Through the use of the Google slide presentation UNIT 1 [Founders' Intent](#) students will discuss, listen, watch, and analyze the founding of the nation while completing a(an):

- Reading of the *Declaration of Independence*
 - [Reading of Declaration of Independence](#)
- Analysis of the weaknesses of the *Articles of Confederation*
- Examination of the 3 branches of government and overall structure of the *Constitution*
 - Using the pocket *Constitution* and student notes from the textbook, as well as the slides, and
- Discussion of Federalism
 - Based on the textbook reading and slides.

The slides are a guide through the material and the Assessment Tasks. They can be used as they are or teachers can copy them and make them their own. Both formative and summative assessments are included in the slideshow.

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Open and Respectful Communicator

An open and respectful communicator is a learner who engages in respectful exchange of information and ideas, whether verbal, non-verbal, written, or through the use of technology.

- ☒ Shares ideas and information in a clear, organized, and honest manner

Critical Thinker

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

- ☒ Works independently

Vocabulary

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

Declaration of Independence, Articles of Confederation, Constitution, Founding Fathers, Limited Government, Federalists/Anti-Federalists, Federalism, Amendment 10, Compromise, Republic, Democratic government, Articles 1,2,3, Legislative, Executive, Judicial Branches, Checks and Balances, Electoral College

Resources

Teacher and student resources used to support the learning.

Textbooks:

Civics Today & Civics in America
Making Thinking Visible

Videos:

Linked in the Slideshow
Links available under attachments also

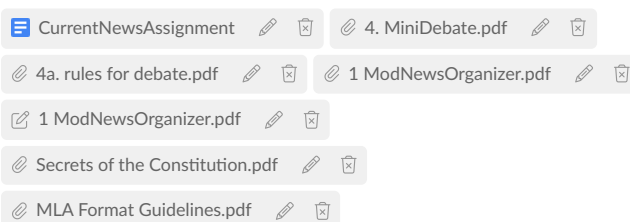
Optional Learning Activities:

Electoral College Debate: Students will use their learning from the class and additional research to construct arguments to present their claims about the Electoral College process and refute their opponents claims. This can be done as a mini-debate, whole class debate, or in some other form that works for the teacher.

Federalist vs Antifederalist Political Cartoon: Students will read about the beliefs of the Federalists and Antifederalists. Then, they will create a political cartoon representing one of the two groups. Their cartoon should include symbols, labels, and a caption, followed by a brief explanation using evidence from the article to show how it reflects that group's beliefs.

Secrets of the Constitution Reading Analysis: Students will read *Secrets of the Constitution* and analyze the key constitutional principles and compromises that shaped the U.S. government. They will evaluate how these principles continue to influence government today by connecting evidence from the article to modern examples and defending which constitutional principle they believe has the greatest impact on American democracy.

Current News Assignment: To make the content "real" students will be reading and analyzing the news. They will link what they read in the news to what we are studying in class. They will complete the Current News Assignment (multiple levels of assignment linked) and be prepared to share in class. They will also need to complete properly formatted works cited entries for the news articles.

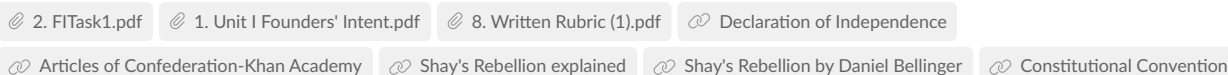


Assessments

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.

Task 1 Questions | Formative | Other written assessments

Task 1: Questions ask students to consider their learning and create 10 questions that will lead to the deeper discovery of the Influences on the Founding Fathers when they were creating the new government for America. Teachers can combine Tasks 1 & 2 if they deem it appropriate to the students in their room. (All videos in the [Unit 1 Founders Intent](#) are located as links below).



7 Standards Assessed

Task 2: Research and Works Consulted | Formative | Other written assessments

Task 2 has students do the research to answer the questions they posed in Task 1. They will fully develop answers through research while compiling a list of reliable sources. The research will answer the questions and help the students complete Tasks 3 & 4.



6 Standards Assessed

Task 3: Influences on the Founding Fathers | Summative | Visual Arts Project

Students will complete Task 3: Slideshow and tell a story of how the Founding Fathers were influenced into writing the *Constitution*. Using what they have learned and what they already know about our current government, Their slideshow will present information that people, including those in Congress, need to know and understand about what the Founding Fathers did and how the government was intended to work.



6 Standards Assessed

Task 4: Founders Intent Podcast | Summative | Other Visual Assessments

Students will complete Task 4 by creating a Podcast to show what they have learned about the intentions of the Founding Fathers in creating our government and, based on that learning, what advise they have for the current members of Congress. They can do a traditional podcast or they can make it a video. They should be creative and clear about what the Founding Fathers' intentions were and where the current government could learn from that knowledge.

 5. FITask 4 (1).pdf  4a. Podcast Rubric (1).pdf  American Government Founders' Intent Summative Assessment-modified.pdf

[7 Standards Assessed](#)

Differentiation

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

- Assessments are all completed task by task which allows students to work at their pace to complete each task.
 - Tasks can be modified such as [task 3-Create a Slideshow modified](#) and in some cases eliminated such as [Modified Summative Assessment](#)-Founding Fathers Podcast Congress Can you Hear me?
- [Modified News Assignment](#)

 TASK 3_ Create a Slideshow-modified.pdf  

 American Government Founders' Intent Summative Assessment-Congress Can you Hear me_ modified.pdf  

 1 ModNewsOrganizer.pdf  

Test Prep Connections

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

There are some quizzes given but the main assessments are the projects listed above. Check quizzes along the way are at teacher discretion depending on the progress of the class. Prep for any such quizzes would be the slides and any work completed with the use of those slides.



Unit Plan

Unit 2: People and Elections

Newtown High School / Grade 12 / Social Studies

Week 5 - Week 10 | 11 Curriculum Developers | Last Updated: Sep 2, 2026 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will work through a series of tasks, within their chosen role (media, party, candidate, special interest group) for the election. Through these tasks and working with their Team they will build understand for how the election process works and the many different aspects that influence a Presidential Election. There are two different ways to complete this unit depending on time and students.

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: Interactions

Concepts: Systems, Beliefs, Perspectives, Interactions, Elections, Political Socialization, Political Campaigns

Generalizations

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

1. Political socialization influences people's beliefs, ideologies, perspectives, and participation in the election process.
2. People interact with the government through political campaigns.
3. Outside perspectives shape campaigns, candidates, and elections.

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. Political socialization influences people's beliefs, ideologies, perspectives, and participation in the election process.
 1. What is political socialization? (F)
 2. What type of political participation do people perform? (F)
 3. Why is political participation important? (C)
 4. What is political ideology? (F)
 5. How does political ideology influence people's political participation? (C)
 6. From where does political ideology come? (C)
 7. **Topics:** Ideology, Conservative, Liberal, Socialization
2. People interact with the government through political campaigns.
 1. What is a party agenda? (F)
 2. How does a party agenda influence people to vote in a particular way? (C)
 3. How do you run a political campaign ? (C)
 4. How does the campaign influence voting outcomes? (C)
 5. In what other ways can people interact with the government and the elections? (C)
 6. Does a two party system hinder elections? (P)
 7. **Topics:** National Convention, Campaigning, Party Agenda, General Election
3. Outside perspectives shape campaigns, candidates, and elections.

1. What is the two party system? (F)
2. **Honors:** How do interest groups influence elections? (F)
3. **Honors:** What role does the media play in an election? (C)
4. What qualifies a candidate to run for federal elections? (F)
5. In what ways do political parties influence candidate stances on issues and therefore elections? (C)
6. What are primaries and caucuses? (F)
7. How do primaries and caucuses influence elections? (C)
8. What is gerrymandering? (F)
9. How does gerrymandering affect election outcomes? (F)
10. **Topics:** Democratic Party, Republican Party, Third Party, Gerrymandering, Caucus, Primary (Open and Closed), Party Platforms, Two Party System, Watchdog

Content Knowledge

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

Students will know:

- how people are socialized toward particular political parties.
- how the election process works.
- how views of political parties are formed and shared.
- the qualifications of candidates for different offices
- the interactions of all stakeholders in the election process.

Standards

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

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

- ☒  INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- ☒  INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- ☒  INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Core Learning Activities

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

Students will complete:

- the political ideological quiz at [isidewith.com](https://www.isidewith.com) and investigate their results to better understand with whom they matched and why. This will better help them understand the links between ideology and party and how issues influence party affiliation;
- an Examination of the effects of Gerrymandering through the use of [the unit slides](#) and the gerrymandering [videos](#) and "games" to better understand the use of gerrymandering and its influence on elections, and
- through the Tasks listed in the assessments students will participate in a Primary and General Election of the President of the United States. These tasks take them through the process of influences and interactions between the people and the government and how elections are conducted.

Portrait of the Newtown Graduate

All Grades

Open and Respectful Communicator

An open and respectful communicator is a learner who engages in respectful exchange of information and ideas, whether verbal, non-verbal, written, or through the use of technology.

- ☒ Listens actively in conversations
- ☒ Shares ideas and information in a clear, organized, and honest manner
- ☒ Engages in perspective taking

Collaborator

A collaborator is a learner who works with others to achieve a common goal or complete a task. They emphasize teamwork, sharing ideas, and cooperating to reach the best possible result.

- ☒ Participates in sharing goals and responsibilities
- ☒ Values and understands all team members contributions, unique knowledge and skills
- ☒ Works with others to reach a consensus

Vocabulary

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

Ideology, Conservative, Liberal, Political Parties, Democratic Party, Republican Party, Gerrymandering, Watchdog, Caucus, Primary (Open and Closed), General Election, National Convention, Campaigning, Party Platforms/Agenda, Two Party System, Article II, Socialization, Third Party

Resources

Teacher and student resources used to support the learning.

Key websites/Resources:

<https://www.isidewith.com/>

[Pew Research Center Political Typology](#)

Republican National Committee: <https://www.gop.com/>

Democratic National Committee: <https://democrats.org/>

Civics Today and *Civics in America*

Blank/Create Your Own Electoral Map

<https://electoralvotemap.com/>

<https://www.270towin.com/>

Making Thinking Visible

Optional Learning Activities:

Current News Assignment: To make the content "real" students will be reading and analyzing the news. They will link what they read in the news to what we are studying in class. They will complete the Current News Assignment (multiple levels of assignment linked) and be prepared to share in class. They will also need to complete properly formatted works cited entries for the news articles.

Electoral College Game: See links.

Gerrymandering Activities: See links.

Cabinet Department Meeting:

The *Constitution* gives the President a narrow scope of power, but over time, the president's influence has grown. As the figurehead of the American government, the President can be a very effective messenger for your cause if you can get him to agree with you. Working with a partner we will spin the "Wheel of Names" to assign

you to a Cabinet Department. Through completing 3 News Assignments each (Tasks 1, 2, & 3), you will identify a pressing issue facing your department. After further researching the issue, your team will prepare an explanation of that issue, formulate a plan to solve the issue, and propose it at a Cabinet Department Meeting for input from other departments and approval by the President. All documents needed are attached.

CurrentNewsAssignment

MLA Format Guidelines.pdf

1 ModNewsOrganizer.pdf

Political Socialization Khan Academy

People and Elections.pdf

Gerrymandering

Gerrymandering Games

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.

Elections | Summative | Dramatization

Students will participate in a Primary and General Election to elect a President. They will go through the campaign process from the perspective of their chosen team (party, campaign, media, interest groups). Teachers can determine how to break up classes into parties and how to present the debates. there are handouts that can be used with lower level classes to give all students some experience in the elections. Attached below is all of the information and handouts to be modified as needed.

Unit 2: People and Elections

People and Elections.pdf

3. HonorsOverviewElections.pdf

4. Honors ElectionsTasksOverview.pdf

5. HonorsElectionsStudentChoices.pdf

1A. Work Day Instructions.pdf

4. Task 3CampaignTeam.pdf

2025Campaign Teams_Overview.pdf

2025Task0&1Campaign.pdf

1. 2025Parties_Overview.pdf

1A. WorkDaysGuide.pdf

2. 2025Task1PP.pdf

4. Task3GOTVAd.pdf

2025Task2Platform.pdf

H2025Task3&4Swing_States.pdf

1. 2025Media_OverviewPacket.pdf

2025Task 3_ Media Teams.pdf

2025Task_1_Media_Teams_Intro.pdf

2025Task2MediaHostCoverPrimaryDebate.pdf

Primary Debate Questions.pdf

Task3_Media_Team_Panel_Talk.pdf

Task4Media_Teams_General_Debate.pdf

2025IGTask2EndorsementEvent.pdf

2025Interest_Group_OverviewPacket.pdf

2025Task_1_Interest_Groups_Intro_and_Endorsement.pdf

2025Task3InterestGroupsDebate_Hosts.pdf

Candidate Endorsement Questionnaire.pdf

6 Standards Assessed

Differentiation

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

- Breakdown of role and assessment with specific due dates;
- Match students to the appropriate roles, and
- Use graphic organizers and models for speeches.

Test Prep Connections

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

Teacher can create and administer content specific quizzes throughout the unit to check for general understanding.



Unit Plan

Unit 3: Government and the People

Newtown High School / Grade 12 / Social Studies

Week 11 - Week 16 | 11 Curriculum Developers | Last Updated: Sep 1, 2026 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will participate in a series of Tasks which will take them through the workings of Congress. Through creating a bill and working to get it passed through committee and then on to the floor of Congress, they will gain an understanding of how legislation gets passed and what could delay or kill a bill completely.

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: Conflict, Cooperation, and Compromise

Concepts: Conflict, Cooperation, Perspectives, Beliefs, Compromise, Political Ideologies, Democratic Government

Generalizations

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

1. Political ideological differences produce conflict in the legislative process.
2. Successful democratic governments respond to the varied beliefs and perspectives of the people through cooperation and compromise.
3. Conflict and compromise result in cooperation in the legislative process.

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. Political ideological differences produce conflict in the legislative process.
 1. How are the parties ideologically different? (F)
 2. How does ideology produce conflict? (C)
 3. What is divided government? (F)
 4. What is unified government? (F)
 5. How is conflict different in divided government and unified government? (C)

Topics: *Divided Government, Unified Government, Article I, House of Representatives, Senate, Expressed Powers, Implied Powers*
2. Successful democratic governments respond to the varied beliefs and perspectives of the people through cooperation and compromise.
 1. How do people inform the government of their beliefs and perspectives? (F)
 2. What makes a democratic government successful? (F, C)
 3. In what ways do committees and hearings contribute to successful governments? (C)
 4. How do successful democratic governments respond to the beliefs and perspectives of the people? (C)
 5. How much of the law making process is really about the people? (P)
 6. Do the people run the government? (P)

7. **Topics:** *Standing Committee, Joint Committee, Congressional hearing, Constituents, Conference Committee*
3. Conflict and compromise result in cooperation in the legislative process.
 1. What is the process of passing a bill through Congress? (F)
 2. In what ways do the parties cooperate and compromise to pass laws? (F)
 3. In what ways do the House and Senate cooperate and compromise to pass laws? (F)
 4. In what ways do legislators cast their vote to represent the people in passing laws? (F)
 5. Is cooperation always necessary? (C)
 6. Does government listen to the people? (P)
 7. What if compromise isn't achieved? (P)
 8. **Topics:** *Gridlock, Veto, Partisan, Trustee, Delegate, Politico, Bill, Law, Elastic Clause, Robert's Rules of Order, pocket veto, override*

Content Knowledge

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

Students will know:

- how legislation gets passed through Congress;
- how different congressional committees contribute to the law making process, and
- the voting options Congress and the President have in passing/not passing Bills.

Standards

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

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Civics

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- ☒  CIV 9–12.9 Use appropriate deliberative processes in multiple settings.

Processes, Rules, and Laws

- ☒  CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- ☒  INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Core Learning Activities

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

Students will complete:

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Open and Respectful Communicator

An open and respectful communicator is a learner who engages in respectful exchange of information and ideas, whether verbal, non-verbal, written, or through the use of technology.

- ☒ Listens actively in conversations

- a Pretest on Congress to assess their knowledge before we begin;
- a viewing of *School House Rock* "How a Bill Becomes a Law-I'm Just a Bill" to give them a simple version of the process from which we will expand their knowledge;
- a variety of formative and summative Tasks that will guide them through the process of understanding the constituents and creating appropriate legislation to satisfy those same constituents.

In addition students will review, with teacher guidance the slides for [Unit 3](#) that take them through content information that will aid them as they work with their party, their committee, and their home demographics.

 I'm Just a Bill  

Ethical and Compassionate Citizen

An ethical and compassionate citizen is a learner who stands up for what is right by showing empathy and concern for the well-being of others.

- ☒ Understands multiple perspectives

Vocabulary

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

Divided Government, Unified Government, Bill, Law, Standing Committee, Joint Committee, Congressional Hearing, Gridlock, Veto, Partisan, Trustee, Delegate, Constituents, Politico, Elastic Clause, Robert's Rules of Order, Party Alignment, Conference Committee, Expressed Powers, Implied Powers, Pocket veto, Override

Resources

Teacher and student resources used to support the learning.

Key Websites and links:

[Congress Website](#)
[House of Representatives Website](#)
[Library of Congress Website](#)
[School House Rock's I'm Just a Bill](#)

Civics Today and Civics in America
Making Thinking Visible

Optional Learning Activities:

Current News Assignment: To make the content "real" students will be reading and analyzing the news. They will link what they read in the news to what we are studying in class. They will complete the Current News Assignment (multiple levels of assignment linked) and be prepared to share in class. They will also need to complete properly formatted works cited entries for the news articles.

Optional Assessments:

Task 5: Letter Home: Students will write a letter to their constituents explaining how they represented them in the congressional session. They will explain the strategies and procedure they used to maximize the intended consequences and minimize the unintended consequences.

 CurrentNewsAssignment  

 1. Leg Branch2026.pptx  

 8. Task5 OPLetter Home to Constituents.pdf  

 1 ModNewsOrganizer.pdf  

 MLA Format Guidelines.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.

Task 0 Business Card | Formative | Visual Arts Project

Students will select their congressperson and conduct research so they can "act" as this person would. They will create a business card to post to the map to show who they are representing.

Teachers can hang a map in the hallway and get blue and red yarn. Have students post their business card to the map with the appropriate string for easy access to who is in and to what party they belong.

📎 3. Task0 BusinessCard.pdf

No Standards Assessed

Task 1 Constituent Research | Summative | Other Visual Assessments

Students will complete Task 1 as they identify the district or state they are representing and investigate the issues of concern for that area. They will produce a slideshow to introduce themselves and their constituents to the class.

📎 8. Task5 OPLetter Home to Constituents (2).pdf

📎 Letter Home to Constituents-modified.pdf

3 Standards Assessed

Task 2: Bill Writing | Summative | Other written assessments

Students will use their Constituent Research to write a Bill to present to Congress. After understanding a bit about the person and the state and district they are from, students will choose an issue that needs to be addressed for the constituents of that district. Using the issue they will research and create a bill that they can then pose to Congress.

📎 5. MODTask2 BillInstructions.pdf

📎 5a. HandoutBBillSample.pdf

📎 5a. bill Template.pdf

📎 Mock Congress_ My Bill Discussion Organizer.pdf

4 Standards Assessed

Task 3 Committee Work | Formative | Other oral assessments

Each student will be assigned to a Standing Committee in the House of Representatives. Students will work within their committees to discuss and debate their proposed legislation. As a group they will look at the language and the purpose of the legislation, while assessing the intended and unintended consequences. This gives them an opportunity to improve their bill before it gets sent to the full House for presentation, discussion and debate.

📎 6. Task3Members Checklist .pdf

📎 6. Task3Chairs Checklist.pdf

📎 6a. Chair Responsibilities.pdf

5 Standards Assessed

Task 4: Speech to Congress | Summative | Other oral assessments

Other oral assessments

Students will present a Speech to Congress explaining the purpose and outcomes of their bill. They will work to persuade their fellow legislatures to make the decision to pass their bill for the good of the American people.

📎 7a. House Floor Debate Instructions.pdf

📎 Task 4_ How to Vote on a Bill in the House-modified.pdf

4 Standards Assessed

Differentiation

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

- Models for Task 1 Constituent Research and Task 2 Bill Writing.
- Graphic Organizer for [Task 2 Bill Writing-modified](#)
- How to [write a Bill modified](#)
- [How to Vote on a Bill-modified](#)
- Graphic Organizer for [Task 4 Speech to Congress-](#)
- Task 5 [Letter Home to Constituents-modified](#)
- Project broken down into pieces with specific due dates.
- [Modified Government News assignment](#)

📎 5a. bill Template.pdf



📎 5a. HandoutBBillSample.pdf



📎 5. MODTask2 BillInstructions (1).pdf



 Letter Home to Constituents-modified.pdf  

 Mock Congress-modified.pdf  

 Task 4_ How to Vote on a Bill in the House-modified.pdf  

Test Prep Connections

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



Unit Plan

Unit 4: The People and the Courts

Newtown High School / Grade 12 / Social Studies

Week 17 - Week 20 | 11 Curriculum Developers | Last Updated: Sep 1, 2026 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will participate in judicial proceedings throughout this unit. By presenting the cases to a jury or an appellate court they will be able to examine the workings of the court system. As they come to decisions on cases they can evaluate the "justness" of the legal decisions made in each case. They will also evaluate the impact of these court decisions on the freedoms and liberties of the people.

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: Justice

Concepts: Justice, Freedom, Rights, Responsibilities, Checks and Balances, Individual Liberties, Dual Court System, Independent Judiciary, Jurisdiction

Generalizations

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

1. An independent judiciary establishes the guidelines to protect the people's rights and freedoms.
2. The responsibilities and jurisdiction of the Court system is communicated through government documents and court decisions
3. The checks and balances within the system ensure the courts provide justice to the people.
4. The dual court system works to define the rights and liberties of the people in an attempt to advance justice for all.

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. An independent judiciary establishes the guidelines to protect the people's rights and freedoms.
 1. What is an independent judiciary? (F)
 2. What are the guidelines for the structure and function of the upper and lower courts? (F)
 3. How does the court system protect people's rights and freedoms? (C)
Topics: Dual Court system, State Courts, Federal Courts, Article III, upper and lower courts, independent judiciary
2. The responsibilities and jurisdiction of the Court system is communicated through government documents and court decisions
 1. What is jurisdiction? (F)
 2. What determines the type of jurisdiction a court has? (F)
 3. What responsibilities fall to the different courts? (F)
 4. In what ways does the Supreme Court exercise both original and appellate jurisdiction? (C)
 5. In what ways does a court's jurisdiction affect its power within the court system?
Topics: Supreme Court, Justices, Rule of 4, Writ of Certiorari, Jurisdiction (original, appellate, concurrent),

3. The checks and balances within the system ensures the courts provide justice to the people.
1. How do the legislative and executive branches check on the judicial branch? (F)
 2. How does the judicial branch check on the legislative and executive branches? (F)
 3. How does life tenure provide for checks and balances and promote the independence of the Supreme Court? (C)
 4. What is judicial review? (F)
 5. In what ways does the Supreme Court use its power and independence to provide justice to the people? (C)
- Topics:** Judicial Review, Marbury V Madison, Impeachment,
4. The dual court system works to define the rights and liberties of the people in an attempt to advance justice for all.
1. What is the Dual Court system? (F)
 2. What are the liberties of the people? (F)
 3. What is justice? (C)
 4. How is justice established by the courts? (C)
 5. In what ways does the court interpret the liberties of the people? (C)
 6. Do the courts advance justice for all? (P)
 7. Is there justice in the United States? (P)
- Topics:** Bill of Rights, Liberties, Holding, *Tinker V De Moines*, *New Jersey V TLO*, *Morse V Frederick*, *Hazelwood V Kuhlmeier*, *Obergefell V Hodges*, *Dobbs V Jackson Women's Health Organization*

Content Knowledge

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

Students will know:

- the differences between State and Federal Courts;
- the jurisdiction of the different courts;
- liberties of the people as they are listed in the Bill of Rights, and
- facts, holding, and rationale of Court Cases.

Standards

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

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

- ☒  INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- ☒  INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- ☒  INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

Core Learning Activities

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

Students will complete:

- A discussion of the courts through the *People and the Courts American Government* slideshow with videos supplemented below, to gain a better understanding of how the courts operate.

In addition, when available and time allows, teachers will invite the SRO into class to discuss how police officers handle individual liberties on the job.

 People_and_Courts_American_Government.pptx  

 Structure of the Court System  

 How Supreme Court Judges get appointed  

 Supreme Court of US- How it Works  

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Open and Respectful Communicator

An open and respectful communicator is a learner who engages in respectful exchange of information and ideas, whether verbal, non-verbal, written, or through the use of technology.

- ☒ Listens actively in conversations

Critical Thinker

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

- ☒ Considers and understands multiple perspectives

Collaborator

A collaborator is a learner who works with others to achieve a common goal or complete a task. They emphasize teamwork, sharing ideas, and cooperating to reach the best possible result.

- ☒ Values and understands all team members contributions, unique knowledge and skills
- ☒ Works with others to reach a consensus

Strategic Planner

A strategic planner is a learner who becomes more efficient by setting clear goals, managing time effectively, and approaching tasks with a thoughtful plan.

- ☒ Plans and prioritizes tasks effectively to meet deadlines

Vocabulary

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

State Courts, Federal Courts, Jurisdiction (original, appellate, concurrent), judges, Article III, Judicial Review, Justices, Rule of 4, Supreme Court, Writ of Certiorari, Independent Judiciary, Marbury v Madison, Impeachment, Bill of Rights, Liberties, Holding, Tinker v De Moines, New Jersey v TLO, Morse v Frederick, Hazelwood V Kuhlmeier, Obergefell V Hodges, Dobbs V Jackson Women's Health Organization

Resources

Teacher and student resources used to support the learning.

Websites, textbooks, and links:

Court Cases: <https://www.oyez.org/>

Supreme Court: <https://www.supremecourt.gov/>

Civics Today and Civics in America

Making Thinking Visible

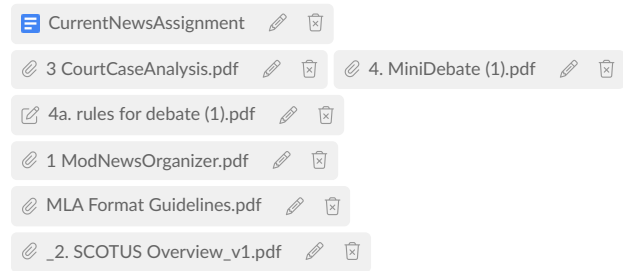
Optional Learning Activities:

Current News Assignment: To make the content "real" students will be reading and analyzing the news. They will link what they read in the news to what we are studying in class. They will complete the Current News Assignment (multiple levels of assignment linked) and be prepared to share in class. They will also need to complete properly formatted works cited entries for the news articles.

Court Case Analysis: Complete a research assignment of an historic/modern/important court case and exhibit their understanding of said case through the writing of a court case analysis

Mini Debate: In groups of 3 or 5 students will conduct research on a court case that they will then prepare to present to their small group. This can be done as discussion or full debate with a moderator in the group.

Students can either turn in their research, write a court Brief, or have the moderator score the debate. Teachers have many options with this.



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.

District, Appellate and/or Supreme Court Simulation | Summative | Dramatization

In this simulation Task 1 is the District Court level. Task 2 is the Appellate division and Task 3 is the Supreme Court. They share many similarities, so based on time available make decisions about with which level to work.

Working in 3 separate groups students will argue a case before either the District, Appellate, or Supreme Court. They will prepare case briefs and present to the assigned court. Students will also have the opportunity to sit as the jury for district courts or as the judges or Justices for the higher courts.

8 Standards Assessed



Differentiation

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

- Guided selection of cases
- Breakdown of the court analysis
- Structured guided debate

Test Prep Connections

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