

To view this meeting, the livestream link is: <https://vimeo.com/event/729428>

To make a public comment, the call in number is (US) 1-434-535-1797

The PIN is # 430 933 038#

Board of Education
December 20, 2022

Council Chambers
7:00 p.m.

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.

A G E N D A

- Item 1 PLEDGE OF ALLEGIANCE
Item 2 CONSENT AGENDA
- Correspondence Report
- Item 3 **PUBLIC PARTICIPATION
Item 4 REPORTS
- Chair Report
 - Superintendent's Report
 - Committee Reports
 - Student Representative Reports
 - Action on Financial Report Month Ending November 30, 2022
- Item 5 PRESENTATIONS
- First Read of Spanish 5/6 Curriculum
 - First Read of Weight Training Curriculum
 - ELL Update
 - COVID-19 Review
- Item 6 OLD BUSINESS
- Second Read and Action on AP Calculus A/B
 - Second Read and Action on AP Calculus B/C
 - Second Read and Action on Policies:
 - Policy 4111/4211 - Recruitment and Selection
 - Policy 2151 - Hiring School Administrators
 - Policy 4121 - Substitute Teachers
 - Policy 4-501 - Substitute Teachers - to be rescinded
 - Policy 4-501.1 - Leave Provisions for Per Diem Substitutes - to be rescinded
 - Discussion and Possible Action on 2023 Board of Education Schedule of Meetings
 - Discussion and Possible Action on 2023 Standing Committees
- Item 7 NEW BUSINESS
- Action on the Minutes of December 6, 2022
- Item 8 **PUBLIC PARTICIPATION
Item 9 ADJOURNMENT

***The Board encourages the public to share thoughts and concerns at two points during Regular Meetings. During the first Public Participation, the Board welcomes commentary regarding items on the agenda. During the second Public Participation, commentary may also include issues for the Board to consider in the future. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to three minutes. The Board of Education does not discuss personnel items or student matters in public nor does it engage in dialogue during either public comment period. If you desire more information or responses to specific questions, please email the Board.*

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
NOVEMBER 30, 2022**

SUMMARY

The fifth financial report for the year continues to provide year to date expenditures, encumbrances and information for anticipated obligations. Many of the accounts within our major objects have been forecasted as “full budget spend” in order to more accurately project an estimated year-end balance. These balances are monitored closely and adjusted each month in order to capture any changes and fluctuations that occur throughout the year.

During the month of November, the district spent approximately \$6.0M for all operations. About \$4.5M was spent on salaries with the remaining balance of \$1.5M spent on all other objects. All expenditures appear to be within normal limits at this time.

The change over the prior year-end projection has resulted in a decrease to our balance by \$35,723; now showing a total projected balance of \$375,623. The largest area of change was found in other purchased services (specifically out-of-district tuition) as we have encumbered additional costs during the month.

This report also includes a transfer request in the amount of \$524,301.

- \$291,597 from certified and non-certified salary accounts (*all within object 100*).
 - Teacher and nurse reassignments
 - Salary adjustments for certified and non-certified staff,
 - Paraeducator and other non-union salary increases,
 - Salary adjustments to cover ELL and Academic Resource Center tutors,
 - Increase in salary costs for summer ESY program (*teachers previously paid curriculum rate; MOU in place to pay per diem rate*).
- \$12,626 from benefits to other purchased services (*from object 200 to 500*).
 - Transferring the balance in our worker’s compensation policy to offset the increase in our liability and property insurance (LAP) policy. Both policies are under CIRMA and typically come in after the budget has been approved; therefore, requiring adjustments.
- \$126,578 from other purchased services (*all within object 500*).
 - Transferring a portion of the balance in local transportation to cover the overage in local special education transportation due to the contractual increase in our new 2022-23 rates. This contract came in after the budget process was complete.
- \$93,500 from supply accounts (*all within object 600*).
 - Transferring funds from electricity accounts to cover the increase in costs that we are experiencing in oil and natural gas (*see below for more information on these accounts*).

Excess Cost Grant Update

The Excess Cost Grant has now been calculated and submitted to the state for review. This grant provides a portion of the funding for high cost learning facilities where our special education students have been outplaced based on their IEP. Historically, the state has reimbursed us with anywhere between 70%-80% of the costs that exceed \$90,158 (*a.k.a. basic contribution or threshold*). This year, the state has implemented a new formula, basing the reimbursement rate on the town's wealth calculation. Based on this calculation, Newtown falls within the 70% reimbursement category for costs that are above the threshold.

On December 1st our first submission of this grant was due to the state. We typically experience a variety of changes subsequent to the approval of our budget; therefore, it's typical to see a variance between our budgeted number and the estimate. It's not out of the ordinary for this difference to be several hundred thousand dollars.

Some of the changes that have occurred include, 4 additional outplacements, 3 students that have come back into the district, 1 student has left the district, along with a myriad of changes in tuition costs and services. Despite the lower percentage of state funding, our submitted estimate is showing and additional \$190,659. *See summary below*

	Current Estimate	22-23 Budget
Total tuition and transportation costs	\$5,893,180	\$5,646,531
<u>Total basic contribution (<i>threshold*</i>)</u>	<u>\$3,305,793</u>	<u>\$3,485,849</u>
Total eligible costs	\$2,587,387	\$2,160,682
Total State reimbursement @ %	_____ x .70	_____ x .75
Estimated Excess Cost Grant	\$1,811,171	\$1,620,512

In January, the state will provide the district with *their* estimate as they reconcile our information with theirs. Occasionally, there will be slight difference but our estimate is typically on target. Then at the end of February, the business office will prepare another estimate for submission that will capture any changes that have occurred between December and February.

MAJOR MOVERS

SALARY ACCOUNTS

The overall salary object currently displays a positive position, increasing over the prior month by \$36,268. Once again, this balance is the driver behind our year-end projected balance. During the month of November, we have made several adjustments and reclassifications throughout the certified and non-certified accounts, having now completed our account-by-account analysis. All of these adjustments can be found throughout the November transfer request as salaries have been realigned for various reasons.

- **Certified tutor accounts** - now showing a positive balance mostly due to a transfer request from the non-certified accounts to adjust for our ELL and Academic Resource Center tutoring positions.

- **We have also adjusted our certified sub account** – releasing \$43,678 from our anticipated obligations as adjustments were made to capture the actual number of interns, updated estimates for the cost of our daily sub activity and changes in our projections for building subs which now include pro-rated costs for the 4-5 unfilled positions.

EMPLOYEE BENEFITS

We have experienced a slight increase in costs for pensions over the prior month with a new negative balance of -\$27,264, incurring an additional \$3,466. This account includes the costs for our 401(a)-pension plan which is somewhat difficult to predict. As new employees are hired, participation in this plan will increase, driving the cost upwards. We will be requesting a transfer to cover this deficit, most likely in December.

OTHER PURCHASED SERVICES

The overall position of this object is displaying a negative balance of -\$275,874, having incurred costs of \$69,900 over the prior month. The majority of this change was due to additional outplacements and well as encumbrance adjustments in our special education out-of-district tuition account.

- **Contracted Services** – remains negative with a slight change over the prior month, currently displaying a negative balance of -\$128,645. The majority of this balance is due to the inclusion of an outside service that provides behavioral therapists for our students. These students require this service as outlined in their I.E.P. We are currently contracting anywhere from 5-7 therapists as we have been unable to fill our open positions.

However, we will be reallocating a portion of this cost towards our ARP IDEA grant once our budget for this grant has been finalized. It appears that we may have about \$140,000 in available funding to use towards this service. This reclass will most likely take place next month.

- **Transportation** – overall, these accounts still remains positive with a balance of \$185,000. This balance also includes the full-year estimated costs of the bus driver bonus. During November, a year-to-date analysis was completed on all of our transportation accounts and we found that the out-of-district transportation costs have *dipped into the red despite* the additional \$146,474 of allocated excess cost grant revenue. This is due to the shortage of bus driver with EdAdvance (our OOD transportation provider) and the hiring of outside services to transport routes that EdAdvance is unable to cover.

It's important to note that our current OOD transportation company (with whom we have a five-year contract with), has not been shielded from the national bus driver shortage. Over the past several years, and similarly to All-Star who provides transportation for our in-district students, EdAdvance has been struggling to hire drivers; therefore, we have had to incur costs from outside agencies. These outside agencies are difficult to find (as they too are faced with driver shortages) and when they can fill one of our routes, the costs are quite high, even doubling the costs of our current contractual rates. We currently have two vehicles running from CT Transport, incurring charges of \$157,139. We will be keeping a close watch on this account.

- **Out-of-District Tuition**

Over the prior month, the account for special OOD tuition has incurred additional costs of \$124,032. These costs were offset by \$44,185 as a portion of the allocated excess cost grant has been applied. The net change in this account is -\$79,849, lowering the balance to -\$321,243. Included in the OOD tuition accounts is the regular education portion which is currently displaying a positive balance of \$16,065.

SUPPLIES

Some of our energy accounts have been experiencing stress as costs for natural gas and oil have skyrocketed. The Board of Education is very fortunate to have strategically positioned ourselves, mitigating these price hikes.

Over the past several years, we have been changing our oil burning furnaces over to high efficiency gas boilers. This shift has dramatically reduced our reliance on fossil fuels; thus, lowering our heating costs. Until recently, natural gas prices have been at an all-time low and we have been able to use Eversource as our main supplier. However, due to the recent volatility of this market, we have begun to see some pressure in our heating accounts. Propane and natural gas currently display a negative balance of -\$40,000 and our oil account displays a negative balance of -\$53,500.

The offset to these heating accounts can be found in our electric accounts. In the 2020-2021 fiscal year, we were able to take advantage of a “virtual net metering” program that was offered to municipalities. This program was made possible through the work and collaboration of our Town’s Director of Highway. The virtual net metering program has since been closed as Eversource began to experience a loss in profits to the savings that many districts were realizing.

Currently the district has all but one school online to receive credits from this program and as of November, we are estimating a savings in our electric accounts of \$93,500. This savings will offset the deficit in our heating accounts (included in transfer request). Next month we hope to have a deeper analysis completed as this is somewhat of a complex program and forecasting will require additional data. However, we are anticipating that the electric account will produce an additional balance.

ALL OTHER OBJECTS

Our account-by-account analysis will continue throughout the year and we will keep the board apprised of any issues or concerns as they arise.

Tanja Vadas
Director of Business
December 16, 2022

**NEWTOWN BOARD OF EDUCATION
2022-23 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING NOVEMBER 30, 2022**

OBJECT CODE	EXPENSE CATEGORY	2022 - 2023		YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2021 - 2022	APPROVED BUDGET	TRANSFERS 2022 - 2023	2022 - 2023							
GENERAL FUND BUDGET												
100	SALARIES	\$ 51,681,024	\$ 53,701,233	\$ -	\$ 53,701,233	\$ 53,701,233	\$ 15,777,534	\$ 36,060,905	\$ 1,862,794	\$ 1,320,159	\$ 542,635	98.99%
200	EMPLOYEE BENEFITS	\$ 11,744,808	\$ 11,955,016	\$ -	\$ 11,955,016	\$ 11,955,016	\$ 5,926,756	\$ 4,523,197	\$ 1,505,063	\$ 1,520,202	\$ (15,139)	100.13%
300	PROFESSIONAL SERVICES	\$ 543,087	\$ 687,141	\$ (14,000)	\$ 673,141	\$ 673,141	\$ 156,339	\$ 68,511	\$ 448,290	\$ 448,290	\$ -	100.00%
400	PURCHASED PROPERTY SERV.	\$ 2,093,569	\$ 1,814,663	\$ -	\$ 1,814,663	\$ 1,814,663	\$ 630,139	\$ 538,153	\$ 646,371	\$ 637,371	\$ 9,000	99.50%
500	OTHER PURCHASED SERVICES	\$ 9,327,010	\$ 10,095,326	\$ 14,000	\$ 10,109,326	\$ 10,109,326	\$ 4,387,247	\$ 6,203,975	\$ (481,895)	\$ (206,021)	\$ (275,874)	102.73%
600	SUPPLIES	\$ 3,474,903	\$ 3,365,464	\$ -	\$ 3,365,464	\$ 3,365,464	\$ 1,217,593	\$ 258,401	\$ 1,889,470	\$ 1,874,470	\$ 15,000	99.55%
700	PROPERTY	\$ 536,285	\$ 339,710	\$ -	\$ 339,710	\$ 339,710	\$ 67,029	\$ 16,975	\$ 255,706	\$ 255,706	\$ -	100.00%
800	MISCELLANEOUS	\$ 59,271	\$ 76,086	\$ -	\$ 76,086	\$ 76,086	\$ 59,872	\$ 3,116	\$ 13,098	\$ 13,098	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL GENERAL FUND BUDGET		\$ 79,459,957	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 82,134,639	\$ 28,222,507	\$ 47,673,233	\$ 6,238,898	\$ 5,863,276	\$ 375,623	99.54%
900	TRANSFER NON-LAPSING (unaudited)	\$ 237,879										
GRAND TOTAL		\$ 79,697,836	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 82,134,639	\$ 28,222,507	\$ 47,673,233	\$ 6,238,898	\$ 5,863,276	\$ 375,623	99.54%

OBJECT CODE	EXPENSE CATEGORY	2022 - 2023		YTD TRANSFERS		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2021 - 2022	APPROVED BUDGET	2022 - 2023	2022 - 2023							
100	SALARIES											
	Administrative Salaries	\$ 4,245,732	\$ 4,312,038	\$ (121,271)	\$ 4,190,767	\$ 1,600,554	\$ 2,595,215	\$ (5,001)	\$ 4,310	\$ (9,311)	\$ 100.22%	
	Teachers & Specialists Salaries	\$ 32,745,539	\$ 33,817,522	\$ 121,271	\$ 33,938,793	\$ 9,243,015	\$ 24,801,953	\$ (106,175)	\$ (173,800)	\$ 67,625	\$ 99.80%	
	Early Retirement	\$ 81,000	\$ 81,000	\$ -	\$ 81,000	\$ 89,000	\$ -	\$ (8,000)	\$ -	\$ (8,000)	\$ 109.88%	
	Continuing Ed./Summer School	\$ 96,279	\$ 97,846	\$ -	\$ 97,846	\$ 67,244	\$ 31,269	\$ (667)	\$ (1,161)	\$ 494	\$ 99.49%	
	Homebound & Tutors Salaries	\$ 104,026	\$ 189,413	\$ -	\$ 189,413	\$ 36,499	\$ 90,917	\$ 61,997	\$ 41,997	\$ 20,000	\$ 89.44%	
	Certified Substitutes	\$ 677,354	\$ 742,610	\$ -	\$ 742,610	\$ 213,873	\$ 246,803	\$ 281,935	\$ 291,552	\$ (9,617)	\$ 101.29%	
	Coaching/Activities	\$ 659,048	\$ 737,184	\$ -	\$ 737,184	\$ 220,906	\$ 4,000	\$ 512,278	\$ 512,278	\$ -	\$ 100.00%	
	Staff & Program Development	\$ 188,833	\$ 155,128	\$ -	\$ 155,128	\$ 42,718	\$ 8,636	\$ 103,775	\$ 100,025	\$ 3,749	\$ 97.58%	
	CERTIFIED SALARIES	\$ 38,797,811	\$ 40,132,741	\$ -	\$ 40,132,741	\$ 11,513,808	\$ 27,778,792	\$ 840,141	\$ 775,200	\$ 64,941	\$ 99.84%	
	Supervisors & Technology Salaries	\$ 1,010,203	\$ 1,103,470	\$ -	\$ 1,103,470	\$ 368,427	\$ 526,417	\$ 208,625	\$ 114,588	\$ 94,037	\$ 91.48%	
	Clerical & Secretarial Salaries	\$ 2,305,020	\$ 2,361,178	\$ -	\$ 2,361,178	\$ 790,655	\$ 1,542,849	\$ 27,673	\$ (14,661)	\$ 42,334	\$ 98.21%	
	Educational Assistants	\$ 2,751,027	\$ 2,365,151	\$ -	\$ 2,965,151	\$ 828,444	\$ 2,080,641	\$ 56,066	\$ (58,874)	\$ 114,940	\$ 96.12%	
	Nurses & Medical Advisors	\$ 939,312	\$ 902,273	\$ -	\$ 902,273	\$ 241,094	\$ 621,355	\$ 39,824	\$ 38,701	\$ 1,123	\$ 99.88%	
	Custodial & Maint. Salaries	\$ 3,218,689	\$ 3,395,484	\$ -	\$ 3,395,484	\$ 1,200,968	\$ 1,978,964	\$ 215,553	\$ 139,017	\$ 76,536	\$ 97.75%	
	Non-Certified Adj & Bus Drivers Salaries	\$ -	\$ 155,981	\$ -	\$ 155,981	\$ -	\$ -	\$ 155,981	\$ 155,981	\$ -	\$ 100.00%	
	Career/Job Salaries	\$ 122,065	\$ 171,116	\$ -	\$ 171,116	\$ 61,187	\$ 137,020	\$ (27,091)	\$ (29,604)	\$ 2,513	\$ 98.53%	
	Special Education Svcs Salaries	\$ 1,348,349	\$ 1,456,181	\$ -	\$ 1,456,181	\$ 417,481	\$ 943,429	\$ 95,271	\$ (20,937)	\$ 116,208	\$ 92.02%	
	Security Salaries & Attendance	\$ 684,773	\$ 679,888	\$ -	\$ 679,888	\$ 202,708	\$ 448,435	\$ 28,745	\$ 3,912	\$ 24,833	\$ 96.35%	
	Extra Work - Non-Cert.	\$ 119,364	\$ 109,770	\$ -	\$ 109,770	\$ 49,537	\$ 3,003	\$ 57,231	\$ 52,059	\$ 5,171	\$ 95.29%	
	Custodial & Maint. Overtime	\$ 356,554	\$ 236,000	\$ -	\$ 236,000	\$ 98,271	\$ -	\$ 137,729	\$ 137,729	\$ -	\$ 100.00%	
	Civic Activities/Park & Rec.	\$ 27,857	\$ 32,000	\$ -	\$ 32,000	\$ 4,953	\$ -	\$ 27,047	\$ 27,047	\$ -	\$ 100.00%	
	NON-CERTIFIED SALARIES	\$ 12,883,213	\$ 13,568,492	\$ -	\$ 13,568,492	\$ 4,263,726	\$ 8,282,113	\$ 1,022,653	\$ 544,959	\$ 477,694	\$ 96.48%	
	SUBTOTAL SALARIES	\$ 51,681,024	\$ 53,701,233	\$ -	\$ 53,701,233	\$ 15,777,534	\$ 36,060,905	\$ 1,862,794	\$ 1,320,159	\$ 542,635	\$ 98.99%	
200	EMPLOYEE BENEFITS											
	Medical & Dental Expenses	\$ 8,538,506	\$ 8,790,863	\$ -	\$ 8,790,863	\$ 4,434,307	\$ 4,321,589	\$ 34,968	\$ 22,843	\$ 12,125	\$ 99.86%	
	Life Insurance	\$ 88,568	\$ 87,000	\$ -	\$ 87,000	\$ 36,875	\$ -	\$ 50,125	\$ 50,125	\$ -	\$ 100.00%	
	FICA & Medicare	\$ 1,624,911	\$ 1,706,549	\$ -	\$ 1,706,549	\$ 520,940	\$ -	\$ 1,185,609	\$ 1,185,609	\$ -	\$ 100.00%	
	Pensions	\$ 954,029	\$ 852,347	\$ -	\$ 852,347	\$ 711,111	\$ 500	\$ 140,736	\$ 168,000	\$ (27,264)	\$ 103.20%	
	Unemployment & Employee Assist.	\$ 102,469	\$ 81,600	\$ -	\$ 81,600	\$ 600	\$ -	\$ 81,000	\$ 81,000	\$ -	\$ 100.00%	
	Workers Compensation	\$ 436,325	\$ 436,657	\$ -	\$ 436,657	\$ 222,923	\$ 201,108	\$ 12,626	\$ 12,626	\$ 0	\$ 100.00%	
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,744,808	\$ 11,955,016	\$ -	\$ 11,955,016	\$ 5,926,756	\$ 4,523,197	\$ 1,505,063	\$ 1,520,202	\$ (15,139)	\$ 100.13%	
300	PROFESSIONAL SERVICES											
	Professional Services	\$ 404,089	\$ 493,643	\$ -	\$ 493,643	\$ 125,500	\$ 48,228	\$ 319,915	\$ 319,915	\$ -	\$ 100.00%	
	Professional Educational Serv.	\$ 138,998	\$ 193,498	\$ (14,000)	\$ 179,498	\$ 30,840	\$ 20,283	\$ 128,375	\$ 128,375	\$ -	\$ 100.00%	
	SUBTOTAL PROFESSIONAL SERV.	\$ 543,087	\$ 687,141	\$ (14,000)	\$ 673,141	\$ 156,339	\$ 68,511	\$ 448,290	\$ 448,290	\$ -	\$ 100.00%	

OBJECT CODE	EXPENSE CATEGORY	2022 - 2023		YTD TRANSFERS 2022 - 2023	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2021 - 2022	APPROVED BUDGET								
400	PURCHASED PROPERTY SERV.										
	Buildings & Grounds Contracted Svc.	\$ 672,697	\$ 683,600	\$ -	\$ 683,600	\$ 301,819	\$ 305,869	\$ 75,912	\$ 75,912	\$ -	100.00%
	Utility Services - Water & Sewer	\$ 1,60,597	\$ 144,770	\$ -	\$ 144,770	\$ 48,427	\$ -	\$ 96,343	\$ 87,343	\$ 9,000	93.78%
	Building, Site & Emergency Repairs	\$ 710,231	\$ 450,000	\$ -	\$ 450,000	\$ 129,414	\$ 44,531	\$ 276,056	\$ 276,056	\$ -	100.00%
	Equipment Repairs	\$ 289,596	\$ 269,051	\$ -	\$ 269,051	\$ 93,669	\$ 42,449	\$ 132,932	\$ 132,932	\$ -	100.00%
	Rentals - Building & Equipment	\$ 2,60,448	\$ 267,242	\$ -	\$ 267,242	\$ 56,810	\$ 145,304	\$ 65,128	\$ 65,128	\$ -	100.00%
	Building & Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	SUBTOTAL PUR. PROPERTY SERV.	\$ 2,093,569	\$ 1,814,663	\$ -	\$ 1,814,663	\$ 630,139	\$ 538,153	\$ 646,371	\$ 637,371	\$ 9,000	99.50%
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 1,019,495	\$ 886,545	\$ 61,900	\$ 948,445	\$ 588,325	\$ 316,384	\$ 43,736	\$ 172,382	\$ (128,645)	113.56%
	Transportation Services	\$ 4,229,179	\$ 4,919,428	\$ (47,900)	\$ 4,871,528	\$ 1,388,925	\$ 2,414,485	\$ 1,068,118	\$ 883,118	\$ 185,000	96.20%
	Insurance - Property & Liability	\$ 425,660	\$ 422,766	\$ -	\$ 422,766	\$ 232,511	\$ 208,131	\$ (17,876)	\$ (10,790)	\$ (7,086)	101.68%
	Communications	\$ 189,488	\$ 152,524	\$ -	\$ 152,524	\$ 78,414	\$ 79,335	\$ (5,225)	\$ (225)	\$ (5,000)	103.28%
	Printing Services	\$ 19,859	\$ 24,789	\$ -	\$ 24,789	\$ 5,279	\$ 1,233	\$ 18,277	\$ 18,277	\$ -	100.00%
	Tuition - Out of District	\$ 3,252,787	\$ 3,450,187	\$ -	\$ 3,450,187	\$ 1,972,638	\$ 3,143,461	\$ (1,665,912)	\$ (1,344,669)	\$ (321,243)	109.31%
	Student Travel & Staff Mileage	\$ 190,540	\$ 239,087	\$ -	\$ 239,087	\$ 121,154	\$ 40,946	\$ 76,986	\$ 75,886	\$ 1,100	99.54%
	SUBTOTAL OTHER PURCHASED SERV.	\$ 9,327,010	\$ 10,095,326	\$ 14,000	\$ 10,109,326	\$ 4,387,247	\$ 6,203,975	\$ (481,895)	\$ (206,021)	\$ (275,874)	102.73%
600	SUPPLIES										
	Instructional & Library Supplies	\$ 799,649	\$ 854,242	\$ -	\$ 854,242	\$ 422,780	\$ 156,973	\$ 274,488	\$ 274,488	\$ -	100.00%
	Software, Medical & Office Supplies	\$ 217,455	\$ 194,940	\$ -	\$ 194,940	\$ 85,634	\$ 42,350	\$ 66,956	\$ 66,956	\$ -	100.00%
	Plant Supplies	\$ 423,279	\$ 366,100	\$ -	\$ 366,100	\$ 166,430	\$ 37,266	\$ 162,405	\$ 162,405	\$ -	100.00%
	Electric	\$ 995,294	\$ 1,022,812	\$ -	\$ 1,022,812	\$ 285,048	\$ -	\$ 737,764	\$ 644,264	\$ 93,500	90.86%
	Propane & Natural Gas	\$ 415,377	\$ 424,980	\$ -	\$ 424,980	\$ 94,203	\$ -	\$ 330,777	\$ 370,777	\$ (40,000)	109.41%
	Fuel Oil	\$ 88,194	\$ 63,000	\$ -	\$ 63,000	\$ 4,982	\$ -	\$ 58,018	\$ 111,518	\$ (53,500)	184.92%
	Fuel for Vehicles & Equip.	\$ 191,173	\$ 216,258	\$ -	\$ 216,258	\$ 54,875	\$ -	\$ 161,383	\$ 146,383	\$ 15,000	93.06%
	Textbooks	\$ 344,482	\$ 223,132	\$ -	\$ 223,132	\$ 103,640	\$ 21,812	\$ 97,680	\$ 97,680	\$ -	100.00%
	SUBTOTAL SUPPLIES	\$ 3,474,903	\$ 3,365,464	\$ -	\$ 3,365,464	\$ 1,217,593	\$ 258,401	\$ 1,889,470	\$ 1,874,470	\$ 15,000	99.55%
700	PROPERTY										
	Technology Equipment	\$ 278,825	\$ 156,024	\$ -	\$ 156,024	\$ 37,351	\$ 5,210	\$ 113,463	\$ 113,463	\$ -	100.00%
	Other Equipment	\$ 257,460	\$ 183,686	\$ -	\$ 183,686	\$ 29,678	\$ 11,765	\$ 142,243	\$ 142,243	\$ -	100.00%
	SUBTOTAL PROPERTY	\$ 536,285	\$ 339,710	\$ -	\$ 339,710	\$ 67,029	\$ 16,975	\$ 255,706	\$ 255,706	\$ -	100.00%
800	MISCELLANEOUS										
	Memberships	\$ 59,271	\$ 76,086	\$ -	\$ 76,086	\$ 59,872	\$ 3,116	\$ 13,098	\$ 13,098	\$ -	100.00%
	SUBTOTAL MISCELLANEOUS	\$ 59,271	\$ 76,086	\$ -	\$ 76,086	\$ 59,872	\$ 3,116	\$ 13,098	\$ 13,098	\$ -	100.00%

OBJECT CODE	EXPENSE CATEGORY	2022 - 2023		YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		APPROVED BUDGET	EXPENDED 2021 - 2022	2022 - 2023	2022 - 2023							
910	SPECIAL ED CONTINGENCY	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL LOCAL BUDGET		\$ 82,134,639	\$ -	\$ -	\$ 82,134,639	\$ 28,222,507	\$ 47,673,233	\$ 6,238,898	\$ 5,863,276	\$ 375,623	\$ 99,54%	
900	Transfer to Non-Lapsing	\$ 237,741										
GRAND TOTAL		\$ 82,134,639	\$ -	\$ -	\$ 82,134,639	\$ 28,222,507	\$ 47,673,233	\$ 6,238,898	\$ 5,863,276	\$ 375,623	\$ 99,54%	

SPECIAL REVENUES	EXCESS COST GRANT REVENUE	EXPENDED 2021-2022	APPROVED BUDGET	INTERNAL PROJ 1-Dec	PROJECTED 1-Mar	ESTIMATED Total	VARIANCE to Budget	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET
51266	Special Education Svcs Salaries ECG	\$ (7,170)	\$ (320,028)	\$ (466,502)	\$ -	\$ -	\$ 146,474			145.77%
54116	Transportation Services - ECG	\$ (333,218)	\$ (1,300,484)	\$ (1,344,669)	\$ (1,344,669)	\$ 44,185				103.40%
54160	Tuition - Out of District ECG	\$ (1,193,144)	\$ (1,620,512)	\$ (1,811,171)	\$ (1,811,171)	\$ 190,659				111.77%
Total		\$ (1,533,532)	\$ (13,000)	\$ (11,700)	\$ (11,700)	\$ (1,300)				90.00%

OTHER REVENUES		APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	%
BOARD OF EDUCATION FEES & CHARGES - SERVICES		\$32,430	\$32,430	\$32,430	\$32,430	0.00%
LOCAL TUITION		\$30,000	\$30,000	\$30,000	\$30,000	0.00%
HIGH SCHOOL FEES FOR PARKING PERMITS		\$6,000	\$6,000	\$6,000	\$6,000	0.00%
MISCELLANEOUS FEES		\$68,430	\$68,430	\$68,430	\$68,430	0.00%
TOTAL SCHOOL GENERATED FEES		\$136,860	\$136,860	\$136,860	\$136,860	0.00%

OTHER GRANTS		TOTAL BUDGET	21-22 EXPENSED	YTD EXPENSE	ENCUMBER	BALANCE	% EXPENSED
ESSER II		\$625,532	\$573,735	\$18,068	\$18,465	\$15,264	97.56%
ESSER III (estimated \$809k for 21-22 use)		\$1,253,776	\$709,840	\$64,577	\$427,742	\$51,567	95.89%

**2022 - 2023
 NEWTOWN BOARD OF EDUCATION
 TRANSFERS RECOMMENDED
 NOVEMBER 30, 2022**

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
ADMINISTRATIVE					
\$19,488	100	TEACHERS & SPECIALISTS SALARIES	100	TEACHERS & SPECIALISTS SALARIES	TO APPLY TEACHER BALANCE AGAINST BUDGETED SAVINGS FROM TURNOVER
\$1,161	100	NON-CERTIFIED ADJ	100	CONTINUING ED./SUMMER SCHOOL	TRANSFERS FOR SALARY AND BUGET ADJUSTMENTS
\$2,460			100	HOMEBOUND & TUTORS SALARIES	
\$4,960			100	SUPERVISORS/TECHNOLOGY SALARIES	
\$200			100	CLERICAL & SECRETARIAL SALARIES	
\$1,257			100	CAREER/JOB SALARIES	
\$11,937			100	SPECIAL EDUCATION SVCS SALARIES	
\$293			100	ATTENDANCE & SECURITY SALARIES	
\$22,268					
\$42,725	100	CUSTODIAL & MAINT. SALARIES	100	HOMEBOUND & TUTORS SALARIES	FOR NEW ELL TUTOR AND MIDDLE SCHOOL ARC STAFF COMING OFF A GRANT
\$52,065	100	NURSES & MEDICAL ADVISORS	100	NURSES & MEDICAL ADVISORS	TO ADJUST NURSES BUDGETS FOR TURNOVER AND CHANGES IN LOCATION
\$31,615	100	NON-CERTIFIED ADJ	100	NURSES & MEDICAL ADVISORS	TO COVER COST OF FLOATER NURSE
\$6,095	100	CUSTODIAL & MAINT. SALARIES	100	CUSTODIAL & MAINT. SALARIES	TO ADJUST CUSTODIAL & MAINT. SALARIES
\$28,000	100	NON-CERTIFIED ADJ	100	TEACHERS & SPECIALISTS SALARIES	TRANSFER FUNDS FOR SPECIAL EDUCATION SUMMER PROGRAMS
\$2,000			100	EDUCATIONAL ASSISTANTS	
\$3,000			100	CAREER/JOB SALARIES	
\$9,000			100	SPECIAL EDUCATION SVCS SALARIES	
\$4,500			100	EXTRA WORK - NON-CERT.	
\$46,500					
\$12,364	100	EDUCATIONAL ASSISTANTS	100	EDUCATIONAL ASSISTANTS	TO COVER COST OF PARAEUCATORS
\$55,598	100	NON-CERTIFIED ADJ			
\$2,879	100	CUSTODIAL & MAINT. SALARIES			
\$70,841					
\$12,626	200	WORKERS COMPENSATION	500	INSURANCE - PROPERTY & LIABILITY	TRANSFER FOR INSURANCE INCREASES

**2022 - 2023
 NEWTOWN BOARD OF EDUCATION
 TRANSFERS RECOMMENDED
 NOVEMBER 30, 2022**

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
\$126,578	500	TRANSPORTATION SERVICES	500	TRANSPORTATION SERVICES	TO ADJUST FUNDS BETWEEN TRANSPORTATION ACCOUNTS
\$53,500	600	ELECTRIC	600	FUEL OIL	TO PROVIDE FUNDS FOR THE HIGH COST OF FUEL OIL
\$40,000	600	ELECTRIC	600	PROPANE & NATURAL GAS	TO PROVIDE FUNDS FOR THE HIGH COST OF PROPANE
\$93,500					

\$524,301 TOTAL TRANSFERS REQUESTED



Unit Planner: The Planets (Sun, Moon, Earth, and Beyond) Spanish Gr. 5

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish
Gr. 5 (Pending Approval) / Week 9 - Week 13

Last Updated: Friday, December 2, 2022
by Nicole Justiniano

The Planets (Sun, Moon, Earth, and Beyond)

Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Repetition

Gestures

G

Generalizations / Enduring Understandings

1. People in other countries and other cultures communicate using different words to name objects and ideas.
2. In order to better understand people of a different culture one must speak their language.
3. Novice L2 speakers benefit from repetition and gestures to help them negotiate meaning.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How do people communicate with other people from different countries and cultures? (C)
- 1b. What are some examples of words used to name objects and ideas? (F)
- 1c. Is it important to recognize these differences in syntax? (P)
- 2a. Is it important to communicate in another language? (P)
- 2b. How does one improve understanding of another language? (C)

3a. How is meaning negotiated when vocabulary and understanding are limited? (C)

3b. What are examples of gestures that can be used for certain words/phrases? (F)

3c. What is negotiation of meaning? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 1: Communication (Interpersonal Mode) How do I use another language to communicate with others?

Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

Exchange thoughts about people, activities and events in their personal lives or communities.

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

CONTENT STANDARD 3: Communication (Presentational Mode) How do I present information, concepts and ideas in another language in a way that is understood?

Present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.

Cultures

CONTENT STANDARD 4: Cultures How do I use my understanding of culture to communicate and function appropriately in another culture?

Participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.

Connections

CONTENT STANDARD 5: Connections (Interdisciplinary Mode) How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.

Use new information and critical thinking gained through world language study to expand their personal knowledge.

Comparisons Among Languages

CONTENT STANDARD 7: Comparisons Among Languages How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Use oral and written language to relate their own experiences and construct their own stories.

Expand comprehension strategies to predict outcomes and make comparisons.

Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

Comparisons Among Cultures

CONTENT STANDARD 8: Comparisons Among Cultures How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).

Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Communities

CONTENT STANDARD 9: Communities How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

Review materials and/or media from the target language and culture for enjoyment.

Use various media from the target language and culture for entertainment.

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[World-ReadinessStandardsforLearningLanguages.pdf](#)

Critical Content & Skills

*What students must **KNOW** and be able to **DO***

Students will be able to:

- describe specifics throughout their daily routine with specific times. (1.1, 1.2, 2.1, 3.1)
- identify examples of pastimes, hobbies, and extracurricular activities. (1.1, 1.2, 2.1, 3.1)
- compare opposites. (1.2)

Vocabulary:

- Mi rutina diaria/ My daily routine
 - Me levanto./I get up.
 - Me acuesto en la cama/ I go to bed
 - Yo como el almuerzo./I eat lunch
 - Yo como la cena./ I eat dinner.
 - Me visto./I get dressed.
 - Yo voy a la escuela./I go to school.
 - Me cepillo el pelo./I brush my hair.
 - Me cepillo los dientes./I brush my teeth.
 - Me ato los zapatos./I tie my shoes.
 - Me ducho./I shower.
- Los opuestos/ opposites
 - bajo/ short
 - alto/tall
 - largo/long

- corto/short
- frío/cold
- caliente/ hot
- cerca/near
- lejos/far
- grande/big
- pequeño/small
- **Augmentatives & Diminutives**
- **Días de la semana/Days of the week**
- **El sistema solar/The solar system**
 - los planetas/the planets
 - Mercurio/ Mercury
 - Venus/Venus
 - Tierra/Earth
 - Saturno/Saturn
 - Urano/ Uranus
 - Neptuno/Neptune
 - Júpiter/Jupiter
 - la luna/moon
 - el sol/sun
 - astronauta/astronaut
 - cohete/rocket
 - estrella/star
 - meteorito/meteor
 - cometa/comet
 - galaxia/galaxy
 - extraterrestre/alien

Core Learning Activities

- Review vocabulary through games: Memoria (Memory), ¡Ay caramba! (Number Pop), Bingo, Thumball, "Simon dice" (Simon Says), Matamoscas (Flyswatter), Veo veo (I spy), and clock manipulatives.
- Sing songs
- Listen, dance, and interpret selected music in Spanish
- Complete worksheets pertaining to theme(s)

Assessments

All About My Routine

Summative: Personal Project

Students will write sentences about their daily routine.

Template

Rubric

"Check-ins"- Daily Routine/Space

Formative: Other written assessments

Since there are no summative assessments in this unit, attached are the formative Google Forms that I use to assess student knowledge of the vocabulary we are studying, particularly the planets/space, as well as daily routine. Any of these can be used or taken out, depending on timing.

1. Daily routine "Check-in"- [Version 1](#), [Version 2](#) (for students with accommodations)
2. Planets "Check-in"- [Version 1](#), [Version 2](#) (for students with accommodations)
3. Solar system "Check-in"- [Version 1](#), [Version 2](#) (for students with accommodations)

Resources

Professional & Student

Videos:

- Opposites [video](#)- Basho and Friends
- "Baile del sistema solar" [video](#)
- "Astronautas" [video](#)
- *Olivia* book [read-aloud](#)
- Daily routine [video](#) (morning routine and some night routine)
- "Rutina diaria falsa" de Tiktok- [Video compilation](#)
- Videos from Señora Sousa on YouTube
 - [Planetas](#)
 - [Rutina diaria](#)

Resources:

- [Quia.com](#) ([Mi rutina from CalicoSpanish](#))
- [Studyspanish.com](#)
- [Rockalingua.com](#)

- [CalicoSpanish \("Olivia" story activities\)](#)
- [Sparkenthusiasm.com](#)
- [Spanish Playground](#)
- [Miscositas](#)
- [Spanish Mama](#)
- [Señor Wooly](#)
- Digital resources:
 - [Flipgrid](#)
 - [Padlet](#)
 - [Jamboard](#)
 - [Google Classroom](#)
 - [Google Slides](#)
 - [Google Forms](#)
 - [Google Docs](#)
 - [Worksheets about daily routine: #1, #2](#)
 - [YouTube/VideoLink](#)
 - [LiveWorksheets- Days/Planets](#)

Worksheets/References:

- [correlation of planets with names of days of the week](#)
- [LPs on Augmentatives & Diminutives](#)
- [1-pqr of Diminutives](#)
- [Vid explanation with visual \(2:43\)](#)
- [VID: diminutivos con Maria y Cody \(6:52\)](#)
- [GAME to practice dims/aug/perjors](#)
- [Planet poster](#)
- ["Valle's" daily routine](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Language Arts: sequence of events

Music & Physical Education: rhythm & movement

Math: telling time with numbers, calendar

Science: climate, weather, space, terrain, presence or absence of water in outer space; shapes & sizes of planets, etc.



Unit Planner: Getting to Know Ourselves and Each Other

Spanish Gr. 5

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish
Gr. 5 (Pending Approval) / Week 1 - Week 9

Last Updated: Friday, December 2, 2022
by Nicole Justiniano

Getting to Know Ourselves and Each Other

Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Repetition

Gestures

G

Generalizations / Enduring Understandings

1. People in other countries and other cultures communicate using different words to name objects and ideas.
2. In order to better understand people of a different culture one must speak their language.
3. Repetition and gestures are important communication strategies for novice L2 speakers to help them negotiate meaning.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How do people communicate with other people from different countries and cultures? (C)
- 1b. What are some examples of words used to name objects and ideas? (F)
- 1c. Why is it important to recognize these differences in syntax? (P)
- 2a. Is it important to communicate in another language? (P)
- 2b. How does one improve understanding of another language? (C)

3a. How is meaning negotiated when vocabulary and understanding are limited? (C)

3b. What are examples of gestures that can be used for certain words/phrases? (F)

3c. What is negotiation of meaning? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 1: Communication (Interpersonal Mode) How do I use another language to communicate with others?

Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

Exchange thoughts about people, activities and events in their personal lives or communities.

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

Cultures

CONTENT STANDARD 4: Cultures How do I use my understanding of culture to communicate and function appropriately in another culture?

Participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

Connections

CONTENT STANDARD 5: Connections (Interdisciplinary Mode) How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

Use new information and critical thinking gained through world language study to expand their personal knowledge.

Comparisons Among Languages

CONTENT STANDARD 7: Comparisons Among Languages How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction

readings.

Use oral and written language to relate their own experiences and construct their own stories.

Comparisons Among Cultures

CONTENT STANDARD 8: Comparisons Among Cultures How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.

Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Communities

CONTENT STANDARD 9: Communities How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Review materials and/or media from the target language and culture for enjoyment.

Use various media from the target language and culture for entertainment.

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 [World-ReadinessStandardsforLearningLanguages.pdf](#)

Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to:

- interact with teachers and peers using greetings, farewells, and manners in Spanish. (1.1) (1.2)
- state their names using Spanish construction. (1.2)
- sing Spanish versions of English songs & make appropriate movements and gestures. (1.1) (1.2) (4.1)
- identify emotions of characters. (1.1) (1.2)
- review the calendar. (1.1) (1.2)
- identify weather. (1.1) (1.2) (3.1)
- identify family relations. (1.1) (1.2)
- count 1-100,000.
- listen to/view Spanish versions of familiar English stories & some Spanish folklore. (1.1) (1.2) (3.1) (4.1)

Vocabulary:

- ¿Cómo te llamas?/What's your name?
- Me llamo.../My name is...
- Soy.../I am...
- Mucho gusto./Nice to meet you.
- ¿Cómo estás?/ How are you?
 - Estoy bien, muy bien, mal, más o menos/ I'm good, very good, not so good, okay
- Gracias y de nada/Thank you and you're welcome
- Feliz cumpleaños/Happy Birthday
- El calendario/calendar
- El tiempo/weather
- Los meses/months
- Los días de la semana/ days of the week
 - lunes, martes, miércoles, jueves, viernes, sábado, domingo/Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- Las estaciones/seasons: verano/summer, primavera/spring, otoño/autumn, invierno/winter
- Los colores/colors, las formas/shapes, alfabeto/alphabet
- Familia y la comunidad/Family and community

- Numbers 1-100,000
- Partes del cuerpo/Parts of the body
- 5 sentidos/5 senses
 - vista/sight
 - oído/hearing
 - olfato/smell
 - gusto/taste
 - tacto/touch
- Interrogatives: Who/quién, what/qué, where/dónde, when/cuándo, why/ por qué, how/cómo, which/cuál, how many/cuánto(a, as, os), etc.

Core Learning Activities

- Review vocabulary through games; Memoria (Memory), Ay caramba (Number Pop), Bingo, Thumbball, Simon Dice (Simon Says), Matamoscas (Flyswatter), Veo Veo (I spy), and clock manipulatives.
- Sing songs
- Dance to Spanish music
- Complete worksheets pertaining to themes

Assessments

End of Unit Post-Assessment

Summative: Other Visual Assessments

This will assess how students have improved on review skills since completing review activities.



[5th Grade- Review Unit Post-Assessment](#)

Beginning of the Year "Check-in" (Unit 1 Pre-Assessment)

Formative: Other Visual Assessments

Students will complete a Google Form pre-assessment to guide review activity completion.



[5th Grade- Beginning of the Year Pre-Assessment](#)

Resources

Professional & Student

Books:

- *¡Qué nervios!* by Julie Danneburg
- *Marisol McDonald no combina* by Monica Brown
- *Con cariño Amalia* by Alma Flor Ada
- *Me llamo Maria Isabel* by Alma Flor Ada

Videos:

- Days and months [video](#)- Basho and Friends
- "Cabeza, hombros, rodillas y pies" [video](#)- Super Simple Spanish
- Basic Conversation [video](#)- Señor Jordan
- Numbers 1-1,000,000 [video](#)
 - Numbers 1-30 [song](#)- "Cuenta"
 - Counting to 1000 by 10s in Spanish- [Video](#)
 - Numbers listening quizzes: [#1](#), [#2](#)
 - Numbers game included in Brain Break Google Slides from SrtaSpanish. See [here](#).
- "El cuerpo" [video](#)
- "Los 5 sentidos" [song](#)
- "Comienzo de la clase" [song on YouTube](#) (video is linked below within the "El comienzo de la clase" link)
- Interrogatives [song](#)

Interactive digital resources:

- Flipgrid
- Padlet
- Jamboard
- Google Classroom

- Google Slides
- Google Forms
- Google Docs

Resources:

- Quia.com
- Studyspanish.com
- Rockalingua.com ("El comienzo de la clase")
 - Los meses- Feliz cumpleaños worksheet (link to website- requires subscription; also available on Drive)
 - Numbers 1-50 worksheet (link on website- requires subscription; also available on Drive)
- Calico Spanish
- Sparkenthusiasm.com
- Spanish Playground
- Miscositas
 - "Partes del cuerpo"
- SpanishMama
- Señor Wooly

Media:

- Posters
- Infographics
- CD's, videos, DVD's
- Games
- Flashcards
- Realia/manipulatives

Review of songs from previous years

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Language Arts: alphabet, character emotions

Math: calendar/telling time/#s 1-100,000; money & currency

Music & Physical Education: Rhythm & movement

Science: weather & seasons; parts of body

Social Studies: family, community, calendar



Unit Planner: Holidays, Traditions, & Customs

Spanish Gr. 5

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish
Gr. 5 (Pending Approval) / Week 10 - Week 13

Last Updated: Friday, December 2, 2022
by Nicole Justiniano

Holidays, Traditions, & Customs

Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Repetition

Gestures

G

Generalizations / Enduring Understandings

1. People in other countries and other cultures communicate using different words to name objects and ideas.
2. In order to better understand people of a different culture one must speak their language.
3. Novice L2 speakers benefit from repetition and gestures to help them negotiate meaning.
4. Accents, customs, foods, and traditions, including holidays, will vary from community to community, region to region, and country to country.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How do people communicate with other people from different countries and cultures? (C)
- 1b. What are some examples of words used to name objects and ideas? (F)
- 1c. Why is it important to recognize these differences in syntax? (P)
- 2a. Is it important to communicate in another language? (P)
- 2b. How does one improve understanding of another language? (C)
- 3a. How is meaning negotiated when vocabulary and understanding are limited? (C)
- 3b. What are examples of gestures that can be used for certain words/phrases? (F)
- 3c. What is negotiation of meaning? (F)
- 4a. What are some examples of cultural, culinary and oral differences in various communities, regions and countries? (F)
- 4b. Are differences in accents, foods and traditions important to know? (P)
- 4c. How do holidays differ in other countries from

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

Comparisons Among Cultures

CONTENT STANDARD 8: Comparisons Among Cultures How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.

Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Communities

CONTENT STANDARD 9: Communities How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Review materials and/or media from the target language and culture for enjoyment.

Use various media from the target language and culture for entertainment.

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 [World-ReadinessStandardsforLearningLanguages.pdf](#)

Critical Content & Skills

*What students must **KNOW** and be able to **DO***

Students will be able to:

- sing traditional holiday songs in Spanish. (3.1)
- describe the differences between traditions and customs in European & Latin American cultures. (4.1)
- listen to holiday stories from European & Latin American cultures. (4.1)
- identify vocabulary in Spanish of familiar things. (1.1, 1.2)
- list holiday foods in Spanish.
- demonstrate understanding of Hanukkah, Christmas, and New Year's traditions in Spanish-speaking countries.

Vocabulary:

- Las posadas (Christmas celebration typical in Mexico)
- Las campanas/bells
- Árbol de navidad/Christmas tree
- Janucá/ Hanukkah
- Menorá/menorah
- tradición/ tradition
- Kwanzaa

- Año Nuevo/New Year
- colores de navidad/Christmas colors
 - rojo/red
 - verde/green
- Nochebuena/Christmas Eve
- Festivales/festivals
- Comidas típicas/typical foods
- velas/candelitas/candles/tea lights
- regalos/gifts
- Los reyes magos/the three kings
- burro/donkey
- música y canciones/music & songs

Core Learning Activities

- Review vocabulary through games: Memoria (Memory), ¡Ay caramba! (Number Pop), Bingo, Thumball, "Simon dice" (Simon Says), Matamoscas (Flyswatter), Veo veo (I spy), and clock manipulatives.
- Sing holiday songs (traditional songs from Latin American countries & Spain/Europe along with traditional "American" holiday songs translated into Spanish (ex: "Jingle Bells")
- Listen, dance, and interpret selected music in Spanish
- Complete worksheets pertaining to theme(s)
- Read and learn about traditions, culture, and customs in the Spanish-speaking world surrounding winter holidays

Assessments

Holiday Google Form "Check-ins"

Formative: Other Visual Assessments

Google Form "Check-ins" to assess student knowledge of vocabulary:

#1, #2

Important Note: It is also important to state here that the speaking or Google Slides presentation assessment could be given here as an assessment for Marking Period 2, and to also assess student's continuing understanding of basic concepts, such as saying their name, favorite color, etc. Please see Unit 1 for more information regarding these assessments.

Resources

Professional & Student

Books & Resources:

- *Navidad latinoamericana* by Charito Calvachi
- *Como el Grinch roba la Navidad* by Dr. Seuss
- *Feliz navidad Jorge curioso*
- *Torati Jaquim- la historia de januca ilustrada para niños* by editorial Bnei Shalom
- *Night of las posadas* by Tomie DePaola
- *Too many tamales*
- *On the Pampas* by Maria Cristina Brusca

Videos:

- [Rockalingua video](#) on holiday traditions in Spanish-speaking countries
- ["Las posadas- Christmas in Mexico"](#)

Digital resources:

- Flipgrid
- Padlet

- Jamboard
- Google Classroom
- Google Slides
- Google Forms
- Quia.com
- Studyspanish.com
- Rockalingua.com
- Calico spanish
- Sparkenthusiasm.com
- Spanish playground
- Miscositas
- Señor Wooly
- Mini lesson on accent marks as part of written language: [The use of accent marks & why](#)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy
- Critical Thinking

Interdisciplinary Connections

Language Arts: nonfiction texts

Music & Physical Education: rhythm & movement

Math: # candles in menorah for Hanukkah

Science: baking baked goods

Social Studies: culture, geography, customs & traditions



Unit Planner: Central America, The Caribbean, & Mexico

Spanish Gr. 5

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish Gr. 5 (Pending Approval) / Week 14 - Week 17

Last Updated: Tuesday, December 6, 2022 by Nicole Justiniano

Central America, The Caribbean, & Mexico

Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Repetition

Gestures

Accents

Customs

Traditions

G

Generalizations / Enduring Understandings

1. People in other countries and other cultures communicate using different words to name objects and ideas.
2. In order to better understand people of a different culture one must speak their language.
3. Novice L2 speakers benefit from repetition and gestures to help them negotiate meaning.
4. Accents, customs, foods, and traditions will vary from community to community, region to region, and country to country.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How do people communicate with other people from different countries and cultures? (C)
- 1b. What are some examples of words used to name objects and ideas? (F)
- 1c. Why is it important to recognize these differences in syntax? (P)
- 2a. Is it important to communicate in another language? (P)
- 2b. How does one improve understanding of another language? (C)
- 3a. How is meaning negotiated when vocabulary and understanding are limited? (C)
- 3b. What are examples of gestures that can be used for certain words/phrases? (F)
- 3c. What is negotiation of meaning? (F)

4a. What are some examples of cultural, culinary and accent differences in Central America, the Caribbean and Mexico? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 1: Communication (Interpersonal Mode) How do I use another language to communicate with others?

Exchange thoughts about people, activities and events in their personal lives or communities.

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

Cultures

CONTENT STANDARD 4: Cultures How do I use my understanding of culture to communicate and function appropriately in another culture?

Identify authentic products, such as those found in the target culture's homes and communities, and discuss their significance.

Connections

CONTENT STANDARD 5: Connections (Interdisciplinary Mode) How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.

Comparisons Among Languages

CONTENT STANDARD 7: Comparisons Among Languages How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Use oral and written language to relate their own experiences and construct their own stories.

Expand comprehension strategies to predict outcomes and make comparisons.

Communities

CONTENT STANDARD 9: Communities How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Review materials and/or media from the target language and culture for enjoyment.

Use various media from the target language and culture for entertainment.

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 [World-ReadinessStandardsforLearningLanguages.pdf](#)

Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to:

- describe the difference between city, suburban, and rural communities. (1.1, 1.2)
- locate an area on a map using the 4 cardinal points. (NSEW) (1.1, 1.2)
- describe current weather conditions and others worldwide and how it relates to the human condition. (1.1, 1.2, 4.1, 4.2)
- investigate international time zones using technology. (1.1, 1.2, 4.1, 4.2)
- describe the differences between life in the USA and life in Central America or the islands.
- identify various types of currency in Spanish-speaking countries.
- identify family members/pets & animals using Spanish vocabulary. (1.1, 1.2)
- compare climates of the northeast, U.S to other spanish speaking communities within and outside of the U.S. (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)
- identify land formations and bodies of water in various climates and regions of the world. (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)
- listen to/view Spanish versions of familiar English stories. (1.1, 1.2)

Vocabulary:

- culturas/cultures
- comidas típicas/typical foods
 - Or: platos típicos
- La tierra/the land (or: formaciones de tierra/landforms)
 - corrientes/currents
 - isla/island
 - ríos/rivers
 - estanques/ponds
 - costas/coasts
 - playa/beach
 - colinas/hills
 - acantilados/cliffs
 - montañas/mountains
 - valles/valleys
 - meseta/plateau
- The importance of nuclear & extended family
 - abuela/grandma
 - mamá/mom
 - papá/dad
 - hermana/hermana/brother/sister
 - abuelo/grandfather
 - primo/prima/cousin
 - tío/tía/aunt/uncle
 - familia/family
 - pets/mascotas
 - perro/dog
 - gato/cat
 - pájaro/bird
 - caballo/horse
 - serpiente/snake
 - tortuga/turtle
 - conejo/rabbit
- Types of homes, streets, addresses
 - casa/house
 - apartamento/apartment
 - grande/big
 - pequeña/small
 - calle/street
 - Review of numbers
- Parts & rooms of a house
 - baño/bathroom

- o cocina/kitchen
- o sala/living room
- o comedor/dining room
- o cuarto/room
- o dormitorio/bedroom
- o garaje

Core Learning Activities

- Listen to and compare stories of living and non-living citizens of Central America, the Caribbean, and Mexico.
- Review vocabulary through games: Memoria (Memory), ¡Ay caramba! (Number Pop), Bingo, Thumball, "Simon dice" (Simon Says), Matamoscas (Flyswatter), Veo veo (I spy), and clock manipulatives.
- Sing songs
- Listen, dance, and interpret selected music in Spanish
- Complete worksheets pertaining to theme(s)

Assessments

Mid-Year Google Form "Check-In"

Formative: Other Visual Assessments

This Google Form assesses what students have attained from the first few units of the school year.
Link [here](#).

"Check-ins"- House, Landforms and Central America

Formative: Other Visual Assessments

Central America: [Version 1](#), [Version 2](#)

Central America and landforms (if needed): [Version 1](#)

House and landforms: [Version 1](#), [Version 2](#)

Resources

Professional & Student

Books:

- *The Life of Selena* by Ariana Stein
- *Sonia Sotomayor: A Judge grows in the Bronx/La juez que creció en el Bronx*
- *Graphic novel: Tai: A Young Taino Boy* by Neco Otero
- *La familia Bola*
- *El día más feliz de Alicia* by Meg Starr
- *Lola quiere un gato* by Anna McQuinn
- *Mar de amor* by Sigal Adler
- *Me llamo Celia* by Monica Brown

Interactive digital resources:

- Flipgrid
- Padlet
- Jamboard
- Google Classroom
- Google Slides
 - o [El Caribe](#)
 - o [Central America](#)
- Google Forms
- Nearpod

Videos:

- [Central America video](#)
- ["La familia Madrigal" video](#)
- [Mascotas: https://www.sparkenthusiasm.co...](https://www.sparkenthusiasm.co...)
- [Landforms video](#)
- ["La casa" video](#)

Other resources:

- [Quia.com](#)
- [Studyspanish.com](#)

- Rockalingua.com
- Calico Spanish
 - "La casa"
 - "La familia"
- Sparkenthusiasm.com
- Spanish playground
- Micositas
- Spanish Mama
- Señor Wooly

Media:

- Posters
- Infographics
- CD's, videos, DVD's
- Games
- Flashcards
- Realia/manipulatives

Review of songs from previous years

Student Learning Expectation & 21st Century Skills

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Language Arts: descriptive language

Music & Physical Education: Rhythm & movement

Math: money, currencies, counting

Science: land formations, bodies of water, seasons, weather

Social Studies: Latin American culture, geography, families

Art: color, shapes, drawing, crafting



Unit Planner: Spanish Speaking Countries in South America

Spanish Gr. 5

Unit Planner / Spanish / Gr. 5 / World Languages

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish Gr. 5 (Pending Approval) / Week 18 - Week 24

Last Updated: Tuesday, December 6, 2022 by Nicole Justiniano

Spanish Speaking Countries in South America

Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Accents

Customs

Traditions

Repetition

Gestures

G

Generalizations / Enduring Understandings

1. People in other countries and other cultures communicate using different words to name objects and ideas.
2. In order to better understand people of a different culture one must speak their language.
3. Novice L2 speakers benefit from repetition and gestures to help them negotiate meaning.
4. Accents, customs, foods, and traditions will vary from community to community, region to region, and country to country.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How do people communicate with other people from different countries and cultures, particularly South America (Argentina, Bolivia, Chile, Peru, Ecuador, Paraguay, Uruguay, Venezuela, Colombia)? (C)
- 1b. What are some examples of words used to name objects and ideas in South America? (F)
- 1c. Why is it important to recognize these differences in syntax? (P)
- 2a. Is it important to communicate in another language? (P)
- 2b. How does one improve understanding of another language? (C)

- 3a. How is meaning negotiated when vocabulary and understanding are limited? (C)
 3b. What are examples of gestures that can be used for certain words/phrases? (F)
 3c. What is negotiation of meaning? (F)
- 4a. What are some examples of cultural, culinary and accent differences in various communities, regions and countries, particularly in South America? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

Cultures

CONTENT STANDARD 4: Cultures How do I use my understanding of culture to communicate and function appropriately in another culture?

Participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

Comparisons Among Languages

CONTENT STANDARD 7: Comparisons Among Languages How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Use oral and written language to relate their own experiences and construct their own stories.

Expand comprehension strategies to predict outcomes and make comparisons.

Comparisons Among Cultures

CONTENT STANDARD 8: Comparisons Among Cultures How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).

Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Communities

CONTENT STANDARD 9: Communities How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?


Discuss their families, school experiences, free-time activities and current events in the target language in written or

oral form.

Review materials and/or media from the target language and culture for enjoyment.

Use various media from the target language and culture for entertainment.

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 [World-ReadinessStandardsforLearningLanguages.pdf](#)

Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to:

- identify healthy habits and lifestyles. (1.1, 1.2)
- sing spanish versions of English or Spanish songs and make appropriate movements and gestures. (1.1, 1.2)
- describe the difference between city, suburban, and rural communities. (1.1, 1.2)
- describe the differences between life in the USA and life in South America.
- identify currency used in South American countries.
- compare climates of the northeast, U.S to other Spanish speaking communities within and outside of the U.S. (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)
- locate an area on a map using the 4 cardinal points (NSEW). (1.1, 1.2)
- describe current weather conditions and others worldwide and how it relates to the human condition. (1.1, 1.2, 4.1, 4.2)
- investigate international time zones using technology. (1.1, 1.2, 4.1, 4.2)
- identify land formations and bodies of water in various climates and regions of the world. (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)
- listen to / view Spanish versions of familiar English stories. (1.1, 1.2)

Vocabulary:

- **La tierra/The land** (continuing/reviewing from the previous unit)
 - corrientes/currents
 - ríos/rivers
 - estanques/ponds
 - costas/coasts
 - playa/beach
 - colinas/hills
 - acantilados/cliffs
 - montañas/mountains
 - valles/valleys
 - meseta/plateau
- **Partes del cuerpo/ Parts of the body**
 - brazo/arm
 - hombro/shoulder
 - rodilla/knee
 - pié/foot
 - pierna/leg
 - codo/elbow
 - cuello/neck
- **Partes de la cara/ parts of the face**
 - ojos/eyes
 - nariz/nose
 - boca/mouth
- **Bodily systems**
 - heart/corazón
 - lung/pulmón
 - brain/cerebro
- **Las comidas/foods**
 - Me gusta(n)/ I like, no me gusta(n)/ I don't like
 - Items used to eat (table settings)

- tenedor/fork
- cuchillo/knife
- cuchara/spoon
- Mi plato/MyPlate
 - granos/grains
 - proteínas/proteins
 - vegetales/vegetables
 - frutas/fruits
 - lácteos/dairy
- Horas de comer/Times for eating
 - desayuno/breakfast
 - almuerzo/lunch
 - merienda/snack
 - cena/dinner
- Food descriptions
 - dulce/sweet
 - salado/salty
 - amargo/sour
 - delicioso/delicious
 - caliente/hot
 - picante/spicy
- Los cinco sentidos/5 senses
- House/casa:
 - cocina/kitchen
 - comedor/dining room
 - mesa/table
 - silla/seat
 - nevera/refrigerator

Core Learning Activities

- Review vocabulary through games: Memoria (Memory), ¡Ay caramba! (Number Pop), Bingo, Thumball, "Simon dice" (Simon Says), Matamoscas (Flyswatter), Veo veo (I spy), and clock manipulatives.
- Sing songs
- Listen, dance, and interpret selected music in Spanish
- Complete worksheets pertaining to theme(s)

Assessments

"Check-ins"- House, Landforms, Food, Family

Formative: Other Visual Assessments

1. House and Landforms (if needed; otherwise see these attached in the previous unit): [Version 1](#), [Version 2](#)
2. MyPlate/Foods: [Version 1](#), [Version 2](#)
3. Family/pets/house: [Version 1](#), [Version 2](#)

Resources

Professional & Student

Books & Resources:

- *La tortilleria* by Gary Paulson
- *Too many Tamales*
- *Arroz con Frijoles (rice & beans)* by Pam Munoz Ryan
- *Pepita hablas dos veces* by Ofelia

*Sandra Patricia Jaramillo BOOKS

Videos:

- [South America video](#)
- [La familia video](#)
- [Las mascotas video](#)
- ["¿Te gusta el helado de brócoli?" video](#)
- ["Come frutas" video](#)
- ["Come vegetales" video](#)

Digital resources:

- Flipgrid
- Padlet
- Jamboard
- Google Classroom
- Google Slides
 - [MiPlato](#)- contains examples of foods within the food groups (parts of this adapted from Marianne Grenier's MiPlato slides as well)
- Google Forms
- Google Docs
 - [Categorization activity](#) with foods
 - [Gallery Walk](#)- South America
 - Based on slides found [here](#).

Other worksheets:

- [Colombia: Country study activities wkbk](#) (19 pgs) (link did not work)
- [Argentina: Argentina fact book activity](#) (link no longer worked)

Other resources (for reference):

- [Quia.com](#)
- [Studyspanish.com](#)
- [Rockalingua.com](#)
- [Calico Spanish](#)
- [Sparkenthusiasm.com](#)
- [Spanish Playground](#)
 - [Foods from Latin America infographic](#)
- [Spanish Mama](#)
 - [South America geography games](#)
- [Miscositas](#)
- [YouTube/VideoLink](#)
- [Señor Wooly](#)
- [Reed Lunch Menus:](#)
[https://www.fdmealplanner.com/...](https://www.fdmealplanner.com/)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Information Literacy

Interdisciplinary Connections

Language Arts: using descriptive language

Music & Physical Education: rhythm & movement

- Critical Thinking
- Spoken Communication
- Written Performance

Math: currency conversion

Science: parts of the body, five senses, food descriptions, living habitats

Social Studies: home & living; cultural comparisons; geography, climate, clothing; agriculture, tourism



Unit Planner: Spain, Mallorca, Menorca, & The Canary Islands

Spanish Gr. 5

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish
Gr. 5 (Pending Approval) / Week 25 - Week 27

Last Updated: Tuesday, December 6, 2022 by Nicole Justiniano

Spain, Mallorca, Menorca, & The Canary Islands
Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Accents

Customs

Traditions

Repetition

Gestures

G

Generalizations / Enduring Understandings

1. People in other countries and other cultures communicate using different words to name objects and ideas.
2. In order to better understand people of a different culture one must speak their language.
3. Novice L2 speakers benefit from repetition and gestures to help them negotiate meaning.
4. Accents, customs, foods, and traditions will vary from community to community, region to region, and country to country.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How do people communicate with other people from different countries and cultures, particularly in Spain, Mallorca/Menorca and the Canary Islands? (C)
- 1b. What are some examples of words used to name objects and ideas in Spain, Mallorca/Menorca and the Canary Islands? (F)
- 1c. Why is it important to recognize these differences in syntax? (P)
- 2a. Is it important to communicate in another language? (P)
- 2b. How does one improve understanding of another language? (C)
- 3a. How is meaning negotiated when vocabulary and understanding are limited? (C)

3b. What are examples of gestures that can be used for certain words/phrases? (F)

3c. What is negotiation of meaning? (F)

4a. What are some examples of cultural, culinary and accent differences in various communities, regions and countries, particularly in Spain, Mallorca/Menorca and the Canary Islands? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 1: Communication (Interpersonal Mode) How do I use another language to communicate with others?

Give and follow directions in order to travel from one location to another and ask questions for clarification.

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

Connections

CONTENT STANDARD 5: Connections (Interdisciplinary Mode) How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.

Use new information and critical thinking gained through world language study to expand their personal knowledge.

Comparisons Among Languages

CONTENT STANDARD 7: Comparisons Among Languages How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Expand comprehension strategies to predict outcomes and make comparisons.

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 [World-ReadinessStandardsforLearningLanguages.pdf](#)

Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to:

- identify land formations and bodies of water in various climates and regions of the world. (4.1, 4.2)
- locate an area on a map using the 4 cardinal points (NSEW). (1.1, 1.2)
- describe current weather conditions and others worldwide and how it relates to the human condition. (1.1, 1.2, 4.1, 4.2)
- investigate international time zones using technology. (1.1, 1.2, 4.1, 4.2)
- classify the ways in which humans can take care of the environment they live in. (1.1, 1.2, 4.1, 4.2)
- identify and compare the types of natural disasters and their impacts on the environment and humans. (1.1, 1.2, 4.1, 4.2)

Vocabulary:

- Global warming/calentamiento global
- Protection/protección
- Rocks, Minerals, Liquids, Gases/Las rocas, los minerales, y el suelo
- Bodies of water/cuerpos de agua
 - sea/mar
 - river/río
 - lake/lago
- Land formations/formaciones de tierra (see previous 2 units for specific vocabulary)
- recycling/reciclaje
- conservation/conservación
- Weather phenomena
 - floods/inundación
 - earthquakes/temblores
- cardinal points/puntos cardinales
 - north/norte
 - south/sur
 - east/este
 - west/oeste
- map/mapa
- continents/continentes
- country/país
- city/ciudad
- neighborhood/barrio
- countryside/campo
- plains/llanuras
- mountains/montañas

Core Learning Activities

- Listen to and compare stories of living and non-living citizens of Spain, Mallorca, Manorca, and the Canary Islands.
- Review vocabulary through games: Memoria (Memory), ¡Ay caramba! (Number Pop), Bingo, Thumball, "Simon dice" (Simon Says), Matamoscas (Flyswatter), Veo veo (I spy), and clock manipulatives.
- Sing songs
- Listen, dance, and interpret selected music in Spanish
- Complete worksheets pertaining to theme(s)

Assessments

Gr 5 Unit 5 Form Asmt
Formative: Written Test
Assessment [link](#)

Resources

Professional & Student

Books & Resources:

- Las rocas, los minerales, y el suelo by Rourke
- Formas de materia by Amy S. Hansen
- Time for kids: La vida de una mariposa
- Time for kids: La vida de una abeja
- Time for kids: ¿Cómo crecen las plantas?
- Time for kids: La vida de una rana

- Time for kids: El tiempo
- Science readers: Natural disasters book set (5)
- Time for kids: Agua
- National geographic: las tormentas

Videos:

- Spain [video](#)
- Rockalingua- ["La ciudad"](#)
- Rockalingua- ["La tierra"](#)

Digital resources:

- Flipgrid
- Padlet
- Jamboard
- Google Classroom
 - Question based on Spain video above **(that serves as a formative assessment)**- What did students learn from it?
- Google Slides
- Google Forms
- Quia.com
- Studyspanish.com
- Rockalingua.com
- Calico spanish
- Sparkenthusiasm.com
- Spanish playground
- Miscositas
- Señor Wooly

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Language Arts: nonfiction texts, making predictions

Music & Physical Education: rhythm & movement

Science: classification of matter, weather, land formations, bodies of water, agriculture, life cycles

Math: time zones, telling time

Social Studies: population groups, people & resources, maps, ecology



Unit Planner: The Migration of Latino Cultures into the U.S. Spanish Gr. 5

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish
Gr. 5 (Pending Approval) / Week 28 - Week 33

Last Updated: Friday, December 9, 2022
by Nicole Justiniano

The Migration of Latino Cultures into the U.S.

Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Repetition

Gestures

G

Generalizations / Enduring Understandings

1. People in other countries and other cultures communicate using different words to name objects and ideas.
2. In order to better understand people of a different culture one must speak their language.
3. Novice L2 speakers benefit from repetition and gestures to help them negotiate meaning.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How do people communicate with other people from different countries and cultures? (C)
- 1b. What are some examples of words used to name objects and ideas? (F)
- 1c. Why is it important to recognize these differences in syntax? (P)
- 2a. Is it important to communicate in another language? (P)
- 2b. How does one improve understanding of another language? (C)
- 3a. How is meaning negotiated when vocabulary and understanding are limited? (C)
- 3b. What are examples of gestures that can be used for certain words/phrases? (F)
- 3c. What is negotiation of meaning? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

Cultures

CONTENT STANDARD 4: Cultures How do I use my understanding of culture to communicate and function appropriately in another culture?

Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance), and describe their significance.

Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.

Connections

CONTENT STANDARD 5: Connections (Interdisciplinary Mode) How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Use new information and critical thinking gained through world language study to expand their personal knowledge.

Comparisons Among Languages

CONTENT STANDARD 7: Comparisons Among Languages How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Expand comprehension strategies to predict outcomes and make comparisons.

Comparisons Among Cultures

CONTENT STANDARD 8: Comparisons Among Cultures How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Communities

CONTENT STANDARD 9: Communities How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Review materials and/or media from the target language and culture for enjoyment.

Use various media from the target language and culture for entertainment.

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 [World-ReadinessStandardsforLearningLanguages.pdf](#)

Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to:

- list the modes of transportation used to move people and products from place to place, their importance and their advantages and disadvantages. (1.1, 1.2)
- describe their significance in the community. (1.1, 1.2)
- define the various professions and community helpers and how they interrelate in a society. (1.1, 1.2, 2.1, 2.2)
- locate physical spaces and buildings within a community. (1.1, 1.2)
- compare various communities, both local and global. (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)
- describe the daily life of early settlers and Native Americans. (1.1, 1.2)

- discuss the types of resources used by both early settlers and Native Americans (shelter, agriculture, infrastructure, trades, fishing, ways they used the land and waterways... etc). (1.1, 1.2, 2.1, 2.2)
- explain the way in which weather affected the first winter the settlers arrived. (1.1, 1.2, 2.1, 2.2)

Vocabulary:

- migrant/ migrante
- immigrant/ inmigrante
- refugee/ refugiado
- quality of life/calidad de vida
- hope/esperanza
- border/la frontera
- boat/lancha
- hungry/hambriento
 - Or: tener hambre
- scared/tener miedo
- dangerous/peligroso
- on foot/a pie
- Native Americans
- Forms of transportation (land, sea, air)
 - carro/car
 - tren/train
 - avión/airplane
 - boat/lancha
 - by truck/en camión
 - by bus/en autobús
 - on foot/a pie
- agriculture/ agricultura
- highways/ carretera
- railways/ferrocarriles
- waterways/vías navegables
- Physical spaces (outdoor)
 - Buildings/edificios
- Cardinal points: norte, sur, este y oeste
- Community helpers
 - professions/profesiones

Core Learning Activities

- Listen to and compare stories of living and non-living citizens of Latin America.
- Review vocabulary through games: Memoria (Memory), ¡Ay caramba! (Number Pop), Bingo, Thumbball, "Simon dice" (Simon Says), Matamoscas (Flyswatter), Veo veo (I spy), and clock manipulatives.
- Sing songs
- Listen, dance, and interpret selected music in Spanish
- Watch age-appropriate films and media to learn about several stories of immigrants.
- Complete worksheets pertaining to theme(s)

Assessments

End of the Year "Check-in"

Summative: Other Visual Assessments

This is a Google Form "Check-in" that will be given at the end of the year to assess what students have learned. It is a summative assessment in terms of the content that has been taught to students from the mid-point of the year on. Immigration concepts could be included in this, and it can

Resources

Professional & Student

Books:

- El escape cubano by Mira Canion
- Time for kids: ¡Todos a bordo! Cómo funcionan

be modified.

Form Link (PDF version is attached as well if this doesn't work; the Form is available to anyone with the link though)
5th Grade- End of Year Check-in - Google Forms.pdf

los trenes

- Time for kids: Un día en la vida de un bombero
- Time for kids: Lugares del mundo
- Time for kids: Niños alrededor del mundo
- Time for kids: Trabajadores de mi ciudad
- Carros de policía en acción (Police Cars) by Anna J. Spaight
- TPRS books: Pobre Ana
- "La frontera: Mi viaje con papá" read-aloud

Media:

- Movie: Al otro lado
- Song: "Pobre Juan" by Maná
 - Video

Interactive digital resources:

- Flipgrid
- Padlet
- Jamboard
- Google Classroom
- Google Slides
- Google Forms

Resources (for reference):

- YouTube/VideoLink
- Quia.com
- Studyspanish.com
- Rockalingua.com
- Calico Spanish
- Sparkenthusiasm.com
- Spanish playground
- Miscositas
- Spanish Mama
- Señor Wooly
- TeachersPayTeachers
 - Possible resource to use:
[https://www teacherspayteacher...](https://www.teacherspayteacher...)

Media:

- Posters
- Infographics
- CD's, videos, DVD's
- Games
- Flashcards
- Realia/ manipulatives

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

Language Arts: nonfiction texts, writing, compare & contrast,

- Information Literacy
- Critical Thinking

Music & Physical Education: rhythm & movement

Math: numbers, measurement, scale/size

Social Studies: colonization, agriculture, community, geography

Science: habitat, use of natural resources, infrastructure

Art: color, shapes, spatial relations,



Unit Planner: FLES Research Project

Spanish Gr. 5

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish
Gr. 5 (Pending Approval) / Week 34 - Week 38

Last Updated: Friday, December 9, 2022
by Nicole Justiniano

FLES Research Project

Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Accents

Customs

Traditions

G

Generalizations / Enduring Understandings

1. People in other countries and other cultures communicate using different words to name objects and ideas.
2. In order to better understand people of a different culture one must speak their language.
3. Accents, customs and traditions will vary from community to community, region to region, and country to country.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How do people communicate with other people from different countries and cultures? (C)
- 1b. What are some examples of words used to name objects and ideas? (F)
- 1c. Why is it important to recognize these differences in syntax? (P)
- 2a. Is it important to communicate in another language? (P)
- 2b. How does one improve understanding of another language? (C)
- 3a. What are some examples of cultural, culinary and oral differences in various communities, regions and countries? (F)
- 3b. Are differences in accents, foods and traditions important to know? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Work individually to collect data on familiar topics from various print, digital and electronic resources.

Cultures

CONTENT STANDARD 4: Cultures How do I use my understanding of culture to communicate and function appropriately in another culture?

Identify authentic products, such as those found in the target culture's homes and communities, and discuss their significance.

Connections

CONTENT STANDARD 6: Connections (Intradisciplinary Mode) How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

Develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

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 [World-ReadinessStandardsforLearningLanguages.pdf](#)

Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to:

- listen to various types of literature representing various cultures and populations in the Spanish speaking world. (1.1, 1.2)
- role play scenes from familiar stories. (1.3)
- read aloud a page or passage to their small group/partner. (1.3)
- identify the location of the folklore on a map. (1.1, 1.2)
- discuss characters and their traits. (1.1, 1.2)
- compare and contrast characters from various folktales. (1.1, 1.2, 4.1, 4.2)

Vocabulary:

- cultura/culture
- país/country
- capital/capital
- bandera/flag
 - los colores/ colors
- comidas típicas/typical foods
- personas famosas/famous people
- sitios interesantes/interesting sites
- moneda/currency
- cuento de hada/fairy tale
- cuento/story

- Or: historia

Core Learning Activities

- Utilize a variety of resources (Google Maps, approved travel blogs, National Geographic Kids) to research information about a specific Latin American country.
 - Create a presentation to display this information.
- Review vocabulary through games; Memoria (Memory), Ay caramba (Number Pop), Bingo, Thumball, Simon Dice (Simon Says), Matamoscas (Flyswatter), Veo Veo (I spy), and clock manipulatives.
- Researching cultural events and celebrations typical for their country.
- Sing songs
- Dance to Spanish music

Assessments

FLES Spanish-Speaking Country Project

Summative: Personal Project

Students will be given a Spanish-speaking country to conduct research on. They will compile their information on a copy of the Google Slides template attached (this template contains the components that students must research about their country, such as the flag, capital, popular foods, famous people, etc.). Also attached is the grading rubric and website suggestions that students can use to guide their research.

Important Note: This project may be done during the geography units, not at the end of the year.

1. [Google Slides template](#)
2. [Instructions/rubric](#)
3. [Website suggestions](#)

Resources

Professional & Student

Books:

- *Los perros mágicos de los volcanos* by Manlio Argueta (El Salvador)
- *El sombrero de tío macho* by Harriet Rohmer (Nicaragua)
- *De oro y esmeraldas: mitos, leyendas, y cuentos populares de Latinoamérica* by Lulu Delacre (Anthology)
- *De cómo dicen que fue hecho el mar* by Mirinali Álvarez Astacio (Caribbean)
- *Flor de oro: Un mito taino de Puerto Rico* by Nina Jaffe (Puerto Rico)

Videos:

- "El pollito tito" [video](#)
- Shrek video/resources (has to do with fairy tales; use if needed): <https://www.sparkenthusiasm.co...>

Interactive digital resources:

- Flipgrid
- Padlet
- Jamboard
- Google Classroom
- Google Slides
- Google Forms
- **Note: For project websites, please see the "Website suggestions" document under the "Assessment" category.**

Other resources (for reference):

- Quia.com

- Studyspanish.com
- Rockalingua.com
- Calico Spanish
- Sparkenthusiasm.com
- Spanish Playground
- Miscositas
 - <http://www.miscositas.com/cuen...>
- Spanish Mama

Media:

- Posters
- Infographics
- CD's, videos, DVD's
- Games
- Flashcards
- Realia/manipulatives

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy
- Critical Thinking
- Written Performance

Interdisciplinary Connections

Language Arts: editing, revising, publishing, researching

Music & Physical Education: rhythm, movement, role-playing

Math: numbers, counting, calendar

Social Studies: comparing cultures, geography, maps,

Science: land formations, bodies of water, climate



Newtown Public Schools



Spanish Gr. 6 (Pending Approval)

3 Curriculum Developers | Last Updated: Friday, Dec 9, 2022 by Justiniano, Nicole

Unit Calendar by Year

Unit	Lessons	Month											
		Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju	
Review of 5th Grade Spanish	0	[Bar chart showing 0 units across all months]											
My School	0	[Bar chart showing 0 units across all months]											
Compassion, Kindness and...	0	[Bar chart showing 0 units across all months]											
"Cuando soy mayor"- Expansion ...	0	[Bar chart showing 0 units across all months]											
En el restaurante	0	[Bar chart showing 0 units across all months]											
5 Units found													
Previous Year													



Unit Planner: Review of 5th Grade Spanish

Spanish Gr. 6

Reed Intermediate School / 2022-2023 / Grade 6 / World Languages / Spanish Last Updated: Thursday, December 1, 2022 by Nicole Justiniano

Review of 5th Grade Spanish

Grenier, Marianne; Justiniano, Nicole; Tischio, Carla

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Cultural awareness

Community

Comprehension

Communication

Competency

Pronunciation

G

Generalizations / Enduring Understandings

1. Comprehension of language promotes communication.
2. Communication practice cultivates competency.
3. Cultural awareness brings about a sense of community.
4. Pronunciation assists with comprehension.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Comprehension of language promotes communication.

1. How does the comprehension of language promote communication in school and in the community? (C)
2. What does good comprehension look like? (C)
3. What are strategies for good communication with peers and adults? (F)
4. What are strategies for good comprehension of what peers/adults are saying? (F)

Communication practice cultivates competency.

1. How can communication practice develop competency? (C)
2. What is competency? (F)
3. What are strategies to develop competency of language? (F)
4. What are strategies to develop a good comprehension of

language? (F)

Cultural awareness brings about a sense of community.

1. How can cultural awareness help create a sense of community? (P)
2. What is cultural awareness? (F)
3. What does a sense of community look like? (C)

Pronunciation assists with comprehension.

1. Why is good pronunciation essential for effective communication in the community? (C)
2. What does good pronunciation look and sound like? (C)
3. How do speakers of another language know when they are understood? (C)
4. What are strategies for developing good pronunciation? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 1: Communication (Interpersonal Mode) How do I use another language to communicate with others?

Exchange thoughts about people, activities and events in their personal lives or communities.

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Work individually to collect data on familiar topics from various print, digital and electronic resources.

CONTENT STANDARD 3: Communication (Presentational Mode) How do I present information, concepts and ideas in another language in a way that is understood?

Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.

Connections

CONTENT STANDARD 5: Connections (Interdisciplinary Mode) How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

Use new information and critical thinking gained through world language study to expand their personal knowledge.

CONTENT STANDARD 6: Connections (Intradisciplinary Mode) How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

Comparisons Among Languages

CONTENT STANDARD 7: Comparisons Among Languages How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings.

Use oral and written language to relate their own experiences and construct their own stories.

Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

Comparisons Among Cultures

CONTENT STANDARD 8: Comparisons Among Cultures How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Compare and contrast art forms, such as music and songs across cultures.

Communities

CONTENT STANDARD 9: Communities How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

Review materials and/or media from the target language and culture for enjoyment.

Use various media from the target language and culture for entertainment.

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[World-ReadinessStandardsforLearningLanguages.pdf](#)

Critical Content & Skills

*What students must **KNOW** and be able to **DO***

Objectives:

- Students will be able to state their daily routine in Spanish.
- Students will be able to identify locations of Spanish-speaking countries.
- Students will be able to demonstrate continuing understanding of other basic Spanish concepts, i.e. body parts, numbers, colors and greetings.

Review of/coverage of concepts from the previous year or that will be important for the year ahead:

- Daily routine
- Spanish-speaking countries: geography, basic information
- Body parts
- Basics- Name, colors, days of the week, months, seasons and weather, dates, birthdays
- Numbers 1-1,000,000
- Interrogative words
- **Note: Include any other concepts not covered during the previous year.**
 - This includes, but is not limited to: immigration, continuation of landforms, fairytales, etc.

Core Learning Activities

- Students will review vocabulary through games: Memoria (Memory), ¡Ay caramba!, Bingo, Thumball, Jeopardy, Conversation Jenga, dice games ("Roll and Write") and "Simon dice" (Simon Says).
- Sing songs
- Listen/dance to Spanish music
- Worksheets pertaining to theme(s)
- Mini-skits/Reader's Theaters
- Google Slides presentations
- Crafts
- Google Form "Check-ins"
- Mini-presentations (writing/speaking presentations)

Assessments

Pre-Assessment- Unit 1

Formative: Written Test

[6th Grade- Beginning of the Year Pre-Assessment - Google Forms \(1\).pdf](#)

Post-Assessment- Unit 1

Summative: Written Test

Students will respond to the questions for an assessment grade. The questions are similar to those of the "pre-assessment".

[6th Grade- Review Unit Post-Assessment - Google Forms.pdf](#)

[6th Grade- Review Unit Post-Assessment \(Version 2\) - Google Forms.pdf](#)

Resources

Professional & Student

- Videos:
 - Numbers videos: [#1](#), [#2](#)
 - "El cuerpo" [song](#)
 - Days/months [video](#)
 - Interrogatives [song](#)
 - See resources on the 5th Grade Spanish curriculum regarding concepts that need to be covered from the previous year.
- Other digital resources:
 - Google Forms/Google Docs/Google Slides
 - Numbers game included in Brain Break Google Slides from SrtaSpanish. See [here](#).
 - La rutina de la Srta. Justiniano [slides](#)
 - "Slap-it" game [version](#)
 - Google Classroom
 - Rockalingua.com
 - El comienzo de clase ([link to website](#)- requires subscription; this is also on Drive)
 - Los meses- birthdays worksheet ([link to website](#)- requires subscription though; also on Drive)
 - Quia.com
 - "[Mi rutina](#)"
 - Calico Spanish
 - Spanish Playground
 - Video.link
 - YouTube
 - Flip (aka Flipgrid)
 - SpanishMama ([game ideas](#), such as "Slap-it")
 - Señor Wooly

Enrichment Reading:

- Classroom library
- Graphic Novels (in the library):
 - "Agallas"
 - "Sonríe"
 - "Billy y las botas"
 - "Drama"
 - "Me llamo Victor" Parts 1 and 2
 - "La casa de dentista"

- "Hombre perro se desata"
- "Hombre perro: Historia de dos gatitas"
- "Hombre perro"
- "Hermanas"

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Language Arts:

- Social issues
- High frequency verbs

Math:

- Time
- Numbers
- Calendar

Music and Physical Education:

- Rhythm and Movement

Science:

- Seasons
- Weather
- Bodily systems
- Geography/locations
- 5 senses
- Planets/days of the week

Social Studies:

- Months
- Days
- Geography/reading maps
- Rooms of the house/family
- Dates
- Birthdays



Unit Planner: My School Spanish Gr. 6

Reed Intermediate School / 2022-2023 / Grade 6 / World Languages / Spanish
Gr. 6 (Pending Approval) / Week 9 - Week 15

Last Updated: Friday, December 9, 2022
by Nicole Justiniano

My School

Grenier, Marianne; Justiniano, Nicole; Tischio, Carla

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Community

Concepts:

Identity

Comprehension

Communication

Process

Connections

Cultural awareness

Community

Cognates

Pronunciation

G

Generalizations / Enduring Understandings

1. Comprehension of language promotes effective communication.
2. Oral and written communication elicit other types of communication.
3. Connections between cultures promote the strengthening of one's identity.
4. Cultural awareness brings about a

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Comprehension of language promotes effective communication.

1. How does the comprehension of language promote communication in school and in the community? (C)
2. What are some strategies to develop effective communication with peers and adults? (F)
3. What does good comprehension of peers/adults look like? (C)

Oral and written communication elicit other types of comprehension.

1. What is the importance of the processes of presentational speaking and writing in the development of communication in

sense of community

5. Cognates* enhance comprehension.

*Words that mean the same and look the same in Spanish as they do in English. Example- chocolate (pronounced differently in Spanish, but looks the same as English.)

6. Pronunciation assists with comprehension.

school and in the community? (C)

2. What can be done to promote better comprehension of language as well as better communication in school and in the community? (C)
3. What are some strategies to promote good comprehension and communication in school and in the community? (F)

Connections between cultures promote the strengthening of one's identity.

1. How do connections between cultures help to strengthen one's identity? (C)
2. What are connections between cultures? (F)
3. What is identity? (C)

Cultural awareness brings about a sense of community.

1. How can cultural awareness help create a sense of community? (P)
2. What is cultural awareness? (F)

Cognates enhance comprehension.

1. What are cognates? (F)
2. How do cognates enhance comprehension? (C)

Pronunciation assists with comprehension.

1. Why is good pronunciation essential for effective communication? (C)
2. What does good pronunciation look and sound like? (C)
3. How do speakers of another language know when they are comprehended? (C)
4. What are strategies for developing good pronunciation? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 1: Communication (Interpersonal Mode) How do I use another language to communicate with others?

Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

Exchange thoughts about people, activities and events in their personal lives or communities.

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g.,

PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Work individually to collect data on familiar topics from various print, digital and electronic resources.

Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

Cultures

CONTENT STANDARD 4: Cultures How do I use my understanding of culture to communicate and function appropriately in another culture?

Participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.

Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.

Connections

CONTENT STANDARD 5: Connections (Interdisciplinary Mode) How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.

Use new information and critical thinking gained through world language study to expand their personal knowledge.

CONTENT STANDARD 6: Connections (Intradisciplinary Mode) How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

Comparisons Among Languages

CONTENT STANDARD 7: Comparisons Among Languages How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Use oral and written language to relate their own experiences and construct their own stories.

Expand comprehension strategies to predict outcomes and make comparisons.

Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

Comparisons Among Cultures

CONTENT STANDARD 8: Comparisons Among Cultures How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.

Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).

Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for

such differences.

Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Communities

CONTENT STANDARD 9: Communities How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

Review materials and/or media from the target language and culture for enjoyment.

Use various media from the target language and culture for entertainment.

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Critical Content & Skills

What students must KNOW and be able to DO

Objectives:

-Students will be able to describe information about their school schedule, particularly their favorite classes and favorite teachers.

-Students will be able to interpret schedules from other schools in Spanish-speaking countries and communities and make comparisons to their own schedules.

Classes and teachers- How to describe them

- Describing teachers/friends
 - la escuela/school
 - Es.../It/He/She/You (formal) is/are...
 - interesante/interesting
 - importante/important
 - inteligente/intelligent
 - divertid@/x/fun
 - amig@/x/friend
 - me gusta/I like it
 - profesor@/x/maestr@/x/teacher
- Clases académicas/Academic classes
 - ciencias sociales/social studies
 - matemáticas/math
 - ciencias/science
 - inglés/English (ELA)
- Artes unificadas/Unified Arts
 - salud/health
 - aventura del proyecto/Project Adventure
 - educación física/gym
 - español/Spanish
 - arte/art
 - música- banda/coro/orquesta/music- band, chorus, orchestra
 - computadoras/computers
 - tecnología/STEM
- Describing favorite classes/teachers
 - Mi clase favorita es...porque.../My favorite class is...because...
 - Mi profesor@ favorit@ es...porque.../My favorite teacher is...because...
- Tengo= I have
- Necesito= I need

- Prefiero= I prefer

Schedules (horarios) and comparing school schedules to those in Spanish-speaking countries

Review of basic information: Names

Review of titles used for adults along with abbreviations

- Señor/Sr.
- Señora/Sra.
- Señorita/Srta.
- Doctor (for their principal)

Core Learning Activities

- Review vocabulary through games: Memoria (Memory), ¡Ay caramba!, Bingo, Thumball, Jeopardy, Conversation Jenga, dice games ("Roll and Write") and "Simon dice" (Simon Says).
- Sing songs; listen/dance to Spanish music
- Complete worksheets (and more activities below) pertaining to theme(s)
 - Mini-skits/Reader's Theaters
 - Google Slides presentations
 - Crafts
 - Google Form "Check-ins"
 - Mini-presentations (writing/speaking presentations)

Assessments

Google Form Mid-Year "Check-in"

Formative: Other Visual Assessments

This "Check-in" assesses student progress up to the middle of the school year.

Link [here](#).

Google Form "Check-ins"- School

Formative: Other Visual Assessments

For the first "Check-in", students will read another version of a story previously discussed in class, and then they will respond to the comprehension questions that follow.

[Version 1](#), [Version 2](#)

On the 2nd "Check-in", students will answer questions about their favorite class and favorite teacher, and will explain their reasoning.

[Version 1](#)

Unit 4 Assessment

Summative: Written Test

Assessment: Students will read a letter from "Salma". Then, they will write a short response (guided by the sentence building activity they did- see Resources; they can use this as a cheat sheet) back to Salma, incorporating some of the same information that she had in her letter, such as their name, favorite class, favorite teacher, and why.

Resources

Professional & Student

- Videos:
 - ["La escuela"](#)
 - ["La escuela en el mundo hispanohablante"](#)
 - ["Español- La escuela en España"](#)
 - ["La siesta en España- Silvia"](#) (English)
 - ["La historia de María"- Screencastify video](#)
 - ["La escuela" TikTok from Spark Enthusiasm video](#)
- Books/Online articles:
 - Article: ["Ayudantes en la escuela"](#) from Time for Kids (comes with read-aloud audio)
 - [Presentation about schools in Spanish-speaking countries](#)
 - Enrichment Reading:
 - Classroom library
 - Graphic novels- available in the RIS library (see Unit 1 for titles)
- Other resources:
 - Google Forms
 - Google Slides
 - Google Docs
 - Note: Google Docs/Google Slides documents are below. Google Forms documents are attached. More will be added (and taken out if needed) as the year goes on.
 - Schedule examples [worksheet](#)
 - Running Dictation game [sentences-](#) "La historia de María"

Directions/Rubric Document

- Sentence building activity (students can use this for the assessment as well for the sentence starters)

- Zambombazo.com
- Rockalingua.com
- Spanish Playground
- Google Classroom
- Flipgrid
- Google Jamboard
- Video.link/YouTube
- ConjuguemosTube
- Señor Wooly (requires subscription)
 - "No lo tengo"- Sentence strips for matching game
 - Picture slideshow for matching game (downloaded from website)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Language Arts:

- Writing about identity (hobbies/interests)/to others
- Social issues
- Addressing people
- Describing people/personality traits (teachers)/places (in the school)
- Likes/dislikes
- Schedules

Math:

- Calendar

Music and Physical Education:

- Rhythm and Movement

Science:

- Geography/locations
- Cardinal directions

Social Studies:

- Days, Months, Dates, Birthdays



Unit Planner: Compassion, Kindness and Empathy

Spanish Gr. 6

Reed Intermediate School / 2022-2023 / Grade 6 / World Languages / Spanish
Gr. 6 (Pending Approval) / Week 16 - Week 19

Last Updated: Friday, December 9, 2022
by Nicole Justiniano

Compassion, Kindness and Empathy

Grenier, Marianne; Justiniano, Nicole; Tischio, Carla

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Community

Concepts:

Community

Cultural awareness

Comprehension

Communication (oral and written)

Process

Pronunciation

G

Generalizations / Enduring Understandings

1. Cultural awareness brings about a sense of community.
2. Oral and written communication elicit other types of comprehension.
3. Comprehension of language promotes communication.
4. Pronunciation assists with comprehension.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Cultural awareness brings about a sense of community.

1. How can cultural awareness help create a sense of community? (P)
2. What is cultural awareness? (F)

Oral and written communication elicit other types of comprehension.

1. What is the importance of the processes of presentational speaking and writing in the development of communication? (C)
2. What are strategies to help with presentational writing and speaking? (F)
3. Comprehension of language promotes effective communication.
4. How does the comprehension of language promote better communication in school and in the community? (C)

5. What are the strategies for developing effective comprehension of peers and adults? (F)
6. What does good comprehension of peers/adults look like? (C)

Pronunciation assists with comprehension.

1. Why is good pronunciation essential for effective communication in school and in the community? (C)
2. What does good pronunciation look and sound like? (C)
3. How do speakers of another language know when they are understood? (C)
4. What are strategies for developing good pronunciation? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 1: Communication (Interpersonal Mode) How do I use another language to communicate with others?

Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Work individually to collect data on familiar topics from various print, digital and electronic resources.

Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

Cultures

CONTENT STANDARD 4: Cultures How do I use my understanding of culture to communicate and function appropriately in another culture?

Participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

Use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

Connections

CONTENT STANDARD 5: Connections (Interdisciplinary Mode) How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and

evaluating the similarities and differences in information.

Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.

CONTENT STANDARD 6: Connections (Intradisciplinary Mode) How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

Comparisons Among Languages

CONTENT STANDARD 7: Comparisons Among Languages How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Use oral and written language to relate their own experiences and construct their own stories.

Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

Comparisons Among Cultures

CONTENT STANDARD 8: Comparisons Among Cultures How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.

Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Communities

CONTENT STANDARD 9: Communities How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

Review materials and/or media from the target language and culture for enjoyment.

Use various media from the target language and culture for entertainment.

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[World-ReadinessStandardsforLearningLanguages.pdf](#)

Critical Content & Skills

*What students must **KNOW and be able to DO***

Objectives:

- Students will be able to identify holiday traditions and customs in Spanish.
- Students will be able to orally thank a faculty or staff member at Reed in Spanish.
- Students will be able to demonstrate kindness by using kind words in Spanish.

How can students show kindness and empathy using their knowledge of Spanish?

- Showing respect to adults and classmates by using kind words (From [SpanishPlayground](#))/combating bullying
 - Gracias./Thank you.
 - Por favor./Please.
 - Lo siento./I'm sorry.
 - ¿Quieres jugar?/Do you want to play?
 - ¿Quieres sentarte aquí?/Do you want to sit here?
 - Gracias por tu (su= Usted) ayuda./Thanks for your help.
 - Perdón/Excuse me.
 - ¿Estás bien?/Are you okay?
 - ¿Te puedo ayudar?/Can I help you?
 - ¿Cómo estás (está= Usted)?/How are you?
- Personality adjectives- Describing friends and teachers
 - simpático/a/x/nice
 - cómico/a/x/funny
 - amable/kind
 - interesante/interesting
 - honesto/a/x/honest
- Tú vs. usted- How do we address adults versus our friends/family?
 - Introduction to titles for adults: Señor, Señora, Señorita
 - Greetings/salutations
 - - Hola/Hello
 - Querido/a/Dear
 - Saludos/Greetings
 - Un abrazo/All the best, Lots of love
 - Con amor/With love
 - Gracias
- Review of holiday vocabulary: Christmas, Año nuevo

Core Learning Activities

- Review vocabulary through games: Memoria (Memory), ¡Ay caramba!, Bingo, Thumball, Jeopardy, Conversation Jenga, dice games ("Roll and Write") and "Simon dice" (Simon Says).
- Sing songs; listen/dance to Spanish music
 - Christmas/holiday themed
- Complete worksheets (and other activities below) pertaining to theme(s)
 - Mini-skits/Reader's Theaters
 - Google Slides presentations
 - Crafts
 - Google Form "Check-ins"
 - Mini-presentations (writing/speaking presentations)

Assessments

Google Form "Check-in": Kind Words

Formative: Other Visual Assessments

Students will answer questions to assess their knowledge of kind words in Spanish (i.e. thank you, I'm sorry, etc.).

[Version 1](#)

[Version 2](#)

Google Form "Check-in"- Tú vs. usted

Formative: Other Visual Assessments

Students will answer a few multiple choice questions to assess their understanding of the differences between "tú" and "usted", the 2 versions of "you" in Spanish.

[Version 1](#)

[Version 2](#)

Kindness "Challenges"

Formative: Other oral assessments

Students thank someone at Reed (teachers,

Resources

Professional & Student

- Videos/Songs:
 - "What are Las posadas" [video](#)
 - "Las Posadas" [song](#)
 - "Sé amable, de Mac y Tosh" [song](#)
 - Anti-bullying [video](#)
 - "Palabras mágicas" [video](#)
 - "Año nuevo" [video](#)
- Books:
 - *El día en que descubres quién eres*- Jacqueline Woodson
 - *Ser Amable (Be Kind)* [read-aloud](#)
 - *La amabilidad es mi superpoder* [read-aloud](#)

administrators, secretaries, security guards, friends, etc.) through a Flipgrid video. Students will express their cultural knowledge through choosing whether to use "tú" or "usted" (the 2 forms of you in Spanish: "tú" is for friends/family and "usted" is for adults or people you don't know as well).
Sentence starter [worksheet](#)

- *Wonder, todos somos únicos* [read-aloud](#)
- Enrichment Reading
 - Classroom library
 - Graphic novels (available in the RIS library)

Other Resources:

- Google Slides
- Google Forms
- Google Docs
- Worksheets
 - Note: See examples attached of Google Docs/Slides below. Google Forms are attached. More will be added if needed.
 - Tú v. usted [presentation](#)
 - Adjective matching game [document](#)
 - Kind Words [list](#)
 - Kind Word [scenarios](#) (practice with using kind words)
- Flip (aka Flipgrid)
- Spanish Playground
 - [Kind Words Activities](#)
- Rockalingua.com
- Google Classroom
- Google Jamboard
- Video.link/YouTube
- Señor Wooly

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Language Arts:

- Social issues
- Addressing people
- Empathy/kindness
- Describing people
 - Titles
- Personality traits

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Empathy/kindness



Unit Planner: "Cuando soy mayor"- Expansion on occupations Spanish Gr. 6

Reed Intermediate School / 2022-2023 / Grade 6 / World Languages / Spanish
Gr. 6 (Pending Approval) / Week 20 - Week 25

Last Updated: Friday, December 9, 2022
by Nicole Justiniano

"Cuando soy mayor"- Expansion on occupations
Grenier, Marianne; Justiniano, Nicole; Tischio, Carla

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Identity

Concepts:

Language

Identity

Comprehension

Choice

Pronunciation

Cognates

G

Generalizations / Enduring Understandings

1. Comprehension of language promotes communication.
2. Choice informs identity.
3. Pronunciation assists with comprehension.
4. Cognates* enhance comprehension.

*Words in Spanish that look similar to the word in English and mean the same thing. Example: chocolate (same spelling in Spanish, but with different pronunciation)

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Comprehension of language promotes effective communication.

1. How does the comprehension of language promote communication? (C)
2. What are the strategies for developing effective communication? (F)
3. What does good comprehension look like? (P)

Choice informs identity.

1. How can personal choices promote development of our identities? (P)
2. What is identity? (C)
3. Why are personal choices important in the formation of identities? (C)

Pronunciation assists with comprehension.

1. Why is good pronunciation essential for effective communication? (C)
2. What does good pronunciation look and sound like? (C)
3. How do speakers of another language know when they are comprehended? (C)
4. What are strategies for developing good pronunciation? (F)

Cognates enhance comprehension.

1. What are cognates? (F)
2. How do cognates enhance comprehension? (C)
3. What are some examples of cognates? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

CONTENT STANDARD 1: Communication (Interpersonal Mode) How do I use another language to communicate with others?

Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

Exchange thoughts about people, activities and events in their personal lives or communities.

CONTENT STANDARD 2: Communication (Interpretive Mode) How do I understand what others are trying to communicate in another language?

Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Work individually to collect data on familiar topics from various print, digital and electronic resources.

Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

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Connections

CONTENT STANDARD 5: Connections (Interdisciplinary Mode) How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Use new information and critical thinking gained through world language study to expand their personal knowledge.

CONTENT STANDARD 6: Connections (Intradisciplinary Mode) How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

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CONTENT STANDARD 7: Comparisons Among Languages How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Use oral and written language to relate their own experiences and construct their own stories.

Expand comprehension strategies to predict outcomes and make comparisons.

Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

Communities

CONTENT STANDARD 9: Communities How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Review materials and/or media from the target language and culture for enjoyment.

Use various media from the target language and culture for entertainment.

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 [World-ReadinessStandardsforLearningLanguages.pdf](#)

Critical Content & Skills

*What students must **KNOW and be able to DO***

Objectives:

- Students will be able to discuss what future careers interest them, as well as ones that do not.
- Students will be able to explain why they chose those careers.
- Students will be able to interpret texts based on famous people with interesting careers.

Expansion on occupations:

- Occupations (review from previous years)- Identification/what we want to be when we grow up and why
- Important Note for these words: This vocabulary list serves as a guide. It is subject to change depending on student preference.
 - médico/a/x/e/ doctor
 - policía/ police officer
 - bombero/a/x/e/ firefighter
 - maestro/a/x/e/ teacher
 - director/a/x/e/ principal
 - actor/actriz/ actor/actress
 - actor o actriz de doblaje (de voz)/voice actor
 - creador/a de videos (de YouTube o de TikTok)= content/video creator (of YouTube or TikTok)
 - cocinero/a/x/e/ cook/chef
 - cartero/a/x/e/ mailperson
 - estudiante/student
 - enfermero/a/x/e/ nurse

- científico/a/x/e/ scientist
- atleta/ athlete
- piloto/a/x/e/ pilot
 - asistente de vuelo/auxiliar de vuelo/ flight attendant
- mesero/a/x/e/ waiter/waitress
 - Or. camarero/a/x/e
- músico/a/x/e/ musician
 - cantante/ singer
 - bailarín/bailarina/e/ dancer
- artista/ artist
 - carpintero/a/x/e/ carpenter
 - pintor/a/x/e/ painter
 - arquitecto/a/x/e/ architect
 - diseñador/a/x/e/ designer
 - animador/a/x/e/ animator
- periodista/ journalist
 - reportero/a/x/e/ reporter
- político/a/x/e/ politician
- peluquero/a/x/e/ hairstylist
- vendedor/a/e/ salesperson
- tendero/a/x/e/ shopkeeper
- What can people who have these jobs do? **(subject to change)**
 - ayuda/help
 - canta/sing
 - toma fotos y videos/take pictures and videos
 - juega deportes/play sports
 - construye/builds
 - crea/creates
 - dibuja/draws
 - escribe/writes
 - vende/sells
 - sirve/serves
 - hace experimentos/does experiments
 - estudia/studies
 - cocina/cooks
 - interpreta/performs
 - baila/dances
 - pinta/paints
- Why do I want or not want a specific job?
 - Quiero ser.../No quiero ser.../ I want to be.../I don't want to be...
 - ...porque es interesante./ ...because it's interesting.
 - ...porque me gusta./ ...because I like it.
 - ...porque no es interesante./...because it's not interesting
 - ...porque no me gusta./...because I don't like it.
 - ...porque es divertido./...because it's fun.

Core Learning Activities

- Review vocabulary through games: Memoria (Memory), ¡Ay caramba!, Bingo, Thumball, Jeopardy, Conversation Jenga, dice games ("Roll and Write") and "Simon dice" (Simon Says).
- Sing songs
- Listen/dance to Spanish music
- Complete worksheets (and other activities below) pertaining to theme(s)
 - Mini-skits/Reader's Theaters
 - Google Slides presentations
 - Crafts
 - Google Form "Check-ins"
 - Mini-presentations (writing/speaking presentations)

Assessments

Google Form "Check-in"- Profesiones 2

Formative: Written Test

This "Check-in" will ask students similar questions to the previous one, but requires them to explain their reasoning, using the word "porque" and one of the discussed reasons (i.e. it's interesting, I like it, etc.).

[Link here.](#)

Google Form "Check-in"- Profesiones

Formative: Other written assessments

Google Form "Check-in" to assess student knowledge of profession vocabulary and the structure "Quiero ser..." ("I want to be...").

[Link](#)

"Cuando soy mayor"- End of Unit Project

Summative: Personal Project

- Students will take a picture of themselves (similar to a selfie on Snapchat), and then choose pictures representing a career they would want versus a career they would not want.
- They will then describe, in Spanish, what the pictures represent and explain their reasoning.
- Students will complete their projects on a fake Snapchat template (or an alternate version if necessary, which is attached).
 - Students can also use fake Instagram or TikTok templates, which can be found on TeachersPayTeachers (such as this link: <https://www.teacherspayteacher...>)

[Rubric](#)

[Alternate project version- Unit 2 .pdf](#)

Resources

Professional & Student

- Books/Articles:
 - "La vida de Selena"- Patty Rodriguez and Ariana Stein
 - [Video read-aloud](#)
 - Celia Cruz book [reading](#)
 - Tito Puente book [trailer](#)
 - Frida Kahlo book [reading](#)
 - "Wonder, todos somos únicos" book- R.J. Palacio
 - [Video read-aloud](#)
 - Time for Kids People [Section](#) (has articles available in Spanish)
 - ["Ayudantes comunitarios"](#)
 - ["Dentro de la estación"](#)
 - ["Él ama a los insectos"](#)
 - ["Talento para las palabras"](#)
 - ["Trabajo arduo"](#)
 - ["Famosas primeras"](#)
 - ["Bajo el mar"](#)
- Other resources:
 - Worksheets
 - Profesiones [Bingo](#)
 - Google Slides
 - Google Forms
 - Google Docs
 - Profesiones presentations: [#1](#), [#2](#)
 - Reading practice [worksheet](#)
 - Sentence creation [worksheet](#)
 - Google Classroom
 - Rockalingua.com
 - Calico Spanish
 - Spanish Playground
 - Video link
 - YouTube
 - Señor Wooly
 - Micositas
 - Profesiones [video](#)
 - Spark Enthusiasm
 - [Profesiones](#)
- Enrichment Reading:
 - Classroom library
 - Graphic novels (available in the RIS library)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Information Literacy

Interdisciplinary Connections

Language Arts:

- Writing about identity (hobbies/interests)
- Occupations
- Social issues

- Critical Thinking
- Spoken Communication
- Written Performance

- Addressing people
- Describing people (titles, clothing, personality traits)/places

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Occupations



Unit Planner: Physical Fitness Weight Training

Newtown High School / 2022-2023 / Grade 11 / Physical Education /
Weight Training / Week 1 - Week 18

Last Updated: Thursday, December 1, 2022
by Laura McLean

Physical Fitness

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Physical Fitness

Muscular Strength

Muscular Endurance

Flexibility

Cardiovascular Endurance

Body Composition

Physically fit

Fitness level

Fitness Plan

Methods of resistance

Re-evaluation

G

Generalizations / Enduring Understandings

G 1 ~ Muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition define a physical fit individual.

G 2 ~ Current fitness levels drive the development of a personalized fitness plan.

G 3 ~ Fitness plans incorporate tracking muscular strength, muscular endurance, flexibility, cardiovascular

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual

What are the five health components of physical fitness? (G1)

What is muscular strength? (G1, G3, G4)

endurance and body composition activities to improve fitness levels

G 4 ~ Fitness levels improve with proper application of the methods of resistance (body weight, free weights and machine weights).

G 5 ~ Fitness levels are re-evaluated and plans adjusted for maximum fitness benefits.

What is muscular endurance? (G1, G3, G4)

What is flexibility? (G1, G3, G4)

What is cardiovascular endurance? (G1, G3, G4)

What is body composition? (G1, G3, G4)

During physical activity how are Frequency, Intensity, Time and Type defined? (G3, G4, G5)

How does one determine maximum heart rate and the appropriate training zone? (G2, G3, G4)

How does one develop a personalized fitness plan? (G2, G3, G5)

How does one track progress on a personalized fitness plan? (G2, G3, G5)

Conceptual

How is muscular strength evaluated? (G1, G4)

How is muscular endurance evaluated? (G1, G4, G5)

How is flexibility evaluated? (G1, G4, G5)

How is cardiovascular endurance evaluated? (G1, G4, G5)

How is body composition evaluated? (G1, G4, G5)

How does exercise affect heart rate? (G 3, G4)

At what point is re-evaluation of one's fitness plan appropriate? (G2, G5)

Provocative/Debatable:

Are there benefits of being physically fit? (G1, G4)

How does one know which fitness plan best suits one's needs? (G2, G5)

Am I able to improve my current level of physical fitness? (G2, G 3, G4, G5)

Standard(s)

Connecticut Core Standards / Content Standards

SHAPE: Physical Education 2013

SHAPE: High School Level 1

Movement concepts, principles & knowledge

S2.H1 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

S2.H2 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

S2.H3 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Fitness knowledge

S3.H8 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

S3.H9 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

S3.H10 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Calculates target heart rate and applies HR information to personal fitness plan. (S3.H10.L1)

SHAPE: High School Level 2

Lifetime Activities

S1.H1 Lifetime Activities

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).²⁵ (S1.H1.L2)

Fitness Activities

S1.H3 Fitness Activities

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

Physical activity knowledge

S3.H1 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

S3.H3 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Applies rates of perceived exertion and pacing. (S3.H3.L2)

Fitness knowledge

S3.H7 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

Assessment & program planning

S3.H11 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

National Standards for K-12 Physical Education, National Standards for Dance Education and Grade-Level Outcomes for K-12 Physical Education are used under license from SHAPE America. © AAHPERD 1997, 2013, www.shapeamerica.org. All Rights Reserved.

Critical Content & Skills

What students must KNOW and be able to DO

Students will accurately access the five health-related physical fitness concepts: Flexibility, Muscular Endurance, Muscular Strength, Cardiovascular Endurance and Body Mass Index.

Students will incorporate the FITT Overload Principle (Frequency, Intensity, Time, Type) in exercise and/or activity

Students will reflect on baseline measurements in developing a fitness plan.

Students will demonstrate proper technique for desired maximum physical fitness results.

Core Learning Activities

Baseline measurements/ midpoint re-check/Post-test of the fitness components

Daily Warm-up ~ Dynamic Stretching

"Pyramiding" - combination of muscular strength and muscular endurance to find starting weight.

"Set Weight Progression" - muscular strength and/or muscular endurance

"Negative" - working the muscle with the eccentric motion (deviating from the recognized or customary lifting technique)

"Free Weight Lifting" - Olympic Lifts

Yoga - development of flexibility and Zen

Body Weight Circuits - overload with body weight activities

HIIT Workouts - High Intensity Interval Training

AMRAP - "As Many Reps As Possible" Workouts

Fitness Logs - tracking daily workout



Super set and Compound exercises



Types of muscle contractions

Assessments

Make a class workout routine

Summative: Group Project

<https://docs.google.com/docume...>

Muscle Identification

Summative: Other written assessments

<https://docs.google.com/docume...>

<https://drive.google.com/file/...>

Muscle and Exercises Assessment

Summative: Other written assessments

<https://docs.google.com/docume...>

Daily Grading Rubric

Formative: Other Visual Assessments

<https://docs.google.com/docume...>

SMART Goal

Formative: Personal Project

<https://docs.google.com/docume...>

Daily Fitness Log Sheet

Formative: Other written assessments

<https://drive.google.com/file/...>

Resources

Professional & Student

Fitness for Life: Charles B. Corbin and Ruth Lindsey
(Housed in Women's PE Office Library)

National Association for Sport and Physical Education
<https://www.pgpedia.com/n/nati...>

Society of Health and Physical Educators
<https://www.shapeamerica.org/>

Connecticut Association of Health, Physical Education,
Recreation and Dance <https://ctahperd.org/>

Connecticut Physical Fitness (Test Manual)
<https://portal.ct.gov/SDE/Phys...>

FitnessGram & ActivityGram - The Cooper Institute
<https://fitnessgram.net/assess...>

Training for Speed, Agility, and Quickness - Lee. E.
Brown and Vance A. Ferrigno (Housed in Women's PE
Office Library)

YouTube "Adriene" for Yoga
<https://www.youtube.com/result...>

Instagram "Muscle in Motion"
<https://instagram.com/musclean...>

SMART Goals <https://www.youtube.com/watch?...>

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Spoken Communication

Interdisciplinary Connections

Health - body systems

Science - anatomy



Unit Planner: Responsible Behavior Weight Training

Newtown High School / 2022-2023 / Grade 11 / Physical Education /
Weight Training / Week 1 - Week 6

Last Updated: Thursday, December 1, 2022
by Laura McLean

Responsible Behavior

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Responsible Behavior

Social/Group

Personal/Individual

Accountability

Physical Fitness

Positive Interaction

Tracking/Accountability

Goals

Self-reward

Physical Activity

Self-expression

Growth

Safety (practices and protocols)

Learning environment

G

Generalizations / Enduring Understandings

G 1 ~ Responsible social and personal behavior allow individual and group accountability.

G 2 ~ Physical conditioning provides opportunities for

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

positive social interactions

G 3 ~ Physical fitness levels improve with proper tracking and adjustments to Fitness Logs.

G 4 ~ Fitness goals create self-reward for achieving personal fitness levels.

G 5 ~ Physical activity serves as a vehicle to provide opportunities for self-expression and personal growth .

G6 ~ Safety practices and protocols ensure a safe learning environment.

What are the classroom rules? (G1, G6)

How does one track fitness progress? (G3, G4, G5)

What is the fitness terminology used in class? (G1, G2, G3, G4, G5, G6)

Conceptual:

What is the appropriate behavior and attitude for the activity? (G1, G5)

How does one extend themselves within classroom activities? (G1, G2, G4, G5)

How does one interact with others during the weight training class? (G1, G2, G6)

When does one need a spotter? (G1, G2, G6)

Provocative/Debatable:

How often should one exercise? (G1, G3, G4, G5)

Are rules necessary? (G1, G2, G4, G5, G6)

How does one recognize improvement in their overall fitness ? (G3, G4, G5)

Is motivation necessary to work out? (G1, G2, G4, G5)

Are self-rewards important to maintain personal accountability? (G1, G2, G4, G5)

Standard(s)

Connecticut Core Standards / Content Standards

SHAPE: Physical Education 2013

SHAPE: High School Level 1

Movement concepts, principles & knowledge

S2.H1 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

S2.H2 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

S2.H3 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Physical activity knowledge

S3.H4 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)

S3.H5 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

Engages in physical Activity

S3.H6 Engages in physical activity

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

Fitness knowledge

S3.H8 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

Assessment & program planning

S3.H12 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)

Working with others

S4.H4 Working with others

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

Safety

S4.H5 Safety

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Health

S5.H1 Health

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Self-expression/ enjoyment

S5.H3 Self-expression/enjoyment

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

SHAPE: High School Level 2

Lifetime Activities

S1.H1 Lifetime Activities

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).²⁵ (S1.H1.L2)

Dance & Rhythms

S1.H2 Dance & Rhythms

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)

Physical activity knowledge

S3.H1 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

S3.H2 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Analyzes and applies technology and social media as tools to support a healthy, active lifestyle. (S3.H2.L2)

S3.H3 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Applies rates of perceived exertion and pacing. (S3.H3.L2)

Fitness knowledge

S3.H7 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

Assessment & program planning

S3.H11 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

Stress management

S3.H14 Stress management

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity

and fitness.

Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)

Personal responsibility

S4.H1 Personal responsibility

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)

S4.H2 Rules & etiquette

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)

Working with others

S4.H3 Working with others

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

Challenge

S5.H2 Challenge

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Social interaction

S5.H4 Social interaction

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

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Critical Content & Skills

What students must KNOW and be able to DO

Students will follow class expectations (practices and protocols)

Students will appropriately adhere to safety procedures for a class in a physical active setting

Students will accurately log physical activity making adjustments and noting progression accordingly.

Students will demonstrate the ability to work cooperatively during class

Core Learning Activities

Warm-up and Cool Down

Orientation Activities

Spotting Techniques

"Chart Day" ~ opportunity for students to work independently implementing the lifting concepts that have already been introduced.

Fitness Logs - tracking daily workout

Development of SMART Goals using baseline measurements and rechecks

Assessments

Make a Class Routine

Summative: Group Project

<https://docs.google.com/docume...>

Essential Question

Formative: Other oral assessments

Daily Grading Rubric

Formative: Other Visual Assessments

<https://docs.google.com/docume...>

SMART Goal

Formative: Personal Project

<https://docs.google.com/docume...>

Daily Fitness Log Sheet

Formative: Other written assessments

<https://drive.google.com/file/...>

Resources

Professional & Student

State Department of Education - Healthy and Balanced Living Curriculum Framework <https://portal.ct.gov/-/media/...>

National Association for Sport and Physical Education <https://www.pgpedia.com/n/nati...>

Society of Health and Physical Educators <https://www.shapeamerica.org/>

CT Association of Health, Physical Education, Recreation and Dance <https://ctahperd.org/>

Don Hellison: Teaching Responsibility Through Physical Activity (Housed in Women's PE Office Library)

SMART Goal <https://www.youtube.com/watch?...>

FitnessGram & ActivityGram - The Cooper Institute <https://fitnessgram.net/soluti...>

Training for Speed, Agility, and Quickness - Lee. E. Brown and Vance A. (Housed in Women's PE Office Library)

Various [TED Talks](#) (links attached on the document)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Respect

- resolve conflicts peacefully
- follows class rules and remains

Participation and Effort

- tries new activities
- self-motivated

Self-Direction

- sets personal goals
- works independently on task
- evaluates personal progress

Caring and Helping Others

- students assist each other in learning
- exhibits cooperation



Unit Planner: Motor Skills Weight Training

March 12 - August 3, 2022

Newtown High School / 2022-2023 / Grade 11 / Physical Education /
Weight Training / Week 5 - Week 14

Last Updated: Thursday, December 1, 2022
by Laura McLean

Motor Skills

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Motor Skills

Movement concepts

Principles

Personal goal

Execution

Motor skills

Physical Fitness

Muscle identification

Muscle action

Muscle motion

Training modalities

Lifetime physical activity

Efficient body movements

G

Generalizations / Enduring Understandings

G 1 ~ Movement concepts and principles correspond to the creation of personal goals.

G 2 ~ Proper execution of motor skills improves overall

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual

Which movement concepts will be needed to

physical fitness.

G 3 ~ Muscle identification aids in the development of specific muscles.

G 4 ~ Muscle action and muscle motion guide the type of exercises performed.

G 5 ~ A variety of training modalities enhance overall fitness.

G 6 ~ Efficient body movements stimulate lifetime physical activity.

accomplish the given task/activity/goal? (G1, G2, G3, G4, G5, G6)

Why is form so important during a movement exercise? (G1, G2, G3, G4, G5, G6)

How are weight used properly for strength training? (G1, G2, G3, G4, G5, G6)

Why warm up and cool down?(G1, G2, G3, G4, G5, G6)

Why move with correct form? (G1, G2, G4, G5, G6)

Why build lean muscle? (G1, G2, G4, G5, G6)

Why should one work the heart muscle? (G1, G2, G3, G4, G5, G6)

Conceptual

How often should one strength train? (G1, G2, G3, G4, G5, G6)

What does a good workout look like? (G1, G2, G3, G4, G5, G6)

Why meet personal benchmarks? (G1, G2, G6)

Why use bodyweight exercises instead of equipment to warm up and cool down? (G1, G2, G3, G4, G5, G6)

Why do some students improve faster than others? (G1, G2, G4, G5, G6)

Is it important to move with correct form? (G1, G2, G4, G5, G6)

Provocative/Debatable:

What different ways can the body move given a specific purpose? (G1, G2, G3, G4, G5, G6)

How does one know what workout plan to follow? (G1, G2, G3, G4, G5, G6)

Are there benefits to striving for and maintaining an optimal physical, mental, environmental and emotional lifestyle?

Standard(s)

Connecticut Core Standards / Content Standards

SHAPE: Physical Education 2013

SHAPE: High School Level 1

Movement concepts, principles & knowledge

S2.H1 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

S2.H2 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

S2.H3 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Physical activity knowledge

S3.H4 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)

S3.H5 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

Engages in physical Activity

S3.H6 Engages in physical activity

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

Fitness knowledge

S3.H8 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

S3.H9 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

Assessment & program planning

S3.H12 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs a fitness program, including all components of health-related fitness, for a college student and an employee in

the learner's chosen field of work. (S3.H12.L1)

Safety

S4.H5 Safety

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

SHAPE: High School Level 2

Lifetime Activities

S1.H1 Lifetime Activities

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).25 (S1.H1.L2)

Dance & Rhythms

S1.H2 Dance & Rhythms

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)

Physical activity knowledge

S3.H1 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

S3.H2 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Analyzes and applies technology and social media as tools to support a healthy, active lifestyle. (S3.H2.L2)

Fitness knowledge

S3.H7 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

S3.H10 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

Assessment & program planning

S3.H11 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

Stress management

S3.H14 Stress management

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)

Challenge

S5.H2 Challenge

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

National Standards for K-12 Physical Education, National Standards for Dance Education and Grade-Level Outcomes for K-12 Physical Education are used under license from SHAPE America. © AAHPERD 1997, 2013, www.shapeamerica.org. All Rights Reserved.

Critical Content & Skills

*What students must **KNOW** and be able to **DO***

Students will execute a dynamic warm-up, mobility exercises, and perform the strength training part of their workout.

Students will demonstrate an understanding of health related fitness components and locomotor terminology.

Students will apply training theories to daily workouts.

Students will distinguish muscles, exercise movements, and actions to strengthen said muscle.

Students will design and implement an individual weight training program based on fitness assessment results and personal SMART goals.

Core Learning Activities

Daily Warm-up ~ Dynamic (movement) Stretching

"Pyramiding" - combination of muscular strength and muscular endurance to find starting weight.

"Set Weight Progression" - muscular strength and/or muscular endurance

"Negative" - working the muscle with the eccentric motion (deviating from the recognized or customary lifting technique)

"Free Weight Lifting" - Olympic Lifts

"Superset" - opposing muscles with no rest.

Yoga - development of flexibility and Zen

Body Weight Circuits - overload with body weight activities

Compound exercises-movement where using more than one muscle group at a time

HIIT Workouts - High Intensity Interval Training

AMRAP - "As Many Reps As Possible" Workouts

Fitness Logs - tracking daily workout



[Types of muscle contractions](#)



[Super set and Compound exercises](#)

Assessments

Muscle and Exercise Assessment

Summative: Other written assessments

<https://docs.google.com/docume...>

Muscle Identification

Summative: Other written assessments

<https://docs.google.com/docume...>

<https://drive.google.com/file/...>

Make a Class Routine

Summative: Group Project

<https://docs.google.com/docume...>

Daily Log

Formative: Personal Project

<https://drive.google.com/file/...>

SMART Goals

Formative: Other written assessments

<https://docs.google.com/docume...>

Final Exam

Summative: Other written assessments

Fitness Principles

Muscle and Exercise Recognition

SMART Goal Evaluation

Resources

Professional & Student

Fitness for Life: Charles B. Corbin and Ruth Lindsey
(Housed in Women's PE Office Library)

State Department of Education: Healthy and Balanced
Living Curriculum Framework <https://portal.ct.gov/-/media/...>

Society of Health and Physical Educators
<https://www.shapeamerica.org/>

National Association for Sport and Physical Education
<https://www.pgpedia.com/n/nati...>

Connecticut Association of Health, Physical Education,
Recreation and Dance <https://ctahperd.org/>

FitnessGram & ActivityGram - The Cooper Institute
<https://fitnessgram.net/assess...>

Training for Speed, Agility, and Quickness - Lee. E.
Brown and Vance A. Ferrigno (Housed in Women's PE
Office Library)

YouTube "Adriene" for Yoga
<https://www.youtube.com/result...>

Instagram "Muscle in Motion"
<https://instagram.com/musclean...>

SMART Goals <https://www.youtube.com/watch?...>

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Social and Civic (to date; this is not a required standard for graduation. However, this standard was piloted during the 2013-14 school year)

Interdisciplinary Connections

Anatomy and Physiology - identification of muscles,
muscle action, muscle movement

In the community - opportunity to join a Gym or take
classes through Newtown Park & Rec

Goal Setting - SEL



Unit Planner: Application of Lifetime Skills Weight Training

Newtown High School / 2022-2023 / Grade 11 / Physical Education /
Weight Training / Week 14 - Week 18

Last Updated: Thursday, December 1, 2022
by Laura McLean

Application of Lifetime Skills

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Application of Lifetime Skills

Healthy lifestyle

Knowledge (concepts, principles)

Skills (application)

Attitudes (enjoyable, meaningful)

Weight Training

Active lifestyle

Goal setting

Maintenance

Physical fitness

Conscious decision

Recreation

G

Generalizations / Enduring Understandings

G 1 ~ A healthy lifestyle incorporates knowledge, skills and attitudes to remain active.

G 2 ~ Weight Training concepts, principles and application promote a physically active lifestyle.

G 3 ~ Goal setting for personal improvement contributes to maintaining adequate physical fitness for a healthy

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual

What health benefits does daily physical activity promote? (G1, G2, G4, G5)

What can one do to be physically active? (G1, G2, G3,

lifestyle.

G 4 ~ Maintenance of fitness requires a conscious decision to engage in physical activity.

G 5 ~ A healthy and active lifestyle incorporates enjoyable, meaningful recreation.

G4, G5)

What type of a warm up should one perform before a workout? (G1, G2, G4, G5)

What are the remedies for sore muscles? (G1, G4, G5)

How does the body mass change during the life cycle? (G1, G2, G3, G4, G5)

Conceptual

How can exercise be part of a lifetime fitness plan? (G1, G2, G3, G4, G5)

How will physical activity help an individual now and in the future? (G1, G2, G3, G4, G5)

How does one incorporate movement into their daily life? (G3, G4, G5)

Why set personal fitness goals? (G3, G4, G5)

How does one manage when struggling to get through a workout? (G1, G2, G4, G5)

How does one stay motivated to work out? (G1, G2, G3, G4, G5)

How will exercise improve an individual's fitness level? (G1, G2, G4, G5)

Why is it important to be physical fit? (G1, G2, G3, G4, G5)

Provocative/Debatable:

Should one do strength training, cardio or both? (G1, G2, G4, G5)

What is the minimal amount of exercise one can do to stay fit? (G1, G2, G4, G5)

Does participation in physical activity improve one's life beyond fitness? (G4, G5)

Is it important to incorporate movement into one's daily life? (G4, G5)

Is being mobile more important than being flexible?(G4, G5)

Apart from physical fitness, what else can be done

to maintain a healthy lifestyle? (G4, G5)

Standard(s)

Connecticut Core Standards / Content Standards

SHAPE: Physical Education 2013

SHAPE: High School Level 1

Movement concepts, principles & knowledge

S2.H1 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

S2.H2 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

S2.H3 Movement concepts, principles & knowledge

Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Physical activity knowledge

S3.H4 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)

S3.H5 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

Engages in physical Activity

S3.H6 Engages in physical activity

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

Fitness knowledge

S3.H8 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

S3.H9 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

Personal responsibility

S4.H2 Rules & etiquette

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

Working with others

S4.H3 Working with others

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Uses communication skills and strategies that promote team/group dynamics. (S4.H3.L1)

Safety

S4.H5 Safety

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Health

S5.H1 Health

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Self-expression/ enjoyment

S5.H3 Self-expression/enjoyment

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

SHAPE: High School Level 2

Fitness Activities

S1.H3 Fitness Activities

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

Physical activity knowledge

S3.H1 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

S3.H2 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Analyzes and applies technology and social media as tools to support a healthy, active lifestyle. (S3.H2.L2)

S3.H3 Physical activity knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Applies rates of perceived exertion and pacing. (S3.H3.L2)

Fitness knowledge

S3.H7 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

S3.H10 Fitness knowledge

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

Assessment & program planning

S3.H11 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

S3.H12 Assessment & program planning

Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)

Personal responsibility

S4.H1 Personal responsibility

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)

Working with others

S4.H4 Working with others

Standard 4 Exhibits responsible personal and social behavior that respects self and others.

Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)

Challenge

S5.H2 Challenge

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Social interaction

S5.H4 Social interaction

Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

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Critical Content & Skills

*What students must **KNOW** and **be able to DO***

Students will participate daily in all aspects of the weight training and conditioning program.

Students will recognize that physical conditioning can provide opportunities for positive social interactions.

Students will develop a performance-specific program that is tailored to their health-related fitness needs.

Students will track and access personal fitness status

Core Learning Activities

Daily Warm-up and Cool down

Plan, design and implementation of SMART Goals

Plan, design and implementation of a Body Weight Circuit

Use of Fitness Center and equipment

- "Pyramiding" - combination of muscular strength and muscular endurance to find starting weight.
- "Set Weight Progression" - muscular strength and/or muscular endurance
- "Negative" - working the muscle with the eccentric motion (deviating from the recognized or customary lifting technique)
- "Free Weight Lifting" - Olympic Lifts
- AMRAP - "As Many Reps As Possible" Workouts
- HIIT Workouts - High Intensity Interval Training

Assessments

Make a Class Routine

Summative: Group Project

<https://docs.google.com/docume...>

SMART Goal

Formative: Personal Project

<https://docs.google.com/docume...>

Daily Fitness Log

Formative: Other written assessments

<https://drive.google.com/file/...>

Essential Questions

Formative: Other oral assessments

Resources

Professional & Student

Fitness for Life: Charles B. Corbin and Ruth Lindsey
(Housed in Women's PE Office Library)

State Department of Education: Healthy and Balanced
Living Curriculum Framework <https://portal.ct.gov/-/media/...>

Society of Health and Physical Educators
<https://www.shapeamerica.org/>

National Association for Sport and Physical Education
<https://www.pgpedia.com/n/nati...>

Connecticut Association of Health, Physical Education,
Recreation and Dance <https://ctahperd.org/>

FitnessGram & ActivityGram - The Cooper Institute
<https://fitnessgram.net/soluti...>

Training for Speed, Agility, and Quickness - Lee. E.
Brown and Vance A. (Housed in Women's PE Office
Library)

YouTube "Adriene" for Yoga
<https://www.youtube.com/result...>

Instagram "Muscle in Motion"

<https://instagram.com/musclean...>

Various TED Talks (links included on the document)

SMART Goals <https://www.youtube.com/watch?...>

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

Evaluating current fitness level

Designing a Personal Fitness Program

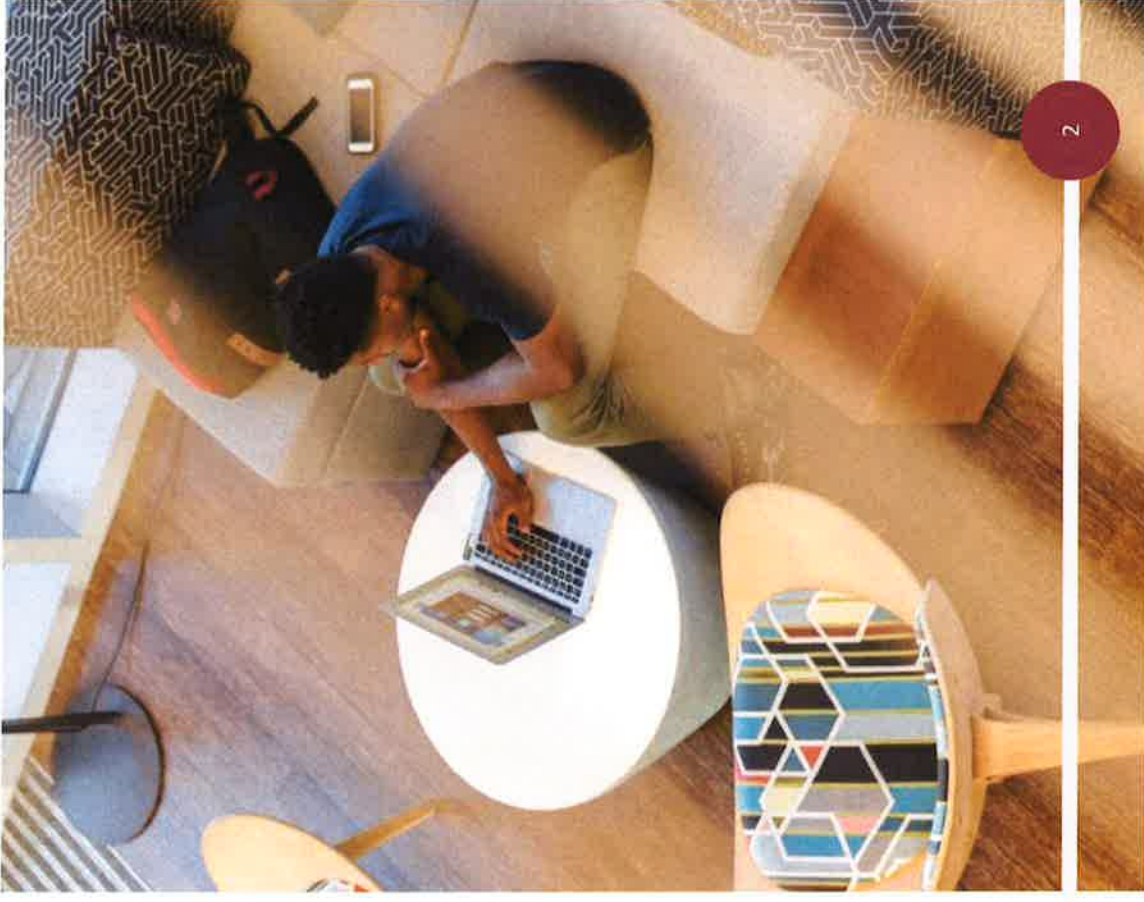
- Evaluating Individual Fitness Level
- Setting Goals
- Evaluating Activities
- Starting a Program
- Maintaining a Program

Newtown Public Schools COVID Protocols Comparison



Medical Professionals

A nurse is available in each school. The school nurse manages, in coordination with the local health department, any positive or suspected cases. All school health protocols have been reviewed by the Newtown Health Director and the Newtown Public Schools Director of Nursing.



Case Protocols

Summer 2020

- Staff and students should stay home if they are ill, have tested positive for or are showing COVID - 19 symptoms
- Staff and students should stay home if they have recently had close contact with a person with COVID -19
- Staff or students with signs or symptoms of COVID -19 may only return to school with a documented negative COVID - 19 test result or a note from a healthcare provider clearing them to safely return to the school program

Winter 2022

- Staff and students should stay home if they are ill, have tested positive for or are showing COVID - 19 symptoms.
- Staff or students with signs or symptoms of COVID -19 are encouraged to get tested.



Notifications

Summer 2020

If a child or staff member who has been present in school has a confirmed diagnosis of COVID-19, the local health department will be notified immediately.

In addition, any other persons who may have been in contact will be notified while maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act(ADA)

Winter 2022

Families who have a child in a classroom with four or more COVID-19 cases will be notified.



Attendance Monitoring

Staff and student absenteeism will be closely monitored to identify any trends that would suggest the spread of illnesses such as COVID-19, influenza, and the common cold. If a student will be absent, parents are asked to contact the program as soon as possible. Planned absences should be reported in advance.



Face Coverings or Masks

Summer 2020

All students and school personnel must always use a face mask while on school property or a school bus. Face covering includes cloth face covering or face masks. This also applies to parents dropping off or picking up children when they have exited their cars.

Winter 2022

Staff and students can choose to wear face coverings.



Class Groups and Social Distancing

Summer 2020

- Group size in every classroom should be limited to no more than one teacher and ten additional individuals.
- Individual student needs should determine the exact student-to-teacher ratio.
- Both children and additional support professionals should be counted towards the 10:1 group size limit
- 10:1 group size limit assumes that the instructional area is large enough to allow for six-foot social distancing between individuals

Winter 2022

- Normal classroom sizes and teacher/student ratios are in effect



Transportation

Summer 2020

- No more than one student seated per row, unless from the same household
- Students seated no closer than every other row
- Students are seated in a diagonal formation, where if one student is seated on the right side of the bus, the next student is seated on the left side of the bus
- Students, drivers and bus monitors will wear face masks

Winter 2022

- Face masks are optional
- Seating requirements are normal



Supporting our Families

Creating a Robust MTSS Program

- Interventionists
- Credit Recovery
- Increased Health and Mental Health Supports
- Free Lunch Extended
- Wrap Around Services
 - After School Tutoring
 - Before School Programming
 - Sports, Clubs and Activities



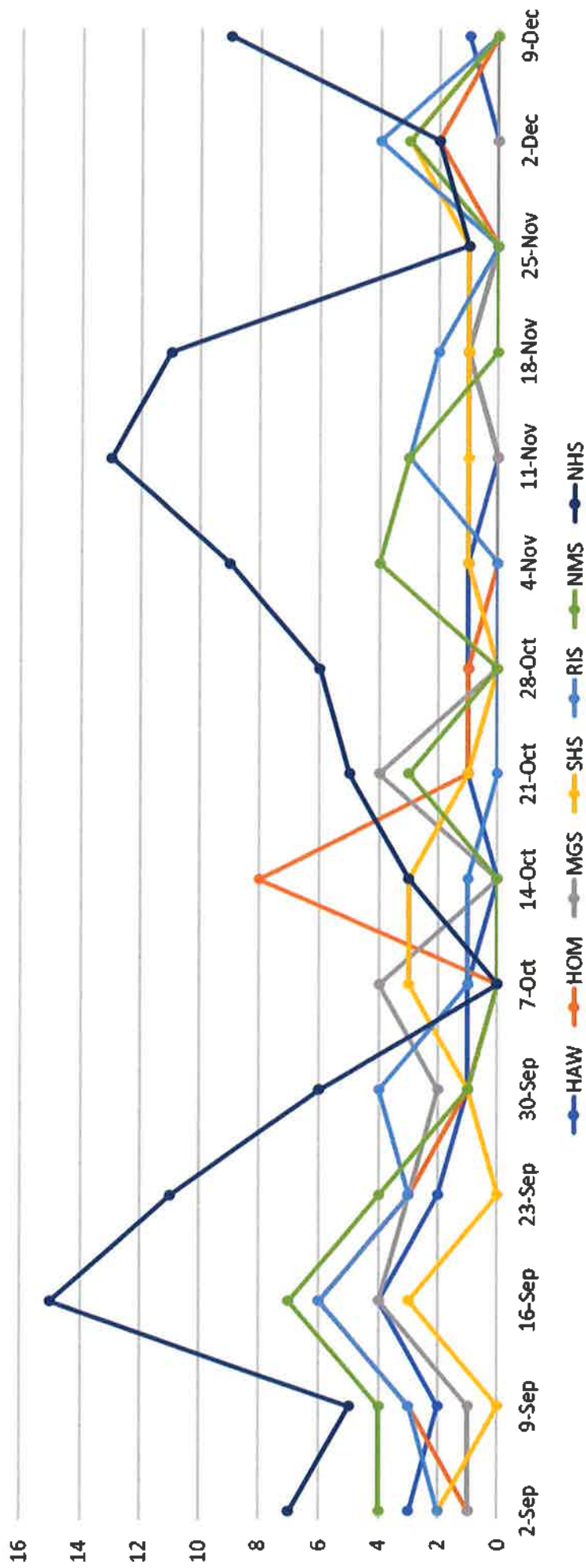
Efficiencies and Protocols Still in Place

- Virtual Parent/Teacher Conference Options
- One-to-One Computing
- Computer Assisted Instruction Options
- Virtual Meeting Options for Staff and Families
- HEPA Filtration of Air and Air Purification
- Encourage Hand Washing and Hand Sanitation
- MTSS and Mental Health Supports
- Tents Used for Outside Activities

Obstacles and Hurdles to Overcome

- Addressing Interrupted Learning and Social Emotional Well Being
- Staffing Shortages
 - Bus Drivers
 - Paraprofessionals
 - Lunch Room Servers
 - Substitute Teachers
 - Behavior Technicians/Behaviorists
 - Shortage Area Teachers
- Burnout
- Sustainability of Programs and Services
- Traffic Delays

COVID-19 Cases by School



	HAW	HOM	MGS	SHS	RIS	NMS	NHS
2-Sep	3	1	1	2	2	4	7
9-Sep	2	3	1	0	3	4	5
16-Sep	4	6	4	3	6	7	15
23-Sep	2	3	3	0	3	4	11
30-Sep	1	1	2	1	4	1	6
7-Oct	1	0	4	3	1	0	0
14-Oct	0	8	0	3	1	0	3
21-Oct	1	1	4	1	0	3	5
28-Oct	1	1	0	0	0	0	6
4-Nov	1	0	0	1	0	4	9
11-Nov	0	0	0	1	3	3	13
18-Nov	1	1	1	1	2	0	11
25-Nov	0	0	0	1	0	0	1
2-Dec	0	2	0	3	4	3	2
9-Dec	1	0	0	0	0	0	9



AP Calculus A/B (College Board AP)

7 Curriculum Developers | Last Updated: Monday, Jun 27, 2022 by Cavatara, Charlotte

Unit Calendar by Year

Unit	Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju																												
Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
Limits	0																																						
Differentiation	0																																						
Applications of Differentiation	0																																						
Integration	0																																						
Applications of Integration	0																																						
Differential Equations	0																																						

6 Units found

Previous Year

Unit Planner: Limits

AP Calculus A/B

Newtown High
School /
2022-2023 /
Grade 12 /

Mathematics / Last Updated: Sunday, June 26, 2022 by Charlotte Cavatara

AP Calculus A/B
(College Board
AP) / Week 1 -
Week 5

Limits

Cavatara, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts

- Properties
- Limit Existence Theorem
- One-Sided Limits
- Infinity
- Limit existence

Lens: Estimation

G

Generalizations / Enduring Understandings

Strand 1: Evaluate

Concepts:

- Properties
- Limit Existence Theorem
- One-Sided Limits
- Infinity

Generalization:

Limits of a function evaluated graphically or algebraically use the properties and the limit existence theorem.

One-sided limits, limits at infinity, and limits as x approaches a constant derives the definition of a limit.

Strand 2: Continuity

Concepts:

- Defined
- Limit existence

Generalization:

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

- What are the properties of limits? (S1)
- What is the limit existence theorem? (S1)
- What is a one-sided limit? (S1)
- What is the proper notation for a limit? (S1)
- What is the definition of continuity? (S2)
- What does it mean for a function to be continuous? (S2)
- How can limits at a discontinuity be evaluated? (S1)
- When do limits fail to exist? (S1)

Conceptual:

- How can properties of limits be used to evaluate complex limits? (S1)
- How can limits be used to develop the definition of derivatives? (S1)

<p>For continuity to exist at a point, the functions defined value equals the limit at that point.</p>	<ul style="list-style-type: none"> • How can a function be undefined but still have a limit? (S1/S2) <p><u>Provocative:</u></p> <ul style="list-style-type: none"> • How can limits be effectively used in real-world applications? (S1/S2) • Why are one-sided limits equal to infinity, but the limit existence theorem does not allow the limit to exist? (S1/S2)
--	---

Standard(s)

Connecticut Core Standards / Content Standards

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students must be able to:

Evaluate limits from a graph or from an expression

Define continuity from a graph or an expression

Core Learning Activities

Evaluate limits from a graph or from an expression

- Given a limit, evaluate algebraically.
- Evaluate a limit given a graph.
- Define where limits do not exist based on a graph.
- Evaluate one-sided limits from a graph or algebraically.
- Use properties of limits to evaluate.

Define continuity from a graph or an expression

- Determine if continuity exists at key points of a piecewise function.
- Find the value of a variable that will make a function continuous at a given point.
- Determine if continuity exists algebraically.

Assessments

Summative Assessment

Summative: Written Test

Sample Assessment

[Review for Quiz on Limits \(Sections 1.6-1.8\).pdf](#)

[Review for Quiz on Limits.pdf](#)

Resources

Professional & Student

Department developed materials on google drive.

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Physics-Rate of Change

Unit Planner: Differentiation

AP Calculus A/B

AP Calculus A/B Unit Planner for 2022-2023

Newtown High
School /
2022-2023 /
Grade 12 /

Mathematics / Last Updated: Monday, June 27, 2022 by Megan Guarino
AP Calculus A/B
(College Board
AP) / Week 6 -
Week 13

Differentiation

Cavataro, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Differentiation

- Difference Quotient
- Limit
- Derivative
- Average Rate
- Instantaneous Rate
- Rules of differentiation
- Continuity
- Differentiability

Lens: Properties

G

Generalizations / Enduring Understandings

Strand 1: Derivatives

- Difference Quotient
- Limit
- Derivative
- Average Rate
- Instantaneous Rate
- Rules of differentiation

Generalization:

The average rate of change of a function is a difference quotient.

The instantaneous rate of change or derivative is the limit of difference quotient.

Mathematical rules and procedures exist to calculate the derivatives of different types of functions.

Strand 2: Differentiability

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual

What are the derivative rules? (S1)

How is the derivative of a function found? (S1)

What is the definition of a derivative? (S1)

What is the difference between average rate of change and instantaneous rate of change? (S1)

What is an implicit function? (S1)

Conceptual

How is the rate of change determined? (S1)

How is the instantaneous rate of change determined? (S1)

Why are implicit functions needed? (S1)

Why are higher order derivatives needed? (S1)

How is differentiability determined? (S2)

How is continuity and differentiability related? (S2)

- Continuity
- Differentiability

Generalization:

Differentiability implies continuity.

How is rate of change using the tangent line estimated? (S1)
 How is the chain rule to differentiate a composite function used? (S1)
 How is the second derivative found? (S1)
 How is the chain rule used to take the derivative of an implicit function? (S1)
 How is the derivative of an inverse function found? (S1)

Provocative
 What is the best approach to finding the derivative of a function? (S1)

Standard(s)

Connecticut Core Standards / Content Standards

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students must be able to:

- Find the derivatives of various functions using the limit of a difference quotient.
- Apply appropriate mathematical rules or procedures to differentiate.
- Determine if a function is continuous and differentiable.

Core Learning Activities

Find the derivatives of various functions using the limit of a difference quotient.

- Calculate average rate of change of various functions using difference quotients.
- Find the derivative of a function using the limit of a difference quotient and estimate the rate of change at a given point.

Apply appropriate mathematical rules or procedures to differentiate.

- Evaluate the slope at a particular point to write the tangent line.
- Apply the power rule to differentiate a function.
- Apply the constant property to differentiate a function.
- Apply the sum or difference property to differentiate a function.
- Apply the constant multiple property to differentiate a function.
- Apply the quotient rule to differentiate a function.
- Apply appropriate rules and properties to differentiate trigonometric, exponential, and logarithmic functions.
- Connect and understand the relationship of the function to its derivative as it relates to degree and shape.
- Find the derivative of a function using derivative rules and calculate the rate of change at a given point.
- Find the derivative of a composite function and evaluate the function at a given point to write the equation of a tangent line.
- Find the derivative of an implicit function and evaluate the function at a given point to write the equation of a tangent line.
- Find the derivative of an inverse function and evaluate the function at a given point to find the equation of a tangent line.
- Find the derivative of an inverse trigonometric function and evaluate the function at a given point to find the equation of tangent line.
- Apply properties and rules of differentiation to find the derivative of higher order derivatives.
- Connect and understand the relationship of the function to its derivative as it relates to degree and shape.

Determine if a function is continuous and differentiable.

- Use limits to determine continuity.

- Understand that differentiability implies continuity.
- Understand discontinuities ie. asymptotes, hole, jump.

Unit 2 - Notes & Assignments.pdf

Assessments

Review

Summative: Other written assessments

Calculus Ch -2 PT .pdf

Resources

Professional & Student

Department developed materials on google drive.

<https://apstudents.collegeboard.org/ap/pdf/ap-calculus-ab-b-c-course-and-exam-description.pdf>

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

Physics - Derivative as rate of change

Unit Planner: Applications of Differentiation AP Calculus A/B

Newtown High

School /

2022-2023 /

Grade 12 /

Mathematics / Last Updated Monday, June 27, 2022 by Megan Guarino

AP Calculus A/B

(College Board

AP) / Week 14 -

Week 21

Applications of Differentiation

Cavatara, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: Analytical

- First Derivative Test
- Second Derivative Test
- Mean Value Theorem
- Extreme Value Theorem
- Optimization
- Related Rates
- Particle Motion
- L'Hopital's Rule

Lens: Connection

G

Generalizations / Enduring Understandings

Strand 1: Key Characteristics of a Function

- First Derivative Test
- Second Derivative Test
- Mean Value Theorem
- Extreme Value Theorem

Generalization:

The First and Second Derivative tests determine the key characteristics of a function

Mean Value Theorem and Extreme Value Theorem are essential theorems of differential calculus.

Strand 2: Applications of Differentiation

- Optimization

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual

What is the Mean Value Theorem? (S1)

What is Extreme Value Theorem? (S1)

How is the first derivative test used? (S1)

How is the second derivative test used? (S1)

What are extrema? (S1)

Conceptual

What does it mean for a function to be increasing or decreasing? (S1)

What does it mean for a function to have a positive or negative concavity in a certain interval? (S1)

How do the minimum and maximum relate to optimization problems? (S2)

How is concavity determined? (S1)

- Related Rates
- Particle Motion
- L'Hopital's Rule

Generalization:
 Optimization, related rates, and particle motion are real world applications of differentiation.
 L'Hopital's rule is an application of differentiation applied to limits.

How are intervals of increasing or decreasing determined? (S1)
 How can the rate of one variable be used to find the rates of others? (S2)
 How is L'Hospital's Rule used? (S3)
 When is L'Hospital's Rule used? (S3)
 How are functions rewritten to limit the number of variables in order to apply related rates? (S2)

Provocative
 Where can optimization, related rates or particle motion be used in the real world? (S2)
 What role does Calculus play as a tool in science, business, and other areas of study? (S1/S2)
 What is the most efficient way to solve a related rates problem? (S2)

Standard(s)
 Connecticut Core Standards / Content Standards

Critical Content & Skills
 What students must **KNOW** and be able to **DO**
 Students must be able to:

- Justify conclusions about the behavior of a function based on the behavior of its derivatives.
- Solve real world problems
- Use L'Hospital's Rule to evaluate limits.

Core Learning Activities
 Justify conclusions about the behavior of a function based on the behavior of its derivatives

- Use the Mean Value Theorem to sketch graphs
- Use Rolle's Theorem to determine a maximum or minimum value
- Use Extreme Value Theorem to find the absolute minimum or absolute maximum values
- Use the first derivative test to describe the function's behavior in an interval and determine a critical value
- Use the second derivative test to determine concavity and classify points of inflection
- Create an accurate graph without the use of technology

Solve real world problems

- Solve optimization problems
- Solve Related Rates problems
- Solve Particle Motion problems

Use L'Hospital's Rule to evaluate limits.

- Limits of indeterminate forms may be evaluated

[Unit 5 - Notes & Assignments.pdf](#)
[Unit 6 - Notes & Assignments.pdf](#)

Assessments
 Review
 Summative: Other written assessments
[5. Review for Quiz on Applications of Derivatives Part II.pdf](#)
[5. Review for Quiz on Applications of Derivatives.pdf](#)

Resources
 Professional & Student
 Department developed materials on google drive
<https://apstudents.collegeboard.org/ap/pdf/ap-calculus-ab-bc-course-and-exam-description.pdf>

<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>Farming, construction, architecture, business-Area, perimeter volume</p>
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Unit Planner: Integration AP Calculus A/B

Newtown High

School /

2022-2023 /

Grade 12 /

Mathematics / Last Updated: Monday, June 27, 2022 by Paige Hyman

AP Calculus A/B

(College Board

AP) / Week 22 -

Week 25

Integration

Cavataro, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Integration

- Reimann Sum
- definite integrals
- area under a curve
- indefinite integration
- rules of integration
- Fundamental Theorem of Calculus

Lens: Change

G

Generalizations / Enduring Understandings

Strand 1: Definite Integration

Concepts:

- Reimann Sum
- definite integrals
- area under a curve

Generalization:

A definite integral represents the area under a curve over a given interval.

Reimann sums use geometric and numerical methods to approximate definite integrals.

Strand 2: Indefinite Integration

Concepts:

- indefinite integration

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

- What is a definite integral? (S1)
- What does the area of the region between the graph of a rate of change function and the x-axis represent? (S1)
- What is the difference between areas above and areas below the x-axis? (S1)
- What is a Riemann sum? (S1)
- What is the Fundamental Theorem of Calculus? (S2)
- What is the difference between differentiation and integration? (S2)
- What is the difference between indefinite and definite integrals? (S2)
- What patterns indicate the need for integration using substitution? (S2)
- What does it mean for a sum to diverge? (S2)

<ul style="list-style-type: none"> • rules of integration • Fundamental Theorem of Calculus <p>Generalization: Indefinite Integration is the inverse of differentiation. Mathematical rules and procedures exist to evaluate the integral of different types of functions. The Fundamental Theorem of Calculus connects differentiation and integration.</p>	<p><u>Conceptual:</u> Given information about a rate of change, how can we determine the net change over a given interval of time? (S1) How can definite integrals be approximated using geometric and numerical methods? (S2) When is it appropriate to use geometry to evaluate an integral? (S2) Given information on velocity, how can the Fundamental Theorem of Calculus be used to determine position? (S2) How is integrating to find areas related to differentiating to find slopes?(S2) How can rearranging function into equivalent forms allow us to find anti-derivatives efficiently? (S2)</p> <p><u>Provocative:</u> How is it possible for the area of an unbounded region to be finite? (S2)</p>
<p>Standard(s) <i>Connecticut Core Standards / Content Standards</i> <u>Calculus Standards</u></p>	
<p>Critical Content & Skills <i>What students must KNOW and be able to DO</i> Students will be able to</p> <ul style="list-style-type: none"> • Apply the Properties of Integrals • Apply Riemann Sums • Apply the Fundamental Theorem of Calculus 	
<p>Core Learning Activities Apply Riemann Sums</p> <ul style="list-style-type: none"> • Approximate areas under a curve using the sum of areas of basic geometric shapes. • Interpret the limiting case of the Riemann sum as a definite integral. • Represent the limiting case of the Riemann sum as a definite integral. <p>Apply the Fundamental Theorem of Calculus</p> <ul style="list-style-type: none"> • Connect the area under the graph of a functions derivative with the net change in the function. • Solve Problems related to the motion of a particle along a line. <p>Apply the Properties of Integrals</p> <ul style="list-style-type: none"> • Apply basic integration rules to find the integral of a function. • Use the inverse process of differentiation to find the antiderivative of functions. 	
<p>Assessments <u>Exam Sample Questions</u></p>	<p>Resources <i>Professional & Student</i> AP Classroom Department developed materials online resources</p>
<p>Student Learning Expectation & 21st Century Skills</p>	<p>Interdisciplinary Connections</p>

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Economics - If compounding more often increases the amount in an account with a given rate of return and term, why doesn't compounding continuously result in an infinite account balance, all other things being equal?
Physics - Particle Motion

Unit Planner: Applications of Integration

AP Calculus A/B

Newtown High

School /

2022-2023 /

Grade 12 /

Mathematics / Last Updated: [Monday, June 27, 2022](#) by Charlotte Cavatara

AP Calculus A/B

(College Board

AP) / Week 30 -

Week 33

Applications of Integration

Cavatara, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Applications of Integration

- integral defined function
- The Second Fundamental Theorem of Calculus
- average value of a function
- area between two curves
- volume of solids

Lens: transformation

G

Generalizations / Enduring Understandings

Strand 1: Real World Applications

Concepts:

- integral defined function
- The Second Fundamental Theorem of Calculus
- average value of a function

Generalization:

The Second Fundamental Theorem of Calculus gives an equation for the derivative of an integral defined function. The average value of a function is solved by definite integrals.

Strand 2: Area and Volume Applications

Concepts:

- area between two curves
- volume of solids

Generalization:

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

What is the average value of a function? (S1)
How do position, velocity, and acceleration relate? (S1)
What are the methods to calculate volume of solids? (S2)

Conceptual:

How can differentiation and antidifferentiation help to move between position, velocity, and acceleration functions? (S1)
When should each method to calculate volume of solids be used? (S2)

Provocative:

Is the same solution achieved when finding the volume of a three dimensional figure using different methods? (S2)
How can integration be used to explain that the formulas for areas of two dimensional geometric figures relate to the volume of their three dimensional counterparts? (S2)

<p>Definite integrals solve for areas between two curves and volumes of solids.</p>	<p>If the width of a rectangle is infinitesimally small is it still two dimensional? (S2)</p>
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Standard(s)
Connecticut Core Standards / Content Standards
Calculus Standards

Critical Content & Skills
*What students must **KNOW and be able to DO***
 Students will be able to:

- Apply the Second Fundamental Theorem of Calculus in Real World problems
- Use integrals to solve for area under a curve and volume of solids

Core Learning Activities
 Apply the Second Fundamental Theorem of Calculus in Real World problems

- determine the average value of a function using definite integrals
- determine values for positions and rates of change using definite integrals in problems involving rectilinear motions
- calculate areas in the plane using the definite integral

Use integrals to solve for area under a curve and volume of solids

- calculate volumes of solids with known cross sections using definite integrals
- calculate volumes of solids of revolution using definite integrals
- determine the length of a curve in the plane defined by a function, using a definite integral

Assessments
Sample Exam Questions

Resources
Professional & Student
 AP Classroom
 Department developed materials
 online resources

Student Learning Expectation & 21st Century Skills
Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections
 Physics- particle motion

Unit Planner: Differential Equations AP Calculus A/B

Newtown High
School /
2022-2023 /
Grade 12 /

Mathematics / Last Updated: Monday, June 27, 2022 by Charlotte Cavatara

AP Calculus A/B
(College Board
AP) / Week 26 -
Week 29

Differential Equations

Cavatara, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Different Equations

- differential equations
- slope fields
- general solution
- particular solution
- exponential growth and decay
- gravity

Lens: Analysis

<p>G</p> <p>Generalizations / Enduring Understandings</p> <p><u>Strand 1: Differential Equations</u></p> <p>Concepts:</p> <ul style="list-style-type: none"> • differential equations • slope fields • general solution • particular solution <p>Generalization: A differential equation is the derivative of a family of functions. A slope fields represents all possible general solutions to a differential equation. The particular solution to a differential equation is a unique solution based on a given initial condition.</p> <p><u>Strand 2: Applications of Differential Equations</u></p> <p>Concepts:</p>	<p>Guiding Questions</p> <p><i>Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]</i></p> <p><u>Factual:</u> What is the difference between a general solution and a particular solution? (S1) What is a slope field? (S1) What is the difference between exponential growth and decay? (S1) What is the gravitational constant? (S2)</p> <p><u>Conceptual:</u> How can you identify the behavior of a particular solution using a slope field? (S1) How is the particular solution graphed on a slope field? (S1) How do the general solutions of a differential equation vary? (S1) How are differential equations used to model exponential growth and decay? (S2) How are differential equations used to model acceleration due to gravity? (S2)</p>
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<ul style="list-style-type: none"> • exponential growth and decay • gravity <p>Generalization: Exponential growth and decay and acceleration due to gravity can be modeled using differential equations.</p>	<p><u>Provocative:</u> Can a model be derived for the number of computers, C, infected by a virus, given a model for how fast the computers are being infected, dC/dt, at a particular time? (S1)</p>
<p>Standard(s) <i>Connecticut Core Standards / Content Standards</i> <u>Calculus Standards</u></p>	
<p>Critical Content & Skills <i>What students must KNOW and be able to DO</i> Students will be able to:</p> <ul style="list-style-type: none"> • Solve differential equations • Apply differential equations 	
<p>Core Learning Activities Solve differential equations</p> <ul style="list-style-type: none"> • Interpret verbal statements of problems as differential equations involving a derivative expression • Verify solutions to a differential equation • Estimate solutions to differential equations • Determine general solutions to differential equations • Determine particular solutions to differential equations <p>Apply differential equations</p> <ul style="list-style-type: none"> • Interpret the meaning of a differential equation and its variables in context • Determine general and particular solutions for problems involving differential equations in context 	
<p>Assessments <u>Exam Sample Question</u></p>	<p>Resources <i>Professional & Student</i> AP Classroom Department developed materials online resources</p>
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections Physics - Particle motion Economics - Exponential growth and decay</p>

Unit Planner: Differentiation

AP Calculus B/C

Newtown High
School /
2022-2023 /
Grade 12 /

Mathematics / Last Updated: [Tuesday, June 28, 2022](#) by Paige Hyman
AP Calculus B/C
(College Board
AP) / Week 1 -
Week 4

Differentiation

Cavataro, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Differentiation

- Difference Quotient
- Limit
- Derivative
- Average Rate
- Instantaneous Rate
- Rules of differentiation
- Continuity
- Differentiability

Lens: Properties

G Generalizations / Enduring Understandings

Strand 1: Derivatives

- Difference Quotient
- Limit
- Derivative
- Average Rate
- Instantaneous Rate
- Rules of differentiation

Generalization:

The average rate of change of a function is a difference quotient.

The instantaneous rate of change or derivative is the limit of difference quotient.

Mathematical rules and procedures exist to calculate the derivatives of different types of functions.

Strand 2: Differentiability

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual

What are the derivative rules? (S1)

How is the derivative of a function found? (S1)

What is the definition of a derivative? (S1)

What is the difference between average rate of change and instantaneous rate of change? (S1)

What is an implicit function? (S1)

Conceptual

How is the rate of change determined? (S1)

How is the instantaneous rate of change determined? (S1)

Why are implicit functions needed? (S1)

Why are higher order derivatives needed? (S1)

How is differentiability determined? (S2)

How is continuity and differentiability related? (S2)

- Continuity
- Differentiability

Generalization:

Differentiability implies continuity.

How is rate of change using the tangent line estimated? (S1)
 How is the chain rule to differentiate a composite function used? (S1)
 How is the second derivative found? (S1)
 How is the chain rule used to take the derivative of an implicit function? (S1)
 How is the derivative of an inverse function found? (S1)

Provocative

What is the best approach to finding the derivative of a function? (S1)

Standard(s)

Connecticut Core Standards / Content Standards

Critical Content & Skills

What students must KNOW and be able to DO

Students must be able to:

- Find the derivatives of various functions using the limit of a difference quotient.
- Apply appropriate mathematical rules or procedures to differentiate.
- Determine if a function is continuous and differentiable.

Core Learning Activities

Find the derivatives of various functions using the limit of a difference quotient.

- Calculate average rate of change of various functions using difference quotients.
- Find the derivative of a function using the limit of a difference quotient and estimate the rate of change at a given point.

Apply appropriate mathematical rules or procedures to differentiate.

- Evaluate the slope at a particular point to write the tangent line.
- Apply the power rule to differentiate a function.
- Apply the constant property to differentiate a function.
- Apply the sum or difference property to differentiate a function.
- Apply the constant multiple property to differentiate a function.
- Apply the quotient rule to differentiate a function.
- Apply appropriate rules and properties to differentiate trigonometric, exponential, and logarithmic functions.
- Connect and understand the relationship of the function to its derivative as it relates to degree and shape.
- Find the derivative of a function using derivative rules and calculate the rate of change at a given point.
- Find the derivative of a composite function and evaluate the function at a given point to write the equation of a tangent line.
- Find the derivative of an implicit function and evaluate the function at a given point to write the equation of a tangent line.
- Find the derivative of an inverse function and evaluate the function at a given point to find the equation of a tangent line.
- Find the derivative of an inverse trigonometric function and evaluate the function at a given point to find the equation of tangent line.
- Apply properties and rules of differentiation to find the derivative of higher order derivatives.
- Connect and understand the relationship of the function to its derivative as it relates to degree and shape.

Determine if a function is continuous and differentiable.

- Use limits to determine continuity.

- Understand that differentiability implies continuity.
- Understand discontinuities ie. asymptotes, hole, jump.

Assessments

[3. Review-Implicit Differentiation.pdf](#)

Resources

Professional & Student

Department developed materials on google drive.

<https://apstudents.collegeboard.org/ap/pdf/ap-calculus-ab-bc-course-and-exam-description.pdf>

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Physics-Second derivative is acceleration.

Business-Supply and demand curves.

Unit Planner: Applications of Differentiation

AP Calculus B/C

Unit Planner: Applications of Differentiation

Newtown High

School /

2022-2023 /

Grade 12 /

Mathematics / Last Updated: Tuesday, June 28, 2022 by Paige Hyman

AP Calculus B/C

(College Board

AP) / Week 5 -

Week 11

Applications of Differentiation

Cavataro, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: Analytical

- First Derivative Test
- Second Derivative Test
- Mean Value Theorem
- Extreme Value Theorem
- Optimization
- Related Rates
- Particle Motion
- L'Hopital's Rule

Lens: Connection

G

Generalizations / Enduring Understandings

Strand 1: Key Characteristics of a Function

- First Derivative Test
- Second Derivative Test
- Mean Value Theorem
- Extreme Value Theorem

Generalization:

The First and Second Derivative tests determine the key characteristics of a function.

Mean Value Theorem and Extreme Value Theorem are essential theorems of differential calculus.

Strand 2: Applications of Differentiation

- Optimization

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual

What is the Mean Value Theorem? (S1)

What is Extreme Value Theorem? (S1)

How is the first derivative test used? (S1)

How is the second derivative test used? (S1)

What are extrema? (S1)

Conceptual

What does it mean for a function to be increasing or decreasing? (S1)

What does it mean for a function to have a positive or negative concavity in a certain interval?(S1)

How do the minimum and maximum relate to optimization problems? (S2)

How is concavity determined? (S1)

<ul style="list-style-type: none"> • Related Rates • Particle Motion • L'Hopital's Rule <p>Generalization: Optimization, related rates, and particle motion are real world applications of differentiation. L'Hopital's rule is an application of differentiation applied to limits.</p>	<p>How are intervals of increasing or decreasing determined? (S1) How can the rate of one variable be used to find the rates of others? (S2) How is L'Hospital's Rule used? (S3) When is L'Hospital's Rule used? (S3) How are functions rewritten to limit the number of variables in order to apply related rates? (S2)</p> <p>Provocative Where can optimization, related rates or particle motion be used in the real world? (S2) What role does Calculus play as a tool in science, business, and other areas of study? (S1/S2) What is the most efficient way to solve a related rates problem? (S2)</p>
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Standard(s)
Connecticut Core Standards / Content Standards

Critical Content & Skills
What students must KNOW and be able to DO
Students must be able to:

- Justify conclusions about the behavior of a function based on the behavior of its derivatives.
- Solve real world problems
- Use L'Hospital's Rule to evaluate limits.

Core Learning Activities
Justify conclusions about the behavior of a function based on the behavior of its derivatives.

- Use the Mean Value Theorem to sketch graphs.
- Use Rolle's Theorem to determine a maximum or minimum value.
- Use Extreme Value Theorem to find the absolute minimum or absolute maximum values.
- Use the first derivative test to describe the function's behavior in an interval and determine a critical value.
- Use the second derivative test to determine concavity and classify points of inflection.
- Create an accurate graph without the use of technology.

Solve real world problems

- Solve optimization problems
- Solve Related Rates problems
- Solve Particle Motion problems

Use L'Hospital's Rule to evaluate limits.

- Limits of indeterminate forms may be evaluated.

Assessments
Review
Summative: Other written assessments
[5. Review for Quiz on Applications of Derivatives Part II.pdf](#)
[5. Review for Quest on Applications of Derivatives.pdf](#)

Resources
Professional & Student
Department developed materials on google drive.
<https://apstudents.collegeboard.org/ap/pdf/ap-calculus-ab-bc-course-and-exam-description.pdf>

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

Farming, construction, architecture, business-Area, perimeter, volume

Unit Planner: Integration

AP Calculus B/C

Newtown High

School /

2022-2023 /

Grade 12 /

Mathematics / Last Updated: Tuesday, June 28, 2022 by Paige Hyman

AP Calculus B/C

(College Board

AP) / Week 12 -

Week 15

Integration

Cavataro, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Integration

- Riemann Sum
- definite integrals
- area under a curve
- indefinite integration
- rules of integration
- Fundamental Theorem of Calculus

Lens: Change

G

Generalizations / Enduring Understandings

Strand 1: Definite Integration

Concepts:

- Riemann Sum
- definite integrals
- area under a curve

Generalization:

A definite integral represents the area under a curve over a given interval.

Riemann sums use geometric and numerical methods to approximate definite integrals.

Strand 2: Indefinite Integration

Concepts:

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

- What is a definite integral? (S1)
- What does the area of the region between the graph of a rate of change function and the x-axis represent? (S1)
- What is the difference between areas above and areas below the x-axis? (S1)
- What is a Riemann sum? (S1)
- What is the Fundamental Theorem of Calculus? (S2)
- What is the difference between differentiation and integration? (S2)
- What is the difference between indefinite and definite integrals? (S2)
- What patterns indicate the need for integration using substitution? (S2)
- What does it mean for a sum to diverge? (S2)

<ul style="list-style-type: none"> • indefinite integration • rules of integration • Fundamental Theorem of Calculus <p>Generalization: Indefinite Integration is the inverse of differentiation. Mathematical rules and procedures exist to evaluate the integral of different types of functions. The Fundamental Theorem of Calculus connects differentiation and integration.</p>	<p><u>Conceptual:</u> Given information about a rate of change, how can we determine the net change over a given interval of time? (S1) How can definite integrals be approximated using geometric and numerical methods? (S2) When is it appropriate to use geometry to evaluate an integral? (S2) Given information on velocity, how can the Fundamental Theorem of Calculus be used to determine position? (S2) How is integrating to find areas related to differentiating to find slopes?(S2) How can rearranging function into equivalent forms allow us to find anti-derivatives efficiently? (S2)</p> <p><u>Provocative:</u> How is it possible for the area of an unbounded region to be finite? (S2)</p>
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Standard(s)
Connecticut Core Standards / Content Standards
Calculus Standards

Critical Content & Skills
*What students must **KNOW** and be able to **DO***
Students will be able to

- Apply the Properties of Integrals
- Apply Riemann Sums
- Apply the Fundamental Theorem of Calculus

Core Learning Activities
Apply Riemann Sums

- Approximate areas under a curve using the sum of areas of basic geometric shapes.
- Interpret the limiting case of the Riemann sum as a definite integral.
- Represent the limiting case of the Riemann sum as a definite integral.

Apply the Fundamental Theorem of Calculus

- Connect the area under the graph of a functions derivative with the net change in the function.
- Solve Problems related to the motion of a particle along a line.

Apply the Properties of Integrals

- Apply basic integration rules to find the integral of a function.
- Use the inverse process of differentiation to find the antiderivative of functions.

Assessments
Exam Sample Questions

Resources
Professional & Student
AP Classroom
Department developed materials
online resources

Student Learning Expectation & 21st Century Skills

Interdisciplinary Connections

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Economics - If compounding more often increases the amount in an account with a given rate of return and term, why doesn't compounding continuously result in an infinite account balance, all other things being equal?
Physics - Particle Motion

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Unit Planner: Applications of Integration

AP Calculus B/C

Newtown High

School /

2022-2023 /

Grade 12 /

Mathematics / Last Updated: [Tuesday, June 28, 2022](#) by Paige Hyman

AP Calculus B/C

(College Board

AP) / Week 16 -

Week 19

Applications of Integration

Cavataro, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tiemey, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Applications of Integration

- integral defined function
- The Second Fundamental Theorem of Calculus
- average value of a function
- area between two curves
- volume of solids

Lens: transformation

G

Generalizations / Enduring Understandings

Strand 1: Real World Applications

Concepts:

- integral defined function
- The Second Fundamental Theorem of Calculus
- average value of a function

Generalization:

The Second Fundamental Theorem of Calculus gives an equation for the derivative of an integral defined function. The average value of a function is solved by definite integrals.

Strand 2: Area and Volume Applications

Concepts:

- area between two curves
- volume of solids

Generalization:

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

- What is the average value of a function? (S1)
- How do position, velocity, and acceleration relate? (S1)
- What are the methods to calculate volume of solids? (S2)

Conceptual:

- How can differentiation and antidifferentiation help to move between position, velocity, and acceleration functions? (S1)
- When should each method to calculate volume of solids be used? (S2)

Provocative:

- Is the same solution achieved when finding the volume of a three dimensional figure using different methods? (S2)
- How can integration be used to explain that the formulas for areas of two dimensional geometric figures relate to the volume of their three dimensional counterparts? (S2)

<p>Definite integrals solve for areas between two curves and volumes of solids.</p>	<p>If the width of a rectangle is infinitesimally small is it still two dimensional? (S2)</p>
<p>Standard(s) <i>Connecticut Core Standards / Content Standards</i> <u>Calculus Standards</u></p>	
<p>Critical Content & Skills <i>What students must KNOW and be able to DO</i> Students will be able to:</p> <ul style="list-style-type: none"> • Apply the Second Fundamental Theorem of Calculus in Real World problems • Use integrals to solve for area under a curve and volume of solids 	
<p>Core Learning Activities Apply the Second Fundamental Theorem of Calculus in Real World problems</p> <ul style="list-style-type: none"> • determine the average value of a function using definite integrals • determine values for positions and rates of change using definite integrals in problems involving rectilinear motions • calculate areas in the plane using the definite integral <p>Use integrals to solve for area under a curve and volume of solids</p> <ul style="list-style-type: none"> • calculate volumes of solids with known cross sections using definite integrals • calculate volumes of solids of revolution using definite integrals • determine the length of a curve in the plane defined by a function, using a definite integral 	
<p>Assessments <u>Sample Exam Questions</u></p>	<p>Resources <i>Professional & Student</i> AP Classroom Department developed materials online resources</p>
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections Physics- particle motion</p>

Unit Planner: Differential Equations

AP Calculus B/C

Newtown High
School /
2022-2023 /
Grade 12 /

Mathematics / Last Updated: Tuesday, June 28, 2022 by Paige Hyman
AP Calculus B/C
(College Board
AP) / Week 20 -
Week 23

Differential Equations

Cavataro, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Different Equations

- differential equations
- slope fields
- general solution
- particular solution
- exponential growth and decay
- gravity

Lens: Analysis

G

Generalizations / Enduring Understandings

Strand 1: Differential Equations

Concepts:

- differential equations
- slope fields
- general solution
- particular solution

Generalization:

A differential equation is the derivative of a family of functions.

A slope fields represents all possible general solutions to a differential equation.

The particular solution to a differential equation is a unique solution based on a given initial condition.

Strand 2: Applications of Differential Equations

Concepts:

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

What is the difference between a general solution and a particular solution? (S1)

What is a slope field? (S1)

What is the difference between exponential growth and decay? (S1)

What is the gravitational constant? (S2)

Conceptual:

How can you identify the behavior of a particular solution using a slope field? (S1)

How is the particular solution graphed on a slope field? (S1)

How do the general solutions of a differential equation vary? (S1)

How are differential equations used to model exponential growth and decay? (S2)

How are differential equations used to model acceleration due to gravity? (S2)

<ul style="list-style-type: none"> • exponential growth and decay • gravity <p>Generalization: Exponential growth and decay and acceleration due to gravity can be modeled using differential equations.</p>	<p>Provocative: Can a model be derived for the number of computers, C, infected by a virus, given a model for how fast the computers are being infected, dC/dt, at a particular time? (S1)</p>
<p>Standard(s) <i>Connecticut Core Standards / Content Standards</i> <u>Calculus Standards</u></p>	
<p>Critical Content & Skills <i>What students must KNOW and be able to DO</i> Students will be able to:</p> <ul style="list-style-type: none"> • Solve differential equations • Apply differential equations 	
<p>Core Learning Activities Solve differential equations</p> <ul style="list-style-type: none"> • Interpret verbal statements of problems as differential equations involving a derivative expression • Verify solutions to a differential equation • Estimate solutions to differential equations • Determine general solutions to differential equations • Determine particular solutions to differential equations <p>Apply differential equations</p> <ul style="list-style-type: none"> • Interpret the meaning of a differential equation and its variables in context • Determine general and particular solutions for problems involving differential equations in context 	
<p>Assessments <u>Exam Sample Question</u></p>	<p>Resources <i>Professional & Student</i> AP Classroom Department developed materials online resources</p>
<p>Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections Physics - Particle motion Economics - Exponential growth and decay</p>

Unit Planner: Parametric, Polar, and Vector-Valued Functions

AP Calculus B/C

Newtown High
School /
2022-2023 /
Grade 12 /

Mathematics / Last Updated: [Tuesday, June 28, 2022](#) by Megan Guarino

AP Calculus B/C
(College Board
AP) / Week 24 -
Week 27

Parametric, Polar, and Vector-Valued Functions

Cavataro, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Parametric, Polar, and Vector-Valued Functions

- real-valued function
- parametric equation
- vector-valued functions
- arc length
- polar coordinates
- polar equation
- area between polar curves

Lens: function

G Generalizations / Enduring Understandings

Strand 1: Parametric Equations and Vector Valued

Functions

Concepts:

- real-valued function
- parametric equation
- vector-valued functions
- arc length

Generalization:

Methods for calculating derivatives and integrals of real valued functions are extended to parametric and vector valued functions.

The arc length of a parametrically defined curve is calculated using a definite integral.

Strand 2: Polar Coordinates

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:

- What is a parametric equation? (S1)
- What is a tangent line? (S1)
- What is a vector-valued function? (S1)
- What are polar coordinates? (S2)

Conceptual:

- How can functions be rewritten as parametric functions? (S1)
- How can motion defined parametrically be translated to vector notation? (S1)
- How we model motion not constrained to a linear path? (S2)
- How does the chain rule help us to analyze graphs defined using parametric equation or polar functions? (S1)
- How is the concept of calculating areas in rectangular coordinates extended to polar coordinates? (S2)

<p>Concepts:</p> <ul style="list-style-type: none"> • polar coordinates • polar equation • area between polar curves <p>Generalization: Methods for calculating derivatives and integrals of real valued functions is extended to functions in polar coordinates. The area between two polar curves is calculated using definite integrals.</p>	<p><u>Provocative:</u> Can polar, parametric, and vector valued functions allow us to extend our knowledge to other applications? (S1/S2)</p>
<p>Standard(s) <i>Connecticut Core Standards / Content Standards</i></p>	
<p>Critical Content & Skills <i>What students must KNOW and be able to DO</i> Students will be able to:</p> <ul style="list-style-type: none"> • Apply methods for calculating derivatives of real-valued functions to parametric functions and polar curves • Use definite integrals to determine regions defined by parametric functions and polar curves • Determine values for positions and rates of change in problems involving planar motion 	
<p>Core Learning Activities</p> <p>Apply methods for calculating derivatives of real-valued functions to parametric functions and polar curves</p> <ul style="list-style-type: none"> • Calculate derivatives of parametric functions • Calculate derivatives of vector-valued functions • Calculate derivatives of functions written in polar coordinates <p>Use definite integrals to determine regions defined by parametric functions and polar curves</p> <ul style="list-style-type: none"> • Determine the length of a curve in the plane defined by parametric functions • Calculate areas of regions defined by polar curves using definite integrals • Determine a particular solution given a rate vector and initial conditions <p>Determine values for positions and rates of change in problems involving planar motion</p> <ul style="list-style-type: none"> • Derivatives can be used to determine velocity, speed, and acceleration for a particle moving along a curve in the plane defined using parametric or vector-valued functions. 	
<p>Assessments</p>	<p>Resources <i>Professional & Student</i> AP Classroom Department developed materials</p>

	online resources
Student Learning Expectation & 21st Century Skills <u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u>	Interdisciplinary Connections

Unit Planner: Infinite Sequences and Series AP Calculus B/C

Newtown High
School /
2022-2023 /
Grade 12 /

Mathematics / Last Updated: [Tuesday, June 28, 2022](#) by Megan Guarino
AP Calculus B/C
(College Board
AP) / Week 28 -
Week 32

Infinite Sequences and Series

Cavatara, Charlotte; Dnes, Danielle; Guarino, Megan; Hall, Eugene; Hyman, Paige; Raccio, Keristen; Tierney, Shawn

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)	
Unit Web Template (Optional)	
<p>Concepts / Conceptual Lens <i>Please attach your completed Unit Web Template here</i> Concept: Infinite Sequences and Series</p> <ul style="list-style-type: none"> • sequence • series • convergence tests • Tangent Line approximation • Taylor polynomial • Maclaurin series • Power Series <p>Lens: series</p>	
<p>G Generalizations / Enduring Understandings <u>Strand 1</u>: Sequences and Series Concepts</p> <ul style="list-style-type: none"> • sequence • series • convergence tests <p>Generalizations A series is the sum of the terms of an infinite sequence Convergence tests show whether an infinite series converges or diverges.</p> <p><u>Strand 2</u>: Taylor, Maclaurin, and Power Series Concepts</p> <ul style="list-style-type: none"> • Tangent Line approximation • Taylor polynomial 	<p>Guiding Questions <i>Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]</i> <u>Factual:</u></p> <p>What is the nth term test for divergence? (S1) What is a series? (S1) What is the difference between absolute or conditional convergence? (S1) What is the Taylor polynomial approximation of functions? (S2) What is a power series? (S2) What is a Taylor series? (S2) What is a Maclaurin series? (S2)</p> <p><u>Conceptual:</u> How is the nth term test used to test for divergence of a series? (S1) How is the integral test used to determine whether a series converges or diverges? (S1)</p>

- Maclaurin series
- Power Series

Generalization:

A tangent line approximation is a first degree Taylor polynomial used to approximate the value of a function at a given point

Higher degree Taylor polynomials provide more accurate approximations of the corresponding function

A Maclaurin series is a Taylor polynomial centered at $x=0$

A power series is a Taylor polynomial with an infinite number of terms

How does a harmonic series differ from a geometric series? (S1)

How are the comparison test, limit comparison test, alternating series test, and ratio test used to determine whether a series converges or diverges? (S1)

When is a series absolutely convergent, conditionally convergent, or divergent? (S1)

If an alternating series converges by the alternating series test, how is the alternating series error bound used to bound how far a partial sum is from the value of the infinite series? (S2)

How can the Lagrange error bound be used to determine a maximum interval for the error of a Taylor polynomial approximation to a function? (S2)

Provocative

Can the sum of infinitely many discrete terms be a finite value or represent continuous functions? (S1)

Standard(s)

Connecticut Core Standards / Content Standards

Calculus standards

Critical Content & Skills

What students must **KNOW** and be able to **DO**

Students will be able to

- determine whether a series converges or diverges
- approximate the sum of a series
- use series to represent associated functions on an appropriate interval
- determine the error bound associated with a Taylor polynomial approximation
- determine the radius of convergence and interval of convergence for a power series

Core Learning Activities

Determine whether a series converges or diverges

- define convergent and divergent series
- use geometric series
- apply the n th term test for divergence
- apply the integral test for convergence
- use Harmonic series
- use p -series
- apply comparison tests for convergence
- apply alternating series test for convergence
- apply ratio test for convergence
- determine absolute or conditional convergence

Approximate the sum of a series

- alternating series error bound

Use series to represent associated functions on an appropriate interval

- represent a function at a point as a Taylor polynomial
- approximate function values using a Taylor Polynomial

- represent a function as a Taylor series
- represent a function as a Maclaurin series
- represent a function as a power series
- Interpret Taylor series or Maclaurin series

Determine the error bound associated with a Taylor polynomial approximation

- Lagrange error bound
- alternating series error bound

Determine the radius of convergence and interval of convergence for a power series

Assessments

[Sample exam questions](#)

Resources

Professional & Student

AP Classroom

Department developed materials

online resources

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Taylor series have wide reaching applications across mathematics, physics, engineering and other sciences. The concept of approximating a function, or data, using a series of functions is a fundamental tool of modern science

Personnel Certified/Non-Certified

Recruitment and Selection

The Board of Education (Board) believes in recruiting and employing the best certified and non-certified talent available and believes that those who are most familiar with the needs of our classrooms and schools and who are also most knowledgeable about the skills and expertise needed are the ones best able to recruit and identify such talent. Therefore, the board authorizes the Superintendent or his/her designee(s) to recruit and hire the district's non-administrative certified and non-certified staff.

Further, the Board recognizes the importance of the contributions provided by a diverse workforce. Therefore, the Board believes it is important that diversity be recognized in the recruitment, hiring, promotion and assignment of personnel. The administration shall be responsible for establishing fair and sound recruitment, selection and appointment procedures that abide by the Board's Equal Employment Opportunity (P4111.1/4311.1) and Plan for Minority Recruitment and Selection (P4111.3/4211.3) policies.

On the application form, an applicant for such a position in the school district shall disclose any previous relationship with the Superintendent or any administrator or Board member. Previous relationships will include any business, financial, personal, political or family connections. Prior to hiring a candidate, the superintendent will inform the Board of any such relationship

(cf. 4115 – Evaluation)

Legal Reference: Connecticut General Statutes
10-151 Employment of teachers. Notice and hearing on termination of contract (as amended by P.A. 12-116 An Act Concerning Educational Reform)
10-153 Discrimination on account of marital status.
10-183v Reemployment of teachers, as amended by P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 16-91, An Act Making Changes to the Teachers' Retirement System, and PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes
10-220 Duties of Boards of Education.
31-126 Unfair Employment Practices
46a-60 Discriminatory employment practices prohibited.
P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56

Policy adopted: November 7, 2017

NEWTOWN PUBLIC SCHOOLS

Administration

Hiring School Administrators

The Board of Education (Board) recognizes that the Superintendent is its sole employee, and also that the district requires an administrative staff that will work productively and efficiently with the Superintendent. The Board further recognizes that administrators have a large impact on students and staff. Therefore, the Superintendent and the Board shall work cooperatively when recruiting and hiring administrative staff.

Hiring Procedure

There shall be a Search Committee for each open administrative position consisting of district staff and parents as the Director of Human Resources or his/her designee deems appropriate and shall also include up to two Board representatives as selected by the Board Chair. The Superintendent shall not be a member of the Search Committee. The Search Committee shall forward two or more potential candidates to the Superintendent who will form an advisory Selection Committee that includes others he/she feels warranted and up to two Board members. The Board members shall be selected by the Chair and shall not include those who served on the Search Committee for the position.

The Superintendent shall send his/her recommendation(s) to the Board at least five calendar days prior to a regular or special Board meeting in which the Board will accept or reject said recommendations. This meeting shall be held no later than one calendar month after receiving the Superintendent's selection(s). If the Board should reject all of the Superintendent's nominations, this procedure shall be repeated.

Alternative Procedure

Upon request of the Superintendent, the Board may vote to fully authorize the Superintendent and his/her staff to recruit and hire for a specified open position. This process may include up to two Board members, if included in said authorization.

Legal Reference: Connecticut General Statutes

10-151(b) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. 12-116, An Act Concerning Education Reform)

Policy adopted: July 30, 2015

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Personnel – Certified/Non-Certified

Substitute Teachers

The Superintendent shall, within budgetary provisions, make every effort to provide substitute teachers during the absence of the regular teacher. Insofar as possible, the substitute teacher shall continue the academic work of the class as planned. Teachers shall have plans prepared for use when they are absent. The substitute teacher must be qualified to implement the lesson plan and accomplish the goals set by the classroom teacher.

Suitable programs for hiring, training, assigning, orienting and evaluating the work of substitute teachers shall be provided by the District.

Rates of compensation for substitute teachers will be set by the Board of Education.

~~Substitute teachers will not participate in the health and welfare plans or other fringe benefits of the school system.~~

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

Legal Reference: Connecticut General Statutes

10-183v Reemployment of teachers.

10-145a Certificates of qualification for teachers.

Policy adopted:

Personnel – Certified/Non-Certified

Substitute Teachers

Definitions

1. A **daily substitute teacher** is a person who has earned a Bachelor's Degree, is fully qualified to instruct in our schools and who is employed for short periods of time in the absence of the regular teacher. The Commissioner of Education may waive requirement for a Bachelor's Degree for good cause upon the request of the Superintendent of Schools.
2. A **long-term substitute teacher** is a person who substitute teaches in the same assignment for the same teacher for a period of 30 days or more.
3. A **building substitute teacher** is a person who substitute teaches wherever needed in the same school building each day according to the school calendar established annually by the Board of Education. A teaching certification is preferred but not required.

Payment

1. **Daily substitute teacher** – the daily substitute teacher shall be paid at the daily substitute per diem rate established by the Board of Education.
2. **Long-term substitute teacher** – the long-term substitute teacher shall be paid at the daily substitute per diem rate established by the Board of Education for the first 30 days of the assignment. Beginning with the 31st day of the continuous service, the per diem rate of pay will increase to the certified teacher salary of bachelor's step 1 as established in the current Newtown Federation of Teachers contract. The Superintendent may alter this payment schedule under certain circumstances.
3. **Building substitute teacher** – the building substitute teacher shall be paid at the building substitute per diem rate established by the Board of Education.

Procedure for Employment/Selection

1. All candidates for substitute teaching positions will be submit a complete application and will be interviewed by a District building administrator.
2. The Board shall only hire applicants for substitute teaching positions who comply with the reference and background checks as detailed in Board Policies P 4112.5/P 4212.5. The Board shall determine which such persons are employable as substitute teachers and maintain a list of such persons. Only those substitute teachers on the list shall fill available substitute assignments.

Personnel – Certified/Non-Certified

Substitute Teachers

3. Approved substitutes shall remain on such list as long as she/he is continuously employed by the Board as a substitute teacher, provided the Board does not have any knowledge of a reason that such person should be removed from the list. There is reasonable assurance of continued employment from one school year to the next unless the substitute teacher communicates in writing that they are no longer interested in accepting substitute teaching assignments.
4. The administration will ensure that all substitute teachers are trained in school rules and policies. It will be the responsibility of the Principal or his/her designee to assign a substitute to fill any vacancy by the temporary absence of a regular staff member.
5. Only substitute teachers who are fully certified teachers will be assigned to classes whose regular teachers are on long-term leaves of absence of 40 days or more unless an appropriate extension of the 40-day assignment has been granted by the Commissioner of Education.
6. Principals will attempt to maintain as much continuity as possible by engaging only one substitute for the full period of absence and will notify parents of all long-term substitutes in a timely fashion.
7. Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

SUBSTITUTE TEACHERS

The Superintendent, or his/her designee, should make every effort to provide qualified substitute teachers who are certified either as a substitute or regular teacher. Prior to the initial placement on the substitute teacher roll, the candidate shall be required to file written references and participate in a personal interview.

Adopted 10/10/95

Leave Provisions for Per Diem Substitutes

Per diem substitute teachers, regardless of the duration of a particular assignment, will not be entitled to sick leave or any other type of leave. No pay shall be awarded for any day absent.

Long-Term Substitute Teachers

A substitute teacher may be employed by the Superintendent, subject to approval by the Board of Education, during the school year for the regular teacher whose absence will extend beyond thirty (30) days for extenuating reasons. The substitute's appointment, however, may not extend beyond the current school year. The long-term substitute will be employed at the appropriate step on the current salary schedule commensurate with training and experience.

Long-Term Leave Provisions

Long-term substitute teachers will be entitled to sick leave awarded at the rate of one-and- one-half days per month, credited on the first working day of each month. Such leave may be accumulated month by month for the duration of continued employment in the position for which the substitute was hired. Such leave accumulation shall revert to zero upon completion of the substitute teaching assignment and may not be applied toward other assignments or to regular teaching service.

No other types of leaves shall be available to substitute teachers, except leave without pay.

Adopted 2/9/71

Updated 1/25/77, 10/10/95

**Please note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting held on December 6, 2022, at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair (absent)	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson (absent)	5 Staff
J. Kuzma (absent)	3 Public
J. Larkin	
A. Plante	
K. Kunzweiler (absent)	
D. Godino	

Ms. Zukowski called the meeting to order at 7:03 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mrs. Plante moved that the Board of Education approve the consent agenda which includes the donation to Sandy Hook School and the correspondence report. Mr. Ramsey seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Ms. Zukowski reported that there are three ad hoc committees coming up soon. In addition, there are two contract negotiations along with a committee related to the recently adopted teacher's contract to discuss the categorizations of extracurricular activities. Ms. Zukowski asked the Board to let her know if they have time to join and also thanked those who already reached out to her. Ms. Zukowski ended her report by reminding the Board that it was the start of Mr. Melillo's sixth month as Superintendent. She thanked him for exceeding her expectations and his leadership.

Superintendent Report: Mr. Melillo highlighted the winter concerts that are currently happening this week. He encouraged the community to go out and support the Arts in Newtown. Mr. Melillo also reminded the community that the cold and flu season is upon us. There has been a large uptick in Newtown, especially at the high school. He asked everyone to take precautions and avoid contact with people if you are feeling sick.

Committee Reports:

Mr. Ramsey reported on the Social Emotional Health & Wellness meeting on behalf of Mrs. Kuzma. The committee met on Monday with a presentation by Marc Michaud who teaches Project Adventure at Newtown Middle School. The presentation was very informative and the committee benefited greatly from the discussions around what Project Adventure is doing for the students. The committee agreed that it would be a good idea for this course to be presented to the entire Board. The committee also discussed the goals of the committee and agreed to continue with monthly meetings.

Mr. Ramsey reported on the Communications meeting. The committee agreed to continue with monthly meetings. The upcoming newsletter will focus on the budget process and will help the

Newtown communities understand the process and some of the encumbrances we are facing with the economic times that we find ourselves in.

Mrs. Plante reported that December is Kindness Month at Hawley. Children are reading books about kindness and recognizing acts of kindness around the school. Their Kindness Assembly is Friday, December 23rd at 9:15 am. It will be at Reed and students from Sandy Hook will travel over to Reed and they will all participate in the assembly. The assembly will consist of songs and a special surprise guest at the end.

Student Representative Report:

Mr. Godino reported that the Newtown high School Tools for Living class visited the Prospected Theater in Ridgefield for a service-learning field trip. They learned about the theater's mission to provide employment to those with disabilities. Newtown High School also welcomes many new students into the National Honor Society at this year's inductions. Students put on a fantastic show with their student-directed performance of "Almost Maine". Mr. Godino congratulated everyone on a job well done.

Item 5 – Presentations

First Read of AP Calculus A/B and AP Calculus B/C:

Mr. Hall presented the curriculum for AP Calculus AB and BC. He focused on the pathways to get to these courses along with each unit in the courses.

Mr. Ramsey thanked Mr. Hall for the presentation. He loved hearing the enthusiasm in Mr. Hall's voice when speaking about these courses. Mr. Ramsey also finds it very noteworthy that Newtown has so many students that can achieve this high-level math. He believes it is a credit to our elementary, intermediate, and middle school programs as well.

Mr. Hall agrees. He noted that they have programs all the way down to kindergarten. In 6th and 7th grade, they separate the children to form their pathways to high level math. However, there are many different pathways that can occur.

Ms. Zukowski was impressed to find out that some juniors are taking these courses. She asked if Newtown is implementing an AP course that is completely conformant to the College Board requirements.

Dr. Longobucco reminded Ms. Zukowski that the courses meet the requirements, however, not all the courses that were discussed are AP courses.

Ms. Zukowski understood.

Ms. Zukowski asked what courses are offered as seniors for the students who start these courses as sophomores.

Mr. Hall said that they can take AP Statistics, AP Computer Science A, Multivariable Calculus and starting next year, Newtown will offer Differential Equations.

Mr. Melillo noted that he was most impressed with the passion Mr. Hall had for teaching these courses and speaking about them to the Board.

Special Education Overview:

Mrs. Mailloux-Petersen, Director of Special Education, Ms. Raquel, Supervisor of Elementary Special Education and Preschool, and Ms. Hall, Supervisor of Intermediate Special Education presented an update on Special Education in Newtown Public Schools.

Mrs. Plante asked what the different pathways are for a student to receive an evaluation. Also, what the typical timeframe is.

Mrs. Mailloux-Petersen answered that the school or a parent can refer a student for an evaluation. Once the Special Education department has it in writing, they will meet within two weeks to review all of the information and data that is given to them. If the decision has been made to move forward, consent from the parents is required. They need to have the evaluation done within forty days to then have a PPT and implement the student's IEP. The parents have an additional five days to review the IEP to determine if they agree or not.

Mr. Ramsey thanked them for their presentation. He asked if there is any interaction between the TAP program and the Special Education department.

Mrs. Mailloux-Petersen answered that she does not oversee the TAP program but there is a Special Education teacher and school psychologist attached to the program for students.

Mr. Ramsey asked if the TAP program has the support of Special Education personnel.

Mrs. Mailloux-Petersen said that they do.

Mr. Ramsey asked how the teachers handle the process of collecting the data and the balance between data collection and being able to teach the class.

Mrs. Mailloux-Petersen answered that data collection is a big part of their job. The supervisors offer a lot of professional development to those who need help with collecting data.

Lastly, Mr. Ramsey asked how the PPT meetings are going.

Mrs. Mailloux-Petersen said that it depends on the situation. Last year, they had over 1700 PPTs with two parents who filed a claim with the state. One claim was dropped and the other one had a very minor correction and was closed. PPTs are about communication, and she feels they are doing a good job.

Mrs. Larkin asked if student's data for parents has to specifically be outlined in their child's IEP to receive it.

Ms. Raquel said that there have been times when parents have requested it and they have recorded it, but it is not necessarily in the IEP. However, going forward with the new IEP framework there will be a schedule of progress monitoring so when the teacher checks on the student's progress it will now be recorded in the IEP.

Mrs. Mailloux-Petersen said that the State of Connecticut required all Districts, as of July 1, to use a new platform for writing student's IEP. Districts were not trained until after July 1 and there are a lot of glitches.

Ms. Raquel added that it is not a requirement to the IEP to reflect the frequency of progress monitoring and how frequently a parent would receive it. What is required of the IEP is the method of the data collection and the criterion for mastery. If a parent would like to see more progress reports, parents can bring the request to the PPT.

Mrs. Larkin asked if it was possible to get more staff to be Wilson trained.

Mrs. Mailloux-Petersen said that she offers the training to the staff. It is a year long commitment and it is voluntary.

Mrs. Larkin asked for ways to help parents understand the IEP process and progress monitoring.

Mrs. Mailloux-Petersen said that the process would start with the school psychologist or teacher reaching out to the parent's about doing an evaluation. Once they are identified, the student has a case manager, and the parents can reach out directly to them if they have questions or concerns.

Mrs. Larkin asked if all the issues in the self-study were addressed from 2019.

Mrs. Mailloux-Petersen said that all issues were addressed. More specifically, more teachers have been trained in Wilson and all staff has been trained in confidentiality. Staffing was an issue and continues to be.

Mrs. Plante asked if the shortage of behavior therapists affected services for the students.

Mrs. Mailloux-Petersen said that it has not been affected and they are using an outside service.

Mr. Ramsey offered his deepest gratitude to the special education staff. He believes the staff truly is superhuman in their care and concern for their students.

Mrs. Mailloux-Petersen agreed that Newtown has the best staff.

Mr. Melillo commented that as a parent of a child with an IEP, he can understand Mrs. Larkin's question about helping parents navigate the process. It can become overwhelming and worrisome.

Mrs. Mailloux-Petersen understands the concern and welcomes any parent with concerns or questions to reach out directly to her or one of the supervisors. It can be a confusing process and it is best to get all the questions answered at the beginning.

Mrs. Larkin praised the special education department for all their hard work.

Ms. Zukowski asked if there was a pipeline that goes from the integrated preschool to the PAL to the Rise to Tools for Living.

Mrs. Mailloux-Petersen said that it is so individualized so not necessarily.

Ms. Zukowski asked if there is an opportunity for students to take courses they are interested in and can excel. She continued to ask if this is part of the IEP process.

Mrs. Mailloux-Petersen said if the student is able to take that particular course then it is and it is discussed in the IEP.

Ms. Zukowski asked if it was possible for students to be thriving and in general education in the elementary and intermediate grades and then transition into the SAIL program in the middle school.

Mrs. Mailloux-Petersen answered that they can. Unfortunately they are seeing an uptick in the mental health area in students. The middle school level has seen the most reported cases of depression and anxiety.

Ms. Zukowski asked if there was a backlog with the evaluations from 2019-2021. She finds it counterintuitive to only have 106 students identified after a two-year gap.

Ms. Raquel said they are not delayed in their evaluations. Students were identified in the two year gap.

Ms. Zukowski noticed that after 2016, Newtown looks to be doing better than the State average. She thanked them for their hard work.

Reading Program Review/Update:

Mrs. Uberti, Assistant Superintendent, and Mrs. DiBartolo, Director of Teaching & Learning, present an overview and update on the extensive work that has been done in the district in response to the state of Connecticut's impending reading program mandate. The District is required to notify the CSDE of our intention to implement one of the approved reading programs by December 16, 2022.

Mrs. Larkin asked if the District would consider still supplementing phonics and phonemic awareness and keeping Heggerty and Foundations.

Mrs. Uberti said it would be very dependent on the program. Most of the programs are very heavily integrated so it would not make sense to do that because it would be confusing to the students and teachers.

Mrs. DiBartolo continued by saying that one of the programs they looked at was "a la carte". They asked for the scope and sequence of the program and compared it to the Foundations. They found that in this particular program, Foundations moved at a slower pace and could be problematic.

Mrs. Uberti said that the team went into this process with the mindset that they need to keep Foundations. She believes they are less convinced now because they have seen what some of these programs can offer. Newtown has not had Foundations long enough to evaluate its effectiveness because of the timing of the implementation which was in the Covid year.

Mrs. Plante asked about the process of rolling out the pilot and asked if this will disrupt the student's learning

Mrs. Uberti answered that they spoke to the representatives about those concerns. Some of the programs have "Pilot Teams" and one even said they would work with us to look at our i-Ready data following the January testing session to help us select units that would be beneficial to our students. Mrs. Uberti's fear is that they would pilot two programs and find that neither program is right. She would not want to implement the program without the support of the teachers.

Mrs. Plante continued by asking how it would impact the students that have been using Teacher's College K-2 and then switching at Grade 3.

Mrs. Uberti said the district just went through something similar with the new math program. One option is to do a slower rollout but the team came to an agreement that it is appropriate to do a K-4 implementation as long as it is fiscally possible.

Mr. Ramsey asked about the Science of Reading and how the brain learns to read. He asked if we have made significant progress in the last five years.

Mrs. DiBartolo said that she believes they are moving up. She has spoken with teachers and in cross-grade level building meetings and teachers have recognized that what they are doing is not working. Given that information, she believes that they will see that climb. We are in a really great place to enhance our reading instruction.

Mrs. Larkin is in support of implementing a new reading program. Looking forward, after meeting the mandate, Mrs. Larkin requested implementing the program to grades 5-6.

Mrs. Larkin asked how adopting a structured literacy program would impact existing IEPs that are currently written for level literacy.

Mrs. Uberti said it would be ideal if they had the 2023-2024 school year to look into rolling out to grade 5-6. Mrs. Uberti said she has a wonderful relationship with Special Education department. The District tries to include Special Education in everything with General Education. They have a meeting coming up regarding the new reading mandate.

Mrs. DiBartolo said IEPs will not change drastically in terms of the encoding and decoding. The only thing that she believes will change is that the reading comprehension could be written differently.

Ms. Zukowski asked when they would know which two resources they are thinking of going with. Mrs. Uberti said that their hope is to have that decision made in December, before the break.

Item 6 – Old Business

Update on Strategic Plan Process:

Mr. Melillo reported that the Strategic Plan Committee is working within the guidelines of the Board to engage stakeholders and conduct the needs assessments of the District. The committee has already reviewed the results of SWOT analysis, which are the strengths, weaknesses, opportunities and threats. At the last meeting, they came together as a team and decided that is important to solicit all of our voices and engage various stakeholders in the process. The committee decided which stakeholders they wanted to bring to the table. Stakeholders would include but not limited to students, families, community members, Board members, and staff.

Mrs. Plante asked if they were on track with where they expected to be.

Mr. Melillo said that yes, they are on track. They have a very good team. It is comprised of Board members, parents, community members, and educators. And everyone seems to be on the same page.

Ms. Zukowski asked if Mr. Melillo could outline the SWOT analysis at the next Board meeting.

Mr. Melillo said that he could share the results with the Board.

Second Read and Possible Action on Greenery 1 & 2 Curriculum:

MOTION: Mrs. Plante moved that the Board of Education approve the Greenery 1 & 2 Curriculum. Mrs. Larkin seconded. Motion passes unanimously.

Item 7 – New Business

Discussion of 2023 Board of Education Schedule of Meetings:

Ms. Zukowski said that she was concerned about the number of meetings that were held in the Reed Library because it is not as conducive to reaching our public. Unfortunately, there is not anything that can be done about that. She asked the Board to review the dates over the next couple of weeks.

Mrs. Larkin reminded the Board that the subcommittees were designed to have three members in case a member could not attend, the committee would still have two remaining members and have a quorum.

Discussion of 2023 Standing Committees:

Ms. Zukowski suggested that all the Board members look at the 2023 standing committees. There will be a broader discussion on December 20th. Mrs. Zukowski also suggested thinking about the frequency with which the meetings are held.

MOTION: Mrs. Plante moved that the Board of Education approve the minutes of November 15, 2022. Mr. Ramsey seconded.

Mr. Ramsey moved that the Board of Education amend the minutes of the November 15, 2022 Board of Education meeting to include comments made by Mr. Ramsey regarding the Fine Arts presentation issued by Michelle Hiscovich. Comments included praise for the Covid 19 Response under difficult circumstances, the depth and authenticity of the Fine Arts Mission Statement, praise for the HEMMA program, and the positive impact of the Arts for the entire school. Mrs. Larkin seconded. Motion passes unanimously.

Vote on the main motion. Motion passes unanimously.

Item 8 – Public Participation

Dr. Vivian Koppelman, 12 Appleblossom Lane, spoke about how impressed she was with the discussions she heard at tonight's meeting. She spoke about the national assessment of the educational progress which says that the fourth and eighth grade readers have poor results. Dr. Koppelman believes tutors would be effective to help the students. There is a long road ahead to recover from the pandemic and some students have a higher mountain to climb.

MOTION: Mrs. Plante moved to adjourn. Mrs. Larkin seconded. Motion passes unanimously.

Item 9 - Adjournment

The meeting adjourned at 10:35 pm.

Respectfully Submitted,

Donald Ramsey
Secretary