Newtown Public Schools

BOE C&I Sub Committee Meeting
November 17, 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. **PUBLIC PARTICIPATION**
3. **APPROVAL OF MINUTES**
4. **NEW BUSINESS**
   A. Review and potential action on Newtown High School's Middle Eastern Studies curriculum as well Newtown Middle School's 2D and 3D art curriculum
5. **PUBLIC PARTICIPATION**
6. **ADJOURNMENT**

Board of Education
C&I Sub-Committee
October 6, 2026

12 Berkshire Rd.
Newtown, CT 06470
Newtown High School

MINUTES

Frank Purcaro
Don Ramsey
John Vouros
Sarah Connell

Amy Deeb
Elizabeth Ward-Toller

1. **CALL TO ORDER**
    a. The meeting was called to order at 12:30 pm
2. **PUBLIC PARTICIPATION**
    a. None
3. **APPROVAL OF MINUTES**

MOTION: *Mr. Ramsey moved to approve the minutes of May 19, 2026. Mr. Vouros seconded. Motion passes unanimously.*

4. **NEW BUSINESS**

Review and possible action on the following curriculum for Newtown High School

Spanish II with an update on Spanish for Medical Personnel

Liz Ward-Toller, World Language Department Chair, Newtown High School

Liz Ward-Toller presented the revised Spanish II curriculum, highlighting a significant shift toward communication-based, proficiency-focused instruction. The revised curriculum emphasizes students' ability to communicate effectively in real-world situations rather than focusing primarily on vocabulary memorization and grammatical accuracy.

Ms. Ward-Toller explained that the curriculum incorporates project-based learning, daily speaking opportunities, listening and reading comprehension, and culturally relevant activities. These experiences are designed to develop practical language skills while reinforcing the district's Portrait of a Graduate competencies, including communication, collaboration, innovation, and strategic planning.

The curriculum incorporates cultural experiences from Spanish-speaking countries, including Spain, Argentina, Chile, Costa Rica, and Mexico. Students will participate in activities such as creating an ideal city, planning and presenting a vacation, discussing childhood experiences, and exploring cultural celebrations.

Ms. Ward-Toller shared examples of classroom activities that encourage students to use language in context, including interactive games, visual projects, and conversational exercises. She noted that artificial intelligence has been a valuable resource for teachers in developing customized instructional materials, while student assessments emphasize personal expression and authentic communication.

The subcommittee discussed the challenges associated with implementing the revised curriculum, particularly the additional planning and instructional time required for proficiency-based learning. Ms. Ward acknowledged that pacing may need to be adjusted and that covering all planned units may not be feasible during the first year of implementation. The subcommittee expressed support for prioritizing meaningful student learning over the quantity of material covered.

The subcommittee thanked Ms. Ward-Toller and the World Language Department for their dedication to developing a more engaging, practical, and student-centered curriculum.

In addition to the Spanish II presentation, Ms. Ward-Toller also provided an update on the Medical Spanish course currently offered at Newtown High School. Ms. Ward-Toller reported that 13 students are enrolled in the course and that all participating students have registered to earn college credit through Western Connecticut State University.

The course emphasizes practical Spanish communication skills within healthcare settings, including culturally responsive patient interactions, medical terminology, patient intake procedures, and medical history documentation.

Ms. Ward-Toller demonstrated a performance-based assessment in which students assume the role of a healthcare provider and conduct a simulated patient intake interview in Spanish. Students are assessed on their ability to gather accurate information, communicate effectively, and demonstrate appropriate cultural awareness.

American Government

Amy Deeb, Social Studies Department Chair, Newtown High School

Amy Deeb presented the revised American Government curriculum, emphasizing the importance of preparing students to become informed, engaged, and active citizens.

American Government is a graduation requirement for all Newtown High School students. Students may fulfill this requirement through a yearlong AP course or a semester-long Honors or College Preparatory course. The revised curriculum presented to the subcommittee focuses on the semester-long Honors and College Preparatory courses.

The curriculum emphasizes experiential learning, student choice, civic engagement, and real-world applications of government concepts. Students explore the three branches of government through interactive simulations, collaborative projects, research, and discussions of current events.

The presentation highlighted four instructional units:

Unit 1: Foundations of American Government

Students examine the Declaration of Independence, Articles of Confederation, Constitution, and the philosophical foundations of American democracy. Each student receives a pocket Constitution to reference and annotate throughout the course. Learning activities include analyzing primary sources, researching the Founding Fathers, and creating presentations or podcasts examining the development of American government.

Unit 2: People and Elections

Students explore political campaigns, elections, voting, political socialization, media influence, and the electoral process. The unit culminates in a comprehensive election simulation in which students assume roles such as candidates, campaign managers, political party representatives, interest groups, and members of the media. Students participate in campaign activities, debates, and a simulated election.

Ms. Deeb noted that the sequence of the elections and legislative units may be adjusted to align with the election calendar and current events.

Unit 3: Government and the People

Students examine the legislative branch and the process through which laws are developed, debated, and enacted. Through a mock Congress simulation, students research constituents, draft proposed legislation, participate in committee discussions, negotiate compromises, and present bills for a vote.

The unit emphasizes cooperation, compromise, political perspectives, and the importance of representation. Students also explore the role of state and local government and the impact of civic participation.

Unit 4: People and the Courts

Students study the judicial branch, constitutional rights, the court system, and the principles of justice and checks and balances. Through research, case studies, and simulated court proceedings, students develop an understanding of the district, appellate, and Supreme Court systems.

Ms. Deeb explained that the revised curriculum provides differentiated instructional materials and assessments for Honors and College Preparatory students. Additional work was completed to restore and recreate instructional resources following technical difficulties with previously stored curriculum documents.

The committee expressed strong support for the curriculum's interactive approach and emphasis on preparing students for civic participation and thanked Ms. Deeb and the Social Studies Dept. for developing meaningful learning experiences that bring government concepts to life.

MOTION: *Mr. Ramsey moved to send Spanish II and American Government curriculum to the full Board for first read. Mr. Vouros seconded. Motion passes unanimously*

5. **PUBLIC PARTICIPATION**
    a. None

6. **ADJOURNMENT**

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

Meeting adjourned at 2:15 pm.

Newtown Public Schools

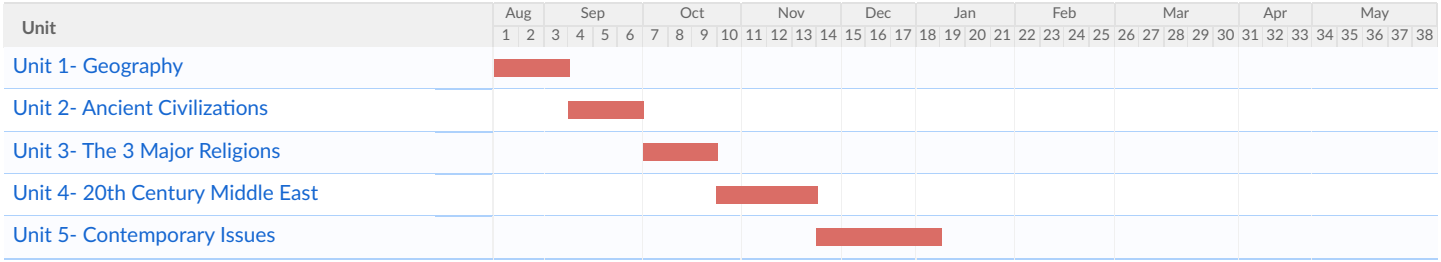
Atlas

Middle East Studies (Under Review/Revision)

Newtown High School / Grade 10 / Social Studies

9 Curriculum Developers | Last Updated: Wednesday, Nov 11, 2026 by Santoli, Louis

Unit Calendar by Year



5 Units found

Unit Plan

Unit 1- Geography

Newtown High School / Grade 10 / Social Studies

Week 1 - Week 3 | 9 Curriculum Developers | Last Updated: Nov 11, 2026 by Santoli, Louis

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Overarching goals for this unit are to examine the following:

-Geographical influences on cultural identity of the Middle East
-Impact of the scarcity of natural resources, especially water and oil.
-Relationship between the physical geography and the political geography.

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: Scarcity
Concepts: Physical Geography, Natural Resources, Scarcity/Abundance, Climate, Conservation, Conflict, Identity- Political, Economic, Social, manipulation

Generalizations

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

1. Physical geography shapes people's economic, social, and political identity.
2. The disparity between scarcity and abundance sparks conflict
3. In harsh climate conditions, humans manipulate the environment to suit their needs.

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 main geographic regions of the Middle East? (F)
b. What are three ways the climate of the Middle East impact its inhabitants? (F)
c. How does climate impact the way people of a society live? (C)
d. What caused people and groups to gravitate towards the river areas like the Nile and the Fertile Crescent? (F)
e. How does geography impact a society's identity? (C)
f. How does geography affect population density and distribution? (C)
g. What is cultural diffusion? (F)
h.How has geography contributed to cultural diffusion? (C)

2a. What impact do natural resources have on the Middle East? (F)
b. What is scarcity? (F)
c. How does it impact the geopolitical system? (C)
d. How can water scarcity and water rights heighten tension among the Middle East? (F)
e. What are the positive and negative effects of oil on the Middle East? (F)
f. How did the abundance of oil in the region lead to the formation of OPEC? (F)
g. How does the dispersal of resources impact the potential for conflict? (C)

3a. In what ways do the people of the Middle East manipulate the environment to suit their needs? (F)
b. How do people adapt to harsh climate conditions? (C)
c. How does the Suez Canal impact the world's economy? (F)
d. b. Who should have control over scarce resources like water, oil, or the Suez Canal? (P)

Overarching Provocative Question:
a. What had a greater impact on the political map of the Middle East, the physical geography of other factors like outside influences or aggression?

Content Knowledge

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

Geographical features of the Middle East, abundance of oil, water scarcity, cultural diffusion, OPEC, Suez Canal, Fertile Crescent

Standards

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

CT: Social Studies (2023)
CT: HS: Modern World History
Content Standards

MW-2. Enlightenment and Revolutions

- MW.Geo.1.a. Demonstrate spatial awareness by creating maps to illustrate the environmental characteristics and patterns of trade in early modern world history using digital technologies (e.g., colonialism, enslavement, imperialism, revolution).

MW-3. Industry and Progress

- MW.Geo.4.a. Analyze the relationships and interactions between growing industry and physical systems to explain reciprocal influences that occur among them (e.g., air pollution, hydropower, mining, dredging).
- MW.Geo.10.a.Evaluate how the cultural and environmental changes caused by industrialization influenced spatial patterns of trade and land use (e.g., Enclosure Movement, Bombay Spinning and Weaving Company, Treaty of Amity and Commerce, Suez Canal).

CT: Social Studies (2015)
CT: HS: Modern World History
Dimension 2: Geography

Geographic Representations: Spatial Views of the World

- ⚠ GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- ⚠ GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Global Interconnections: Changing Spatial Patterns

- ⚠ GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

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
Critical Thinker

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

1. Students will analyze and interpret a map of the Middle East's main geographic regions using political and physical maps.
2. Students will identify why North Africa is considered part of the Middle East.
3. Students will analyze the impact of the Middle East's physical geography and climate on the development of its cultural, economic, and political institutions.
4. Students will explain how oil affects the economies of the various countries of the Middle East.
5. Students will research, evaluate and analyze the impact of water scarcity on the Middle Eastern region.
6. Students will research, evaluate, and analyze the importance of the Suez Canal through a series of learning activities including slideshows, videos, and articles.
7. **Video Links for videos commonly used in the preceding activities/lessons are attached below.**

- [x] Works independently

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.

- [x] Participates in sharing goals and responsibilities
- [x] Values and understands all team members contributions, unique knowledge and skills

Resilient and Adaptable Achiever

A resilient and adaptable achiever is a learner who is able to respond positively to setbacks with a belief that you can do better and are able to pivot in a different direction when needed. They are persistent in their attempts to solve complex problems and rigorous challenges.

- [x] Maintains a positive attitude

1 MiddleEasternMap.pdf
1 Middle Eastern Map Quiz Study Guide
2 and 3 Geography of the Middle East
7 Unit 1 Geography Video Links
3 Middle East GALLERY WALK IMAGES
3 GEOWalk M.E Fill In
4 OPEC Lesson Pres
4 OPEC Fill-In Notes
5 Water Issues in the Middle East
5 Explain - Water Crisis Proposals Activity
5 Analyze Innovations Water Scarcity
6 The Suez Canal
6 TedED How The Suez Canal Changed the World
6 Suez Canal Video Links
6 Do Now: Suez Canal
6 Copy of Pros and Cons of the Suez Canal
me_geography_unit1_wrapup.html

Vocabulary

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

Scarcity, Cultural Diffusion, Hydro-politics, Desalinization, Fertile Crescent

Resources

Teacher and student resources used to support the learning.

Teacher textbook *World Cultures* provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Chapters 1,2, and 25 are applicable to this unit.

Textbook:
World Cultures: A Global Mosaic, Prentice Hall, 1996

Optional Activities:
Students will analyze and interpret statistical information from the cia.gov website about a particular Middle Eastern country and compare it to the USA. A comparison of statistics across various areas will give students an idea of the living conditions in their chosen Latin American country.

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.

Middle East Geography Quiz | Summative | Written Test

Students will take a quiz on the physical and political features of the Middle Eastern map.

CP Middle East Map quiz.pdf

6 Standards Assessed

Middle East Geography Collage | Formative | Group Project

Other Visual Assessments

Students will create a collage that connects geography to three areas, which are political, cultural, and economic.

Middle East Collage Project

6 Standards Assessed

Differentiation

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

Test Prep Connections

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

Unit Plan

Unit 2- Ancient Civilizations

Newtown High School / Grade 10 / Social Studies

Week 4 - Week 6 | 9 Curriculum Developers | Last Updated: Nov 11, 2026 by Santoli, Louis

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Overarching goals for this unit are to examine the following:

-How and why civilizations are developed.
-The characteristics of civilizations both in general and in the Middle East.
-How innovations and ideas were spread and impacted the world.
-How civilizations sparked conflict.

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: Civilization
Concepts: Culture, Identity, Religion, Social Hierarchy, Government, Technology/Innovation, Geography, Economy/Agriculture, Specialization, Change

Generalizations

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

1. Agricultural development enables the rise of civilization.

2. Civilizations necessitate common characteristics of specialization, religion, social hierarchy, government, language or writing systems, and innovation.

3. Physical geography limits or promotes interaction between and within civilizations shapes a people's identity.

4. Technological innovation promotes change that develops civilization.

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. How did river geography lead to the development of the Egyptians, Sumerians, and Babylonians? (F)
b. How did the river geography impact the development of agriculture? (C)
c. How did the Hebrews develop a civilization while not being located on a river? (F)
d. What factors lead to the development of civilizations? (C)

2a. What are the general characteristics (government, specialization, religion, social hierarchy) of the Egyptians, Sumerians, Babylonians, and Hebrews? (F)
b. How do Hammurabi's Code and the 10 Commandments compare? (F)
c. How did law codes shape the peoples of the Ancient Middle East? (C)
d. What is cuneiform and how did it benefit society? (F)
e. What are the characteristics of monotheism? (F)
f. Why is monotheism significant to the development of the Hebrews? (C)
g. What is specialization and how is it connected to the development of civilizations? (C)

h. How does the development of civilization lead to social hierarchy? (C)

3a. How did Middle East physical geography lead to interaction between civilizations or isolation from other civilizations? (F)
b. What are the advantages and disadvantages of natural boundaries? (C)
c. How does the scarcity of resources cause groups to dominate others? (C)
d. How does interaction lead to the rise and fall of Middle Eastern civilizations? (C)
e. How does the interaction or isolation of certain groups shape the cultural identity? (C)
f. Does interaction between different cultures always lead to destruction? (P)

4a. What are some of the innovations that impacted Middle Eastern agriculture, architecture, infrastructure, and medicine? (F)
b. How did some of these innovations impact our modern world? (F)
c. In what ways does civilization lead to innovation and in what ways does innovation lead to civilization? (C)

Overarching Provocative Question:

1. Is the growth of civilization always good (for the world)?

Content Knowledge

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

monotheism, polytheism, ethical worldview, Hammurabi's Code, Ten Commandments, Solomon's Temple, covenant, Hieroglyphics, Cuneiform, farming technology, aqueducts, mathematical advancements, calendar advancements, roads, number systems, architecture, pyramids, granaries, first and oldest civilizations, ziggurats, decline of all 4 civilizations, Diaspora, Babylonian Exile, sail, wheel

Standards

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

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Reading: History/Social Studies

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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CT: Social Studies (2023)

CT: HS: Modern World History

Inquiry Standards

Dimension 2- Apply Disciplinary Concepts and Tools

- [x] MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content.

Dimension 4- Communicate Conclusions and Take Informed Action

- [x] MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Content Standards

MW-1. Exchange and Interconnections

- [x] MW.Geo.6.a. Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world (e.g., hacienda, encomienda, Jesuit missionaries, East India Company, Ottoman Empire, unification of Japan, Indigenous genocide).

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. Students will explore the inner workings of the societies of Ancient Egypt, by reading and drawing conclusions from the "Ancient Egypt Webquest" & "Ancient Egypt's 3 Kingdoms" Worksheet.
2. Students will research and collect data of the importance of the Nile River on Ancient Egyptian civilizations
3. Students will interact with the ancient writing system of Hieroglyphics, utilizing The British Museum's virtual exhibit and a corresponding digital worksheet.
4. Students will collect data to create and present their findings through the Egyptian God & Goddess Trading Card Project
5. Students will investigate the intricacies of the Sumerians and their impact on the Mesopotamian Empire through a primary and secondary source analysis.
6. Students will explore various aspects, contributions and decline of the Ancient Hebrews, Sumerians, Egyptians and Babylonians through readings and videos.
7. Students will interact and manipulate the ancient Sumerian writing system of cuneiform.
8. Students will analyze and evaluate Hammurabi's Code through a theater script and secondary source analysis.
9. **Video Links for videos commonly used in the preceding activities/lessons are attached below.**

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.

- [x] Uses credible data to support ideas
- [x] Questions results to ensure best outcomes

1 Ancient Egyptian History
1 Ch (3). 9_ Daily Life In Ancient Egypt
1 Egyptian Social Structure.pdf
1 Ancient Egypts 3 Kingdoms Worksheet
1 Ancient Egypt Webquest
2 Why the Nile River Was So Important to Ancient Egypt
2 Analyzing the Nile
2 NileRiver.html
3 Hieroglyphics
3 Ancient Egypt Vocab
4 Egyptian Gods & Goddess Trading Cards
5 Four Empires of Mesopotamia Project
5 The Sumerians
8. Background_ Hammurabi's Law.pdf
6. ancient hebrews read.pdf
6. Early Civlizations homework/classwork
6. Ancient civ. chart.pdf
7. cuneiform activity.pdf
8. Code of Hammurabi and Cuneiform
8. Reader's Theater Hammurabi's Code Response Sheet
8. Readers' Theater_ Hammurabi's Law script.pdf
9 Unit 2 Ancient Civ Video Links

Vocabulary

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

Code of Hammurabi
The Ten Commandments
cuneiform
holographic
pyramids
early river valley civilization
social hierarchy
innovation
Mesopotamia
Irrigation
polytheism
monotheism
ethical worldview
Ziggurats

Resources

Teacher and student resources used to support the learning.

Teacher textbook *World Cultures* provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Chapter 25 is applicable to this unit.

Student textbook:
World Cultures: A Global Mosaic, Prentice Hall, 1996

Various online articles and videos as appropriate and timely

Optional activities:
1. Students create an interactive timeline of the rise and fall of the various ancient Middle East civilizations. This timeline should include contributions, religion, technology, and science. Students will create a hypothesis of why the various civilizations rose and fell.

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.

Ancient Civilizations Quiz | Summative | Written Test

Students will take an objective test which includes multiple choice questions and short answers.

OR

Students will take a short answer style test using the S.O.S. (Statement, Opinion, Support) format. For each question there is a prompt that students have to answer using the format.

Ancient Civilizations Quiz - CP | me anc. civ. chart.pdf

8 Standards Assessed

Hammurabi's Code vs. Ten Commandments | Other written assessments

Students analyze the Ten Commandments and Hammurabi's Code in their primary source form and compare and contrast the two justice system styles. After answering comparison questions, they discuss their findings.

Code of Hammurabi and Cuneiform | Comparing the 10 Commandments to Hammurabi's Code | Reader's Theater Hammurabi's Code Response Sheet | Readers' Theater_ Hammurabi's Law script.pdf | h code v 10 command.pdf | Background_ Hammurabi's Law.pdf

6 Standards Assessed

Ancient Civilizations Quiz - CP

Differentiation

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

Test Prep Connections

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

Unit Plan

Unit 3- The 3 Major Religions

Newtown High School / Grade 10 / Social Studies

Week 7 - Week 9 | 9 Curriculum Developers | Last Updated: Nov 11, 2026 by Santoli, Louis

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Overarching goals for this unit are to examine the following:

-The main characteristics of Judaism, Christianity, and Islam, including origins, doctrine, beliefs, etc.
-How interpretations of the same Holy text can lead to different versions of the same religion.
-Interactions between the three religions including cooperation and conflict.

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: Identity
Concepts: Religion, Doctrine, Culture, Belief, Origin, Afterlife, Unity, tradition, Morality, Ethics, Tension, Stability/Instability

Generalizations

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

1. Groups of people need to develop beliefs and practices to address questions of origin, the requirements to live a moral life, and the nature of the afterlife.

2. The doctrine of the belief system influences and shape the development of cultures, including their traditions and identities.

3. Religions converge in core beliefs, ethical codes, practices, and social relationships.

4. Tensions within and between religious groups create instability.

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. How did each of the three religions (Judaism, Christianity, and Islam) originate? (F)
b. How do each of the three religions (Judaism, Christianity, and Islam) view the afterlife? (F)
c. What are the differences between the 4 branches of Judaism? (F)
d. What are the differences between the Sunnis and the Shiite branches of Islam? (F)
e. What factors lead to people organizing a belief system? (C)
f. How can different interpretations of Holy texts lead to different versions of religion? (C)

2a. What are the main doctrine/ beliefs (mitzvahs, 5 Pillars of Islam, teachings of Jesus, etc) for each of the three religions (Judaism, Christianity, and Islam)? (F)
b. What are the characteristics of the Holy texts for each of the three religions (Judaism, Christianity, and Islam)? (F)
c. What impact do Holy Books/texts have on their followers? (C)
d. How do shared belief systems impact the way that people live? (C)
e. How can followers adapt early foundations to modern day society? (C)
f. Should Holy Texts be taken literally or figuratively? (P)

3a. How are the three religions (Judaism, Christianity, and Islam) similar? (F)

b. How are the three religions (Judaism, Christianity, and Islam) different? (F)
c. Why is Jerusalem significant to all three religions? (F)
d. To what extent do all religions have similar aspects? (C)
e. Why did the three most prominent monotheistic religions develop in the same general area? (C)
f. What are the main characteristics of all religions? (C)

4a. How did the interactions of the three major Middle Eastern religions lead to and cause the tensions of today? (F)
b. How can shared geographic territory lead to tension between religious groups? (C)
c. How do the Crusades demonstrate tension between Judaism, Christianity, and Islam? (F)
d. How do the Sunni and Shiite branches of Islam contribute to conflict in the Middle East? (F)
e. Why do religions that share the most in common often fight the hardest? (P)

Overarching Provocative Questions:

1. How can different religions live in peace together?
2. Should religion be used as a catalyst for expansion?
3. Is tension between religious groups inevitable?

Content Knowledge

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

Judaism: Orthodox, Conformist, Conservative, Reconstructionist, Reform Judaism, Covenant, Exodus, David, Solomon, monotheism, Ethical world view, Torah, *Islam:* Sunni, Shite, Muhammad, 5 Pillars, Mecca, Medina, Koran, Christianity, Crusades, Alawites, Ramadan, hijra, Hajj, jihad

Standards

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

CT: Social Studies (2023)

CT: HS: Modern World History

Inquiry Standards

Dimension 2- Apply Disciplinary Concepts and Tools

- [x] MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content.

Content Standards

MW-1. Exchange and Interconnections

- [x] MW.His.1.a. Evaluate how historical events and developments were shaped by the movement of individuals and groups during maritime exploration (e.g., Treaty of Tordesillas, Seven Voyages of Zheng He, Columbian exchange).

- [x] MW.Geo.6.a. Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world (e.g., hacienda, encomienda, Jesuit missionaries, East India Company, Ottoman Empire, unification of Japan, Indigenous genocide).

CT: Social Studies (2015)

CT: HS: Modern World History

Dimension 2: History

Perspectives

- [x] ⚠ HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.

Dimension 4: Communicating Conclusions & Taking Informed Action

Modern World History

- [x] ⚠ INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

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. Students will compare and contrast the basics beliefs, origin stories and holy text of Judaism and their connection to the Middle East through a student-led worksheet.
2. Students will investigate differences and similarities between the different branches of Judaism to complete a reading and Venn diagram worksheet.
3. Students will use historical documents and New Testaments bible excerpts to learn the story of Jesus Christ, connecting his life events to Middle Eastern locations on a map.
4. Students will investigate the early history of Christianity and its formation in the Middle East through Roman thought a Web-quest worksheet.
5. Students will examine the story origin of Islam through a video document and viewing guide on the Life of its founder Muhammad.
6. Students will investigate the basic beliefs of Islam, its moral code, its major holidays and holy texts through a comprehensive Webquest.
7. Students will complete a trip planning itinerary project to better understand the geographical and spiritual importance of The Hajj. Students will then compare their vision of the Hajj to the experiences of the people in the video, "Inside Mecca."
8. Students will research the various contributions of Islam by completing a "Contributions Of Islam" group presentation project.
9. Students will research and analyze the Crusades with particular emphasis on the causes, the battles, the effects, and the perspectives of those involved through a digital notebook completion.
10. Students will gain an understanding of the significance of Jerusalem shared by the three major Abrahamic religions but completed "The Old City" digital notebook.
11. **Video Links for videos commonly used in the preceding activities/lessons are attached below.**

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

Critical Thinker

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

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

1 Judaism Vocab
1 Judaism History HW
1 judaism hist hw.pdf
1 judaism christ chart.pdf
2 branches judaism.pdf
3 Mapping the Events in the Life of Jesus
4 arab christians.pdf
4 The Growth & Spread of Christianity Web Quest
5 Geography of Early Islam
5 Islam History Honors - HW
6 Beliefs of Islam
6 Books Of Islam
6 WebQuest - Inside the Mosque: What do you need to know?
7 Planning the Hajj
8 Islamic Empire Contributions to the World
8 Muslim Contributions to the World
9 The Crusades
10 The Holy Land
10 How do we know what we know about Ancient Israel?
11 Unit 3- 3 Religions Video Links

Vocabulary

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

Monotheism
Messiah
Prophet
Church
Synagogue
Mosque
Bible
Torah
Qur'an
Hadith
Allah
Yahweh
Holy Trinity
Sunni
Shia
Covenant
Hajj
Hijra
Ramadan

Resources

Teacher and student resources used to support the learning.

Teacher textbook *World Cultures* provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Chapter 26 is applicable to this unit.

Student textbook:
World Cultures: A Global Mosaic, Prentice Hall, 1996

Various online articles and videos as appropriate and timely

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.

3 Religions Test/Quiz | Summative | Written Test

Students will take a unit test/quiz which will include both multiple choice and short answer questions.

Religions Quiz - CP

5 Standards Assessed

Compare the Religions Venn Diagram | Formative | Other written assessments

Students will create a Venn Diagram comparing Judaism, Christianity, and Judaism.

This can be turned into a summative as well.

Abrahamic Religions Venn Diagram Assessment Test Abramic Religions Worksheets & Readings

8 Standards Assessed

Religions Quiz - CP

Differentiation

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

Test Prep Connections

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

Unit Plan

Unit 4- 20th Century Middle East

Newtown High School / Grade 10 / Social Studies

Week 10 - Week 13 | 9 Curriculum Developers | Last Updated: Nov 11, 2026 by Santoli, Louis

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Overarching goals for this unit are to examine the following:

- Imperial efforts by European nations to control the Middle East before, during, and after the World Wars.
- The growth of Arab Nationalism and its impact.
- The events, impacts, and lasting effects of the Arab-Israeli crisis.

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
Concepts: Resources, Competition, Colonies/Colonization, Imperialism, Dominance/Control, Self-interest, Nationalism, Unity, Deals, Victory, Displaced Peoples, Homeland, Political boundaries/Borders

Generalizations

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

1. The search for resources leads to a competition for colonies.

2. Imperial powers exert self-serving dominance and control over colonies despite collateral benefits to the colony that may occur.

3. Nationalism promotes unity and commonalities between groups.

4. During wars, countries make deals with one another to increase their chances of attaining victory.

5. Displaced peoples yearn for a homeland.

6. Efforts to redraw political boundaries lead to conflict.

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 Imperialism/Colonization? (FWas Pan-Arabism a genuine political dream—or a geographic impossibility?)
b. What motivations (resources, location) did European powers have to colonize the Middle East? (F)
c. How does a quest for colonies lead to competition? (C)
d. Is it possible for an imperial power to have "pure" motives? (P)

2a. In what ways did European powers act in their own interests in colonizing the Middle East? (F)
b. What is the "White Man's Burden" and how did it impact the colonization of the Middle East? (F)
c. How did European powers benefit the Middle East region during Imperialism (Suez Canal, infrastructure, medicine, etc)? (F)
d. Why is the Suez Canal important in the region? (F)
e. How do Imperial powers use their strength to exert control? (C)
f. How were US actions in Iran during the 1970s similar to the imperial actions taken by the European powers? (F)

3a. How is the term "Arab" defined and how does the term relate to the term Muslim? (F)
b. How does religious affiliation tie in to local or cultural identity? (C)
c. How can misconceptions lead to stereotypes about cultural identity? (C)
d. What is Arab Nationalism? (F)

e. Was Pan-Arabism a genuine political dream—or a geographic impossibility? (P)
f. How can shared culture promote independence movements? (C)
g. Does Nationalism lead to stability or instability? (P)

4a. How did French and British war-time agreements shape post-war events? (F)
b. How did the Balfour *D*eclaration, British Mandate, and other conflicting agreements affect events in the Middle East? (F)
c. In what ways does interference from an outside power have unintended consequences? (C)

5a. How did historical persecutions of Jewish populations manifest the need for a homeland? (F)
b. What is Zionism? (F)
c. How did Zionism lead to a desire to establish a homeland for the Jewish population? (F)
d. What diplomatic efforts should be made to ensure that ethnic groups have a stable homeland? (C)

6a. How did imperial efforts to redraw the political map in the Middle East lead to conflict after both world wars? (F)
b. What conflicts have occurred between Israel and surrounding Arab nations? (F)
c. How has the Arab-Isreali conflict affected the political map in the region? (F)
d. What efforts have been made to facilitate peace in the Arab-Israeli conflict? (F)
e. How did 20th century events shape the modern day tensions between the Middle East? (C)
f. How can efforts be made to draw political boundaries in an equitable way? (C)

Overarching Provocative Questions:

1. To what extent should more powerful countries exert their influence over the affairs of other countries or regions?
2. If war is inherently violent, is the idea of 'rules of engagement' an illusion?
3. Should international powers interfere in localized conflicts?

Content Knowledge

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

Trans-Jordan, Palestine, Iraq, Lebanon, Syria, Ottoman Empire, Egypt, trade, Lawrence of Arabia, League of Nations, World War 1, Palestine, Balfour Declarations, Zionism, Holocaust, anti-Semitism, Dreyfus Affair,Sykes-Picot Agreement May Laws, Belis Affair, Herzl, resettlement, nationalism, Protocols of the Elders of Zion, Jabotinsky, Arthur Balfour, Peel Report, British Mandate, 1939 White Paper, First Arab-Israeli War, 1950 Law of Return, 6 Day War, Yom Kippur War, Occupied Territories, Yassir Arafat, PLO, PA, Camp David Accords, Arab League, Anwar Sadat, Intifada, Madrid Peace Talks, Olso Accords, Hamas, Palestinian Authority, Mahmoud Abbas, Fatah, Annapolis International Peace Conference, Resolution 181, Golan Heights, multiple perspectives, obstacles to peace, Persian Gulf War, Kuwait, Desert Storm, Desert Shield

Standards

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

CT: Social Studies (2023)

CT: HS: Modern World History

Inquiry Standards

Dimension 2- Apply Disciplinary Concepts and Tools

- [x] MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content.

Dimension 3- Evaluate Sources and Use Evidence

- [x] MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

Content Standards

MW-5. Global Conflicts and Decolonization

- [x] MW.His.1.e. Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism).
- [x] MW.His.1.g. Evaluate how resistance movements and decolonization were shaped by postWorld War II circumstances and broader historical contexts (e.g., India, Kenya, Vietnam, Korea, Algeria, Indonesia, Hungary, Germany).
- [x] MW.His.2.c. Examine ways in which decolonization altered the balance of power within and among nations (e.g., independence movements, decline of European political imperialism, economic imperialism, ascendency of United States and Soviet Union as leading world powers).
- [x] MW.His.4.b. Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era (e.g., United Nations, Geneva Conventions, North Atlantic Treaty Organization, Warsaw Pact, Nuclear NonProliferation Treaty).
- [x] MW.Civ.3.a. Analyze the impact of treaties and laws on the maintenance of national and international order in the 20th century (e.g., Apartheid, European Economic Community, Camp David Accords, Sino-American Mutual Defense Treaty, Strategic Arms Reduction Treaty, Latin American Integration Association).
- [x] MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).

MW-6. Economic Globalization and Global Governance

- [x] MW.His.2.d. Analyze the impact of scientific and technological change in the late 20th and early 21st century (e.g., International Space Station, computer technology, vaccines and public health, Global Positioning Systems, cellular technology, Artificial Intelligence).
- [x] MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).

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. Students will research and analyze the motivates of both imperialism and nationalism of the 20th century Middle East by interpreting primary sources and reading materials.
2. Students will research the effects of the modernization vs traditionalism through the lens of Kemal Ataturk and his rule in Turkey.
3. Students will examine an overview of the geography, history, and political context of Iran leading to the Iranian Revolution of 1979 and formation of the Islamic Republic.
4. Students will analyze and interpret primary source documents that led to the Arab-Israeli situation (British Mandate of Palestine, Resolution 181).
5. Students will research people, events, terminology, and proposed settlements of the Zionist movement.
6. Students will will explore the different aspects of the Arab-Israeli Conflict (AIC).
7. Students will read and analyze multiple perspectives of the AIC using various primary sources and secondary sources.

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.

- [x] Considers and understands multiple perspectives
- [x] Uses credible data to support ideas

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.

- [x] Participates in sharing goals and responsibilities
- [x] Values and understands all team members contributions, unique knowledge and skills

Innovator

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

8. Students will brainstorm obstacles to Peace for the AIC then research with assistance from a reading called "Points to be Addressed and Israeli and Palestinian Viewpoints" and discuss.
9. Students will investigate important aspects of the Persian Gulf War by doing a guided note activity along with an article called "Shifting Sands" and video called "Desert Storm: The Gulf War 1990-1991
10. **Video Links for videos commonly used in the preceding activities/lessons are attached below.**

- [x] Seeks new solutions, resources and ideas
- [x] Takes the initiative to develop imaginative and abstract ideas

1 Imperialism and Nationalism in the Middle East Since WWI
1 Imperialism and Nationalism
2 Kemal Ataturk - Modernization
3 Iranian Revolution & Islamic Republic
4 Edpuzzle: Effects of the Mandate System
4 aic land part.pdf
4 brit mandate.pdf
4 res 181.pdf
5 Zionism Activity 1 CP/Hon
5 Zion Activity 2 HW
5 CP Zion Activity 3
5 CP Zion Activity 4
6 who owns palestine.pdf
6 hamas readings.pdf
6 Fatah readings.pdf
6 conflict and compromises since 1948.pdf
6 background to pal-israeli conflict and questions.pdf
7 us israel mult persp.pdf
7 pov.pdf
8 obstacles to peqce.pdf
9 Persian Gulf War Webquest
9 persian gulf GN.pdf
9 shifting sands.pdf
10 Unit 4- 20th Century Video Links

Vocabulary

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

Mandate
Ottoman Empire
Arab Nationalism
Zionism
Palestine Liberation Organization (PLO)
Intifada
Suez Crisis (1956)
Oil Embargo
Arab-Israeli Conflict
Camp David Accords
Iranian Revolution (1979)
Caliphate
Colonial Dynamics
Imperialism
anti-Semitism
Palestinian Authority
coalition

Resources

Teacher and student resources used to support the learning.

Teacher textbook *World Cultures* provides activities, questions, simulations and online resources to support the teaching of the class and the use of the textbook. Chapter 28 is partially applicable, however, the textbook is mostly not applicable to the entirety of this unit. Resources have been attached in Core Learning Activities.

Student textbook:
World Cultures: A Global Mosaic, Prentice Hall, 1996

Optional Activities:
Students will compile a digital notebook about the impact of the Cold War on the Middle East.

Various online articles and videos as appropriate and timely

Cold War in the Middle East NB

Cold War in the Middle East Notebook (Optional)

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.

20th Century Unit Test/Quiz | Summative | Written Test

Students will take a test which includes multiple choice and short answers.

AIC Test

8 Standards Assessed

Arab-Israeli Conflict Timeline | Formative | Written Test

Students will create a timeline where they identify the important events from the 20th century, place them chronologically on a timeline, and explain the significance of the event.

If modifications needed, teacher can give the events to the student(s). This could also be turned into a summative.

ARAB israeli tug of war.docx

13 Standards Assessed

Differentiation

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

Test Prep Connections

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

Unit Plan

Unit 5- Contemporary Issues

Newtown High School / Grade 10 / Social Studies

Week 14 - Week 18 | 9 Curriculum Developers | Last Updated: Nov 11, 2026 by Santoli, Louis

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Overarching goals for this unit are to examine the following:

-Determine how modernization has impacted the Middle East
-The causes and impact of terrorism.
-Social Issues, particularly with women's rights and income disparities in the present day Middle East.
-How current events impact the region.

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: Change/Evolution
Concepts: Modernization, Social Inequity, Tension, Extremism, Violence, Terrorism, Fear, Paranoia, Retaliation, Issues, Evolution, Cultural Norms, Societal Norms

Generalizations

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

1. Technological modernization challenges societal and cultural norms.

2. The desire for change leads to social tension within a society.

3. Extreme beliefs provoke extreme and often violent actions.

4. Terrorism sparks fear, paranoia, and disruption through violent actions.

5. Solutions to complex historical problems frequently generate new, unforeseen crises.

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. How does the distribution of oil complicate social and economic mobility throughout the Middle East? (F)
b. Why is there such a wide disparity of wealth in the Middle East? (C)
c. How do women's rights differ from country to country in the Middle East and why? (C)
d. How does westernization and globalization promote change in the Middle East? (C)
e. In what ways does modernization conflict with traditional values? (C)

2a. How has tension caused by modernization led to unrest in Middle Eastern societies? (F)
b. What caused the Arab Spring and why was it significant? (F)
c. How has social media amplified social unrest in the Middle East (Arab Spring, women, youth)? (F)
d. What role do younger populations have in defusing or infusing civil unrest? (C)
e. How was the Syrian Civil War a consequence and a catalyst for civil unrest? (C)

3a. What factors contribute to the growth of terrorism? (C)
b. Why are terrorist groups often attractive to younger people? (C)

c. How can modern technology lead to the increase in the spread of extremist ideas? (C)
d. Why do Middle East terrorists often espouse anti-Western ideology? (F)
e. How did 20th century strife breed modern terrorist groups like al-Qaeda, ISIS, etc? (F)

4a. What are the details behind 9/11 and some of the other key terrorist attacks in the 20th century? (F)
b. Why do terrorist actions often result in suspicion and persecution of marginalized groups? (C)
c. What is the difference between a terrorist and a freedom fighter? (C)
d. How did 9/11 lead to the War on Terror? (F)
e. What consequences did the War on Terror have on the Middle East? (F)
f. What is the role of the government in inhibiting terrorism? (C)
g. Was the United States justified in their attack on and occupation of Iraq post 9/11? (P)

5a. Select a news event from the past 30 days and use the framework of Middle Eastern History to explain why it occurred? (C)
b. How does historical knowledge help in understanding and analyzing current events? (C)
c. What is the importance of recognizing bias and verifying sources in analyzing current events? (C)
d. What are the key challenges facing the Middle East in the 21st century? (F)
e. How do the key challenges of the Middle East evolve over time? (C)

Overarching Provocative Questions:

1. To what extent do governments in the Middle East use religious interpretation to shape the legal rights of women?
2. What is the line between terrorism and rebellion?
3. Is it possible to maintain traditional values with the advent of both social and technological modernization?

Content Knowledge

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

terrorism, freedom fighter, jihad, suicide bombers, Mujahideen, USSR Afghani conflict, Al Qaeda, madrasas, Hezbollah, Hamas, Kach, Bin Laden, Pan-Islamism, theocracy, Taliban, burqa, abaya, women's rights, Karzai, Prevention of Vice and promotion of virtue, honor killings, nuclear age, economic development, gender inequity, extremism, democracy vs theocracy, opium, 5 types of terrorism, 9/11, Arab Spring, Tunisian Revolution, obstacles to Peace for entire Middle East Region, Nowruz

Standards

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

CT: Social Studies (2023)
CT: HS: Modern World History
Inquiry Standards
Dimension 3- Evaluate Sources and Use Evidence

- [x] MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- [x] MW.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). Show Details

Dimension 4- Communicate Conclusions and Take Informed Action

- [x] MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- [x] MW.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).

Content Standards

MW-1. Exchange and Interconnections

- [x] MW.Eco.5.a. Describe how the Atlantic system affected global trade through cultural diffusion and competition (e.g., de-emphasis of Silk Road, extraction of natural resources, growth of transatlantic slave trade, colonization of the Americas)

MW-3. Industry and Progress

- [x] MW.His.5.a. Analyze how industrialization gave rise to new ideals and their related policies (e.g., laissez-faire, communism, feminism, socialism, utilitarianism, utopianism).

MW-6. Economic Globalization and Global Governance

- [x] MW.His.2.d. Analyze the impact of scientific and technological change in the late 20th and early 21st century (e.g., International Space Station, computer technology, vaccines and public health, Global Positioning Systems, cellular technology, Artificial Intelligence).
- [x] MW.His.3.a. Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).
- [x] MW.Geo.11.a.Evaluate how economic globalization and the expanding use of scarce resources has led to conflict and cooperation within and among nations and international organizations (e.g., Role of International Monetary Fund austerity policy in Jamaica, 2003 invasion of Iraq, Annexation of Crimea, African Union, Central America-Dominican Republic Free Trade Agreement, International Group of Seven).
- [x] MW.Civ.5.a. Analyze national and international responses to refugee crises sparked by natural disasters, war, and genocide (e.g., Ukraine, Syria, Rohingya, Somalia, Latin America).

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. Students will define the various types of terrorism after learning about the 5 types of terrorism.
2. Students will investigate the reasons why people, especially young people, join terrorist organizations after learning about 4 predominant terrorist organizations.
3. Students will determine the ideology of al-Qaeda, Afghani culture and hardships, and the Taliban as a way to better understand their involvement in 9/11.
4. Students will determine the main causes of 9/11 after analyzing several videos and link the events to US War on Terror and actions with Afghanistan, Iraq, the Taliban, and al-Qaeda.
5. Students will compare and contrast terrorism versus freedom fighter and write an essay distinguishing the two terms after watching the film *Paradise Now*.
6. Students will analyze pictures of what women wear after a brief overview of Middle East life and culture which includes a look into the Nowruz holiday.
7. Students will read and interpret primary source documents on women's rights in the Middle East.

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.

- [x] Listens actively in conversations
- [x] 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.

- [x] Considers and understands multiple perspectives

Innovator

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

- [x] Is reflective, curious, creative, and forward-thinking

8. Students create personal definitions for Arab Spring and use as a springboard to further investigating the Arab Spring, its origins and spread. Students will then evaluate its effectiveness.
9. Students will create a news report script after reading three primary and secondary sources about the Syrian War.
10. **Video Links for videos commonly used in the preceding activities/lessons are attached below.**

6. Nowruz persian new year ppt.pdf
1. Types_of_Terrorism.pptx
1. terrorism hw.pdf
1. What is Terrorism HW answer sheet
2. Terrorism notes
2. terrorist groups.pdf
2. hezbollah.pdf
2. alqaida.pdf
2. kach.pdf
3. Afghan Culture HW
3. overview of afghanistan.pdf
4 9/11 KWL Chart and Video Analysis Worksheet
4 Operation Iraqi Freedom.pdf
5. Paradise Now Essay
6. Middle East Culture Groups
6. Nowruz (Persian New Year)
7. Iran & Women's Rights
3. why all hate.pdf
8. a.s. cause 1.pdf
8. a.s. cause 2.pdf
8. a.s. political carto.pdf
8. Arab Spring Notes
8. Arab Spring Summative - Create Your Own War Report
8. Arab Spring Timeline
8. arab spring.pptx
6. Hijab, niqab, abaya, burqa.docx
8. t. rev doc 1.pdf
8. t. rev doc 2.pdf
8. t. rev doc 3.pdf
8. Tunisian Revolution Wrap Up
9 Syria War Report
10 Unit 5- Contemporary Issues Video Links
me_history_workbook.html
ap_compgov_unit5_packet_updated.html
global_lens_media_packet_.pdf
unsummitmefiles (1).zip

Vocabulary

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

Gaza
Ceasefire
Displacement
Proxy conflict

Resources

Teacher and student resources used to support the learning.

The current student textbook is not applicable to this unit of study. Resources have been attached in Core Learning Activities.

Various online articles and videos as appropriate and timely

Sanctions
Inflation
Food shortages
Unemployment
Refugees
Authoritarianism
Sectarianism
Normalization
Reconstruction
Migration
Terrorism
extremists
muhajideen
freedom fighter
theocracy
autocracy
madrasas

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.

Contemporary Issues Unit Test | Summative | Written Test

Students will take an end of unit test which will include multiple choice and short answer questions.

Contemporary Unit Test

6 Standards Assessed

Contemporary Issues Fishbowl | Summative | Other oral assessments

Students will investigate one of numerous Contemporary Middle East Issues (Was Arab spring effective? Womens Rights, Syrian War, Iranian-US Conflict 2026 etc). They will research and engineer a planned discussion that they will talk about in a fishbowl discussion. Students on the outside of the fishbowl will ask questions and participate in the discussion after a time.

OR

Students will complete the Global Lens Media Activity in which they investigate a current event by looking at the same event from sources in different countries and/or from different perspectives.

OR

Students will participate in the mock UN conference. They and a partner will take on the role of a country that is involved in Middle Eastern events and prepare for several different current events topics or controversial issues. The class will come together to discuss these issues in their respective roles to attempt to create some resolutions

Copy of Middle East Current Issues Fishbowl

11 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.

Newtown Public Schools

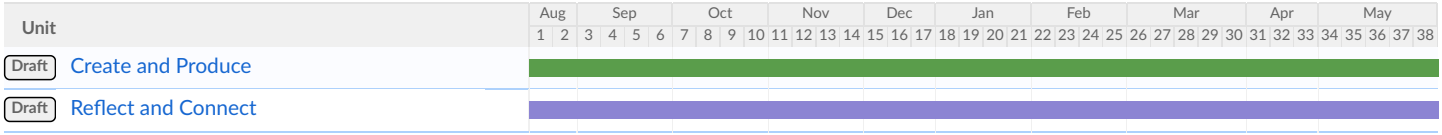
Atlas

Art - 2D (Under Review/Revision)

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

3 Curriculum Developers | Last Updated: Friday, Nov 13, 2026 by Coles, Leigh Anne

Unit Calendar by Year



2 Units found

Unit Plan

Create and Produce

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

Week 1 - Week 38 | 3 Curriculum Developers | Last Updated: Today by Coles, Leigh Anne

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

1. Generate, organize, develop and refine artistic ideas.
2. Analyze, develop, interpret and produce two-dimensional artistic work.
3. Observe and respond to artistic work.
4. Strengthen working knowledge and application of two-dimensional artistic mediums and technical concepts.

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.

1. Generate and conceptualize artistic ideas and work.
2. Artists and designers shape artistic investigations, following or breaking tradition in pursuit of creative art-making goals.
3. Organize and develop artistic ideas with the intent to refine and produce artistic work.
4. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
5. Develop and refine artistic techniques and work for presentation.
6. Work two-dimensionally to tell stories, convey messages, or depict events.
7. Employ specific two-dimensional techniques and theories.
8. Represent the three-dimensional world on a flat surface using two-dimensional techniques and theories.
9. Understand how composition and depth establish pictorial illusion.

Concepts:

Consider rearranging list to put similar or connected concepts closer together (i.e.idea generation closer to creative process and creativity)

- Planning
- Research
- Creative Process
- Creativity
- Experimentation
- Innovation
- Self-expression
- Responsibility
- Sourcing Imagery
- Inspiration
- Revisions
- Critique
- End Product
- Symbolism
- Audience
- Observing
- Communication
- Production
- Dimension
- Emotion
- Artistic Theories
- Presentation
- Idea Generation

- Two-Dimensions (2D)
- Pictorial Illusion
- Observational Rendering
- Value Rendering
- Color Theory Application
- Linear Perspective
- Atmospheric Perspective
- Point of View
- Materials (ex: substrate)

Generalizations

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

1. *Check that each generalization clearly (for non-experts) connects two concepts included in list above (perhaps reference explicitly if a different term was used but connects to a concept listed [i.e. Elements and Principles of Design] or add the concept as named in the generalizations to the list.*
2. Exploration and experimentation in the early stages of the creative process encourages creativity.
3. Responsibly seeking inspiration from existing sources acts as a catalyst for idea generation.
4. Revisions and critiques (self and peer) of an in-progress artistic work develops a stronger end product.
5. The Elements and Principles of Design combined with personal experience are used simultaneously to produce symbolism in an artistic work.
6. Studying and practicing artistic theories and techniques promotes stronger development of artistic skills and knowledge.
7. Utilizing the Elements and Principles of Design in artwork establishes the illusion of the three-dimensional world in two-dimensional artwork (pictorial illusion).
8. The point-of-view is fixed in a two-dimensional artwork.
9. The substrate functions as an active visual participant in the artwork.

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 (F): What is the creative process?
1b (F): What does it mean to explore and experiment in art?
1c (C): How does exploration and experimentation facilitate the breaking of conventional thinking?
1d (P): Does an artist have to explore and experiment with ideas and/or materials in order to be creative?

2a (F): What does it mean to responsibly seek inspiration?
2b (F): What is idea generation?
2c (C): How do artists use existing ideas to form new ideas?
2d (P): Does idea generation guarantee better work?

3a (F): What are critiques?
3b (F): What are revisions?
3c (C): In what ways do artists perform critiques of in-progress artwork?
3d (C): In what ways do artists revise work?
3e (P): Is an artwork truly ever finished?

4a (F): What are the Elements and Principles of Design?
4b (F): What are examples of personal experiences?
4c (C): How do artists communicate ideas visually?
4d (P): Does an artist have to incorporate personal experiences to create symbolism?

5a (F): What are examples of artistic theories?
5b (C): How do artists study artistic theories and techniques?
5c (C): How do artistic techniques vary with artistic materials?
5d (P): Does studying artistic theories and techniques stifle creativity?

6a (F): What are examples of two-dimensional artworks?
6b (C): In what ways do artists establish the illusion of three-dimensions on a two-dimensional surface?
6c (P): If artists can trick the human eye into seeing a 3D world on a flat piece of paper using the Elements and Principles of Design, does that mean our brains are easily fooled, or is art the artwork showing a deeper truth about perceived reality?
6d (P): What Element(s) and/or Principle(s) of Design are essential to creating the illusion of three-dimensions in an artistic work?

7a (F): What is an example of point-of-view in a two-dimensional artwork?
7b (C): How does an artist establish a fixed point-of-view in a two-dimensional artwork?

7c (P): Does the point-of-view change in a two-dimensional artwork once the artist is finished with it?

8a (F): What is a substrate?
8b (C): How does a substrate act as a visual participant in an artwork?
8c (P): Does the substrate really matter when it comes to creating artwork?
8d (P): Is an untouched substrate surface ever truly blank?

Content Knowledge

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

1. Identify the various stages of the creative process.
2. Independently initiate the various stages of the creative process.
3. Generate, research and refine an assortment of ideas for projects.
4. Organize their materials and resources in an efficient manner.
5. Manipulate various artistic materials through practice.
6. Incorporate personal experiences and interests into their projects.
7. Successfully identify different art materials and techniques.
8. Confidently experiment with art materials through practice.
9. Make ongoing revisions to their in-progress work. *Could "their" be removed?*
10. Responsibly source resources for ideas and inspiration.
11. Intentionally embed meaning into their artwork. *Could "their" be removed?*
12. Observe other works of art and articulate specific skills/materials/techniques used in the process.
13. Identify and utilize the Elements and Principles of Design in their artwork. *Could "their" be removed?*
14. Study, practice and utilize various techniques and artistic theories for the creation of three-dimensional illusion on a two-dimensional surface or medium.
15. Reflect on personal experiences and the environment to establish ideas that communicate stories, messages, or events.

Standards

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

NCCAS: Visual Arts

NCCAS: Grade 8

Creating

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

- [x] VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.

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

- [x] VA:Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

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

- [x] VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

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

- [x] VA:Cr2.2.8a: Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

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

- [x] VA:Cr2.3.8a: Select, organize, and design images and words to make visually clear and compelling presentations.

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

- [x] VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Presenting

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

- [x] VA:Pr4.1.8a: Develop and apply criteria for evaluating a collection of artwork for presentation.

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

- [x] VA:Pr5.1.8a: Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

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

- [x] VA:Pr6.1.8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

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

Core Learning Activities

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

1. Teacher led demonstrations on new material use and techniques.
2. Independent practice of techniques to assure understanding.
3. Individual sketchbooks within folder to produce thumbnail sketches and mock up design.
4. Inspiration slides allows for collaboration of inspiration and design from outside sources.
5. Art starts (creative drawing prompts. comparing and contrasting artwork, drawing challenges, group art challenge, etc.)
6. Creating and establishing a 'title' and 'artist statement' for each piece allows for personal meaning and identity.
7. Critiques encourage constant refinement of artwork.
8. Peer collaboration assists in the development of ideas and further refinement of artwork.
9. Refinement of work includes: one on one critique with student, introduction to new material and/or new techniques.
10. Creation of a historical portfolio validates artistic growth.

Portrait of the Newtown Graduate

11. Studio time to synthesize skills and knowledge to create an artworks

Optional:

1. Selection of a passion project to enhance material/technique understanding and bolster identity and meaning.
2. Opportunity to re-do a specific project to promote mastery and refinement of skills and understanding.
3. Virtual art museum visit to identify and compare others' works
4. Early finisher activities (drawing activity, color challenge, material exploration, technique exploration)

Vocabulary

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

1. Perseverance
2. Problem Solving
3. Create
4. Shape
5. Color
6. Line
7. Value
8. Space
9. Form
10. Texture
11. Manipulate
12. Visual Organization
13. Composition
14. Inspiration
15. Observe / Observational
16. Reference
17. Studio
18. Movement
19. Rhythm
20. Balance
21. Emphasis
22. Contrast
23. Proportion
24. Unity
25. Variety
26. Artistic Expression
27. Artist
28. Design
29. Brainstorm
30. Medium
31. Techniques
32. Substrate
33. Pictorial Illusion
34. Tooth
35. Grain
36. Weight
37. Translucency
38. Spatial Relationships
39. Point of View

**Please note material specific vocabulary will be required dependant on the project students are creating.

Resources

Teacher and student resources used to support the learning.

Art Education Textbooks

The Open Art Room Textbook
Studio Thinking from the Start: The K-8 Art Educator's Handbook
Studio Thinking 2: The Real Benefits of Arts Education
Making Artists

Other Classroom Resources:

- Various works of art (determined by theme, materials, process)
- Whiteboard/projector
- Videos
- Chromebooks
- Scholastic Arts Magazine (subscription)
- Artsonia - historical art portfolio (online resource)
- Visiting Artists (when applicable)
- Field Trips to Museums (when applicable)
- Collaboration with other visual arts teachers (in district, through conferences [CAEA & NAEA]
- Workshops to practice and hone artistic skills/craft for the purpose of teaching
- Supplies to produce, hang and display artwork for art shows (district show, school show)

Creative Process Poster.pdf
ATP worksheet.pdf
artsonia statement worksheet.pdf
Student Project Checklist
Museum List
E & P Vocab Word Wall.pdf
E&P of Design.pdf
Artsonia
Scholastic Arts Magazine
AOE
NAEA
Art Class Curator
I Require Art
ARAT

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.

1. Allow for independent review and practice of skills, techniques, materials and ideas.
2. Allow students to use word banks and reference posters when reflecting on artwork.
3. Reduce or modify rubric criteria and project requirements based on need and appropriate levels.
4. Provide alternative assignments based on need (medical, religious, behavioral, etc.)
5. Offer opportunities to change ideas, utilize additional or specialized materials, and collaboration with peers or other content areas to achieve desired outcomes.
6. Allow for various work spaces during studio time to promote concentration and strong work habits.

Test Prep Connections

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

Unit Plan

Reflect and Connect

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

Week 1 - Week 38 | 3 Curriculum Developers | Last Updated: Nov 5, 2026 by Coles, Leigh Anne

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

1. Interpret intent and meaning, apply criteria and analyze to evaluate two-dimensional artistic work.
2. Synthesize and relate knowledge and personal experiences to deepen understanding of artistic work.
3. Observe and respond to artistic work.
4. Reflect on and articulate creative processes and decisions.

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 Lenses

- Select, analyze, and interpret artistic work.
- Perceive and analyze artistic work.
- Visual imagery influences understanding of and responses to the world.
- Interpret intent and meaning in artwork.
- Apply criteria to evaluate artistic work.
- Document and self-reflect on the creative process and decisions used to make the artwork.
- Utilize self-reflection with the intent to identify areas of strength, challenges, and further explorations for further advancement.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Concepts:

- Culture
- Environment
- Aesthetics
- Audience
- Reactions
- Emotions
- Interactions of subject matter
- Understanding
- Ideas
- Meaning
- Visual Evidence
- Evaluation
- Creation
- Culture
- Community
- Observation
- Parallels
- Self
- Reflection (Self-Reflection)
- Growth and Advancement
- Documentation
- Successes
- Challenges

Generalizations

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

1. Observing artistic work establishes parallels between self and environment.
2. Culture and environment influence aesthetic preferences.
3. Embedded symbolism in an artistic work provokes a response.
4. The combination of artistic theories and techniques contributes to the communication of ideas and meaning.
5. Visual evidence supports the evaluation of artistic work, the creative process and decisions.
6. The creation of artistic work advances self, cultures and communities.
7. Observing and reflecting on one's own artistic work assists with navigating future successes and challenges.

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 (F): What constitutes an environment?
1b (F): Where can artwork be observed?
1c (C): In what ways do artists draw upon their self and environment to create artwork?
1d (P): Does the idea of 'self' change dependent on the environment?

2a (F): What is culture?
2b (C): How do artists incorporate cultural aspects into their artwork?
2c (C): How do culture and environment influence aesthetic preference?
2d (P): Can aesthetic preferences change?

3a (F): What types of responses are there?
3b (C): How do artists embed symbolism in their artwork?

3c (P): Does symbolism have to be embedded in an artwork to elicit a response?

4a (F): What are artistic theories?
4b (F): What is communication?
4c (C): How do artists communicate?
4d (P): Does every artwork have to communicate an idea or meaning?

5a (F): What is visual evidence?
5b (C): In what ways do artists evaluate artwork, the creative process and decisions?
5c (P): Is there a correct way to evaluate artwork?

6a (F): What would be considered advances in self, culture and communities?
6b (C): In what ways has art advanced the idea of self, culture and communities?
6c (P): Does all artwork have to have purpose?

7a (F): What is navigating?
7b (C): What are the challenges an artist might encounter in the creative process?
7c (C): How does an artist observe and reflect on their own artwork?
7d (P): Does an artist have to observe and reflect on their own artwork to grow/get better as an artist?

Content Knowledge

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

1. Identify their own personal aesthetic with regard to art.
2. Evaluate their own artwork and process based on a set of criteria.
3. Reflect and respond to the questions about their process, challenges and successes in their artist statement.
4. Document their artwork.
5. Understand and establish connections between their creative choices and how it impacts their final outcome (their project).
6. Compare and contrast their creative process with the final outcome (their project).
7. Utilize related vocabulary correctly in their artist statement responses.
8. Express awareness about the roles culture and experiences play in their choices.
9. Identify the different types of audiences that view art.
10. Incorporate specific visual evidence to support their claims when evaluating their artwork and process.
11. Understand how art contributes to cultures and communities.
12. Observe other works of art and make connections to themselves.
13. Self reflect on their own artistic works to identify successes and challenges to help with future projects.

Standards

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

NCCAS: Visual Arts
NCCAS: Grade 8
Responding
Perceive Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

- [x] VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

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

- [x] VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

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

- [x] VA:Re8.1.8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

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

- [x] VA:Re9.1.8a: Create a convincing and logical argument to support an evaluation of art.

Connecting

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

- [x] VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of group identity.

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

- [x] VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

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

Core Learning Activities

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

Assured

1. Teacher led demonstrations on new material use and techniques.
2. Independent practice of techniques to assure understanding.
3. Individual sketchbooks within folder to produce thumbnail sketches and mock up design.
4. Inspiration slides allows for collaboration of inspiration and design from outside sources.
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7. Critiques encourage constant refinement of artwork.
8. Peer collaboration assists in the development of ideas and further refinement of artwork.
9. Refinement of work includes: one on one critique with student, introduction to new material and/or new techniques.
10. Studio time to synthesize skills and knowledge to create an artwork.

Optional

Portrait of the Newtown Graduate

1. Selection of a passion project to enhance material/technique understanding and bolster identity and meaning.
2. Opportunity to re-do a specific project to promote mastery and refinement of skills and understanding.
3. Virtual art museum visit to identify and compare others' works
4. Early finisher activities (drawing activity, color challenge, material exploration, technique exploration)

Vocabulary

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

1. Aesthetic
2. Reflect
3. Growth
4. Connection / Connect
5. Artist Statement
6. Title
7. Document
8. Revise
9. Critique
10. Compare
11. Contrast
12. Evaluate
13. Rubric
14. Criteria
15. Examine
16. Considerations
17. Analyze
18. Visual Evidence
19. Observe
20. Two-Dimensional (2D)

Resources

Teacher and student resources used to support the learning.

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E & P Vocab Word Wall.pdf
E&P of Design.pdf
ATP worksheet.pdf
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artsonia statement worksheet.pdf
Museum List
Student Project Checklist
Artsonia
Scholastic Arts Magazine
AOE
NAEA
Art Class Curator
I Require Art
ARAT

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.

End of Year Art Portfolio Review | Summative | Student Portfolio

8th Grade Art Portfolio Review - Handout.pdf
8th Grade Art Portfolio Review - Presentation Template.pdf

No Standards Assessed

Project Rubric | Daily ATP Rubric | Artsonia Rubric & Questions | Standards Based Project Rubric 24 | Newtown Middle School - Project/Assessment List | Artsonia

Differentiation

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

1. Allow for independent review and practice of skills, techniques, materials and ideas.
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Test Prep Connections

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

Newtown Public Schools

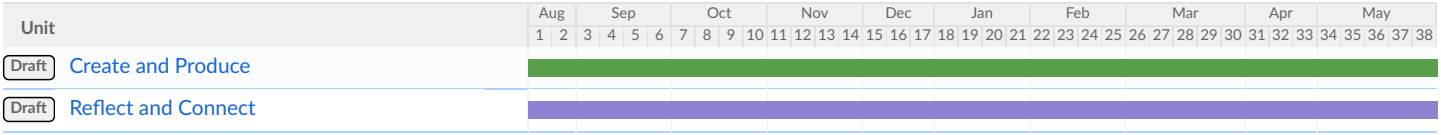
Atlas

Art - 3D (Under Review/Revision)

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

3 Curriculum Developers | Last Updated: Friday, Nov 13, 2026 by Bradley, Nancy

Unit Calendar by Year



2 Units found

Unit Plan

Create and Produce

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

Week 1 - Week 38 | 3 Curriculum Developers | Last Updated: Today by Bradley, Nancy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

1. Generate, organize, develop and refine artistic ideas.
2. Analyze, develop, interpret and produce artistic work.
3. Observe and respond to artistic work.
4. Strengthen working knowledge and application of artistic mediums.

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.

1. Generate and conceptualize artistic ideas and work.
2. Artists and designers shape artistic investigations, following or breaking tradition in pursuit of creative art-making goals.
3. Organize and develop artistic ideas with the intent to refine and produce artistic work.
4. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
5. Develop and refine artistic techniques and work for presentation.
6. Artists who work three-dimensionally use their artwork to tell stories, convey messages, or depict events.
7. Employ specific techniques and/or artistic theories to evoke a response.
8. Artists who work three-dimensionally aim to create art that occupies physical space, engaging viewers with its presence and allowing them to interact with it from multiple perspectives.

Concepts:

Consider rearranging list to put similar or connected concepts closer together (i.e.idea generation closer to creative process and creativity)

- Planning
- Research
- Creative Process
- Creativity
- Experimentation
- Innovation
- Self-expression
- Responsibility
- Sourcing Imagery
- Inspiration
- Revisions
- End Product
- Symbolism
- Audience
- Observing
- Communication
- Production
- Dimension
- Emotion
- Artistic Theories
- Presentation
- Idea Generation
- Three-Dimensions (3D)

Generalizations

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

1. *Check that each generalization clearly (for non-experts) connects two concepts included in list above (perhaps reference explicitly if a different term was used but connects to a concept listed [i.e. Elements and Principles of Design] or add the concept as named in the generalizations to the list.*
2. Exploration and experimentation in the early stages of the creative process encourages creativity.
3. Responsibly seeking inspiration from existing sources acts as a catalyst for idea generation.
4. Revisions and critiques (self and peer) of an in-progress artistic work develop a stronger end product.
5. The Elements and Principles of Design combined with personal experience are used simultaneously to produce symbolism in an artistic work.
6. Studying and practicing artistic theories and techniques promotes stronger development of artistic skills and knowledge.
7. Utilizing the Elements and Principles of Design in artwork establishes an impactful and visually compelling artwork that effectively communicates depth, texture, and spatial relationships. *Are depth, texture, and spatial relationships concepts to be added to the list of concepts?*
8. Artists must adapt their designs in real time because three-dimensional materials continuously react to physical forces like gravity, weight, and tension during the building process. *Are gravity, weight, tension, and/or building processes concepts to be added to the list of concepts?*
9. Whether an artist builds up, carves away, or joins materials together, the chosen process directly shapes how solid mass (positive space) and empty space (negative space) interact to define a three-dimensional artwork. *Are positive and negative space concepts to be added to the list of concepts?*

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 (F): What is the creative process?
1b (F): What does it mean to explore and experiment in art?
1c (C): How does exploration and experimentation facilitate the breaking of conventional thinking?
1d (P): Does an artist have to explore and experiment with ideas and/or materials in order to be creative?

2a (F): What does it mean to responsibly seek inspiration?
2b (F): What is idea generation?
2c (C): How do artists use existing ideas to form their own?
2d (P): Does idea generation guarantee the production of work?

3a (F): What are critiques?
3b (F): What are revisions?
3c (C): In what ways do artists perform critiques of in-progress artwork?
3d (C): In what ways do artists create revisions for their work?
3e (P): Is an artwork truly ever finished?

4a (F): What are the Elements and Principles of Design?
4b (F): What are examples of personal experiences?
4c (C): In what ways can symbolism show up in an artwork?
4d (P): Does an artist have to incorporate personal experiences to create symbolism?

5a (F): What are examples of artistic theories?
5b (C): How do artists study artistic theories and techniques?
5c (C): How do artistic techniques vary with artistic materials?
5d (P): Does studying artistic theories and techniques stifle creativity?

6a (F): What is depth?
6b (F): What is texture?
6c (C): What makes something visually compelling?
6d (C): How does an artist create spatial relationships in 3D art?
6e (P): Are the Elements and Principles of Design inherent in all artwork?

7a (F): What is gravity?
7b (F): What is weight?
7c (F): What is tension?
7d (C): In what ways might an artist adapt/adjust their designs during the building process?
7e (P): Can an artist ever truly be in total control of a 3D artwork?

8a (F): What is positive space?
8b (F): What is negative space?
8c (F): What is mass?
8d (C): What are examples of ways in which an artist might build, carve or join materials together?
8e (P): Does assembling pre-made factory objects into a sculpture require less artistic skill than building a brand-new form from raw clay?

9. Are there Guiding Questions for this generalization? It seems like an important and powerful piece.

Content Knowledge

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

1. Identify the various stages of the creative process.
2. Independently initiate the various stages of the creative process.
3. Generate, research and refine an assortment of ideas for projects.
4. Organize their materials and resources in an efficient manner.
5. Manipulate various artistic materials through practice.
6. Incorporate personal experiences and interests into their projects. *Could "their" be removed? Perhaps "Incorporate personal experiences and interests into artistic projects."?*
7. Successfully identify different art materials and techniques.
8. Confidently experiment with art materials through practice.
9. Make ongoing revisions to their in-progress work. *Could "their" be removed?*
10. Responsibly source resources for ideas and inspiration.
11. Intentionally embed meaning into their artwork. *Could "their" be removed?*
12. Observe other works of art and articulate specific skills/materials/techniques used in the process.
13. Identify and utilize the Elements and Principles of Design in their artwork. *Could "their" be removed?*
14. Study, practice and utilize various techniques and artistic theories for the creation of three-dimensional artwork.
15. Reflect on personal experiences and the environment to establish ideas that communicate stories, messages, or events.

Standards

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

Core Learning Activities

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

1. Teacher led demonstrations on new material use and techniques.
2. Independent practice of techniques to assure understanding.
3. Individual sketchbooks within folder to produce thumbnail sketches and mock up design.
4. Inspiration slides allows for collaboration of inspiration and design from outside sources.
5. Art starts (creative drawing prompts. comparing and contrasting artwork, drawing challenges, group art challenge, etc.)
6. Creating and establishing a 'title' and 'artist statement' for each piece allows for personal meaning and identity.
7. Critiques encourage constant refinement of artwork.
8. Peer collaboration assists in the development of ideas and further refinement of artwork.
9. Refinement of work includes: one on one critique with student, introduction to new material and/or new techniques.
10. Creation of a historical portfolio validates artistic growth.
11. Studio time to synthesize skills and knowledge to create an artwork.

Portrait of the Newtown Graduate

Optional

1. Selection of a passion project to enhance material/technique understanding and bolster identity and meaning.
2. Opportunity to re-do a specific project to promote mastery and refinement of skills and understanding.
3. Virtual art museum visit to identify and compare others' works
4. Early finisher activities (drawing activity, color challenge, material exploration, technique exploration)

Vocabulary

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

1. Perseverance
2. Problem Solving
3. Create
4. Shape
5. Color
6. Line
7. Value
8. Space
9. Form
10. Texture
11. Manipulate
12. Visual Organization
13. Composition
14. Inspiration
15. Observe / Observational
16. Reference
17. Studio
18. Movement
19. Rhythm
20. Balance
21. Emphasis
22. Contrast
23. Proportion
24. Unity
25. Variety
26. Artistic Expression
27. Artist
28. Design
29. Brainstorm
30. Medium
31. Three-Dimensional (3D)
32. Low-Relief
33. High-Relief
34. In-the-Round
35. Techniques

Resources

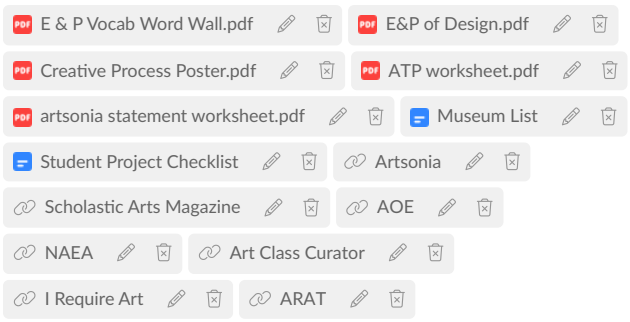
Teacher and student resources used to support the learning.

Art Education Textbooks

The Open Art Room Textbook
Studio Thinking from the Start: The K-8 Art Educator's Handbook
Studio Thinking 2: The Real Benefits of Arts Education
Making Artists

Other Classroom Resources:

- Various works of art (determined by theme, materials, process)
- Whiteboard/projector
- Videos
- Chromebooks
- Scholastic Arts Magazine (subscription)
- Artsonia - historical art portfolio (online resource)
- Visiting Artists (when applicable)
- Field Trips to Museums (when applicable)
- Collaboration with other visual arts teachers (in district, through conferences [CAEA & NAEA]
- Workshops to practice and hone artistic skills/craft for the purpose of teaching
- Supplies to produce, hang and display artwork for art shows (district show, school show)



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.

Project Rubric | Daily ATP Rubric | Artsonia Rubric & Questions | Standards Based Project Rubric 24 | Newtown Middle School - Project/Assessment List | Artsonia

Differentiation

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

1. Allow for independent review and practice of skills, techniques, materials and ideas.
2. Allow students to use word banks and reference posters when reflecting on artwork.
3. Reduce or modify rubric criteria and project requirements based on need and appropriate levels.
4. Provide alternative assignments based on need (medical, religious, behavioral, etc.)
5. Offer opportunities to change ideas, utilize additional or specialized materials, and collaboration with peers or other content areas to achieve desired outcomes.
6. Allow for various work spaces during studio time to promote concentration and strong work habits.

Test Prep Connections

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

Unit Plan

Reflect and Connect

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

Week 1 - Week 38 | 3 Curriculum Developers | Last Updated: Nov 10, 2026 by Coles, Leigh Anne

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

1. Interpret intent and meaning, apply criteria and analyze to evaluate artistic work.
2. Synthesize and relate knowledge and personal experiences to deepen understanding of artistic work.
3. Observe and respond to artistic work.
4. Reflect on and articulate creative processes and decisions.

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.

1. Select, analyze, and interpret artistic work.
2. Perceive and analyze artistic work.
3. Visual imagery influences understanding of and responses to the world.
4. Interpret intent and meaning in artwork.
5. Apply criteria to evaluate artistic work.
6. Document and self-reflect on the creative process and decisions used to make the artwork.
7. Utilize self-reflection with the intent to identify areas of strength, challenges, and further explorations for further advancement.
8. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Concepts:

- Culture
- Environment
- Aesthetics
- Audience
- Reactions
- Emotions
- Interactions of subject matter
- Understanding
- Ideas
- Meaning
- Visual Evidence
- Evaluation
- Creation
- Culture
- Community
- Observation
- Parallels
- Self
- Reflection (Self-Reflection)
- Growth and Advancement
- Documentation
- Successes
- Challenges

Generalizations

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

1. Observing artistic work establishes parallels between self and environment.
2. Culture and environment influence aesthetic preferences.
3. Embedded symbolism in an artistic work provokes a response.
4. The combination of artistic theories and techniques contributes to the communication of ideas and meaning.
5. Visual evidence supports the evaluation of artistic work, the creative process and decisions.
6. The creation of artistic work advances self, cultures and communities.
7. Observing and reflecting on one's own artistic work assists with navigating future successes and challenges.

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 (F): What constitutes an environment?
1b (F): Where can artwork be observed?
1c (C): In what ways do artists draw upon their self and environment to create artwork?
1d (P): Does the idea of 'self' change dependent on the environment?

2a (F): What is culture?
2b (C): How do artists incorporate cultural aspects into their artwork?
2c (C): How do culture and environment influence aesthetic preference?
2d (P): Can aesthetic preferences change?

3a (F): What types of responses are there?
3b (C): How do artists embed symbolism in their artwork?
3c (P): Does symbolism have to be embedded in an artwork to elicit a response?

4a (F): What are artistic theories?
4b (F): What is communication?
4c (C): How do artists communicate?
4d (P): Does every artwork have to communicate an idea or meaning?

5a (F): What is visual evidence?
5b (C): In what ways do artists evaluate artwork, the creative process and decisions?
5c (P): Is there a correct way to evaluate artwork?

6a (F): What would be considered advances in self, culture and communities?
6b (C): In what ways has art advanced the idea of self, culture and communities?
6c (P): Does all artwork have to have purpose?

7a (F): What is navigating?
7b (C): What are the challenges an artist might encounter in the creative process?
7c (C): How does an artist observe and reflect on their own artwork?
7d (P): Does an artist have to observe and reflect on their own artwork to grow/get better as an artist?

Content Knowledge

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

1. Identify their own personal aesthetic with regard to art.
2. Evaluate their own artwork and process based on a set of criteria.
3. Reflect and respond to the questions about their process, challenges and successes in their artist statement.
4. Document their artwork.
5. Understand and establish connections between their creative choices and how they impact their final outcome (their project).
6. Compare and contrast their creative process with the final outcome (their project).
7. Utilize related vocabulary correctly in their artist statement responses.

8. Express awareness about the roles culture and experiences play in their choices.
9. Identify the different types of audiences that view art.
10. Incorporate specific visual evidence to support their claims when evaluating their artwork and process.
11. Understand how art contributes to cultures and communities.
12. Observe other works of art and make connections to themselves.
13. Self reflect on their own artistic works to identify successes and challenges to help with future projects.

Standards

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

Core Learning Activities

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

Assured

1. Teacher led demonstrations on new material use and techniques.
2. Independent practice of techniques to assure understanding.
3. Individual sketchbooks within folder to produce thumbnail sketches and mock up design.
4. Inspiration slides allows for collaboration of inspiration and design from outside sources.
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4. Early finisher activities (drawing activity, color challenge, material exploration, technique exploration)

Portrait of the Newtown Graduate

Vocabulary

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

1. Aesthetic

Resources

Teacher and student resources used to support the learning.

Art Education Textbooks

The Open Art Room Textbook

2. Reflect
3. Growth
4. Connection / Connect
5. Artist Statement
6. Title
7. Document
8. Revise
9. Critique
10. Compare
11. Contrast
12. Evaluate
13. Rubric
14. Criteria
15. Examine
16. Considerations
17. Analyze
18. Visual Evidence
19. Observe
20. Three-Dimensional (3D)

Studio Thinking from the Start: The K-8 Art Educator's Handbook
Studio Thinking 2: The Real Benefits of Arts Education
Making Artists

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- Workshops to practice and hone artistic skills/craft for the purpose of teaching
- Supplies to produce, hang and display artwork for art shows (district show, school show)

E & P Vocab Word Wall.pdf | E&P of Design.pdf | Creative Process Poster.pdf | ATP worksheet.pdf | artsonia statement worksheet.pdf | Museum List | Student Project Checklist | Artsonia | Scholastic Art Magazine | AOE | NAEA | Art Class Curator | I Require Art | ARAT

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.

End of Year Art Portfolio Review | Summative | Student Portfolio

8th Grade Art Portfolio Review - Handout.pdf | 8th Grade Art Portfolio Review - Presentation Template.pdf

No Standards Assessed

Project Rubric | Daily ATP Rubric | Artsonia Rubric & Questions | Standards Based Project Rubric 24 | Newtown Middle School - Project/Assessment List | Artsonia.com

Differentiation

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