Please note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting on March 7, 2017 in the council chambers,
3 Primrose Street, at 7:30 p.m.

K. Alexander, Chair	J. Erardi
M. Ku, Vice Chair	J. Davila
D. Leidlein, Secretary	R.Bienkowski
J. Vouros	11 Staff
R. Harriman-Stites	8 Public
A. Clure	2 Press
D. Cruson	
S. Chand	
D. Lew	

Mr. Alexander called the meeting to order at 7:37 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Erardi stated that we were recognizing the Public Building and Site Commission that took responsibility for the new Sandy Hook School. July 29 was media morning at Sandy Hook School where he stated that the school was built by this group under the leadership of Bob Mitchell as if they were building their own homes. Tonight we recognize their dedication to a difficult task.

Bob Mitchell introduced the members able to attend including Rick Maschke, Joe Borst, Pete Samoskevich, Tony D'Angelo, and Roger Letso. Those unable to attend were Tom Catalina, Bob Edwards, Tom Hanlon and Jim Juliano.

Mr. Alexander said that Bob Mitchell has been our connection with PB&S in managing the project and we are very grateful for their dedicated work.

Dr. Erardi stated that this project was watched across the world and done beautifully.

Item 3 – Consent Agenda

MOTION: Mr. Vouros moved that the Board of Education approve the consent agenda which included the resignation for retirement of Denise Evans, the 2017 Spring Coaches Roster and the correspondence report. Mr. Cruson seconded.

Mr. Clure asked why we approve the coaches after they've been selected.

Dr. Erardi said it was best practice to approve them before the season starts which is March 18. Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Mr. Alexander said there were several Board of Finance meetings with the budget being moved ahead to the Legislative Council. He thanked Mr. Bienkowski, Mrs. Vadas and staff that supported Dr. Erardi who attended a conference last week. He also thanked Mrs. Ku and Mrs. Leidlein for going to the State to speak about what is best for our students. He appreciated Mrs. Llodra speaking at these meetings also. He thanked Mrs. Ku for her work as co-chair of the committee regarding changes to the allergy policy. The Legislative Council meeting next Wednesday will have our local state representatives and Secretary Barnes who is in State policy management.

Mr. Clure asked to change his vote regarding the letter Mr. Alexander sent from the Board. He wanted to change his vote because some information was held back that was provided to other boards. Robert's Rules said he can make the change without a motion.

Mr. Alexander said he was not given that information previously.
Mrs. Ku stated that we often make decisions and then receive information later but she didn't see how that justified changing a vote. She didn't think Robert's Rules allowed it.
Mr. Alexander asked to table this for the next meeting and he would check Robert's Rules.

Mrs. Harriman-Stites thanked Mrs. Davila, Mr. Bienkowski, Mrs. Vadas and Mr. Alexander for their work while Dr. Erardi was out. She asked for a quick explanation of the budget adjustments for the Board of Finance.

Mr. Bienkowski said there were four items. We received the Dalio Foundation grant of $145,000 and an $18,000 reduction in fuel oil and diesel fuel. We pay a sewer assessment to the town and our last bill is in the next fiscal year with an amount of $103,000. By paying that down we don't have to budget it for next year. The balance of $27,000 comes from the building and site improvement projects where we will move ahead this year with the Middle Gate library air conditioning. This will also be reduced to next year's budget.

Superintendent's Report:
Dr. Erardi referred to a letter from the State looking to recreate the budget adoption timeline by giving municipalities more time to adopt their budgets which will not work for us.
Three service facilities that service All-Star buses received a Blue Seal of Excellence from the National Institute for Automotive Service Excellence.
As a continuation of the discussion from the Board retreat Dr. Erardi met with nine seniors who were there and further discussed the school district. He asked them each to bring someone who might be interested to their next meeting.

Dr. Erardi provided an annual property tax comparison based on two tier town grouping which includes towns that touch Newtown or is one town away.
We have a partnership with the economic development office and provided information on the district. The document will also be shared with real estate agents.
March is CABE Board member appreciation month. Dr. Erardi thanked the Board for their work.

Committee Reports:
Mr. Vouros said the Curriculum & Instruction Committee met February 24 and discussed project adventure with Sherry Earle, Maureen Hall and Deb Petersen. There is good involvement with the staff and teachers in parent meetings and transition teams.   Eric Holst-Grubbe presented the photography and film production curricula. He and his staff have a positive influence on the students.

Mr. Alexander said the Communications Committee met and the newsletter was sent out to parents.
Dr. Erardi enjoyed the middle school spring musical. The students were proud of their work and he congratulated Mr. Tammaro on this performance.
Mrs. Harriman-Stites attended the Hawley PTA meeting along with Dr. Erardi and also enjoyed the middle school musical.

Student Representative:
Simran Chand stated that Dylan Lew was unable to attend the meeting. The winter sports season has ended with the hockey team winning the SWC championship. Over 200 took bus to attend game. Battle of the Bands was held last Friday. Prom planning has started. The National Honor Society volunteered at the Families in Newtown autism benefit concert this past Saturday. Japanese students would be visiting this week.
Mrs. Manning informed her that the Be Kind Online committee went to the middle school on February 27 to speak about this subject.

Item 6 – Old Business
High School Auditorium Project Update:
Bob Mitchell and Geralyn Hoerauf gave an update and provided photos of the auditorium work to date. They expect it to be ready for the August convocation. There will also be project meetings with Ms. Hiscavich and her staff. He was waiting to hear from Bob Tait as to when they could go out to bid. The budget has to pass before we can sign contracts.

Middle School Sports Update:
Dr. Erardi said they will begin the conversation with where we are with middle school athletics. Mr. Einhorn reported that they surveyed surrounding communities to see what they offered as well as the seventh grade students to see their interest. There is strong support for cross country and track and also for unified soccer. He spoke to Kristin Larson to see if there was any grant money available. Some sports have initial start-up costs. Field hockey has some equipment costs. Regarding the interest in track, the middle school doesn't have a track so we would have to travel for practices.

Mr. Memoli said the meetings have been positive.
Mrs. Harriman-Stites asked if the students interested in cross country or track could practice with the high school students.
Mr. Memoli said that there are more than 100 students in this sport at the high school so it might be a problem practicing together.

Mrs. Ku asked the reason we are pursuing this.
Dr. Erardi stated that the question was if it made sense to expand middle school sports. The second piece is to see if our grant writer could help with this as we see these opportunities offering emotional growth for children.
Mr. Clure appreciated their work in investigating this possibility.

Spanish K, 1 and 2 Curricula:
MOTION: Mrs. Ku moved that the Board of Education approve the Spanish K, 1and 2 curricula. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Ku moved that the Board of Education approve Policy 1314/1324 Fundraising and Solicitation. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 7 – New Business
Whitsons Food Service Update:
Mr. Bienkowski introduced John and Karen Gersbeck and staff who would be giving a presentation on their service this year.

Dr. Erardi said that before Whitsons launched there were some staff issues. He was impressed with the steps they took with their employees who had concerns at the start of the year. He thanked them for their work to date.

Mr. Vouros felt that the dietician's allergy presentation at Middle Gate School should be presented to all schools. Mr. Versbeck would make that arrangement if requested to do so. Dr. Erardi would want each elementary school to have the same opportunity for these presentations.

First Read of Photography I and II Curriculum:
Mrs. Davila introduced Dr. Rodrigue and Erik Holst-Grubbe. Staci Stamm, who wrote the curriculum, was unable to attend the meeting.

Mrs. Davila spoke about the photography and film production curricula as well as
Dr. Rodrigue and Mr. Holst-Grubbe who stated he was proud to work with Ms. Stamm who is a fantastic teacher.

Mrs. Harriman-Stites asked if we had adequate tech resources for these courses.
Mr. Holst-Grubbe said that we did. We have cameras and a sound booth. Perkins funding has also helped.
Mr. Clure said that at the end of each semester he could help with having student films shown at the Edmond Town Hall Theater as a possible final project.

School Start Time Committee Charge:
MOTION: Mrs. Ku moved that the Board of Education approve the School Start Time Committee Charge. Mr. Vouros seconded.

Mrs. Harriman-Stites felt that meetings being open to the public should be part of the charge.
Mr. Vouros asked if Dr. Erardi would designate a community forum event to this subject and how that would play into the concept.

Dr. Erardi said we should have two community forums with one at the onset sharing membership and that the meetings would be open. Prior to the Board presentation we would have an opportunity for the public to weigh in at another community forum. He and
Mr. Bienkowski have been in touch with All-Star and they want to be on the committee with Rich Dufour as the representative.

Mrs. Ku wants to keep public participation as part of the meetings. They should be able to comment.
Mrs. Harriman-Stites said if we meet during the work day we didn't need public participation. We could keep it on the Board agenda for public comments. The time frame is tight and it might create complications getting it completed in time.

Dr. Erardi said it was impossible to hold a meeting at a time possible for everyone. We chose a consistent day and time for the future forecast committee. He would be concerned that the community voice might redirect the agenda for that particular day. We should ask for comments before or after the meeting.

Mrs. Leidlein said if the public is coming to a meeting and can't speak it would make it more difficult.
Dr. Erardi noted that the public's voice was heard before or after the Future Forecast meetings. The public also received the materials provided at each meeting.

Mrs. Harriman-Stites preferred comments at the end of the meeting.
Mrs. Ku amended the motion to remove the question marks and that public participation would be included at the Superintendent's discretion.
Mrs. Harriman-Stites seconded.
Motion passes unanimously

Mrs. Leidlein amended the motion to add a #4 to also review contracts with our unions and our vendors to make sure there would be no financial impact or ramifications with those contracts as a result of changing school start times. Mrs. Ku seconded.
Motion passes unanimously.

Mrs. Ku asked how much lead time we need to change the start times.
Dr. Erardi said changing the times should be discussed by the committee as it depends on what the study brings forward. It will be August 2017 or August 2018. He hoped to have the committee in place on or before March 17 and requested the Board representative before that date.
Main motion passes unanimously.

February 21, 2017 Minutes:
MOTION: Mr. Vouros moved that the Board of Education approve the minutes of February 21, 2017. Mr. Cruson seconded. Vote: 5 ayes, 2 abstained (Mrs. Ku and Mrs. Leidlein)

Item 8 – Public Participation
MOTION: Mr. Cruson moved that the Board of Education go into executive session to discuss school safety and security and invited Dr. Erardi, Mrs. Davila and Mr. Bienkowski.
Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 9 – Executive Session
The Board went into executive session at 9:59 p.m.
MOTION: Mrs. Leidlein moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 10 - Adjournment
The meeting adjourned at 10:10 p.m.

Respectfully submitted:

_____
                                    Debbie Leidlein
                                    Chair

March 1, 2017

Dear Dr. Erardi,

Please accept this letter of resignation for purposes of retirement from my position as Speech/Language Pathologist at Head O'Meadow School, which will be effective at the end of the 2016-2017 school year.

It has been a privilege for the past thirteen years to be a member of a unique, professional community. I cannot speak highly enough of my colleagues at Head O'Meadow school. The caring, teaching staff is dedicated to the learning and development of each student. The paraprofessionals and behavioral therapists are dedicated and continually open to new, learning ideas for the children that they service. The administration is caring and professional. Our "team" including special education teachers Maureen Pennarola, Marianne Young and Shannon Grumet along with our school psychologist Nicole Penso are the most professional, knowledgeable, cooperative and caring team I have had the honor to work with during my forty years in my field.

I have thoroughly enjoyed and cared for the children and staff as well as the Newtown community. As I look forward to the next chapter in my life, it is with mixed feelings that I render this letter of resignation.

Respectfully submitted,

Denise Evans, M.S., C.C.C. – SLP

Cc: Ms. Deborah Mailloux-Petersen

Ms. Barbara Gasparine

SPRING COACHES ROSTER
2017

NAME/STEP	SPORT
BOB PATTISON 3	BOYS GOLF-RETURNING
JEREMY O'CONNELL3	GIRLS GOLF—RETURNING
MICHAEL STEDRONSKY 3	BOYS TENNIS—NEW COACH
MAUREEN MAHER 3	GIRLS TENNIS-- RETURNING
RICHARD MARCELLO 3	GIRLS TRACK—NEW COACH (FORMER HEAD COACH WESTON HS)
TBA	ASSISTANT GIRLS TRACK—NEW COACH
LAURA MCLEAN 3	ASSISTANT GIRLS TRACK-- RETURNING
REBECCA OSBORNE 3	BOYS TRACK—NEW COACH CURRENT INDOOR TRACK COACH
LIZ KLOUBY 3	ASSISTANT BOYS TRACK—RETURNING
KEVIN HOYT 3	ASSISTANT BOYS TRACK—RETURNING
BOB GUERRERA 3	SOFTBALL-- RETURNING
TOM KUROSKI 3	J.V. SOFTBALL-- RETURNING
JOANNA BARRY 3	FRESHMAN SOFTBALL—RETURNING COACH
IAN THOESEN 3	BASEBALL—NEW COACH (FORMER WILTON ASSISTANT)
ZACH DREHER 1	J.V. BASEBALL—NEW COACH (MATH TEACHER AT NHS
JOE CRIMI 3	FRESHMAN BASEBALL—NEW COACH (FORMER JV COACH)
ALEX AMARU 2	FRESHMAN BASEBALL-FORMER FRESHMAN ASSISTANT
SCOTT BULKLEY 3	BOYS LACROSSE—RETURNING
KYLE MCNAMARA3	J.V. BOYS LACROSSE-RETURNING COACH
MAURA FLETCHER 3	GIRLS LACROSSE—NEW COACH FORMER COACH 2002-2014
STEPHANIE SUHOZA 1	J.V. GIRLS LACROSSE—NEW COACH
RACHEL MALEY 1	J.V GIRLS LACROSSE-NEW COACH
SANDY DOSKI 3	BOYS VOLLEYBALL—FORMER COACH

VOLUNTEER COACHES
BILL FLOOD---BOYS GOLF---RETURNING
LINN HERTBERG----SOFTBALL-- RETURNING
JOE LIZZA---BASEBALL—RETURNING
JEFF SLANE---BASEBALL NEW COACH
BOB TERRY---OUTDOOR TRACK—RETURNING
TOM BRANT---OUTDOOR TRACK FORMER HEAD COACH
EMILA FUSARELLI---BOYS VOLLEYBALL—RETURNING
TONY NOCERA-BOYS VOLLEYBALL—NEW COACH
KRISTEN BULKELEY---GIRLS LACROSSE-NEW COACH
NANCY ANDERSON---ASSISTANT TENNIS—NEW COACH

Correspondence Report
1/17/17 - 3/7/17

Date	Name	Topic
1/26/17	Lynn Edwards	Calendar
1/27/17	Lynn Edwards	Data Questions
1/27/17	Christine Wilford	SHS
1/28/17	Dory Bertsche	budget
1/30/17	Karyn Holden	budget
2/1/17	Claudia Sieber	budget
2/2/17	Joanna Rosen	budget
2/2/17	Julia Conlin	Thank you
2/2/17	Kara Wanzer	Social Work Positions
2/17/17	Lynn Edwards	Communication
2/21/17	Nick Potkay	New Resident Inquiry
2/24/17	Kinga Walsh	budget
3/1/17	Bryant Infantas	Kindergarten registration
3/2/17	Warren Hoppmeyer	Combining grades and building

Administrative Report

Tuesday, March 7th

1. **All-Star Transportation**   (Attachment #1)

2. **Senior Partnership**   **March 24th**

3. **Two-Tier Compare**   (Attachment #2)

4. **Economic Development Partnership**   (Attachment #3)

5. **CABE Celebration**   **March BOE Month**

3/7/17

All-Star Transportation Receives ASE Blue Seal

The three full-service facilities that repair and maintain All-StarTransportation's fleet of school buses have each received a Blue Seal of Excellence from the National Institute for Automotive Service Excellence (ASE).

The award recognizes the exceptional skill and training of All-Star's 30 service technicians, as well as the high-quality service they provide at the company's service facilities in New Milford, Seymour and Torrington.

"We are committed to providing the safest vehicles and drivers, and it is very gratifying that our outstanding service technicians have been recognized by ASE for all that they have achieved," said Leslie Sheldon, All-Star's operations manager. "I believe we have the best mechanics and service facilities, which makes it possible for us to provide the high level of service that has come to distinguish our company."

To receive ASE's Blue Seal of Excellence, 75 percent of a company's service technicians must be certified by ASE. In addition, there must be a certified technician in each area of service offered. To remain in the Blue Seal program, a business must renew each year and confirm its professionals' certification status.

"Businesses that have earned the ASE Blue Seal of Excellence Recognition have gone the extra mile in support of their customers. Employing ASE-certified professionals is an important element in their overall customer satisfaction program. We salute those businesses that achieve this goal and thank them for helping promote quality automotive repair and service," said Timothy Zilke, ASE president.

ASE, based in Leesburg, VA, was founded in 1972 as an independent, non-profit organization dedicated to improving the quality of automotive service and repair through the voluntary testing and certification of automotive technicians. Technicians, engine machinists and parts specialists participate in ASE's program from all segments of the service and repair industry. Today, more than 350,000 professionals are certified by ASE.

Annual Property Tax Comparison
Based on Two Tier Town Grouping

Location	Current Mill Rate	Median Home Values	Annual Property Tax (median value) *	Annual Property Tax ($400k value) **
Weston	28.56	$796,900	$15,932	$7,997
Wilton	27.34	$739,200	$14,145	$7,654
Easton	30.81	$591,100	$12,748	$8,627
Ridgefield	26.69	$661,900	$12,366	$7,473
Redding	29.24	$527,900	$10,805	$8,187
Fairfield	25.45	$528,200	$9,410	$7,126
Monroe	35.00	$355,300	$8,705	$9,800
Newtown	33.60	$366,400	$8,618	$9,408
Trumbull	32.74	$357,200	$8,186	$9,167
New Fairfield	28.68	$352,300	$7,073	$8,030
Middlebury	31.01	$293,300	$6,367	$8,683
Brookfield	26.40	$339,000	$6,265	$7,392
Bethel	32.17	$277,200	$6,242	$9,008
Woodbury	26.29	$310,200	$5,709	$7,361
Seymour	36.00	$225,800	$5,690	$10,080
Naugatuck	47.67	$170,000	$5,673	$13,348
Oxford	24.21	$324,200	$5,494	$6,779
Roxbury	13.70	$568,100	$5,448	$3,836
Southbury	28.80	$269,700	$5,437	$8,064
Danbury	28.68	$256,700	$5,154	$8,030
Beacon Falls	32.90	$220,900	$5,087	$9,212
Shelton	22.31	$309,600	$4,835	$6,247
New Milford	26.77	$254,400	$4,767	$7,496
Bridgewater	16.45	$408,600	$4,706	$4,607

*Annual tax based on median home values as of 1/31/17 (source: Zillow home value index)

** Annual tax based on market value of $400,000

Newtown: A Great Place to Live
Making a Difference....One Student at a Time

Tag Lines

★ *The Newtown Public Schools - The pride of our town.*

★ *Newtown a great place to grow your business and raise your family.*

Why the Newtown Public Schools?

- We have **small, supportive communities** in our schools

Kindergarten through grade 2:	15.7 Class size average
Grade 3 through 4:	20.5 Class size average
Intermediate and Middle Schools	Team Models
Newtown Middle School	School-Based Health Centers
Newtown High School	Advisory Programs

- RANKINGS:
  - Newtown ranked **14th of 200 districts in the State** on Niche's 2017 List of Top 100 Districts

  - Newtown High School (NHS) **ranked 339 (top 2%) nationally** by *Newsweek* 2016

  - Celebrated by Movoto as **"Top 10 Towns to live in CT"** based on its familial, tight-knit community, proximity to New York City, and quality of life

ACCOMPLISHMENTS
Academics

  - **Personalized learning in all grade levels** provides students with choice, voice, and opportunities for growth and enrichment.

  - **Emerging elementary Spanish language program**

  - **A vibrant K-8 gifted and talented program**

- **Rigorous and relevant programs** including, but not limited to: World language beginning in kindergarten, Reader's/Writer's Workshop Model, Project Adventure, Digital Academy of Arts and Sciences, Advanced Placement and Project Lead the Way (PLTW) in Engineering

- **Unique and engaging NHS courses** including, but not limited to : Writing Through Film, American Studies, Humanities, Conversations on Race, Culinary, Greenery, Video Production, Foundations of Health Science and Technology, Mandarin Chinese I - Advanced Placement Chinese Language and Culture, Mixed Media Design Studio, Video Game Design, Mobile App Design, Travel and Tourism, Automotive Mechanics, and Personal Financial Literacy

  Link to NHS Program of Studies: http://bit.ly/NHSCourses

- **Three NHS students named National Merit Scholars in 2016**
  The nationwide pool of finalists, representing less than one percent of U.S. high school seniors, includes the highest scoring entrants in each state

  http://patch.com/connecticut/newtown/newtown-students-named-2017-national-merit-scholarship-semifinalists

ACCOMPLISHMENTS
Visual and Performing Arts

- Performing Arts program produces both dramatic and musical theater events for families and community members, and NHS theater has received numerous awards in acting, set design, and musical direction for Beauty and the Beast (2016) and City of Angels (2015).

- **Celebrated Unified Theater Program**
  "Unified theater had given me a unique opportunity to become friends with and learn from students of all abilities, while also allowing me to develop lifelong skills in leadership, inclusion, and communication." (Harrison Hoffert, NHS Junior)

  Unified Theater creates more inclusive communities through student leadership and the performing arts. The programs and curriculum are built around these components: empower youth to lead, let creativity rule, spotlight on ability.

- **2016 Best Communities Award for Music Education (National Association of Music Merchants)**

- **Forty grade 5-12 students participating in regional, state and Eastern Division music festivals**

- **2016-2017 Musical Arts Conference Marching Band State Champions**

- **Three NHS students selected at CT Regional Scholastic Art Award winners**

- **Eight NHS art students selected to exhibit their work at the Teen Visions Art Exhibition at Sacred Heart University**

- **NHS art student selected for National K-12 Ceramic Exhibition in Portland, Oregon**

ACCOMPLISHMENTS
Athletics

- NHS has been selected as the winner of the **Western CT Umpire's Association Sportsmanship Award for the 2016 season**

- Newtown currently has two football players and a wrestler moving on to **play at top 25 nationally ranked programs,** including Michigan, Brigham Young and Purdue.

- NHS wrestler receiving **Connecticut Sports Writers' 2017** Male High School **Athlete of the Year Award**

- NHS has captured **two Southwest Conference Championships** in 2016-17 along with numerous second place finishes.

- In 2012 Newtown won both the **Girls LL Basketball Championship and LL Girls Soccer State Titles**

- **Model Unified Sports® Program**

  Unified Sports® is a registered program of Special Olympics. It is a program that combines approximately equal numbers of athletes with and without an intellectual disability on sports teams for training and competition. All Unified Sports® players, both athletes and Unified partners, are of similar age and matched by sport skill ability. Unified Sports®teams are placed in competitive

divisions based on their skill abilities, ranging from training divisions (focused on skill-learning) to high-level competition.

"Unified Sports Bringing Students Together on the Court"
https://newtownbee.com/unified-sports-bring-students-together-on-the-court/

ACCOMPLISHMENTS
Extensive Opportunities for Parent Engagement in the Schools

- Newtown Education Foundation: The NEF mission is to enhance the learning experience for Newtown students by promoting innovation and creativity through collaboration with the community.

- Active and engaged PTA and PTSA membership in all schools provide for meaningful involvement in your child's education. It's not just about the Bake Sale anymore!

- Parent forums held by the Superintendent provide stakeholders a voice in moving forward initiatives and sharing their thoughts and concerns on issues impacting their children

"A Year In Review: What a Year for Newtown Public Schools" January, 2017
https://newtownbee.com/year-in-review-what-a-year-for-newtown-public-schools/

ACCOMPLISHMENTS
Community Service

- Participation in school-wide celebrations of Veteran's Day, including a special luncheon by the high school culinary arts and an assembly tribute to local heroes and heroines

- Student volunteerism through clubs and activities serve the entire Newtown community and demonstrates civic engagement and responsibility: fundraising, food drives, donations to charities, National Honor Society and Student Council events to raise awareness, funding, and support for charities

March 7, 2017

SPANISH

GRADE

K

Newtown Public Schools
Spanish Gr. K

Getting to Know Each Other

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- The way we communicate with another person sometimes depends upon the situation.

Concepts: communication, culture, situation, counting

Essential Question(s)

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- Which greeting would a person use in the morning? (F)
- Which greeting would a person use at night? (F)
- How does a person say "Goodbye" in Spanish? (F)
- How can you introduce yourself? (F)
- What are the numbers 1-10 in Spanish? (F)

Standard(s)
Content and CCSS

📎 Standards for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- interact with teachers and peers using greetings and farewells in Spanish. (1.1) (1.2)
- state their names using Spanish construction. (1.2) (1.2)
- sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary:

- Greetings, farewells
- Count 1-10
- GAME: ¿Cómo te llamas? (bring animal friends)
- Me llamo (name)

Song(s):

Skills
Transferable skills that students must be able to DO

Core Learning Activities

Practice vocabulary in the context of literature and music.

Resources
Professional & Student

Book(s):

- Oso pardo, oso pardo
- Buenas noches, luna;
- Diez puntos negros

Song(s):

- "Buenos días"
- "Buenas noches"
- "Dos manitas, diez deditos"

    Spanish Curriculum Grade K.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Early Emergent Readers

Music and Physical Education:

- Rhythm and Movement

Newtown Public Schools
Spanish Gr. K

Birthdays & Numbers

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- Having the right word to name something helps us communicate our understanding to other people.

Concepts: communication, culture, understanding, vocabulary, counting, celebrations (birthdays)

Essential Question(s)

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What are the numbers 1 to 10 in Spanish? (F)
- How can a person identify numbers in random order in Spanish? (F)
- How old are you? (F)
- How do different Spanish speaking countries celebrate birthdays? (F)

Standard(s)
Content and CCSS

📎 Standards for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- respond physically to classroom directions. (1.2)
- sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)
- acknowledge festivals/holidays of the target culture (birthdays and name day). (2.1) (2.2) (3.2) (4.2)
- listen to/view popular English and Spanish nursery rhymes. (1.1) (1.2) (3.1) (4.1)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary to be used:

- Birthdays
- Happy Birthday, party, gifts
- Count 1-10
- Commands: hands up, hands down

Nursery Rhymes:

- "Hickory, Hickory Dock"
- "Jack and Jill"

Skills
Transferable skills that students must be able to DO

Song(s):

- "Happy Birthday": Happy Birthday, party, gifts

Core Learning Activities

- Practice vocabulary through literature (Such as *5 Little Monkeys Jumping on the Bed*)
- Learn "Happy Birthday" in Spanish

Resources
Professional & Student

Nursery Rhyme(s):

- "Hickory, Hickory Dock"
- "Jack and Jill"
- "Little Miss Muffet"

Book(s):

- 5 Little Monkeys Jumping on the Bed
- Pinta ratones

Song(s):

- "Happy Birthday"

📎 Spanish Curriculum Grade K.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Early Emergent Readers: Nursery Rhymes

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Cultural celebrations

4

Newtown Public Schools
Spanish Gr. K

Colors, Animals, & Sounds

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- Having the right word to describe something helps us communicate our understanding to other people.

Concepts: Communication, culture, vocabulary, colors, animals, sounds, counting

Essential Question(s)

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What color is a specific object/animal? (F)
- How many of an object/animal are there? (F)
- What sound does a certain animal make in Spanish? (F)

Standard(s)
Content and CCSS

📎 Standards for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- count 1-10, using manipulatives. (1.1) (1.2) (3.1)
- respond to question about age with one word answer (number). (1.1) (1.2)
- compare and contrast the sounds animals make in English and Spanish
- listen to/view books Spanish books. (1.1) (1.2) (3.1) (4.1)
- sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)
- recite Spanish poem (with visuals). (1.1) (1.2) (3.1) (4.1)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary:

- Numbers 1-10 ¿Cuántos años tienes?
- Colors – red, orange, yellow, green, blue, purple, black, white, grey, pink, brown
- Animals – pig, cow, duck, horse, donkey, duck, dog, cat, bird, frog, bear, chicken, sheep – and their sounds
- Teacher, student

Skills
Transferable skills that students must be able to DO

- "Los animales"
- "En la granja de mi tío"
- " Vengan a mi granja"

Core Learning Activities

- Practice vocabulary in different contexts (see books and songs in resources)
- Compare animal sounds in English and Spanish

Resources
Professional & Student

Book(s):

- Ten Apples on Top
- Oso pardo, oso pardo;
- Ve, perro, ve
- ¿Eres mi mamá?

Song(s):

- "Me gustan los colores" Calico
- "Los animales"
- "En la granja de mi tío"
- " Vengan a mi granja"
- "Cuantos años tienes"

📎 Spanish Curriculum Grade K.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Brown Bear, Brown Bear

Math:

- Counting and One-to-One Correspondence to 10

Music and Physical Education:

- Rhythm and Movement

Science:

- Animal sounds and appearance

Social Studies:

- Animals of the world

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District Elementary > Kindergarten > World Languages > Spanish Gr. K > Week 14 - Week 16

Holidays & Family

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- People celebrate holidays differently depending on their family's and culture's traditions.
- Families are alike and different and can have their own traditions.

Concepts: communication, culture, holiday, tradition, families

Essential Question(s)

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- How can a person identify family members? (F)
- Who is in your family? (F)
- What Spanish words can be used to describe Christmas as a Spanish tradition? (F)

Standard(s)
Content and CCSS

🖉 Standards for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- acknowledge Spanish traditions. (2.1) (2.2) (3.1) (3.2) (4.2)
- identify 8 colors in Spanish. (1.1) (1.2) (4.1)
- sing traditional Spanish holiday songs. (1.1) (1.2) (4.1)
- listen to/view books about Spanish holidays and festivities. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.2)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

Holiday vocabulary:

- Christmas
- gifts
- Santa
- reindeer
- train
- toys
- New Year

Skills
Transferable skills that students must be able to DO

- lights
- tree
- decoration
- color

Family members:

- mom
- dad
- grandma
- grandpa
- brother
- sister

Core Learning Activities

- Practice vocabulary in the context of literature and music.

Resources
Professional & Student

Game(s):

- 4 corners: colors

Video:

- "Pepa Pig meets Santa"   https://youtu.be/f1yHt0UzWFQ

Book(s):

- Quiero a mi mama;
- Quiero a mi papa;
- Say Hola in Spanish otra vez

Song(s):

- "De Colores",
- "Mi Burrito de Belén"
- "Feliz Navidad"
- "Ochos Kandelitas"

Spanish Curriculum Grade K.pdf

Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

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Art:

- Colors

Language Arts:

- Early Reading Strategies: use of illustrations and word recognition

Math:

- Counting

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Holidays/traditions in Spanish speaking cultures

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Newtown Public Schools
Spanish Gr. K

The Calendar

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- People describe their experiences using time and seasons.

Concepts: communication, culture, seasons, weather, time, counting

Essential Question(s)

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What are the days of the week? (F)
- What day does the week begin with in Spanish? (F)
- What are the months of the year? (F)
- What months are in each of the four seasons? (F)

Standard(s)
Content and CCSS

📎 Standards for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- identify days of the week in Spanish and compare and contrast how the calendar is set up (starts on Monday, not Sunday) (1.1) (2.1) (3.1)
- organize the calendar into seasons. (1.1) (1.2) (3.1)
- identify weather during the 4 seasons. (1.1) (1.2) (3.1)
- sing songs, recite poems, and create crafts about weather. (1.1) (1.2) (4.1)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

- Days of the week
- Count 1-30
- Weather
- Rainy
- Foggy
- Cloudy
- Thunderstorm
- Sunny
- Seasons

Skills
Transferable skills that students must be able to DO

- Winter
- Spring
- Summer

Commands:

- Walk, jump, dance, sing, touch your head, etc.
- ¿Dónde está?

Game(s):

- hot and cold

Song(s):

- "Sábado"

Core Learning Activities

- Practice vocabulary in the context of literature and music
- Practice vocabulary using the calendar

Resources
Professional & Student

Game(s):

- Hot and cold

Book(s):

- Going on a bear hunt
- Oso Polar ¿Qué es ese ruido?
- Oso Panda ¿Qué ves ahí?

Song(s):

- "Sábado"

📎 Spanish Curriculum Grade K.pdf

Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Art:

- Craft organizing days of the week

Math:

- One-to-one correspondence

Music and Physical Education:

- Rhythm and Movement

Science:

- Weather and Seasons

Social Studies:

- Calendar

Newtown Public Schools
Spanish Gr. K

Seasons & Weather

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- The weather impacts daily living (such as clothing).

Concepts: communication, culture, weather, clothing, seasons

Essential Question(s)

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What words are used in Spanish to describe the weather? (F)
- What are the four seasons? (F)
- What types of clothes do people wear in different types of weather? (F)

Standard(s)
Content and CCSS

📎 Standards for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- answer questions about calendar: seasons, months, and days. (1.1) (1.2) (3.1)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (3.2) (4.1)
- sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

Periods of Time:

- Yesterday
- Tomorrow
- Today
- Seasons
- Months of the year

Weather:

Skills
Transferable skills that students must be able to DO

- Sun
- Windy
- Snow
- Cold
- Hot

Poem(s):

- "Itsy, Bitsy, Spider"

Song(s):

- "Rain, Rain, Go Away"
- "Canten"

Core Learning Activities

- Practice vocabulary in the context of literature and songs.

Resources
Professional & Student

Poem(s):

- "Itsy, Bitsy, Spider"

Book(s):

- Te Amo, Sol – Te Amo, Luna
- Pigeon series

Song(s):

- "Rain, Rain, Go Away"
- "Canten"

Other:

- Paddington Bear

📎 Spanish Curriculum Grade K.pdf

Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Repeated Patterns,
- Easy Readers

Music and Physical Education:

- Rhythm and Movement

Science:

- Seasons
- Weather

Social Studies:

- Calendar

Newtown Public Schools
Spanish Gr. K

Maps: USA, Mexico, and Puerto Rico

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- Environments shape the animals who live there.

Concepts: communication, culture, environments, animals

Essential Question(s)

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What are some Spanish speaking countries and their flags? (F)
- What colors are their flags? (F)
- Where are these countries located on the map? (F)
- What types of animals live in different locations, and why? (F)
- How can a person express their likes and dislikes politely? (F)
- How does environment influence the animals who live there? (C)

Standard(s)
Content and CCSS

📎 Standards for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- identify the animals that live in different climates. (3.1) (3.2) (4.2)
- identify the USA, Mexico, and Puerto Rico. (1.1) (1.2) (2.2) (3.1) (4.2)
- identify the USA, Mexican, and Puerto Rican flags. (1.1) (1.2) (2.2) (3.2) (4.2)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)
- use expressions for likes and dislikes. (1.1) (1.2) (3.1) (3.2) (4.1)
- sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

Me gusta(n).../No me gusta(n)...

Island, water, and weather words

Skills
Transferable skills that students must be able to DO

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- Banderas: Puerto Rico, Mexican, US –
- Colors and flag features: star, Eagle, snake, stripes

Island, water, weather words

Song(s):

- "Canten"
- "Que bonita bandera"
- "Vamos a la playa"

Core Learning Activities

- Practice vocabulary in the context of literature and songs.

Resources
Professional & Student

Book(s):

- Elephant and Piggy series

Song(s):

- "Canten"
- "Que bonita bandera"
- "Vamos a la playa"

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Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Music and Physical Education:

- Rhythm and Movement

Science:

- Seasons
- Weather

Social Studies:

- Maps
- Spanish speaking places in the world
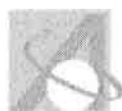
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Newtown Public Schools
Spanish Gr. K

Animals

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- Different animals live in different habitats.

Concepts: communication, culture, habitats, animals, preferences, life cylce

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Essential Question(s)

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What are farm animals? (F)
- Where do these animals live? (F)
- Wch animals live in rain forests? (F)

Standard(s)
Content and CCSS

📎 Standards for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Identify the rain forest as the habitat for the coqui.(3.1)
- listen to/view Spanish version of English texts. (1.1) (1.2) (3.1) (4.2)
- sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

Animals:

- pig, cow, duck, horse, donkey, duck, dog, cat, bird, frog, bear, chicken, sheep, monkey, parrot, coquí, butterfly, caterpillar, chrysalis, fly

Nature:

- Tree
- Leaf

Skills
Transferable skills that students must be able to DO

16

Core Learning Activities

- Practice vocabulary in the context of literature and songs.

Resources

Professional & Student

Book(s):

- Adiós Óscar!: A Butterfly Fable
- The Very Hungry Caterpillar
- Maria tenia una llamita

✏ Spanish Curriculum Grade K.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Repeated Patterns
- Easy Readers

Music and Physical Education:

- Rhythm and Movement

Science:

- Butterflies
- Migration

Social Studies:

- Map of Mexico\
- Puerto Rico

Newtown Public Schools
Spanish Gr. K

District Elementary > Kindergarten > World Languages > Spanish Gr. K > Week 33 - Week 37

Special Person's Day

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- People celebrate holidays differently depending on their family's and culture's traditions.
- Families are alike and different and can have their own traditions.

Concepts: communication, culture, holidays, traditions, families

Essential Question(s)

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

What is Cinco de mayo? (F)
Who celebrates Cinco de mayo? (F)
Is there a special person your family celebrates in May? (F)

Standard(s)
Content and CCSS

📎 Standards for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- identify members of the nuclear family. (1.1) (1.2) (3.1)
- acknowledge Mexican Holiday: Cinco de Mayo. (2.1) (2.2) (4.2)
- sing a Spanish song during the Mother's/important person's Day presentation. (1.1) (1.2) (3.1) (4.2) (5.1)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary:

Mother's Day/ Special Person's Day:

- mom
- dad
- sister
- brother

Cinco de mayo:

- celebration
- sombreros

Song(s): "Hush Little Baby" from 🌐 https://youtu.be/YJGtej_a7Ss

Skills
Transferable skills that students must be able to DO

Core Learning Activities

Practice vocabulary in the context of literature and music.

Resources
Professional & Student

Book(s):

- Cinco de Maya

Song(s):

- "Hush Little Baby" from   https://youtu.be/YJGtej_a7Ss

Spanish Curriculum Grade K.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Repeated Patterns, Easy Readers

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Family: Mother's Day

Newtown Public Schools
Spanish Gr. K

District Elementary > Kindergarten > World Languages > Spanish Gr. K > Week 38 - Week 40

Year in Review

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- Having the right word to describe something helps us communicate our understanding to other people.

Concepts: communication, culture

Essential Question(s)

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What new words have I learned this year? (F)

Standard(s)
Content and CCSS

📎 Standards for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- listen to folktales and fairytales in Spanish. (1.1) (1.2) (2.1) (3.1) (3.2) (4.1) (4.2)
- expand their family vocabulary. (1.1) (1.2) (3.1)
- play math bingo in Spanish with their dad/important person presentation. (1.1) (1.2) (3.1) (4.2) (5.1)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

All vocabulary from year:

- Greetings and farewells
- Counting and numbers 1-30
- Animals
- Foods
- Family members
- Colors
- Holidays: Christmas, Cinco de Mayo, Special Person's/Mother's Day
- Calendars: Days of the week, months of the year
- Seasons
- Weather
- Flags: USA, Mexico, Puerto Rico

Skills
Transferable skills that students must be able to DO

20

Nursery Rhyme(s):

- Review from the year

Song(s):

- Review songs from the year

Core Learning Activities

Practice vocabulary in the context of literature and songs.
Play bingo to practice number sense and vocabulary (1-31).
Prepare a show of songs and learned phrases for community and parents.

Resources
Professional & Student

Book(s):

- Three Little Bears

Song(s):

- Review songs from year

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Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Fairytales

Math:

- Number Sense 1-20

Social Studies:

- Family: Father's Day

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SPANISH

GRADE

1

Newtown Public Schools
Spanish Gr. 1

Getting to Know Each Other & Grade K Review

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- The way we communicate with another person sometimes depends upon the situation.

Concepts: communication, culture, celebration (birthdays), counting

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- Which greeting would a person use in the morning? (F)
- Which greeting would a person use at night? (F)
- How does a person say "Goodbye" in Spanish? (F)
- How does a person introduce themselves? (F)
- How does a person count from 1-20 in Spanish? (F)

Standard(s)
Content and CCSS

📎 Standards Grade 1 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- interact with teachers and peers using greetings and farewells in Spanish. (1.1) (1.2)
- state their names using Spanish construction. (1.2) (1.2)
- acknowledge festivals/holidays of the target culture. (Birthdays and name day). (2.1) (2.2) (3.2) (4.2)
- sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)
- count 1-20. (1.1) (1.2) (3.1)
- listen to/view Spanish version of familiar English stories (1.1) (1.2) (3.1) (4.1)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary:

- Greetings, farewells
- Me llamo (name)

Skills
Transferable skills that students must be able to DO

- Numbers 1-20
- Family: mom, dad, brother, sister, grandpa, grandma, cousins, aunt, uncle
- Politeness words: please, thank you, you're welcome

Game(s):

- ¿Cómo te llamas?

Song(s):

- Review songs from last year
- "The more we get together" ¿Cuántos años tienes?" Calico

Core Learning Activities

Practice vocabulary in the context of literature and music.
Review vocabulary from corresponding kindergarten units.

Resources
Professional & Student

Book(s):

- 10 Apples Up On Top;
- What day is it?;
- Buenas noches Luna

Song(s):

- Review songs from last year
- "The more we get together" ¿Cuántos años tienes?" Calico

📎 Spanish Curriculum Grade 1.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Emergent Readers

Math:

- Counting
- One-to-One Correspondence

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Celebrations
- Months
- Days of the week

Newtown Public Schools
Spanish Gr. 1

District Elementary > Grade 1 > World Languages > Spanish Gr. 1 > Week 6 - Week 9

Emotions

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- People across cultures share the same emotions.

Concepts: communication, culture, emotions

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- How do we identify feelings in Spanish? (F)
- How does a person communicate politely? (C)

Standard(s)
Content and CCSS

📎 Standards Grade 1 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will

- use expressions of politeness in Spanish. (1.1) (1.2)
- respond physically to classroom directions. (1.2)
- respond to question about age with one word answer (number). (1.1) (1.2)
- sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)

Content/Skills
Critical content that students must KNOW

Skills
Transferable skills that students must be able to DO

Language/Vocabulary

Emotions and ¿Cómo estás?

- happy
- sad
- angry
- so-so
- bien
- mal

Song(s):

- "If you're happy and you know it..."

Core Learning Activities

Practice vocabulary in the context of literature and music.

Resources

Professional & Student

Book(s):

- ¿Qué cosas dice mi abuela?;
- ¿Cómo te sientes?

Song(s):

- "If you're happy and you know it..."

📎 Spanish Curriculum Grade 1.pdf

Assessments

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Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Emergent Readers

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Emotions (Connections across Communities)

Second Step: recognizing emotions

4

Newtown Public Schools
Spanish Gr. 1

School

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.

Concepts: communication, cultures, schools, classrooms, objects, counting

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What objects are typically located in a classroom or school? (F)
- What are the Spanish numbers for 1-50? (F)

Standard(s)
Content and CCSS

📎 Standards Grade 1 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- count 1-20, using manipulatives. (1.1) (1.2) (3.1)
- identify classroom objects and places in the school. (1.1) (1.2) (3.1)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)
- sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary:

- Classroom objects: escuela, cafetería, library, door, window, books, ruler, pens, pencils, desks, carpet, etc.
- calendario: meses del año
- numbers 1-50
- Basic signs/phrases for permission (to bathroom, drink, etc)

Song(s):

- "Los meses"
- "Cuenta!"
- "Los colores"

Skills
Transferable skills that students must be able to DO

Core Learning Activities

Practice vocabulary in the context of literature and music.

Resources
Professional & Student

Book(s):

- David va a la escuela

Song(s):

- "Los meses"
- "Cuenta!"
- "Los colores"

📎 Spanish Curriculum Grade 1.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:
The Writing Unit:

- Label Drawings
- Word Recognition
- Emergent Readers: emotions

Math:

- Counting
- One-to-One Correspondence to 50

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- School

Newtown Public Schools
Spanish Gr. 1

Holidays

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- People celebrate holidays differently depending on their family's and culture's traditions.
- Families are alike and different and can have their own traditions.

Concepts: communication, culture, holidays/traditions, families

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Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?
- How do people in other countries and cultures celebrate holidays?
- How do foods differ among cultures?

Guiding Questions
Factual, Conceptual, Provocative

- Who is in your extended family? (F)
- What Spanish words can be used to describe Christmas and Epiphany as Spanish traditions? (F)
- What Spanish words can be used to describe New Year's? (F)
- How do different cultures celebrate holidays? (C)

Standard(s)
Content and CCSS

📎 Standards Grade 1 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- acknowledge Spanish heritage traditions. (2.1) (2.2) (3.1) (3.2) (4.2)
- expand their family vocabulary. (1.1) (1.2) (3.1)
- listen to/view holiday books. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.2)
- sing traditional Spanish songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary

Holiday vocabulary:

- Christmas
- New Year's
- Epiphany
- gifts

Skills
Transferable skills that students must be able to DO

7

- decorations
- lights
- posada

Extended family vocabulary:

- aunt
- uncle
- cousin
- grandmother
- grandfather

Song(s):

- "De colores"
- "El Burrito de Belén"
- "Viene la Navidad"
- "Rodolfo el reno"

Review numbers 1-50

Core Learning Activities

Practice vocabulary in the context of literature and songs.
Review vocabulary from corresponding kindergarten units.

Resources
Professional & Student

Book(s):

- 9 Days 'til Christmas

Song(s):

- "De colores"
- "Campanas de Belén"
- "Viene la Navidad"
- "Rodolfo el reno"

📎 Spanish Curriculum Grade 1.pdf

Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Word Recognition

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Family
- Holidays
- Traditions
- Celebrations

Newtown Public Schools
Spanish Gr. 1

Parts of the Body & Sports

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- Different cultures enjoy different sports and activities.
- Having the right word to describe something helps us communicate our understanding to other people.

Concepts: communication, culture, sports/activities, parts of the body

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What are popular sports and activities in America and in Spanish speaking countries? (F)
- What are the names of parts of the body in Spanish? (F)
- Which body parts are used for different sports and activities? (F)
- Which sports and activities are more popular in which countries? (C)

Standard(s)
Content and CCSS

📎 Standards Grade 1 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- sing Spanish version of English song and make appropriate movements and gestures. (1.1) (1.2) (4.1)
- identify various parts of the body in Spanish. (2.1) (4.2)
- compare and contrast popular sports in their culture and the target culture. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.2)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary

Parts of the Body:

- arms
- legs
- face
- eyes

Skills
Transferable skills that students must be able to DO

9

- mouth
- fingers
- toes
- hands
- feet

Sports: *Which parts of the body do you use in each sport?*

Song(s):

- "El hombre de nieve"
- "Head, shoulders, knees, and toes"
- "Dolor de cabeza"

Review numbers 1-50

Core Learning Activities

Practice vocabulary in the context of literature and songs.

Resources
Professional & Student

Book(s):

- El cuerpo; Un día de nieve;
- Un beso en mi mano;
- ¿Cómo se cuidan los dinosaurios?

Song(s):

- "El hombre de nieve"
- "Head, shoulders, knees, and toes"
- "Dolor de cabeza"

✎ Spanish Curriculum Grade 1.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Simple Texts
- Repeated Patterns

Music and Physical Education:

- Rhythm and Movement
- Sports in various cultures

10

Newtown Public Schools
Spanish Gr. 1

Clothing

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- The weather impacts daily living (such as clothing choices).

Concepts: communication, culture, weather, clothing

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What words are used in Spanish to describe the weather? (F)
- What are the four seasons? (F)
- What types of clothes do people wear in different types of weather? (F)
- How does weather vary by season? (C)

Standard(s)
Content and CCSS

📎 Standards Grade 1 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- identify weather during the 4 seasons and what clothes are worn. (1.1) (1.2) (3.1)
- sing songs about weather. (1.1) (1.2) (4.1)
- answer questions about clothing and seasons/climate. (1.1) (1.2)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary

Basic clothing for the weather:

- hats
- coats
- gloves
- scarf
- shoes
- boots

Skills
Transferable skills that students must be able to DO

- pants
- shorts
- shirts
- sweaters

Song(s):

- "La primavera"
- "La vaca Beatriz"
- "Te quiero"
- "Día del amor y la amistad"
- "La lavadora"

Review numbers 1-50

Core Learning Activities

Practice vocabulary in the context of literature and music.
Review vocabulary from corresponding kindergarten unit.

Resources
Professional & Student

Book(s):

- Froggy se viste
- La llama llama rojo pijama
- Fiesta fiasco

Song(s):

- "La primavera"
- "La vaca Beatriz"
- "Te quiero"
- "Día del amor y la amistad"
- "La lavadora"

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Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Simple Texts
- Repeated Patterns

Music and Physical Education:

- Rhythm and Movement

Science:

- Weather
- Change of Seasons

12

Newtown Public Schools
Spanish Gr. 1

Animals & Their Habitats

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- Having the right word to describe something helps us communicate our understanding to other people.
- Different living things exist and thrive in different habitats.

Concepts: communication, culture, living things (animals), habitats

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What animals live in/on: a farm, the tundra, a desert, the mountains, a pond, a forest, or a tropic/a rainforest? (F)
- What is the life cycle of a butterfly? (F)
- What is the weather like for a given habitat? (F)
- Where on the map are these habitats located? (F)
- How does environment influence the living things who inhabit that area? (C)

Standard(s)
Content and CCSS

📎 Standards Grade 1 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- identify typical habitats and a few animals that live in those habitats in Spanish speaking cultures. (1.1) (1.2) (3.1)
- identify on a map the habitats of various animals and the weather in those areas. (1.1) (1.2) (3.1) (4.1)
- identify the weather of various habitats. (3.1)
- sing songs about habitats and animals and make appropriate gestures and movements. (1.1) (1.2) (3.1)
- listen to/view Spanish version of English stories. (1.1) (1.2) (3.1) (4.2)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary

Habitats and animals:

- habitat

Skills
Transferable skills that students must be able to DO

13

- tree
- leaf
- fly
- migrate
- coquí
- parrot
- monkey
- penguin
- caterpillar
- butterfly
- rainforest
- tropical
- tundra
- forest
- farm
- ocean
- desert
- mountains

Weather expressions

Song(s):

- "Down on Grandpa's Farm"
- "El coquí"

Review numbers 1-50

Core Learning Activities

Practice vocabulary in the context of literature and music.
Review vocabulary from the corresponding kindergarten unit.
Locate habitats on maps.

Resources
Professional & Student

Book(s):

- El Mono Paparazzi
- Perro grande, perro pequeño

Song(s):

- "Down on Grandpa's Farm"
- "El coquí"

Spanish Curriculum Grade 1.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Music and Physical Education:

- Rhythm and Movement

Science:

- Life cycles – Habitats

Social Studies:

- Map of Spanish Speaking Countries

Newtown Public Schools
Spanish Gr. 1

District Elementary > Grade 1 > World Languages > Spanish Gr. 1 > Week 29 - Week 32

Foods: Likes & Dislikes

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- While some foods are popular around the world, some foods are unique to specific cultures.
- People in other countries and cultures use different products (foods) and have different traditions to celebrate their holidays.

Concepts: foods, popularity, preference, traditions/holidays, communication, culture

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- How can a person express their likes and dislikes politely? (F)
- What foods do you like or dislike? (F)
- How can a person name specific foods in Spanish? (F)

Standard(s)
Content and CCSS

📎 Standards Grade 1 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Identify some popular foods in both cultures. (1.1) (1.2) (2.2) (3.1) (4.1) (4.2)
- use expressions for likes and dislikes. (1.1) (1.2) (3.1) (3.2) (4.1)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (3.2) (4.1)
- sing songs about animals and make appropriate gestures and movements. (1.1) (1.2) (3.1)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary

Foods:

- apple
- pear
- cheese
- strawberry
- mango
- orange

Skills
Transferable skills that students must be able to DO

15

- banana
- coconut
- cookies
- orange
- sausage
- plums
- cupcake
- pickle
- to eat

Me gusta(n)/no me gusta(n)

Song(s):

- "Colores, colores" (with likes) from CalicoSpanish.com

Review numbers 1-50

Core Learning Activities

Practice vocabulary in the context of literature and music.
Review vocabulary from corresponding kindergarten unit.

Resources
Professional & Student

Game(s):

- 4 Corners

Book(s):

- Green eggs and ham

Song(s):

- "Colores, colores" (with likes) from CalicoSpanish.com

📎 Spanish Curriculum Grade 1.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Simple Texts
- Repeated Structures

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Foods from around the world

Newtown Public Schools
Spanish Gr. 1

District Elementary > Grade 1 > World Languages > Spanish Gr. 1 > Week 33 - Week 37

Life Cycle of Butterflies

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- Living things change over the course of their life cycle.

Concepts: communication, culture, life cycle, living things

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What is the life cycle of the butterfly? (F

Standard(s)
Content and CCSS

📎 Standards Grade 1 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- acknowledge Mexican Holiday: Cinco de Mayo. (2.1) (2.2) (4.2)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)
- identify popular animals (pets) and animals in life cycle unit. (1.1) (1.2) (3.1)
- identify the sounds animals make (different depending on language). (1.1) (1.2) (4.2)
- sing songs about animals and make appropriate gestures and movements. (1.1) (1.2) (3.1)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary

- caterpillar
- pupa
- chrysalis
- butterfly

Song(s):

- "Los pollitos dicen…"

Skills
Transferable skills that students must be able to DO

17

Core Learning Activities

Practice vocabulary in the context of literature and music.
Review vocabulary from corresponding unit in kindergarten and first grade units.
Acknowledge Cinco de Mayo.

Resources
Professional & Student

Book(s):

- El Paseo de Rosie

Song(s):

- "Los pollitos dicen..."

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Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Simple Texts
- Repeated Structures

Music and Physical Education:

- Rhythm and Movement

Science:

- Life Cycles - metamorphosis

Social Studies:

- Celebrations and Holidays
- Map of Mexico

18

Newtown Public Schools
Spanish Gr. 1

District Elementary > Grade 1 > World Languages > Spanish Gr. 1 > Week 38 - Week 40

Year in Review & Show for Parents

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- Having the right word to describe something helps us communicate our understanding to other people.

Concepts: communication, culture

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What new words have I learned this year? (F)

Standard(s)
Content and CCSS

📎 Standards Grade 1 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- prepare a show of songs and learned phrases for their parents. (1.1) (1.2) (2.1) (3.1) (3.2) (4.1) (4.2)

Content/Skills
Critical content that students must KNOW

Language/Vocabulary

A Review of year's materials:

- Greetings and farewells
- Numbers 1-50
- Family members
- Classroom objects and calendars
- Holidays
- Sports
- Parts of the body
- Clothing
- Foods
- Animals
- Likes and dislikes
- Life cycle of butterflies

Skills
Transferable skills that students must be able to DO

19

- Songs sung throughout the year

Core Learning Activities

Practice vocabulary in the context of literature and music.
Prepare a show of songs and learned phrases for community and parents.

Resources
Professional & Student

Resources, books, and songs from throughout the year.

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Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Review of previously learned material

20

SPANISH

GRADE

2

Newtown Public Schools
Spanish Gr. 2

Getting to Know Each Other Review

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Different cultures have different languages.
- Speaking another language helps us communicate with and understand people from other cultures.
- The way we communicate with another person sometimes depends upon the situation.

Concepts: communication (calendar, greetings/farewells), culture

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- How does a person introduce himself or herself in Spanish? (F)
- What are the Spanish words for the numbers 1-50? (F)
- What are the days of the week? (F)
- What are the months of the year? (F)

Standard(s)
Content and CCSS

📎 Standards Grade 2 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- interact with teachers and peers using greetings and farewells in Spanish. (1.1) (1.2)
- state their names using Spanish construction. (1.2) (1.2)
- sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)
- count 1-50. (1.1) (1.2) (3.1)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

Review vocabulary:

- greetings
- farewells
- me llamo...

Skills
Transferable skills that students must be able to DO

- días de la semana
- tiempo
- estaciones
- birthday
- party
- gifts
- piñata
- name
- numbers 1-50

Game(s):

- dig for treasure
- scavenger hunt

Core Learning Activities

Practice vocabulary in the context of literature and music.
Review vocabulary from corresponding kindergarten and first grade units.

Resources
Professional & Student

Book(s):

- Buenos días Julio y Julia;
- review books from last year

Song(s):

- review a variety of songs from the past 2 years

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Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Simple Readers

Math:

- Counting and One-to-One Correspondence

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Celebrations
- Months
- Days of the week

Newtown Public Schools
Spanish Gr. 2

District Elementary > Grade 2 > World Languages > Spanish Gr. 2 > Week 4 - Week 9

Emotions - expansion

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- People across cultures share the same emotions.
- Families are alike and different and can have their own traditions, roles, and relationships.

Concepts: culture, communication, emotions, family

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?
- How do families differ in other cultures and communities?

Guiding Questions
Factual, Conceptual, Provocative

- What are the names of different feelings? (F)
- How can a person identify extended family members? (F)
- How does a person count by fives and tens? (F)
- How do word endings change based on the gender? (F)
- How does a person communicate politely? (C)

Standard(s)
Content and CCSS

📎 Standards Grade 2 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- sing Spanish version of English song and make appropriate movements and gestures. (1.1) (1.2) (4.1)
- express emotional state. (1.1) (1.2)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)
- listen to teacher count by 5's and 10's. (1.1) (1.2) (3.1)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

Politeness words:

- please
- thank you
- you're welcome

Feelings vocabulary:

Skills
Transferable skills that students must be able to DO

3

- so-so
- angry
- surprised
- scared
- sick

Review Calendar and Family:

- mom
- dad
- brother
- sister
- grandpa
- grandma
- cousins
- aunt
- uncle

Core Learning Activities

Practice vocabulary in the context of literature and music.
Talk about the personality traits and emotions of characters in books.
Review vocabulary from corresponding kindergarten and first grade units.

Resources
Professional & Student

Book(s):

- Rainbow Fish
- Si te sientes bien contento
- ¡Que nervios! El primer día de la escuela
- ¿Cómo dicen estoy enojado los dinosaurios?
- La verdadera historia de los 3 cerditos

Song(s):

- "The More We Get Together"
- "If you're happy and you know it..."

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Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Personality traits - characters

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Emotions (Connections across Communities)

Second Step: recognizing emotions

Newtown Public Schools
Spanish Gr. 2

District Elementary > Grade 2 > World Languages > Spanish Gr. 2 > Week 10 - Week 16

Healthy Choices

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- While some foods are popular around the world, some foods are unique to specific cultures.
- A person's choices contribute to a healthy diets and lifestyles.
- Individuals have personal preferences (such as for food), which can be politely expressed.

Concepts: communication, culture, preferences, healthy choices

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?
- How do families differ in other cultures and communities?
- Why is it important to eat healthy foods?
- Which foods in the target culture are similar to or different from foods in my culture?

Guiding Questions
Factual, Conceptual, Provocative

- How can a person express their likes and dislikes politely? (F)
- What foods do you like or dislike? (F)
- How can a person name specific foods in Spanish? (F)
- Which foods are popular in Spanish cultures? (F)
- How is another culture's food similar to and different from the food of your culture or community? (C)
- What is a healthy choice? (C)
- Can an action be both healthy and unhealthy? (P) (For example, can one cookie be a healthy choice while the whole cookie jar would be an unhealthy choice?)

Standard(s)
Content and CCSS

📎 Standards Grade 2 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- identify members of the nuclear and extended family. (1.1) (1.2) (3.1)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)
- sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)
- identify popular foods in their own and in the target culture. (1.1) (1.2)
- compare and contrast target culture foods with their culture foods. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2)

Content/Skills
Critical content that students must KNOW

Skills
Transferable skills that students must be able to DO

5

Language and Vocabulary

Food vocabulary:

- foods in target culture - expansion of foods from last year
- how to identify healthy choices and unhealthy choices
- how to express likes and dislikes

Review members of nuclear and extended family

Review counting by 5's and 10's

Core Learning Activities

Practice vocabulary in the context of literature and music.
Review vocabulary from corresponding kindergarten and first grade units.
Game: Who stole the cookies from the cookie jar?

Resources
Professional & Student

Book(s):

- Si le das un panecillo a un alce
- Si le das una galleta a un ratón
- ¿Cómo comen los dinosaurios?
- Sopa de hortalizas
- El ratoncito, la fresa roja y madura y el gran oso hambriente
- Si le das un pastelito a un gato
- Si le das un panqueque a una cerdita

Song(s):

- "Las frutas"
- "Bistec"

Spanish Curriculum Grade 2.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Health:

- Healthy choices - foods

Math:

- Counting by 5' and 10's

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Foods around the world

Newtown Public Schools
Spanish Gr. 2

Family & Holidays - expansion

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- People celebrate holidays differently depending on their family's and culture's traditions.
- Families are alike and different and can have their own traditions, roles, and relationships.

concepts: culture, communication, holidays/traditions, family, time

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What Spanish words can be used to describe Thanksgiving, Christmas, and Three Kings Day as Spanish or American traditions? (F)
- What types of activities are performed at different times of the day? (F)
- How do different cultures and families celebrate the holidays in similar and different ways? (C)

Standard(s)
Content and CCSS

📎 Standards Grade 2 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- acknowledge Spanish heritage traditions. (2.1) (2.2) (3.1) (3.2) (4.2)
- listen to/view holiday books and videos. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.2)
- identify shapes. (1.1) (1.2) (3.1)
- tell time on the hour. (1.1) (1.2) (3.1)
- sing traditional Spanish songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)
- listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

Holiday vocabulary:

Skills
Transferable skills that students must be able to DO

7

- Christmas
- 3 Kings Day

Time on the hour

- 1:00, 2:00, etc.

Review Extended Family vocabulary:

- Aunt
- Uncle
- Cousin
- Grandmother
- Grandfather

Song(s):

- "Que familia grande"

Core Learning Activities

Practice vocabulary in the context of literature and music.
Review vocabulary from corresponding kindergarten and first grade units.

Resources
Professional & Student

Book(s):

- El canguro tiene mamá
- Con mi hermano
- Bebé oso aprende decir <<por favor>>
- La silla de Pedro
- Si le haces una fiesta a una cerdita

Song(s):

- "Que familia grande"

📎 Spanish Curriculum Grade 2.pdf

Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Math:

- Time on the hour

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Family and Holidays (traditions/celebrations)

Newtown Public Schools
Spanish Gr. 2

Communities

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- Communities around the world differ in size and layout.
- Environments impact the people who live there and the types of communities they develop.

Concepts: communication, cultures, communities, environments

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?
- How do families differ in other cultures and communities?
- What are important places in my community?

Guiding Questions
Factual, Conceptual, Provocative

- What are some important community resources? (F)
- Where are important community resources located? (F)
- How can a person describe his or her community and its land formations? (F) (urban/suburban/rural, mountains/valleys, etc.)

Standard(s)
Content and CCSS

📎 Standards Grade 2 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- compare and contrast types of neighborhoods. (1.1) (1.2)
- identify typical locations (and jobs) in the neighborhoods. (1.1) (1.2) (3.1)
- compare and contrast land formations in different regions of target culture countries. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2)
- compare and contrast different forms of transportation. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2)
- respond to basic directions.

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

Community vocabulary:

- urban
- suburban
- rural
- mountains
- valleys

Skills
Transferable skills that students must be able to DO

9

- plains
- ocean
- sea

Places in the community:

- post office
- grocery store
- bank
- restaurant
- store
- school
- park

Directions:

- left
- right
- up
- down
- east
- west
- north
- south

Song(s):

- "Arriba, arriba, abajo, abajo"

Dance(s):

- "La Raspa"

Core Learning Activities

Practice vocabulary in the context of literature and music.
Review vocabulary from corresponding kindergarten and first grade units.
Compare and compare features of different cultures/locations (such as
Puerto and Mexico compared to the US, or houses in different locations)

Resources
Professional & Student

Song(s):

- "Arriba, arriba, abajo, abajo"

Dance(s):

- "La Raspa"

📎 Spanish Curriculum Grade 2.pdf

Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Math:

- Directionality

Music and Physical Education:

- Rhythm and Movement
- Dance

Science:

- Land forms

Social Studies:

10

Newtown Public Schools
Spanish Gr. 2

District Elementary > Grade 2 > World Languages > Spanish Gr. 2 > Week 28 - Week 34

Plant Life Cycles & Habitats

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

Speaking another language helps us communicate with and understand people from other cultures.

- Living things change over the course of their life cycle.
- Different living things exist and thrive in different habitats.

Concepts: communication, culture, life cycle, living things, habitats

Essential Question(s)

- How can we communicate with other people from different countries and cultures?
- Why is it important to communicate in another language?

Guiding Questions
Factual, Conceptual, Provocative

- What are typical plants in Spanish speaking countries? (F)
- What plants grow in different habitats? (F)
- Where are these habitats located on the map? (F)
- What is the life cycle of a plant (and animals)? (C)

Standard(s)
Content and CCSS

📎 Standards Grade 2 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will

- identify the life cycles of plants (and animals).
- identify typical plants of Spanish speaking countries. (1.1) (1.2) (3.1)
- sing songs about life cycles and habitats and make appropriate gestures and movements. (1.1) (1.2) (3.1)
- listen to/view Spanish version of English stories. (1.1) (1.2) (3.1) (4.2)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

Plant vocabulary:

- tree
- plant
- flower
- seed
- fruit
- vegetable
- garden
- air

Skills
Transferable skills that students must be able to DO

\|\|

Core Learning Activities

Practice vocabulary in the context of literature and music.
Review vocabulary from corresponding kindergarten and first grade units.

Resources
Professional & Student

Video(s):

- https://youtu.be/U4YXVIlj1nA
- https://youtu.be/dwJRKH4vKpc

Book(s):

- La Semilla de Zanahoria

Song(s):

- https://youtu.be/uezJQyC5J7Q

 Spanish Curriculum Grade 2.pdf

Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Non-fiction – reading for information

Music and Physical Education:

- Rhythm and Movement

Science:

- Life cycles
- Habitats

Social Studies:

- Map of Spanish Speaking Countries

12

Newtown Public Schools
Spanish Gr. 2

Fairytales and Folklore

Davila, Jean

Enduring Understanding(s)/ Generalization(s)

- Speaking another language helps us communicate with and understand people from other cultures.
- Fairytales and folklore teach lessons/morals and maintain the culture's traditions and values.

Concepts: communication, culture, fairytales, folklore, traditions, values

Essential Question(s)

How do certain aspects of fairytales and folklore remain the same or differ among cultures?

Guiding Questions
Factual, Conceptual, Provocative

- What emotions do the characters of a given fairytale express? (F)
- How are fairytales and folklore similar and different in different cultures? (C)

Standard(s)
Content and CCSS

📎 Standards Grade 2 for Learning Languages.pdf

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will:

- identify characters of familiar fairytales. (1.1) (1.2)
- identify the emotions of familiar characters. (1.1) (1.2)
- compare and contrast US fairytales and folklore with Spanish fairytales and folklore. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2)
- sing songs about fairytale characters and make appropriate gestures. (1.1) (1.2) (3.1)
- listen to/view Spanish version of familiar English fairytales. (1.1) (1.2) (3.1) (3.2) (4.1)
- listen to/view authentic fairytales and folklore from Spanish speaking countries. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.1) (4.2)

Content/Skills
Critical content that students must KNOW

Language and Vocabulary

Fairytale vocabulary:

- prince
- princess
- dwarf
- magic
- castle

Skills
Transferable skills that students must be able to DO

13

Core Learning Activities

Practice vocabulary in the context of literature and music.

Resources
Professional & Student

Book(s):

- Blancanieves (Snow White)
- La Bella Durmiente (Sleeping Beauty)
- El Patito Feo (The Ugly Duckling)
- Las Tres Cabras Gruñonas (The Three Billy Goats)
- Había una vez: Cuentos Tradicionales Latinoamericanos (Once Upon a Time: Latin American Traditional Tales)
- La lagartija y el sol (The Lizard and the Sun)

Song(s):

- "El payaso baila"
- various Disney songs in Spanish

📎 Spanish Curriculum Grade 2.pdf

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Language Arts:

- Fairytales and Folklore

Music and Physical Education:

- Rhythm and Movement

Social Studies:

- Stories/legends from various Spanish speaking countries

14

Community Relations

~~Fund-Raising~~ Fundraising and Solicitation

~~Fund-raising~~ Fundraising shall be authorized under conditions that do not conflict with instructional programs. ~~Fund-raising~~ Fundraising refers to the raising of non-appropriated funds for the educational benefit of students and their school funds.

~~Fund-raising~~ Fundraising shall be permitted by Kindergarten through 12th grade students, provided such activities are approved in writing and carefully monitored and regulated by the school Principal or a designee.

Each Principal shall develop and maintain a list of all approved ~~fund-raising~~ fundraising activities and report all activities to the Superintendent pursuant to procedures issued by the Superintendent.

Annually, ~~The~~ the Superintendent will furnish the School Board with an up-to-date listing of all ~~fund-raising~~ fundraising activities being conducted by the school district ~~division~~.

No organization or individual shall solicit funds, sell memberships, articles or in any other way collect or seek to collect money from the employees of the school system except with the approval of the Board of Education.

Athletics 7-12

~~Fund-raising~~ Fundraising will take place only after the ~~club or~~ team roster has been finalized within the present school year with the following exception:

- Teams that do not have Board of Education budget support for coaching, transportation or officials are the ~~The~~ only teams allowed to ~~fund-raise~~ fundraise with no restrictions ~~are hockey, boys volleyball and girls golf~~.
- Students shall not be required to participate in a fundraising activity as a condition for belonging to a team or group, nor shall a student's participation or lack thereof affect his/her play time or standing on said team or group.
- ~~Players listed on the varsity roster at the end of preceding season are allowed to fund-raise for the following year with no guarantee they will be on the team.~~
- Teams that did not cut during the previous two seasons are allowed to ~~fund-raise~~ fundraise with no restrictions.

Parent Teacher Associations and Booster Clubs are not regulated by this policy as they stand outside School Board jurisdiction.

Community Relations

~~Fund-Raising~~ Fundraising and Solicitation

Guidelines Pertaining to 7-12 Athletics:

- No freshmen are permitted to ~~fund-raise~~ fundraise until the team is chosen.
- It is understood and made clear that no ~~Newtown High School~~ student-athlete will be compelled or coerced to ~~fund-raise~~ fundraise.

Newtown Public Schools
Photography I

Newtown High School > High School > F&AA: Business > Photography I

Collaboration

Unit:	Sep					Oct				Nov				Dec			Jan				Feb			Mar					Apr				May					Jun		
	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	39	40
Composition & Design Elements																																								
Camera Settings & Functions																																								
Career Exploration																																								
Image Quality Analysis																																								
Editing Digital Photographs																																								
History & Developments in Photography																																								
Capturing Motion & Light																																								
	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	39	40

Newtown Public Schools
Photography I ⚏

Composition & Design Elements

Collaboration

Enduring Understanding(s)/ Generalization(s)

Utilizing components of artistic composition and understanding how to incorporate them in photographs to achieve a desired aesthetic result determines the success and effectiveness of any photographer's work.

Artistic and technical skills go hand in hand in many fields to produce needed result.

LENS: Aesthetics

Essential Question(s)

How do I capture design elements in my photographs?
What elements do I favor or dislike as a photographer?

Guiding Questions
Factual, Conceptual, Provocative

F
What are the compositional aspects that make up a photograph?
How does a photographer utilize elements of composition in their photos?
C
Why are elements of design and composition important in photography?
P
Are my photographs "good"?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 1: Media

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood;
- communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will compose photographs implementing and highlighting aspects of each element of design and composition discussed.
Students will analyze photographs by artists, peers and themselves for compositional quality & effective execution of design elements.

CONTENT STANDARD 2: Elements and Principles

- judge the effectiveness of different ways of using visual characteristics in conveying ideas; and
- apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems.

Content/Skills
Critical content that students must KNOW

Subject, foreground, mid-ground, background, framing, rule of thirds, depth of field, line (leading lines, vanishing point), shape (abstract shape, natural shape, geometric shape), color (primary, secondary, tertiary, monochromatic, analogous, complementary, triadic, discordant), texture, shadow, highlight, portrait orientation, landscape orientation, sharp focus, soft focus...

Skills
Transferable skills that students must be able to DO

- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.*

Core Learning Activities

Submitting photos showing understanding of: Framing, Rule of Thirds, Shallow Depth of Field.
Design Journals (original photographs with corresponding written analyses of element implementation): Line, Shape, Color, Texture.
Class discussions and critical peer analyses for each photography topic, self reflective Image Quality Analysis for each topic.
In class quizzes as each topic is introduced.

Resources
Professional & Student

Photo 1: An Introduction to the Art of Photography By Katie Stern (Chapters 1, 3, & 12)
Exploring Basic Black & White Photography by Joy McKenzie (Chapters 3, 5, 6, &9)
Photography for the 21st Century by Katie Miller (Chapters 5, 8, 9, &18)
Farnsworth-Munsell Color Acuity Online Game
http://www.xrite.com/online-color-test-challenge

Assessments

📎 Design Journals.docx

📎 Image quality rubric.pdf

📎 photocritiquethoughts.pdf

📎 photocritiquethoughtsBLANK.pdf

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Connections to Math - proportion and geometry in compositional elements, calculating correlation between aperture and shutter speed measurements.
Connections to Science - trajectory and refraction of light to achieve color differentiation
Connections to Language - breaking apart vocabulary terms to root words and Latin and Greek.

Newtown Public Schools
Photography I

Camera Settings & Functions

Collaboration

Enduring Understanding(s)/ Generalization(s)

A deep understanding of equipment and their functions allows the photographer to achieve success.

LENS: Function

Essential Question(s)

What are the different ways a camera can be controlled?
How does a photographer know what settings to change in different circumstances?

Guiding Questions
Factual, Conceptual, Provocative

F
What are the different settings needed to efficiently use a DSLR camera?
C
What settings do need to adjust to achieve proper exposure?
What situations might a photographer encounter for which need to adjust my camera settings?
P
Can a photograph be captured perfectly?

Standard(s)
Content and CCSS

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 1: Media

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood;
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes; and
- communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

- 18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will be able to recognize when a photograph is improperly exposed.
Students will be able to explain how to fix an improperly exposed photo utilizing camera settings.
Students will be able to demonstrate and describe the differences and correlations between settings on a DSLR camera.

Atlas - Atlas24 Camera Settings & Functions room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

https://newtownk12.rubiconatlas.org/Atlas/Develop/UnitMap/View/...

Content/Skills
Critical content that students must KNOW

DSLR, Lens, Prime Lens, Kit Lens, Focal Length, Zoom, Focus, fine focus, Point & Shoot camera, shutter, image sensor, aperture, shutter speed, ISO, white balance, under exposed, over exposed, noise/graininess, filters.

Skills
Transferable skills that students must be able to DO

- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.*

Core Learning Activities

In class exposure quiz, exposure lab with written conclusions, photographic topics where students submit photos showing effects of changing camera setting such as shallow depth of field, of aperture, light/motion for shutter speed, and light/noise for ISO. Students also submit self reflections, participate in digital galleries as well as peer critique in class discussions.

Resources
Professional & Student

Photo 1: An Introduction to the Art of Photography By Katie Stern (Chapters 3 & 11)
Exploring Basic Black & White Photography by Joy McKenzie (Chapters 3, 4, 5, & 6)
Photography for the 21st Century by Katie Miller (Chapters 8 & 9)

Assessments

📎 DOF_quizlette.docx

📎 Image quality rubric.pdf

📎 photocritiquethoughts.pdf

📎 photocritiquethoughtsBLANK.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Connections to Math - proportion and geometry in compositional elements, calculating correlation between aperture and shutter speed measurements.
Connections to Science - trajectory and refraction of light to achieve color differentiation
Connections to Language - breaking apart vocabulary terms to root words and Latin and Greek roots.

Newtown Public Schools
Photography I

Career Exploration

Collaboration

Enduring Understanding(s)/ Generalization(s)

Knowing what occupational options exist in the photography industry, how to obtain training, education and employment in a specific area, and what skills one should show aptitude for in certain subsets of photography is vital for someone looking to become a photographer.

LENS: Aptitude

Essential Question(s)

How have other photographers been successful in the photography industry?
What careers in the photography industry suit me best?

Guiding Questions
Factual, Conceptual, Provocative

F
What different kinds of jobs relating to photography exist?
C
How can someone prepare themselves to be successful in the photography industry?
P
Is there such a thing as a bad photographer?

Standard(s)
Content and CCSS

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

CCSS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They use technology and digital media strategically and capably.

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 6: Connections

- compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines;
- apply visual arts skills and understandings to solve problems relevant to a variety of careers.

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will research several careers relating to photography, compiling information in a written report of their findings.
Students will research a photographer they choose, developing an essay/presentation.
Students will create photos taken in the style of the photographer they have researched.

A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.

- 3. Identify various career paths in digital/video production.

Content/Skills
Critical content that students must KNOW

Different types of jobs in photography, researching a given topic, developing a biography of a photographer of their choosing, recreating images of another artist, post secondary planning in regard to training, education, schools and employment.

Skills
Transferable skills that students must be able to DO

- *1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.*
- *3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.*
- *6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.*

Core Learning Activities

Career profile, Photographer biography, In the style of photo series

Resources
Professional & Student

The Book of Photography by Anne H. Hoy

- Maroon5DiscoversYoungPhotographer.MP4
- NatGeoPhotographer.MP4
- TeenagePhotographer.MP4

Assessments

- CareerProfile_Photo.pdf
- photographer Bios.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy

Interdisciplinary Connections

Career Center - Career internships.
Counselor Workshop
HAWKS School-wide Expectations

Newtown Public Schools
Photography I

Image Quality Analysis

Collaboration

Enduring Understanding(s)/ Generalization(s)

Successful photographers are able to objectively assess their own work and that of others for levels of creativity, originality, and quality.
Being able to recognize quality is a universal skill in any industry.

LENS: Creativity

Essential Question(s)

What compositional elements am I drawn to as a photographer?

Guiding Questions
Factual, Conceptual, Provocative

F
How are critical analyses of photographs best expressed?
C
What makes a photograph "good"?
How can an image be deemed original, creative, or "unique"?
P
Is creativity the most important goal a photographer should have?

Standard(s)
Content and CCSS

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 1: Media

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood;
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes; and

CONTENT STANDARD 4: History And Cultures

- analyze and interpret art works in terms of form, cultural and historical context, and purpose;

CONTENT STANDARD 5: Analysis, Interpretation and Evaluation

- reflect critically on various interpretations to better understand specific works of art;
- defend personal interpretations using reasoned argument; and
- apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of art.

CONTENT STANDARD 6: Connections

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will critically analyze peer photos for compositional integrity. Students will reflect on their own photographic work and analyze for image quality. Students will develop opinions on photographic work of self and peers, expressing these thoughts in spoken and written form.

particular historical period or style with ideas, issues or themes of
that period or style;
- compare the creative processes used in the visual arts with the
creative processes used in the other arts and non-arts disciplines;
- create and solve interdisciplinary problems using multimedia; and

Content/Skills
Critical content that students must KNOW

Exposure, Composition, Mood, Intention, quality, Effectiveness, public
speaking, reflective writing, identifying elements in photos that distract,
enhance/evoke emotions, articulating observations orally in front of peers,
expressing observations and critically analyzing work in written reflections.

Skills
Transferable skills that students must be able to DO

- *2. Work independently and collaboratively to solve problems
and accomplish goals.*
- *4. Demonstrate innovation, flexibility and adaptability in
thinking patterns, work habits, and working/learning conditions.*
- *5. Effectively apply the analysis, syntheses, and evaluative
processes that enable productive problem solving.*

Core Learning Activities

Design Journals (Self Reflection and Analysis of Image Quality)
Class viewing and discussion of peer work each time photos are submitted
(approximately 16 times throughout course)
Mood Journal Assignment
Digital Gallery Labs

Resources
Professional & Student

Photo 1: An Introduction to the Art of Photography By Katie Stern
Exploring Basic Black & White Photography by Joy McKenzie
Photography for the 21st Century by Katie Miller

Assessments

📎 Mood in Photographs.docx

📎 photocritiquethoughts.pdf

📎 photocritiquethoughtsBLANK.pdf

📎 Design Journal Entries.pdf

📎 Image quality rubric.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Art - Comparing images and studying elements
that reflect themes and issues of the time period.

Newtown Public Schools
Photography I 📷

Editing Digital Photographs

Collaboration

Enduring Understanding(s)/ Generalization(s)

A deep understanding of digital photography editing software helps photographers have complete control of thier published images.

A person's ability to apply intuition while exploring new technology helps them be successful in life.

LENS: Innovation

Essential Question(s)

How do I as a photographer decide what to edit and when a photograph is done being edited?

Guiding Questions
Factual, Conceptual, Provocative

F
What editing programs work best for a specific desired result?
C
How do photographers push themselves to capture and create innovative images?
P
Are there any more innovative ideas in photography?
Is there more to come in improving photographic technology?
Has the widespread availability of cell phone cameras decreased the average person's appreciation for and ability to recognize "great" photography?

Standard(s)
Content and CCSS

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 1: Media

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood;
- communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.

CONTENT STANDARD 2: Elements and Principles

- judge the effectiveness of different ways of using visual characteristics in conveying ideas; and

CONTENT STANDARD 3: Content

- use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will implement edits of photographs using different editing softwares.
Students will exhibit understanding of editing tools and the many different ways to change a photo.
Students will develop knowledge in determining how much to edit photos, and what changes to make.

- create and solve interdisciplinary problems using multimedia; and

Content/Skills
Critical content that students must KNOW

Cropping, Exposure Compensation, Levels, Contrast, Saturation, Highlights, Shadows, Tints, Tones, Sharpness, Brush Tools, Image Resizing, Photoshop/Lightroom/Preview/Photos applications, identifying distracting elements, enhancing positive qualities in photos.

Skills
Transferable skills that students must be able to DO

- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.*
- *5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.*

Core Learning Activities

Software exploration lab
Editing photos as they are due throughout the course
Day Of The Dead Skull, Photoshop Project

Resources
Professional & Student

Texts:
Photo 1: An Introduction to the Art of Photography By Katie Stern
Exploring Basic Black & White Photography by Joy McKenzie
Photography for the 21st Century by Katie Miller

Software/Applications: Adobe Photoshop, Adobe Lightroom, Preview, Photos (Photos & Preview are Macintosh applications, different applications would be needed for a PC lab set up)

Assessments

📎 Dia De Los MuertosPSDTUT.pdf

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Grammar - applying the ability to edit through software and applications relating to written communitcation

10

Newtown Public Schools
Photography I

History & Developments in Photography

Collaboration

Enduring Understanding(s)/ Generalization(s)

Photographers should have foundational knowledge of the technological developments in order to get the most out of their equipment.

Photography has changed society in major ways. It is important to analyze impacts of technology on society and think about both good and bad aspects.

LENS: Evolution of Technology

Essential Question(s)

What do I know about photography?
Has what I thought I knew about photography changed?

Guiding Questions
Factual, Conceptual, Provocative

F
How did photography develop into what it is in modern society?
C
How has photography helped to write history?
how has the evolution of photography impacted human communication?
P
Does photographic technology have more influence on society today than in past eras?
Have the changes in how photographs are produced made photography less of an artistic medium?

Standard(s)
Content and CCSS

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

CCSS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They use technology and digital media strategically and capably.

Reading: History/Social Studies

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

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

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will become experts in a given topic relating to the history of photography.
Students will research and develop a lesson/presentation to be given to the class about a given topic.
Students will analyze effectiveness of photographic developments and how each new advancement impacted society.
Students will study the work of famous photographers, create images in their style, and organize biographical report showing their findings.

Craft and Structure

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

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

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 4: History And Cultures

- analyze and interpret art works in terms of form, cultural and historical context, and purpose;
- analyze common characteristics of visual arts evident across time and among cultural/ethnic groups in order to formulate analyses, evaluations and interpretations of meaning; and
- compare works of art to one another in terms of history, aesthetics and culture; justify conclusions made and use these conclusions to inform their own art making.

CONTENT STANDARD 5: Analysis, Interpretation and Evaluation

- research and analyze historic meaning and purpose in varied works of art;

Content/Skills
Critical content that students must KNOW

Al Hazen and Optics, Isaac Newton and Light/Lens Refraction, Danielo Barbaro and Camera Obscura, Johann Schultze and light sensitive chemical experiments, Joseph Niepce and the first photograph, Lewis Daguerre and the Daguerrotype, Henry Fox Talbot and the calotype, Frederick Scott Archer and the collodian process, photography during the civil war, George Eastman, Kodak & dry plate process, Brownie camera, Gel Plate Film, Nokia, Canon, NASA.

Researching, Collaborative work, live presentation, organizing information, note taking, active listening, and reading comprehension.

Skills
Transferable skills that students must be able to DO

- *1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.*
- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.*

Core Learning Activities

History topic research and presentation (the 1000's to the 1960's)
Camera history reading comprehension packet (1960's to present)
Photographer biography project/essay
In the style pf 'Photographer' images

Resources
Professional & Student

Camera: A History of Photography From Daguerreotype to Digital by Todd Gustavson
The Book of Photography by Anne H. Hoy

Assessments

@ CAMERAquestionsCHAPTERs18
19.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Problem Solving

Interdisciplinary Connections

Social Studies - impacts of photography and the technologies relating to photography on human history & how events are recorded.
Science - Chemical Reactions, Scientists that developed the different ways photographs were produced.

PhotographerBiographyRubric.pdf

CAMERAchapters18and19packet.
pdf

13

Newtown Public Schools
Photography I 🔆

Capturing Motion & Light

Collaboration

Enduring Understanding(s)/ Generalization(s)

Variable situations in motion and light dictate how photographers must control their cameras to capture a desired image.

Adjustments to variables requires data.

LENS: Light, Motion

Essential Question(s)

How do my camera's settings (aperture, shutter speed, ISO) relate to each other?
How do variables in light and motion relate to changes I can make to my camera settings?

Guiding Questions
Factual, Conceptual, Provocative

F
How does a photographer balance aperture, shutter speed, ISO, and white balance to make a properly exposed photograph?
C
How does a subject's rate of motion impact the work of a photographer?
How do photographers use light and different light sources to their advantage when composing effective photographs?
P
Is natural light better than artificial light?
Is motion blur in photographs undesirable?

Standard(s)
Content and CCSS

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 1: Media

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood;
- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes; and

CONTENT STANDARD 2: Elements and Principles

- apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems.

CONTENT STANDARD 3: Content

- use, record and develop ideas for content over time; and
- use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will demonstrate understanding of how best to capture motion for different goals relating to freeze frame and blur.
Students will apply knowledge of camera settings to achieve desired result for light and motion photos.
Students will analyze images for compositional qualities and effective execution of photographic themes.

⑭

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

D. Production: Identify and describe the elements of production to effectively deliver a message.

- 14. Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.

E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

- 18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.

Content/Skills
Critical content that students must KNOW

Motion blur, subject motion blur, background motion blur, capturing freeze frame motion, natural light, artificial light, side lighting, back lighting, direct lighting, ambient lighting, bounce lighting, catch light, hair light, light painting, exploring proper levels of shutter speed, aperture, ISO, deeper familiarization of camera settings and functions.

Skills
Transferable skills that students must be able to DO

- *5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.*
- *6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.*

Core Learning Activities

Photographs submitted for: freeze frame, background blur, subject blur, all blur, natural sidelight, natural back light, artificial light, light painting.

Self assessment, peer analysis, group discussions

In class motion lab, lighting lab, light painting lab.

Resources
Professional & Student

Photo 1: An Introduction to the Art of Photography By Katie Stern
Exploring Basic Black & White Photography by Joy McKenzie
Photography for the 21st Century by Katie Miller

Assessments

📎 photocritiquethoughts.pdf

📎 photocritiquethoughtsBLANK.pdf

📎 Image quality rubric.pdf

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Science - When variables are measured, adjustments can be made for successful outcomes.

Newtown Public Schools
Photography II

Newtown High School > High School > F&AA: Business > Photography II

Collaboration

Unit:	Sep					Oct				Nov				Dec			Jan				Feb			Mar					Apr				May					Jun		
	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	39	40
Principles of Design & Composition																																								
Aesthetic Techniques in Photography																																								
Digital Photo Manipulation																																								
Exploring Careers in Photography																																								
Image Quality Analysis																																								
	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	39	40

Newtown Public Schools
Photography II

Principles of Design & Composition

Collaboration

Enduring Understanding(s)/ Generalization(s)

strong foundations of basic design and composition elements are fundamental to photographers so they can instinctively use them in the field.

LENS: Design

Essential Question(s)

How will I implement design elements & principles in my photographic work?

Guiding Questions
Factual, Conceptual, Provocative

F
How do photographers implement design and composition elements & principles in their work?
C
How does a photographer know when design and composition elements & principles have enhanced or strengthened a photo?
P
Is it important to consciously include principles of design in photographic images?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They comprehend as well as critique.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Language

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will apply knowledge of compositional/design principles in the photos they produce to demonstrate understanding of key concepts. Students will analyze photos (self, peer, artists) for principles, implementation and quality.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 1: Media

- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes; and

CONTENT STANDARD 2: Elements and Principles

- judge the effectiveness of different ways of using visual characteristics in conveying ideas; and
- apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems.

CONTENT STANDARD 3: Content

- use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning.

CT: CTE: Technology Education (CS 2014)

CT: Grades 9-12

Graphic Design Technology

GDT.05 Identify and aply the elements of design.

- GDT.05.02 Analyze the use of color, line, shape, texture, size, and value in samples of graphic work.

GDT.06 Identify and apply the principles of design.

- GDT.06.01 Analyze the principles of balance, contrast, alignment, rhythm, repetion, movement, harmony, emphasis, and unity in samples of graphic works.
- GDT.06.02 Incorporate principles of balance, contrast, alignment, rhythm, repetition, movement, harmony, emphasis, and unity in student-generated graphic works.

Content/Skills

Critical content that students must KNOW

Patterns, breaking patterns, space, negative/positive space, balance, radial balance, asymmetry, symmetry, unity, emphasis, minimalism (revisit line, shape, color, texture, framing, thirds, exposure)

Skills

Transferable skills that students must be able to DO

- *3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.*
- *4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.*
- *5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.*

Core Learning Activities

Design Journals (written self reflection and analysis of photographs taken by student)
Peer Review and Class Discussions
In Class labs
Digital Gallery

Resources

Professional & Student

Photo 1: An Introduction to the Art of Photography By Katie Stern (Chapters 1, 3, & 12)
Exploring Basic Black & White Photography by Joy McKenzie (Chapters 3, 5, 6, &9)

Assessments

🖉 Design Journal Entries.pdf

🖉 Image quality rubric.pdf

🖉 Photo2FinalPortfolio.pdf

🖉 photocritiquethoughts.pdf

🖉 photocritiquethoughtsBLANK.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

English/Language Arts - Developing a reflective voice, critically analyzing text in spoken and written form, demonstrating use of content vocabulary.

Graphic Arts - Composition rules are important to success. It is important to know when you are using them and when you are breaking them.

Newtown Public Schools
Photography II 🔒

Aesthetic Techniques in Photography

Collaboration

Enduring Understanding(s)/ Generalization(s)

Determining what a photographer personally likes in a photo helps them to develop an identity as an artist and hone in on their own photographic style. Understanding artistic preferences...

LENS: Preference

Essential Question(s)

What is my photographic style as a photographer?
What type of photographer would I label myself as?

Guiding Questions
Factual, Conceptual, Provocative

F
What are different types of aesthetic styles a photographer might have?
C
How does a photographer develop their known constant?
What does it look like when a photographer tries something new?
P
Can a photographer have multiple specialties?
Is a photographer able to evolve their style fluidly?

Standard(s)
Content and CCSS

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 1: Media

- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes; and

CONTENT STANDARD 3: Content

- use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning.

CONTENT STANDARD 4: History And Cultures

- analyze and interpret art works in terms of form, cultural and historical context, and purpose;

CONTENT STANDARD 5: Analysis, Interpretation and Evaluation

- reflect critically on various interpretations to better understand specific works of art;

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will experiment with several photographic styles, reflecting an analyzing what they lean towards and will ask themselves why?
Students will examine their work and the work of their peers to identify aesthetic styles.

- apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of art.

CONTENT STANDARD 6: Connections

- analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style;
- compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines;
- create and solve interdisciplinary problems using multimedia; and
- apply visual arts skills and understandings to solve problems relevant to a variety of careers.

CT: CTE: Technology Education (CS 2014)

CT: Grades 9-12

Graphic Design Technology

GDT.08 Identify and apply the principles of design to layout.

- GDT.08.05 Demonstrate layout skils for digital media.
- GDT.08.06 Explain the importance of consistency of design.

GDT.10 Demonstrate knowledge of concept image creation and manipulation.

- GDT.10.06 Practice in-camera compositon and croping.

Content/Skills
Critical content that students must KNOW

Macro, Bokeh, Self Portrait, Typography (revisit lighting, angle of view, depth of field and exposure), experimenting with camera work and settings to develop go to settings related to their style, written and verbal analysis/reflection of work, identifying styles of other photographers, determining themes of collected works.

Skills
Transferable skills that students must be able to DO

- *1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.*
- *3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.*
- *6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.*

Core Learning Activities

Macro, Bokeh, Self Portrait, Typography photos
Entries for each in annotated portfolio
class discussions
digital gallery

Resources
Professional & Student

Photo 1: An Introduction to the Art of Photography By Katie Stern
Exploring Basic Black & White Photography by Joy McKenzie
Photography for the 21st Century by Katie Miller
The Book Of Photography: The History, The Technique, The Art, The Future by Anne H. Hoy

Software: Adobe Lightroom, Adobe Photoshop, Apple Photos, Apple Preview

Assessments

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

English/Language Arts - Developing a reflective voice and tone in written and spoken form, critically analyzing text (photos) for composition

improvement for the photographer.

Photo2FinalPortfolio.pdf

photocritiquethoughts.pdf

photocritiquethoughtsBLANK.pdf

Newtown Public Schools
Photography II �

Digital Photo Manipulation

Collaboration

Enduring Understanding(s)/ Generalization(s)

Altering photos can change an audience's perception of an photo and the meaning it seeks to portray.

LENS: Perception

Essential Question(s)

What are my preferences, likes, and dislikes when editing photos?
How can I predict an audience's perception of my work?

Guiding Questions
Factual, Conceptual, Provocative

F
What different applications and reasons might a photographer need to edit an image?
C
How are techniques are used for each of the different applications and rationales in photo editing?
P
Where does photography end and graphic design begin?

Standard(s)
Content and CCSS

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 1: Media

- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes; and

CONTENT STANDARD 3: Content

- use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning.

CONTENT STANDARD 5: Analysis, Interpretation and Evaluation

- reflect critically on various interpretations to better understand specific works of art;
- defend personal interpretations using reasoned argument; and

CONTENT STANDARD 6: Connections

- create and solve interdisciplinary problems using multimedia; and

CT: CTE: Technology Education (CS 2014)

CT: Grades 9-12

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will apply knowledge of editing software to manipulate photos as they are submitted.
Students will observe and make decisions to determine their own editing style.
Students will develop different layouts and designs to apply skills in graphic design to their photographs, creating documents for publication.

Graphic Design Technology

GDT.07 Identify and apply the principles of typography.

- GDT.07.02 Construct graphic works utilzing and manipulating type.

GDT.08 Identify and apply the principles of design to layout.

- GDT.08.04 Demonstrate layout skils for print colaterals (i.e., busines cards, newspapers, packaging, etc.)
- GDT.08.05 Demonstrate layout skils for digital media.

GDT.10 Demonstrate knowledge of concept image creation and manipulation.

- GDT.10.02 Use a variety of input devices to import photos, images, and other content.

GDT.11 Demonstrate aplication of media outputs.

- GDT.11.02 Incorporate apropriate color modes in graphic works including but not limited to RGB and CMYK.

GDT.13 Identify and apply the design proces.

- GDT.13.02 Apply the design process to generate graphic works. Explain the design process. Apply the design process to generate graphic works.

Content/Skills
Critical content that students must KNOW

Photo editing, layout, design, printing, publication, matting, framing, photoshop, lightroom, indesign, image manipulation.

Skills
Transferable skills that students must be able to DO

- *1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.*
- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.*

Core Learning Activities

Letter pictograms, dream vacation photos, portrait editing, motivational posters, annotated portfolio layouts.

Resources
Professional & Student

Texts:
Photo 1: An Introduction to the Art of Photography By Katie Stem
Exploring Basic Black & White Photography by Joy McKenzie
Photography for the 21st Century by Katie Miller
Adobe Photoshop for Photographers by Martin Evening

Software/Applications: Adobe Photoshop, Adobe Lightroom, Adobe Indesign, Preview, Photos (Photos & Preview are Macintosh applications, different applications would be needed for a PC lab set up)

Assessments

📎 DreamVacationPhotoshop.docx

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Social Studies - Discussing impact of media on society, how photographs can be altered to serve an agenda, what impact an image can have on an audience.

English - Propaganda & Rhetoric

LETTERSProjectMattingInstructio
ns.docx

LettersTutorial.docx

MattingInstructions5x7.pdf

Newtown Public Schools
Photography II 🔗

Exploring Careers in Photography

Collaboration

Enduring Understanding(s)/ Generalization(s)

Experimenting with different styles of photography allow opportunities to deepen understanding of different occupations in the field.

LENS: Career Planning

Essential Question(s)

What types of photography am I good at?
What types of photography do I enjoy?

Guiding Questions
Factual, Conceptual, Provocative

F
What different types of photography/photographers are there?
C
How does one become a professional photographer in a given field?
How can I work to get better at a certain type of photography?
P
What is the most important thing for a professional photographer to consider in order to be successful in the field?

Standard(s)
Content and CCSS

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

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They comprehend as well as critique.
- They use technology and digital media strategically and capably.

Writing

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

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will consider and apply knowledge of different types of photography and techniques to explore and strengthen skills.
Students will interpret and evaluate work of self and peers for successful execution.
Students will make connections to their photo work and other disciplines/daily events and observations.

10

for reflection and revision) and shorter time frames (a single
sitting or a day or two) for a range of discipline-specific tasks,
purposes, and audiences.

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 4: History And Cultures

- analyze and interpret art works in terms of form, cultural and historical context, and purpose;
- analyze common characteristics of visual arts evident across time and among cultural/ethnic groups in order to formulate analyses, evaluations and interpretations of meaning; and
- compare works of art to one another in terms of history, aesthetics and culture; justify conclusions made and use these conclusions to inform their own art making.

CONTENT STANDARD 6: Connections

- analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style;
- compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines;
- create and solve interdisciplinary problems using multimedia; and
- apply visual arts skills and understandings to solve problems relevant to a variety of careers.

CT: CTE: Technology Education (CS 2014)

CT: Grades 9-12

Graphic Design Technology

GDT.03 Explore careers available in the field of graphic communications and the design industry.

- GDT.03.01 Identify the certificates, diplomas, and degres available.
- GDT.03.02 Compare and contrast carers in graphics and design, along with their education, training requirements, and salary ranges.

Content/Skills
Critical content that students must KNOW

Self reflections, real world connections and applications, written and verbal critical evaluation.

Photography styles in portrait, scenic, wildlife, event, sports, commercial, food, photojournalism, architecture, fine art, surrealism, fashion.

Skills
Transferable skills that students must be able to DO

- **4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.**
- **5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.**
- **6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.**

Core Learning Activities

Taking & Submitting photographs for assignments in: portrait, scenic, wildlife, event, sports, commercial, food, photojournalism, architecture, fine art, surrealism, fashion.
Reflective self assessment for each in annotated portfolio.
Digital galleries to include written & verbal critique of peer work.

Resources
Professional & Student

Photo 1: An Introduction to the Art of Photography By Katie Stern
Exploring Basic Black & White Photography by Joy McKenzie
Photography for the 21st Century by Katie Miller

Assessments

📎 Choice Photography Topics.docx

📎 Photo2FinalPortfolio.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Social Studies & English/Language Arts - As we explore and learn about the different cultural impacts different photographic movements, noteworthy photos taken and published by photojournalists, and how they relate to global events and the writings of people from the similar time periods

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Newtown Public Schools
Photography II 🔒

Image Quality Analysis

Collaboration

Enduring Understanding(s)/ Generalization(s)

A reflective and analytical mindset fosters opportunities for photographers to push their sense of creativity to produce original, innovative images but also when responding to and re-creating the work of others.
Photographers develop their sense of creativity to produce original, innovative images by responding to and re-creating the work of others and fosters a reflective and analytical mindset

LENS: Innovation

Essential Question(s)

How can I grow as a photographer?

Guiding Questions
Factual, Conceptual, Provocative

F
How do photographers achieve a "good" photo?
C
How do photographers analyze composition quality of their work and the work of others?
What can a photographer learn by analyzing their work and that of others?
P
What makes an innovative photographer?
Can analysis and reflection be the same thing?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Writing

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will analyze and interpret compositional implementation in photographs produced by peers and themselves.
Students will consider & apply a range a range of ideas on how to improve elements within their photos.
Students will evaluate and critique their work and that of their peers for image quality.

conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 1: Media

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood;
- communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.

CONTENT STANDARD 3: Content

- use, record and develop ideas for content over time; and

CONTENT STANDARD 5: Analysis, Interpretation and Evaluation

- research and analyze historic meaning and purpose in varied works of art;
- apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of art.

Content/Skills
Critical content that students must KNOW

Image analysis, public speaking, reflective writing, photographic composition.
Exposure, mood within photos, intention, emotion in photos, quality, effective theme execution.

Skills
Transferable skills that students must be able to DO

- *3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.*
- *4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.*
- *5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.*

Core Learning Activities

Reflective written analysis of own photos in annotated portfolio, 20+ entries, one for each assignment throughout course.
Class discussions & photographic review, 20+ times throughout course.
Digital Gallery with written & verbal critique components, 10+ time throughout course.

Resources
Professional & Student

Photo 1: An Introduction to the Art of Photography By Katie Stern
Exploring Basic Black & White Photography by Joy McKenzie
Photography for the 21st Century by Katie Miller

Assessments

📎 Photo2FinalPortfolio.pdf

📎 Image quality rubric.pdf

📎 Design Journal Entries(9).pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving
- Spoken Communication
- Written Performance

Interdisciplinary Connections

English/Language Arts - students draw evidence from their photos to critically analyze them in both spoken and written form, they also develop strengths in participating in collaborative discussions, clarifying, verifying, and challenging ideas.

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Newtown Public Schools
Film Production I

Newtown High School > High School > F&AA: Business > Film Prodtiction I

Collaboration

Unit:	Sep					Oct				Nov				Dec				Jan				Feb			Mar				Apr				May					Jun		
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Development & Pre-Production																																								
Production																																								
Post-Production																																								
Producing a Commercial																																								
Career Exploration																																								
Adaptation of Story to Film																																								
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Newtown Public Schools
Film Production I

Development & Pre-Production

Collaboration

Enduring Understanding(s)/ Generalization(s)

Industry standard planning practices involve mastery of character development techniques, screenplay writing, storyboard creation, film location scouting, production calendar development, but above all determining early on what the end result will look like to an audience.

LENS: Storytelling

Essential Question(s)

How are films developed?

Guiding Questions
Factual, Conceptual, Provocative

F
What are the different ways can a camera be creatively used to tell stories?
C
How do I determine as a filmmaker what camera angles / operations / motions work best for what I am trying to achieve?
P
Are the choices I've made the best way to tell my story?

Standard(s)
Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will develop Characters, Story, & Plot for various films they will then produce.
Students will exhibit understanding of camera angles, operations, & movements in their planning documents. (screenplay/storyboard)

Grades 9-12

Digital Video Production Systems

A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.

- 2. Describe the differences between a studio production and a field production.

C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.

- 8. Identify a target audience and design an appropriate message for the target market.
- 9. Describe the process used for concept development/treatment.
- 10. Identify and describe the script elements of storyboarding, two column, and screenplay format.
- 11. Define and describe the legal concerns of copyrights, ethics, releases, and royalties.
- 12. Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.
- 13. Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.

E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

- 18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
- 19. Describe dolly, truck, pan, and tilt as it relates to camera movements.
- 20. Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.
- 21. Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

Content/Skills
Critical content that students must KNOW

Camera angles, operations, & movements: pan, zoom, track, boom, tilt, dolly, close up, full/mid shot, establishing shot, birds eye view, high angle, low angle, insert shot, dutch angle, etc
Industry-standard screenplay formatting.
Industry-standard storyboard formatting.

Skills
Transferable skills that students must be able to DO

- *1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.*
- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.*

Core Learning Activities

Development of a Concept Plan, Screenplay, & Storyboard for four different projects throughout the course to include: Camera Angles How-To Film, Commercial Film, Fairy Tale Adaptation Film, Story of an Object Film.

Resources
Professional & Student

The Classroom Video Producer's Guidebook by Patrick Rosenkrantz
The Technique of Television Production by Gerald Millerson
Television Production Disciplines & Techniques by Thomas D. Burrows, Donald N. Wood, & Lynne Schafer Gross

📎 PrincessBrideScreenplay.pdf

Assessments

📎 CameraAnglesWorksheet.pdf

📎 Film Project Rubric.pdf

📎 storyboard.pdf

📎 plot_diagram.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

English/Language Arts - strengthening writing skills in character development, plot creation, various narrative techniques (dialogue, reflection, plot lines, sequence of events, etc.), setting a scene, creating problems & resolutions.

Newtown Public Schools
Film Production I

Production

Collaboration

Enduring Understanding(s)/ Generalization(s)

Film cannot be created effectively, efficiently, and cinematographically appealing without a solid foundation of filming methods and equipment.

LENS: Function

Essential Question(s)

How do we manipulate film equipment and utilize techniques to achieve the best depiction of our script?

Guiding Questions
Factual, Conceptual, Provocative

F
How can a camera be controlled to achieve a planned shot?
C
What lighting/sound equipment and techniques are best for a given scene/situation?
P
Does film need to be visually and aurally interesting to tell its story well?

Standard(s)
Content and CCSS

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

B. Safety: Describe and apply the fundamental principles that relate to both field and studio production.

- 4. Demonstrate fire safety prevention and extinction, and trip hazards as it relates to lighting and electrical equipment.
- 5. Describe the fundamentals of step ladder safety.
- 6. Identify proper methods of transport and storage for appropriate production and personal equipment.
- 7. Describe and apply fundamentals of cable safety.

C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.

- 13. Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.

D. Production: Identify and describe the elements of production to effectively deliver a message.

- 14. Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will demonstrate understanding of camera angles/moves by applying knowledge while producing films.
Students will be able to describe proper use of cameras and filming equipment, and exhibit mastery of procedural expectations as well as functions & settings for said equipment.
Students will explore lighting techniques, applying them to film projects to achieve a desired visual result.
Students will understand and apply sound recording methods, equipment, & practices.

techniques used with handheld, lavaliere, shot gun, condenser, omni and directional methods.
- 16. Describe the equipment and personnel necessary for producing a studio production.
- 17. Describe the equipment and personnel necessary for producing a field production.

E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

- 18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
- 19. Describe dolly, truck, pan, and tilt as it relates to camera movements.
- 20. Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.
- 21. Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

Content/Skills
Critical content that students must KNOW

Practical application of camera angles & moves.
Filming equipment names, uses, and procedures for storage, transport, and safety including cameras, stabilization tools, lighting equipment, and sound equipment.

Skills
Transferable skills that students must be able to DO

- *1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.*
- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.*

Core Learning Activities

Application of camera angles & moves from planning to actively filming.
Manipulating camera functions & settings to achieve a desired result.
Types of light equipment, lighting positions, & lighting methods.
Sound recording equipment types, practices, & methods.
Working collaboratively in film production teams.

Resources
Professional & Student

The Classroom Video Producer's Guidebook by Patrick Rosenkrantz
The Technique of Television Production by Gerald Millerson
Television Production Disciplines & Techniques by Thomas D. Burrows, Donald N. Wood, & Lynne Schafer Gross

Assessments

📎 PRODUCTION_LOG.docx

📎 Film Project Rubric.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

English - Writing Through Film - How does a given film effectively tell its story using visual effects?

Newtown Public Schools
Film Production I 🎞

Post-Production

Collaboration

Enduring Understanding(s)/ Generalization(s)

Once editors, directors, and producers put sound effects, narration, background music, visual effects, etc. together, mood and intention of a scene or an entire film can be dramatically changed depending on how post production tools and technology are utilized.

LENS: Mood & Intention

Essential Question(s)

How do we determine what shots to use and which to lose?
What needs to be done to our scenes to ensure they portray our script's intended mood?

Guiding Questions
Factual, Conceptual, Provocative

F
What are the different film editing software?
How and for what reasons are they best used?
C
How do editors put raw film footage together in order to most effectively tell a story?
P
Does a film need editing, music, sound effects, visual effects to tell its story successfully?

Standard(s)
Content and CCSS

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

- 22. Create graphics and titles appropriate to the project.
- 23. Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.
- 24. Describe and apply import, file, and asset management.
- 25. Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.
- 26. Edit audio for voice over, sound levels, music, and sound effects with application software.

G. Media Components and Concepts: Identify and understand the technological literacy of video production.

- 27. Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will demonstrate understanding of industry-standard film editing software (iMovie, Adobe PremierePro)
Students will implement proper manipulation of film editing equipment.
Students will utilize various auxiliary software to select and create appropriate sound effects, background music, & voice overs to enhance film projects.
Students will critically analyze student films to determine quality, clarity and continuity compared to the planned film.

Content/Skills
Critical content that students must KNOW

Voice-over, sound effect, levels, transitions, color correction, play head, import, export, continuity, credits, titles, ken burns, crop, camera angles & motions.
Software proficiency, file management, creation of music, voice-overs, & sound effects, collaborative work, analyzing student films for quality, developing opinions about peer work & expressing them.

Skills
Transferable skills that students must be able to DO

- *3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.*
- *4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.*
- *5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.*

Core Learning Activities

Camera Angles How-To Project, Commercial Project, Fairy Tale Adaptation Project, Story of An Object Project, 90 Second Film Project (Aligns with Education Connection Skills 21 CT Student Film Festival)
Each project give students opportunities to strengthen understanding and mastery of post-production methods, techniques, and concepts, this repetition of skill-sets helps to deepen understanding and pushes students to explore creativity through each new assignment.

Resources
Professional & Student

The Classroom Video Producer's Guidebook by Patrick Rosenkrantz
The Technique of Television Production by Gerald Millerson
Television Production Disciplines & Techniques by Thomas D. Burrows, Donald N. Wood, & Lynne Schafer Gross
iMovie Software
Adobe Premiere Premiere Pro Software
Adobe After Effects Software

Assessments

Film_Project_Rubric.pdf

PRODUCTION_LOG.docx

2CameraAnglesWorksheet.pdf

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

CAD/Engineering - Develop roles and responsibilities within a group for leadership, responsibility, respect, rapport, and time management.

English revision process

HAWKS - leadership skills

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Newtown Public Schools
Film Production I ☊

Producing a Commercial

Collaboration

Enduring Understanding(s)/ Generalization(s)

Successful commercials influence a desired demographic to encourage them to purchase an item, or support a cause/idea, or rethink their own values or beliefs.

Lens: Influence

Essential Question(s)

How do I develop a product or idea to "sell"?
How do do we ensure our commercial is marketing to the target demographic?

Guiding Questions
Factual, Conceptual, Provocative

F
What are different strategies commercials use to sell a product or idea to an audience?
What is a target demographic?
C
How is a target demographic determined and what appeals to different types of people?
How do commercials effectively sell a product/idea to a particular demographic?
P
Can a commercial go too far?
Is all publicity "good" publicity?

Standard(s)
Content and CCSS

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.

- **1. Describe the various video production processes, when integrated together to create a successful message.**
- **2. Describe the differences between a studio production and a field production.**

B. Safety: Describe and apply the fundamental principles that relate to both field and studio production.

- 6. Identify proper methods of transport and storage for appropriate production and personal equipment.

C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication,

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will create/develop/determine a product or idea for which they will produce a commercial.
Students will determine a target demographic for the chosen product/idea, and then determine how to best reach this identified audience.
Students will generate a commercial through all stages of production. (Development, Pre-production, Production, Post-production, Distribution)
Students will evaluate peer films for effective message communication and cinematic principles.

- 8. Identify a target audience and design an appropriate message for the target market.
- 9. Describe the process used for concept development/treatment.
- 10. Identify and describe the script elements of storyboarding, two column, and screenplay format.
- 11. Define and describe the legal concerns of copyrights, ethics, releases, and royalties.
- 12. Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.
- 13. Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.

D. Production: Identify and describe the elements of production to effectively deliver a message.

- 14. Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.
- 15. Describe the various types of sound equipment and techniques used with handheld, lavaliere, shot gun, condenser, omni and directional methods.
- 16. Describe the equipment and personnel necessary for producing a studio production.
- 17. Describe the equipment and personnel necessary for producing a field production.

E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

- 18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
- 19. Describe dolly, truck, pan, and tilt as it relates to camera movements.
- 20. Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.
- 21. Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

- 22. Create graphics and titles appropriate to the project.
- 23. Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.
- 24. Describe and apply import, file, and asset management.
- 25. Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.
- 26. Edit audio for voice over, sound levels, music, and sound effects with application software.

Content/Skills
Critical content that students must KNOW

How professionals develop marketing schemes.
Marketing to a target audience, collaborative work, Screenwriting, Storyboarding, filming processes, editing techniques, self and peer film assessment/critical analysis.

Skills
Transferable skills that students must be able to DO

- *1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.*
- *3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.*
- *5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.*

Core Learning Activities

Commercial Concept Plan, Screenplay, Story Board, Film Project, Peer Analysis, Self Reflection.

Resources

Professional & Student

Marketing Essentials by Lois Schneider Farese, Grady Kimbrell, and Crl A Woloszyk

Assessments

📎 Film_Project_Rubric.pdf

📎 PRODUCTION_LOG.docx

📎 Infomercial_Assignment.docx.doc
x

📎 Infomercial_ConceptPlan.docx

📎 Infomercial_GradingComponents.
docx

📎 Infomercial_ProjectCalendar.docx

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Business Education, Marketing - Determining and targeting a specific demographic.

Newtown Public Schools
Film Production I

Career Exploration

Collaboration

Enduring Understanding(s)/ Generalization(s)

Knowing what occupational options exist in the film industry, how to obtain training, education and employment in a specific area, and what skills one should show aptitude for in certain subsets of film is vital for someone looking to become a filmmaker.

Lens: Careers

Essential Question(s)

What types of jobs in the film industry interest me personally?
How can I prepare for employment in the film industry?
How have other people made their careers in the film industry?

Guiding Questions
Factual, Conceptual, Provocative

F
What different jobs are there within the film industry?
What kinds of skill sets are best suited to be successful in the film industry?
C

P
Is training or education in the film industry more important than learning experiences on the job?

Standard(s)
Content and CCSS

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

CCSS: Grades 9-10

Reading: Science & Technical Subjects

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

- RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Writing

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- WHST.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will research careers relating to the film industry, compiling research into a written report of their findings.
Students will research an actor and director, developing a digital presentation for each, which will be presented to their peers and instructor.

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2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.9-10.2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.

- 3. Identify various career paths in digital/video production.

Content/Skills
Critical content that students must KNOW

Researching for information on a given topic, organize findings into cohesive paragraphs, presentation development, public speaking, writing for informational reporting, developing ideas about post-secondary planning (training programs, schools, employment, etc.).

Skills
Transferable skills that students must be able to DO

- *1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.*
- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.*
- *4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.*
- *6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.*

Core Learning Activities

Career Profile, Actor Biography Project/Presentation, Director Biography, Project/Presentation.

Resources
Professional & Student

www.bls.gov/ooh

Assessments

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Reading Comprehension, Research of given topic, Developing presentations, Formatting informative writing.

📎 ActorBiosFilm1.pdf

📎 DirectorBiosFilm1.pdf

📎 CareerProfile_Film1.pdf

- Information Literacy
- Spoken Communication

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Newtown Public Schools
Film Production I ⚙

Adaptation of Story to Film

Collaboration

Enduring Understanding(s)/ Generalization(s)

By basing the foundation of a film with a familiar story, filmmakers are able to re-invent characters and plot points, on stories that audiences easily relate to creating opportunities for familiar stories to be adapted in many different cinematic styles on stories that audiences easily relate to. and creating opportunities for familiar stories to be adapted in many different cinematic styles, in new and increasingly creative ways.
Filmmakers Adapt familiar stories by...

Lens: Adaptation

Essential Question(s)

From which story do I choose to base my film adaptation?
What characters and plot points are important and should remain in my version of the story?
What characters or plot points can be changed or removed?

Guiding Questions
Factual, Conceptual, Provocative

F
What does it mean to create a story adaptation?
What are some films that have been adapted for the screen?
C
How can an existing story be adapted to create a new film that will still be engaging to audiences?
How much should or should not be changed to maintain connection to the original story?
P
Is there a point where a film can no longer be considered an adaptation of an existing story?
If so, what is that point?

Standard(s)
Content and CCSS

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

B. Safety: Describe and apply the fundamental principles that relate to both field and studio production.

- 6. Identify proper methods of transport and storage for appropriate production and personal equipment.

C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.

- 9. Describe the process used for concept development/treatment.
- 10. Identify and describe the script elements of storyboarding, two column, and screenplay format.
- 13. Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will develop screenplay, story boards, and then films based on a fairy tale of their choosing.
Students will collaborate to produce a film adaptation from development to post-production.
Students will analyze films of peers for cinematic quality and assignment expectation fulfillment.

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D. Production: Identify and describe the elements of production to effectively deliver a message.

- 14. Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.
- 15. Describe the various types of sound equipment and techniques used with handheld, lavaliere, shot gun, condenser, omni and directional methods.
- 16. Describe the equipment and personnel necessary for producing a studio production.
- 17. Describe the equipment and personnel necessary for producing a field production.

E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

- 18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
- 19. Describe dolly, truck, pan, and tilt as it relates to camera movements.
- 20. Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.
- 21. Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

- 22. Create graphics and titles appropriate to the project.
- 23. Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.
- 24. Describe and apply import, file, and asset management.
- 25. Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.
- 26. Edit audio for voice over, sound levels, music, and sound effects with application software.

G. Media Components and Concepts: Identify and understand the technological literacy of video production.

- 27. Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.

Content/Skills
Critical content that students must KNOW

Creatively dissecting an existing story, re-assembling components and characters to tell a story in a unique way, utilizing techniques in film production equipment, and editing software.

Skills
Transferable skills that students must be able to DO

- **2. Work independently and collaboratively to solve problems and accomplish goals.**
- **3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.**
- **4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.**

Core Learning Activities

Fairy Tale Adaptation Concept Plan, Screenplay, Story Board, Film Project, Peer Analysis, Self Reflection.

Resources
Professional & Student

The interpretation of Fairy Tales, Marie-Loise Franz, Kendra Crossen

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Assessments

📎 FairyTale_ConceptPlan.docx

📎 FairyTale_plot_diagram.pdf

📎 FairyTaleGradingComponents.doc x

📎 FairyTaleProjectCalendar.docx

📎 STORYBOARDtemplate.pdf

📎 Film_Project_Rubric.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

English - Ninth grade English courses look at film adaptions of Shakespeare.
Women's Studies examines fairy tales through a feminine perspective.
Creative Writing courses examines themes and character development within children's books.

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Newtown Public Schools
Film Production II

Collaboration

Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	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 39 40		
Phases of Production										
Film Genres & Styles										
Documentary Films										
Short Fiction Films										
Music Video Production										

Newtown Public Schools
Film Production II 🔒

Phases of Production

Collaboration

Enduring Understanding(s)/ Generalization(s)

Production of any product requires phases of equal importance.

Lens: Production Systems

Essential Question(s)

How will I get my film & its story/message across to my audience?

Guiding Questions
Factual, Conceptual, Provocative

F
What filming & editing methods/techniques are best to achieve a desired result?
How does a film get distributed to an audience?
C
What are the most effective shots/angles for certain cinematic situations?
What makes each of the 5 phases of production so important?
How are different types of filming equipment and apparati used most effectively?
P
Can a film be successful if it omits any of the 5 Production Phases?

Standard(s)
Content and CCSS

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.

- 1. Describe the various video production processes, when integrated together to create a successful message.
- 2. Describe the differences between a studio production and a field production.
- 3. Identify various career paths in digital/video production.

B. Safety: Describe and apply the fundamental principles that relate to both field and studio production.

- 4. Demonstrate fire safety prevention and extinction, and trip hazards as it relates to lighting and electrical equipment.
- 5. Describe the fundamentals of step ladder safety.
- 6. Identify proper methods of transport and storage for appropriate production and personal equipment.
- 7. Describe and apply fundamentals of cable safety.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will develop film concepts based on various assignment criteria.
Students will create dynamic screenplays and storyboards implementing knowledge of camera, lighting, & sound techniques.
Students will produce films progressing through the five phases of film production to bring their planned concepts to the screen.
Students will critically analyze their own film projects as well as those of their peers for effective character & plot development, utilization of cinematic principles, and editing/directorial choice made.

C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.

- 8. Identify a target audience and design an appropriate message for the target market.
- 9. Describe the process used for concept development/treatment.
- 10. Identify and describe the script elements of storyboarding, two column, and screenplay format.
- 11. Define and describe the legal concerns of copyrights, ethics, releases, and royalties.
- 12. Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.
- 13. Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.

D. Production: Identify and describe the elements of production to effectively deliver a message.

- 14. Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.
- 15. Describe the various types of sound equipment and techniques used with handheld, lavaliere, shot gun, condenser, omni and directional methods.
- 16. Describe the equipment and personnel necessary for producing a studio production.
- 17. Describe the equipment and personnel necessary for producing a field production.

E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

- 18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
- 19. Describe dolly, truck, pan, and tilt as it relates to camera movements.
- 20. Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.
- 21. Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

- 22. Create graphics and titles appropriate to the project.
- 23. Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.
- 24. Describe and apply import, file, and asset management.
- 25. Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.
- 26. Edit audio for voice over, sound levels, music, and sound effects with application software.

G. Media Components and Concepts: Identify and understand the technological literacy of video production.

- 27. Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.

Content/Skills

Critical content that students must KNOW

Screenplay writing, storyboarding, character/plot development, camera/lighting/sound techniques in filming, proper use of filming equipment & editing software (iMovie, Adobe PremierePro), basic graphic design, critical analysis of films.

Skills

Transferable skills that students must be able to DO

- *1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.*

and accomplish goals.

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Core Learning Activities

Concept Plans, Screenplays, Story Boards, Film Project, Peer Critique, and Self Reflection for each of the following: Genre Swap Trailer, 90 Second Theme Film, Mini Documentary Films, Open Topic Short Films, Music Videos.
Also the designing of three Film Posters using graphic design software, two Making-Of Research Project/Presentations, as well as a Film Critique Essay.

Resources
Professional & Student

Beyond Popcorn: A Critic's Guide to Looking at Films by Robert Glatzer
The Classroom Video Producer's Guidebook by Patrick Rosencrantz
The Technique of Television Production by Gerald Millerson
Television Production Disciplines and Techniques by Thomas Burrows, Donald Wood, & Lynne Schafer-Gross
Making Sense of Movies: Filmmaking in the Hollywood Style by Robert Henry Stanley

Assessments

- MoviePosterProjectFilm2.pdf
- FilmCritiqueEssay_Film2.pdf
- 3 Minute Short Films.docx
- 90SecondFilm_Briefing.docx
- 90SecondFilm_Calendar.docx
- 90SecondFilm_ConceptPlan.docx
- 90SecondFilm_GradingComponents.docx
- DocumentaryInterviewTips.docx
- DocumentaryProjectCalendar.docx
- DocumentaryProjectOutline.pdf
- DocumentrayGradingComponents.docx
- making of project.docx
- Music Video Concept Plan.docx
- MusicVideoGradingComponents.docx
- MusicVideoProjectCalendar.docx
- plot_diagram copy.pdf

Graduation Standards
Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy
- Problem Solving
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Business Education, Marketing - Personal interactions, leadership and team functions, management functions.

storyboard copy.pdf

PeerReview2.docx

Newtown Public Schools
Film Production II

Film Genres & Styles

Collaboration

Enduring Understanding(s)/ Generalization(s)

Films relate stories to audiences by using genre-specific patterns/themes while staying aware of the genres' limitations.

LENS: Themes

Essential Question(s)

What genres am I drawn to as a film-goer vs as a filmmaker?

Guiding Questions
Factual, Conceptual, Provocative

F
What are different types of film genres?
What are defining tendencies within each of these genres?
C
What happens if these tendencies or patterns are shifted or altered dramatically in a film claiming to adhere to a given genre?
What makes genres different from one another?
P
Can different genres be effectively combined together?
Do all genres of film presently exist?
Can new genres be created?

Standard(s)
Content and CCSS

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

D. Production: Identify and describe the elements of production to effectively deliver a message.

- 16. Describe the equipment and personnel necessary for producing a studio production.

E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

- 18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
- 19. Describe dolly, truck, pan, and tilt as it relates to camera movements.
- 21. Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will distinguish film genres and explain differences in tendencies for the various genres discussed.
Students will manipulate existing film scenes and clips, preparing a trailer to "swap" the genre of a chosen film.
Students will examine editing components of film clips, rearranging them and modifying sound effects, background music, and other editing features to create a new trailer.

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- 23. Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.
- 24. Describe and apply import, file, and asset management.
- 25. Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.
- 26. Edit audio for voice over, sound levels, music, and sound effects with application software.

G. Media Components and Concepts: Identify and understand the technological literacy of video production.

- 27. Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.

Content/Skills
Critical content that students must KNOW

Identifying genres & corresponding tendencies in film genres, (horror, romantic comedy, comedy, drama, thriller, action, sci-fi) harvesting film clips for editing, mastery of film editing software (iMovie, Adobe PremierePro), file management.

Skills
Transferable skills that students must be able to DO

- *1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.*
- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.*

Core Learning Activities

Class discussions analyzing genre patterns using film clips, Genre Swap Trailer Concept Plan, Film Project, Peer Critical Analysis, Self Reflection.

Resources
Professional & Student

Beyond Popcorn: A Critic's Guide to Looking at Films by Robert Glatzer
The Classroom Video Producer's Guidebook by Patrick Rosencrantz
The Technique of Television Production by Gerald Millerson
Television Production Disciplines and Techniques by Thomas Burrows, Donald Wood, & Lynne Schafer-Gross
Making Sense of Movies: Filmmaking in the Hollywood Style by Robert Henry Stanley

Assessments

📎 PeerReview2.docx

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

English - Connects to developing themes in storytelling in writing as well as identifying themes and genres in reading comprehension.

Newtown Public Schools
Film Production II 🔒

Documentary Films

Collaboration

Enduring Understanding(s)/ Generalization(s)

Production and editing choices can result in varied perspectives even when utilizing identical interviews and footage.

LENS: Perspective

Essential Question(s)

What techniques are best used to tell a story in documentary film style?

Guiding Questions
Factual, Conceptual, Provocative

dF
How are interviews best captured in camera?
What additional footage can be used to enhance an interview for the screen?
C
What makes a documentary film effective or ineffective?

P
Is documentary film the best way to accurately portray an event in film?

Standard(s)
Content and CCSS

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.

- **1. Describe the various video production processes, when integrated together to create a successful message.**
- **2. Describe the differences between a studio production and a field production.**

B. Safety: Describe and apply the fundamental principles that relate to both field and studio production.

- **4. Demonstrate fire safety prevention and extinction, and trip hazards as it relates to lighting and electrical equipment.**
- **6. Identify proper methods of transport and storage for appropriate production and personal equipment.**
- **7. Describe and apply fundamentals of cable safety.**

C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will develop dynamic, engaging, and relevant questions to ask those they interview on camera.
Students will generate and compose b-roll footage and still images to enhance their documentary films.
Students will analyze interviews, b-roll, and still images gathered for compositional quality and concept relevance to determine what to include in film projects.
Students will integrate appropriate music and sound effects relating to their story.

for the target market.

- 9. Describe the process used for concept development/treatment.
- 11. Define and describe the legal concerns of copyrights, ethics, releases, and royalties.
- 12. Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.
- 13. Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.

D. Production: Identify and describe the elements of production to effectively deliver a message.

- 14. Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.
- 15. Describe the various types of sound equipment and techniques used with handheld, lavaliere, shot gun, condenser, omni and directional methods.
- 16. Describe the equipment and personnel necessary for producing a studio production.
- 17. Describe the equipment and personnel necessary for producing a field production.

E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

- 18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
- 21. Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

- 22. Create graphics and titles appropriate to the project.
- 23. Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.
- 24. Describe and apply import, file, and asset management.
- 25. Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.
- 26. Edit audio for voice over, sound levels, music, and sound effects with application software.

G. Media Components and Concepts: Identify and understand the technological literacy of video production.

- 27. Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.

Content/Skills
Critical content that students must KNOW

Documentary story development, interview question creation, camera equipment set-up, filming b-roll footage, framing interviewees for talking space, editing film and sound including background music, sound effects, and voice levels.

Skills
Transferable skills that students must be able to DO

- *1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.*
- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.*
- *6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.*

Core Learning Activities

Sample Mini Documentary Dissection, Mini Documentary Film Concept Plan, B-roll shots list, Interview question list, film project, production log, peer critical analysis, self-reflection.

Resources

Professional & Student

Beyond Popcorn: A Critic's Guide to Looking at Films by Robert Glatzer
The Classroom Video Producer's Guidebook by Patrick Rosencrantz
The Technique of Television Production by Gerald Millerson
Television Production Disciplines and Techniques by Thomas Burrows, Donald Wood, & Lynne Schafer-Gross
Making Sense of Movies: Filmmaking in the Hollywood Style by Robert Henry Stanley
ThrashLab Youtube Channel, Subculture Club mini documentaries #1-22

Assessments

- DocumentaryInterviewTips.docx
- DocumentaryProjectCalendar.docx
- DocumentaryProjectOutline.pdf
- DocumentrayGradingComponents.docx
- PeerReview2.docx
- ThrashLab_DocumentaryDissection.docx

Graduation Standards

Information Literacy
Problem Solving
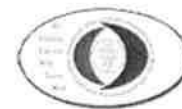Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Social Studies - Analysis of documentary films can show bias.

Journalism

Newtown Public Schools
Film Production II 𝕮

Short Fiction Films

Collaboration

Enduring Understanding(s)/ Generalization(s)

The creation of short films enables filmmakers to explore ideas, methods, and techniques in storytelling without the pressures of a full-length film project.

Stories can be told in a variety of ways. Finding the appropriate method to tell stories enables filmmakers to explore different ideas.

LENS: Storytelling

Essential Question(s)

What are the most important aspects of a film to me, as a filmmaker?

Guiding Questions
Factual, Conceptual, Provocative

F
What are some different strategies filmmakers use to tell short stories?
C
How do filmmakers tell effective and dynamic stories in a short time-frame?
What is most important to ensure short films are engaging?
P
Can a short film get its story across as effectively as a feature length-film?

Standard(s)
Content and CCSS

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.

- 1. Describe the various video production processes, when integrated together to create a successful message.
- 2. Describe the differences between a studio production and a field production.

B. Safety: Describe and apply the fundamental principles that relate to both field and studio production.

- 6. Identify proper methods of transport and storage for appropriate production and personal equipment.

C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.

- 8. Identify a target audience and design an appropriate message for the target market.
- 9. Describe the process used for concept development/treatment.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will develop a story of their choosing to create a short film that will be less than 5 minutes long.
Students will prepare concept plans, screenplays, and story boards for their short films.
Students will utilize knowledge of filming methods and techniques as well as editing strategies to produce their short films.

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Atlas - Atlas10 Identify and describe the script elements of storyboarding, two column, and screenplay format.

https://newtownk12.rubiconatlas.org/Atlas/Develop/UnitMap/View/...

- 13. Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.

D. Production: Identify and describe the elements of production to effectively deliver a message.

- 14. Describe, plan the use of, and apply 3-point lighting, source light, white balance, scrims, and reflectors using the appropriate techniques.
- 15. Describe the various types of sound equipment and techniques used with handheld, lavaliere, shot gun, condenser, omni and directional methods.
- 16. Describe the equipment and personnel necessary for producing a studio production.
- 17. Describe the equipment and personnel necessary for producing a field production.

E. Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

- 18. Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations.
- 19. Describe dolly, truck, pan, and tilt as it relates to camera movements.
- 20. Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.
- 21. Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

- 22. Create graphics and titles appropriate to the project.
- 23. Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.
- 24. Describe and apply import, file, and asset management.
- 25. Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.
- 26. Edit audio for voice over, sound levels, music, and sound effects with application software.

G. Media Components and Concepts: Identify and understand the technological literacy of video production.

- 27. Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.

Content/Skills
Critical content that students must KNOW

Plot development, character development, camera techniques, lighting methods, editing software, independent film creation, time management, collaborative production planning, cinematic principles & aesthetics.

Skills
Transferable skills that students must be able to DO

- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.*
- *5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.*
- *6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.*

Core Learning Activities

Short film Concept Plan, Screenplay, Storyboard, Film Project, Peer Critical Analysis, Self-Reflection.

Resources

Professional & Student

Writing Short Films - Linda J. Cowgill
The Art of the Short Film: Shot by Shot of Nine Classics - Richard Raskin

Assessments

📎 3 Minute Short Films.docx

📎 90SecondFilm_Briefing.docx

📎 90SecondFilm_Calendar.docx

📎 90SecondFilm_ConceptPlan.docx

📎 90SecondFilm_GradingComponents.docx

📎 plot_diagram copy.pdf

📎 storyboard copy.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

English - Short-story writing, Writing Through Film

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Newtown Public Schools
Film Production II 𝕏

Music Video Production

Collaboration

Enduring Understanding(s)/ Generalization(s)

Music videos create the opportunity for filmmakers to interpret songs and create a visual story to better engage the musicians' audience.

Modern, multi-sensory approaches to information delivery can reach audiences in a different way than single sensory method.

LENS: Interpretation of Music

Essential Question(s)

What is the most effective way to visually interpret a song for the screen?

Guiding Questions
Factual, Conceptual, Provocative

F
What tendencies are seen among music videos from the same musical genre?
C
Should music video directors work within musical genres that they themselves enjoy?
How might a director maintain professionalism while producing a music video for a song or genre they don't particularly care for?
How do personal preferences impact the work of a music videographer?
P
What makes a music video "good"?

Standard(s)
Content and CCSS

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Digital Video Production Systems

A. Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.

- 1. Describe the various video production processes, when integrated together to create a successful message.
- 2. Describe the differences between a studio production and a field production.
- 3. Identify various career paths in digital/video production.

C. Pre-Production: Describe the process used for concept development and storyboarding as part of the pre-production process while focusing on the importance of communication, deadlines, and legal considerations.

- 8. Identify a target audience and design an appropriate message for the target market.
- 9. Describe the process used for concept development/treatment.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

Students will prepare plans to create a dynamic music video of a chosen song.
Students will assess and examine filmed footage to ensure lip-syncing matches song melody, lyrics, and tempo while editing.
Students will critique peer music videos and reflect on their own work for fulfillment of assignment criteria.

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column, and screenplay format.
- 11. Define and describe the legal concerns of copyrights, ethics, releases, and royalties.
- 12. Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project.
- 13. Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials.

D. Production: Identify and describe the elements of production to effectively deliver a message.

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- 20. Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly.
- 21. Describe the rule of thirds, head room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

F. Post-Production: Identify and describe the elements of post-production to effectively deliver a message.

- 22. Create graphics and titles appropriate to the project.
- 23. Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing.
- 24. Describe and apply import, file, and asset management.
- 25. Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software.
- 26. Edit audio for voice over, sound levels, music, and sound effects with application software.

G. Media Components and Concepts: Identify and understand the technological literacy of video production.

- 27. Describe the following digital literacy terminology: aspect ratios, screen resolution, frame rate, file formats, codec, compression, bit rate, and display properties.

Content/Skills
Critical content that students must KNOW

Music video genres & styles, lip-syncing in editing, creating a story from a chosen song, filming & editing techniques, lighting methods, camera angles & motions.

Skills
Transferable skills that students must be able to DO

- *2. Work independently and collaboratively to solve problems and accomplish goals.*
- *4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.*
- *5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.*

14

Core Learning Activities

Music video concept plan, shots list, song lyrics, storyboard, film project, peer critical analysis, self reflection.

Resources

Professional & Student

Assessments

@ Music Video Concept Plan.docx

@ MusicVideoGradingComponents.docx

@ MusicVideoProjectCalendar.docx

@ storyboard copy.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Music - Song interpretation.

Newtown Board of Education
School Start Time Committee Charge

The Board of Education charges the Superintendent to create a School Start Time Committee to research the possibilities of changing school schedules based on the Center for Disease Control and Prevention and American Academy of Pediatrics recommendation that middle and high schools start at 8:30 a.m. or later.

The Board of Education asks the School Start Time Committee to produce a report back to the Board of Education by June 1, 2017. The report should include the following items:

1. Research of medical & educational recommendations by age group, regional/national recent adoptions/drops of start time programs, and results of community survey
2. Discussion of impact on sports, child care, and after-school activities including part-time employment
3. Scenarios for transportation options including possible tier changes, detailing ride length and financial impact
4. Review contracts with our unions and vendors to make sure there will be no financial impact or ramifications with those contracts as a result of changing school start times

The School Start Time Committee will be facilitated by the Superintendent and should include members of the district staff (chosen by the Superintendent), representatives from the Board of Education (assigned by the BOE Chair), and representatives from the community (appointed by BOE Chair and Superintendent).

Meetings will be open to the public but public participation will be included at the discretion of the Superintendent.

March 7, 2017