

American Experience

Unit Plans

Unit I: WWI and The Lost Generation (1914-1920)

Duration of Unit: 5-6 Weeks

Connecticut Framework Standards:

Language Arts

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.
- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.
- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.
- 4.1 Students use knowledge of their language and culture to improve the competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

Social Studies

1. All students, through a study of events and people, will develop historical thinking skills including chronological thinking, historical comprehension, analysis, historical research capabilities, understanding competing narratives and interpretation, and construction of narrative interpretation.
2. All students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history/cultures and Connecticut and local history.
3. All students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institution; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.
4. All students will recognize the continuing importance of history habits of the mind and of historical knowledge in shaping their own lives and the world in which they live.
5. All students will apply knowledge of the U.S. Constitution and how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on the individual, local, state and national decisions.
7. All students will understand that political systems emanate from the need of humans for order leading to compromise and establishment of authority.

Stratford District Standards:**Language Arts**

1. Students read, write, speak, listen, and view to construct meaning of written, visual and oral text.
2. Students choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.
3. Students use language in visual, oral, written, and performance-based forums.
4. Students write in the four modes of discourse (description, narration, exposition, and persuasion) for various purposes and audiences.
5. Students examine, understand, and respond to a variety of literature from diverse historical periods.
6. Students employ processes that encourage them in becoming independent , life-long learners in English Language Arts.

Social Studies

1. Knowledge of rights and responsibilities in a democracy.
2. Knowledge of legal and governmental processes.
3. Knowledge of international relations.
4. Knowledge of political systems and ecosystems.
5. Understanding of space, immigrations, and economics.
7. Understanding of local, regional, and U.S. History.
9. Understanding of physical and cultural character.
10. Use of chronological and historical thinking.

Essential Questions:

- What losses are acceptable in order to reach a common goal?
- Who do we trust in government to speak for us?
- Is it necessary to rebel against authority to understand who you are?

Instructional Objectives:

- Students will know the various causes that brought America into WWI.
- Students will evaluate the factual and emotional content of propaganda on the home front.
- Students will view a documentary film and respond to questions based on themes and time period.
- Students will assess the impact of the war on the American psyche and on American foreign policy.
- Students will read, analyze and evaluate literature to explain how relevant pieces of literature reveal the impact of WWI.
- Students will read, analyze and evaluate political speeches to explain how they reflected the political debate created by involvement in WWI.
- Students will draw connections between war on a historic large scale as well as the individual to society.
- Students will identify gains and losses as a result of WWI.
- Students will assess how involvement in WWI led to a widespread feeling of disillusionment.
- Students will create an overview of the content of the unit.

Unit II: African Americans and Women: The Struggle for Equality (1920s-1930s)

Duration of Unit: 3-4 Weeks

Connecticut Framework Standards:

Language Arts

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.
- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.
- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.
- 4.1 Students use knowledge of their language and culture to improve the competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

Social Studies

1. All students, through a study of events and people, will develop historical thinking skills including chronological thinking, historical comprehension, analysis, historical research capabilities, understanding competing narratives and interpretation, and construction of narrative interpretation.
2. All students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history/cultures and Connecticut and local history.
3. All students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institution; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.
1. All students will recognize the continuing importance of history habits of the mind and of historical knowledge in shaping their own lives and the world in which they live.
5. All students will apply knowledge of the U.S. Constitution and how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on the individual, local, state and national decisions.
7. All students will understand that political systems emanate from the need of humans for order leading to compromise and establishment of authority.

Stratford District Standards:

Language Arts

1. Students read, write, speak, listen, and view to construct meaning of written, visual and oral text.
2. Students choose and apply appropriate strategies that facilitate the development of fluent and

proficient use of the language arts.

3. Students use language in visual, oral, written, and performance-based forums.
4. Students write in the four modes of discourse (description, narration, exposition, and persuasion) for various purposes and audiences.
5. Students examine, understand, and respond to a variety of literature from diverse historical periods.
6. Students employ processes that encourage them in becoming independent , life-long learners in English Language Arts.

Social Studies

1. Knowledge of rights and responsibilities in a democracy.
2. Knowledge of legal and governmental processes.
3. Knowledge of international relations.
4. Knowledge of political systems and ecosystems.
5. Understanding of space, immigrations, and economics.
7. Understanding of local, regional, and U.S. History.
9. Understanding of physical and cultural character.
10. Use of chronological and historical thinking.

Essential Questions:

- What losses are acceptable in order to reach a goal?
- Does government have a responsibility to protect the people?
- Is it necessary to suffer loss in order to understand who you are?

Instructional Objectives:

- Students will read, analyze and evaluate the political philosophies of the major civil rights leaders of the 1920s.
- Students will read, analyze and evaluate literature to explain how relevant pieces of literature reflect race relations of the 1920s.
- Students will identify suffering caused by intolerance and how it led to origins of the modern civil rights movement of the 1950s and 1960s.
- Students will analyze how women challenged their traditional role in society and fought for equality.
- Students will study and understand the origin and meaning behind art and music stemming from this time period.
- Students will create an overview of the content of the unit.

Unit III: WWII: America's Response (1941-1945)

Duration of Unit: 5-6 Weeks

Connecticut Framework Standards:

Language Arts

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.
- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.
- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.
- 4.1 Students use knowledge of their language and culture to improve the competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

Social Studies

1. All students, through a study of events and people, will develop historical thinking skills including chronological thinking, historical comprehension, analysis, historical research capabilities, understanding competing narratives and interpretation, and construction of narrative interpretation.
2. All students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history/cultures and Connecticut and local history.
3. All students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institution; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.
4. All students will recognize the continuing importance of history habits of the mind and of historical knowledge in shaping their own lives and the world in which they live.
5. All students will apply knowledge of the U.S. Constitution and how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on the individual, local, state and national decisions.
7. All students will understand that political systems emanate from the need of humans for order leading to compromise and establishment of authority.

Stratford District Standards:**Language Arts**

1. Students read, write, speak, listen, and view to construct meaning of written, visual and oral text.
2. Students choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.
3. Students use language in visual, oral, written, and performance-based forums.
4. Students write in the four modes of discourse (description, narration, exposition, and persuasion) for various purposes and audiences.
5. Students examine, understand, and respond to a variety of literature from diverse historical periods.
6. Students employ processes that encourage them in becoming independent , life-long learners in English Language Arts.

Social Studies

1. Knowledge of rights and responsibilities in a democracy.
2. Knowledge of legal and governmental processes.
3. Knowledge of international relations.
4. Knowledge of political systems and ecosystems.
5. Understanding of space, immigrations, and economics.
7. Understanding of local, regional, and U.S. History.
9. Understanding of physical and cultural character.
10. Use of chronological and historical thinking.

Essential Questions:

- Does everyone have the right to freedom?
- Are there specific things that cause discrimination?
- Do people have a responsibility to act when others are being treated unfairly?
- Do fear and loss lead to courage?

Instructional Objectives:

- Students will study the various causes that brought America into WWII.
- Students will evaluate the factual and emotional content of propaganda on the home front.
- Students will analyze and evaluate the ways in which intolerance shaped many decisions made regarding the home front during WWII.
- Students will assess the impact of the war on the American psyche and on American foreign policy.
- Students will read, analyze and evaluate literature to explain how relevant pieces of literature reveal the impact of WWII.
- Students will draw connections between war on a historic large scale as well as between the individual and society.
- Students will identify gains and losses as a result of WWII.
- Students will respond to questions on theme and characters based on viewing films based on the time period.
- Students will create an overview of the content of the unit.

Unit IV: The Cold War: Fear, Conformity and the Struggle for Individualism (1945-1960)

Duration of Unit: 5-6 Weeks

Connecticut Framework Standards:

Language Arts

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.
- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.
- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.
- 4.1 Students use knowledge of their language and culture to improve the competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

Social Studies

1. All students, through a study of events and people, will develop historical thinking skills including chronological thinking, historical comprehension, analysis, historical research capabilities, understanding competing narratives and interpretation, and construction of narrative interpretation.
2. All students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history/cultures and Connecticut and local history.
3. All students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institution; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.
4. All students will recognize the continuing importance of history habits of the mind and of historical knowledge in shaping their own lives and the world in which they live.
5. All students will apply knowledge of the U.S. Constitution and how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on the individual, local, state and national decisions.
7. All students will understand that political systems emanate from the need of humans for order leading to compromise and establishment of authority.

Stratford District Standards:**Language Arts**

1. Students read, write, speak, listen, and view to construct meaning of written, visual and oral text.
2. Students choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.
3. Students use language in visual, oral, written, and performance-based forums.
4. Students write in the four modes of discourse (description, narration, exposition, and persuasion) for various purposes and audiences.
5. Students examine, understand, and respond to a variety of literature from diverse historical periods.
6. Students employ processes that encourage them in becoming independent , life-long learners in English Language Arts.

Social Studies

1. Knowledge of rights and responsibilities in a democracy.
2. Knowledge of legal and governmental processes.
3. Knowledge of international relations.
4. Knowledge of political systems and ecosystems.
5. Understanding of space, immigrations, and economics.
7. Understanding of local, regional, and U.S. History.
9. Understanding of physical and cultural character.
10. Use of chronological and historical thinking.

Essential Questions:

- How does environment impact the way of life?
- When does your desire to defeat an enemy make you lose yourself?
- When should one work within the system? When should one work to overthrow it?
- What makes a group powerful?

Instructional Objectives:

- Students will study the various causes that brought America into The Cold War.
- Students will analyze and evaluate the ways in which intolerance shaped many decisions made at home during The Cold War.
- Students will assess the impact of the Cold War fear and paranoia on the American psyche.
- Students will read, analyze and evaluate literature to explain how relevant pieces of literature reveal attitudes toward Communism.
- Students will draw connections between conflict on a large scale as well as between the individual and society.
- Students will identify gains and losses as a result of the Cold War.
- Students will respond to questions on theme and characters based on viewing films based on the time period.

Unit V: The Civil Rights Movement, Vietnam and the Counterculture (1960-1975)

Duration of Unit: 9-10 Weeks

Connecticut Framework Standards:

Language Arts

- 1.5 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.6 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.7 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.8 Students communicate with others to create interpretations of written, oral and visual texts.
- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.
- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.
- 4.1 Students use knowledge of their language and culture to improve the competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

Social Studies

1. All students, through a study of events and people, will develop historical thinking skills including chronological thinking, historical comprehension, analysis, historical research capabilities, understanding competing narratives and interpretation, and construction of narrative interpretation.
2. All students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history/cultures and Connecticut and local history.
3. All students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institution; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.
4. All students will recognize the continuing importance of history habits of the mind and of historical knowledge in shaping their own lives and the world in which they live.
5. All students will apply knowledge of the U.S. Constitution and how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on the individual, local, state and national decisions.
7. All students will understand that political systems emanate from the need of humans for order leading to compromise and establishment of authority.

Stratford District Standards:**Language Arts**

1. Students read, write, speak, listen, and view to construct meaning of written, visual and oral text.
2. Students choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.
3. Students use language in visual, oral, written, and performance-based forums.
4. Students write in the four modes of discourse (description, narration, exposition, and persuasion) for various purposes and audiences.
5. Students examine, understand, and respond to a variety of literature from diverse historical periods.
6. Students employ processes that encourage them in becoming independent , life-long learners in English Language Arts.

Social Studies

1. Knowledge of rights and responsibilities in a democracy.
2. Knowledge of legal and governmental processes.
3. Knowledge of international relations.
4. Knowledge of political systems and ecosystems.
5. Understanding of space, immigrations, and economics.
7. Understanding of local, regional, and U.S. History.
9. Understanding of physical and cultural character.
10. Use of chronological and historical thinking.

Essential Questions:

- What losses are acceptable in order to reach a common goal?
- Is it necessary to rebel against authority to understand who you are?
- How do artistic and visual expressions of war shape our understanding?

Instructional Objectives:

- Students will study the various causes that brought America into Vietnam.
- Students will evaluate the factual and emotional content of propaganda on the home front.
- Students will view a documentary film and respond to questions based on themes and concepts surrounding the 1960s and the Civil Rights Movement.
- Students will assess the impact of the war on the American psyche and on American foreign policy.
- Students will read, analyze and evaluate literature to explain how relevant pieces of literature reveal the impact of Vietnam.
- Students will read, analyze and evaluate political speeches to explain how they reflected the political debate created by involvement in Vietnam.
- Students will draw connections between war on a historic large scale as well as the personal microcosm.
- Students will identify gains and losses as a result of Vietnam.
- Students will assess how involvement in Vietnam led to a widespread feeling of distrust and cynicism towards the government.

- Students will analyze the cultural and political significance of the 1960s counterculture.
- Students will create an overview of the content of the unit.

Unit VI: Cynicism and Change (1970s)

Duration of Unit: 4-5 weeks

Connecticut Framework Standards:

Language Arts

- 1.9 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.10 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.11 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.12 Students communicate with others to create interpretations of written, oral and visual texts.
- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.
- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.
- 4.1 Students use knowledge of their language and culture to improve the competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

Social Studies

- 1. All students, through a study of events and people, will develop historical thinking skills including chronological thinking, historical comprehension, analysis, historical research capabilities, understanding competing narratives and interpretation, and construction of narrative interpretation.
- 2. All students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history/cultures and Connecticut and local history.
- 3. All students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institution; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.
- 4. All students will recognize the continuing importance of history habits of the mind and of historical knowledge in shaping their own lives and the world in which they live.
- 5. All students will apply knowledge of the U.S. Constitution and how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on the individual, local, state and national decisions.
- 7. All students will understand that political systems emanate from the need of humans for order

leading to compromise and establishment of authority.

Stratford District Standards:

Language Arts:

1. Students read, write, speak, listen, and view to construct meaning of written, visual and oral text.
2. Students choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.
3. Students use language in visual, oral, written, and performance-based forums.
4. Students write in the four modes of discourse (description, narration, exposition, and persuasion) for various purposes and audiences.
5. Students examine, understand, and respond to a variety of literature from diverse historical periods.
6. Students employ processes that encourage them in becoming independent , life-long learners in English Language Arts.

Social Studies

1. Knowledge of rights and responsibilities in a democracy.
2. Knowledge of legal and governmental processes.
3. Knowledge of international relations.
4. Knowledge of political systems and ecosystems.
5. Understanding of space, immigrations, and economics.
7. Understanding of local, regional, and U.S. History.
9. Understanding of physical and cultural character.
10. Use of chronological and historical thinking.

Essential Questions:

- Do government leaders set standards of morality for the people?
- How does the media serve the interests of the people?
- Do individuals have a responsibility to take action when the government does not?

Instructional Objectives:

- Students will analyze and evaluate the administration of Richard Nixon.
- Students will identify and evaluate the impact of the Watergate scandal on American politics.
- Students will assess how the Nixon administration contributed to a feeling of distrust and cynicism among the American people.
- Students will read, analyze, and evaluate literature and explain how relevant pieces of literature reflected the cynicism of the time.
- Students will identify and analyze the important issues of the decade such as the economy, the environment, and the women's rights movement.
- Students will draw connections between the feelings of cynicism and the development of the environmental movement.
- Students will create an overview of the content of the unit.

Concept: Research Unit
Duration of Unit: 3-4 weeks (overlapping other units)
<p>District Standards:</p> <p><u>Language Arts</u></p> <ol style="list-style-type: none"> 1. Students read, write, speak, listen, and view to construct meaning of written, visual and oral text. 2. Students choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts. 3. Students use language in visual, oral, written, and performance-based forums. 4. Students write in the four modes of discourse (description, narration, exposition, and persuasion) for various purposes and audiences. 5. Students examine, understand, and respond to a variety of literature from diverse historical periods. 2. Students employ processes that encourage them in becoming independent , life-long learners in English Language Arts. <p><u>Social Studies</u></p> <ol style="list-style-type: none"> 6. Knowledge of rights and responsibilities in a democracy. 7. Knowledge of legal and governmental processes. 8. Knowledge of international relations. 9. Knowledge of political systems and ecosystems. 10. Understanding of space, immigrations, and economics. 7. Understanding of local, regional, and U.S. History. 9. Understanding of physical and cultural character. 10. Use of chronological and historical thinking.
<p>Content Standards:</p> <p><u>Language Arts</u></p> <ol style="list-style-type: none"> 1.13 Students use appropriate strategies before, during and after reading in order to construct meaning. 1.14 Students interpret, analyze and evaluate text in order to extend understanding and appreciation. 1.15 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text. 1.16 Students communicate with others to create interpretations of written, oral and visual texts. 2.1 Students recognize how literary devices and conventions engage the reader. 2.2 Students explore multiple responses to literature. 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought. 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts. 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes. 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task. 4.1 Students use knowledge of their language and culture to improve the competency in

English.

4.2 Students speak and write using standard language structures and diction appropriate to audience and task.

4.3 Students use standard English for composing and revising written text.

Social Studies

1. All students, through a study of events and people, will develop historical thinking skills including chronological thinking, historical comprehension, analysis, historical research capabilities, understanding competing narratives and interpretation, and construction of narrative interpretation.
 2. All students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history/cultures and Connecticut and local history.
 3. All students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institution; conflict and conflict solution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.
 4. All students will recognize the continuing importance of history habits of the mind and of historical knowledge in shaping their own lives and the world in which they live.
 5. All students will apply knowledge of the U.S. Constitution and how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on the individual, local, state and national decisions.
3. All students will understand that political systems emanate from the need of humans for order leading to compromise and establishment of authority.

**Also meets: National Educational Technology Standards:#1, 2, 4-8, 10

Essential Questions:

- What is the research process and why should it be used?
- How do you determine your information need?
- What is the most efficient means to satisfy the information need?
- How do you determine if the information found is accurate, reliable, and up to date?
- What is the best means to communicate the final product to others?
- How well did the process work for my purposes and how can I improve in its use in the future?
- What does “ethical use of technology” mean?
- How can using technology positively affect your productivity and/or creativity?
- How do technology research tools enhance the completion of the research process?

Instructional Objectives:

- The district research process is the most efficient means to successfully complete an assignment with information needs.
- Specific strategies are needed to locate and access desired information.
- All information is not equal.
- Format and presentation influence the effective presentation of ideas and information.
- Successful learning requires self-evaluation and self-discipline.
- A positive attitude towards ethical use of technology demonstrates responsible behavior.
- Efficient use of technology tools enhances productivity and creativity.
- Technology research tools provide a means to gather information and process data.

Concept: Vocabulary**Duration of Unit:** Ongoing**District Standards:****Language Arts**

1. Students read, write, speak, listen, and view to construct meaning of written, visual and oral text.
2. Students choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.
3. Students use language in visual, oral, written, and performance-based forums.
4. Students write in the four modes of discourse (description, narration, exposition, and persuasion) for various purposes and audiences.
5. Students examine, understand, and respond to a variety of literature from diverse historical periods.
6. Students employ processes that encourage them in becoming independent, life-long learners in English Language Arts.

Content Standards:**Language Arts**

- 1.17 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.18 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.19 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.20 Students communicate with others to create interpretations of written, oral and visual texts.
- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has

<p>shaped human thought.</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>4.1 Students use knowledge of their language and culture to improve the competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we improve literacy through the study of vocabulary? • How does the study of vocabulary enrich our appreciation and comprehension of literature? • How do we make the study of vocabulary a lifelong activity? • How can we use vocabulary to become directly involved in constructing meaning? • How do integration, repletion, and meaningful use contribute to our vocabulary knowledge?

<p>Concept: Independent Reading</p>
<p>Duration of Unit: Ongoing (One book per quarter)</p>
<p>District Standards:</p> <p><u>Language Arts</u></p> <ol style="list-style-type: none"> 1. Students read, write, speak, listen, and view to construct meaning of written, visual and oral text. 2. Students choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts. 3. Students use language in visual, oral, written, and performance-based forums. 4. Students write in the four modes of discourse (description, narration, exposition, and persuasion)for various purposes and audiences. 5. Students examine, understand, and respond to a variety of literature from diverse historical periods. 6. Students employ processes that encourage them in becoming independent, life-long learners in English Language Arts.
<p>Content Standards:</p> <p><u>Language Arts</u></p> <ol style="list-style-type: none"> 1.21 Students use appropriate strategies before, during and after reading in order to construct meaning. 1.22 Students interpret, analyze and evaluate text in order to extend understanding and

appreciation.

- 1.23 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.24 Students communicate with others to create interpretations of written, oral and visual texts.
- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.
- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.
- 4.1 Students use knowledge of their language and culture to improve the competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

Essential Questions:

- How do you determine a focus when you analyze a piece of literature?
- How does the literature expand your view of or connect with society or your own experiences?
- What character conflicts exist within the book? How does the conflict reflect the overall theme?
- Which pieces of dialogue, descriptive excerpts, or narrative exposition reveal a dominant theme?
- What symbols would you draw to create a visual representation expressing the literature's themes?

Instructional Objectives:

Students will:

- Become active readers
- Become immersed within a text
- Creatively represent their understanding of a text
- Independently analyze and interpret literary elements of a text