

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

To make a public comment, the call in number is (US) 1-470-273-8698

The PIN is 591 542 735#

Board of Education
March 21, 2023

Council Chambers
7:00 p.m.

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

A G E N D A

- Item 1 PLEDGE OF ALLEGIANCE
Item 2 CONSENT AGENDA
- Newtown High School Field Trip
 - Correspondence Report
- Item 3 **PUBLIC PARTICIPATION
Item 4 REPORTS
- Chair Report
 - Superintendent's Report
 - Committee Reports
 - Student Representative Reports
 - Financial Report for Month Ending February 28, 2023
- Item 5 PRESENTATIONS
- First Read of Medical Spanish Curriculum
 - First Read of Business Spanish Curriculum
- Item 6 OLD BUSINESS
- Second Read and Action on Myth and the Modern World Curriculum
 - Second Read and Action on Policies
 - 4134 Tutoring
 - 4-104 Professional Development (to be rescinded)
 - 4-105 Continuing Education Units (to be rescinded)
 - 4-602 Soliciting and Selling (to be rescinded)
 - 4-603 Tutoring Students (to be rescinded)
 - Transportation Update
- Item 7 NEW BUSINESS
- Non-Lapsing Fund Update
 - Discussion and Possible Action on the BOE Communications Sub-committee Newsletter
 - Action on Minutes of March 7, 2023
- Item 8 **PUBLIC PARTICIPATION
Item 9 ADJOURNMENT

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



Newtown High School

12 Berkshire Road
Sandy Hook, CT 06482
(203) 426-7646
FAX (203) 426-6573

March 14, 2023

Dear School Board Members,

My name is Elizabeth Mouchantat. I have been teaching social studies at Newtown High School for 3 years including Economics, U.S. History, World Religions, Asian Studies, and Western Studies. In addition, I am an alumni graduating with the class of 2012.

I would like to bring a group of students and faculty from Newtown High School on a trip to Italy with ACIS (American Council for International Studies) from April 12-20, 2024. I am writing to ask for your approval. If approved, this will be the 6th overall BOE sponsored field trip to Europe coordinated through ACIS.

ACIS is the country's leading sponsor of educational tours. Its programs are fully insured, and its nationwide reputation is based on 35 years of experience with more than 500,000 student and adult travelers. They have a 24-hour, 365-day support network staffed by ACIS employees, both in the U.S. and overseas. They use only three- and four-star hotels in popular and safe areas and the best sources of local transportation.

Our group will have an ACIS Tour Manager who is a highly-trained, multi-lingual guide and educator. Our tour manager will not only explain what we are seeing, but how it came to be and why it matters. ACIS Tour Managers are renowned for bringing a unique perspective to their tours, combined with a love of teaching and an irresistible enthusiasm for the regions they describe. Our tour manager will serve as an accessible, authoritative source of information, helping students form a basis for exploration. His or her expertise will certainly enhance all that my colleagues and I have taught our students at home.

The nine day trip will include tours of Rome, Florence, and Venice. There will be an opportunity for our Italian and Latin language students to practice their skills, art students to see first hand some of the most famous paintings and statues in the world, and for all students to make connections to historically relevant concepts that were studied in Western Studies and U.S. History. This is a wonderful cross disciplinary opportunity for our students.

While I have not chaperoned students to Europe before, I have had numerous conversations with the colleague who ran 5 ACIS trips at NHS previously. She shared that ACIS has always provided a wonderful service and felt every detail, question, and concern that are to be expected with international travel has been addressed expertly by ACIS. The continued support of the Newtown Board of Education is what makes these types of travel trips so accessible to students and I ask you to approve this travel request for April 12-20, 2024. If you have any additional questions or concerns, please feel free to contact me at mouchantate@newtown.k12.ct.us

Sincerely,

Elizabeth Mouchantat
NHS Social Studies Department



Bell'Italia

Itinerary and Included Experiences

April 12: Depart from NHS

- Fly out of JFK

April 13-15: Rome

- Tour the Vatican: Sistine Chapel and St. Peter's Basilica, Colosseum
- See the Pantheon, Spanish Steps, Trevi Fountain
- Cultural Experiences: Pizza making lesson and dinner, Gelateria tour and tasting

April 16-17: Florence

- See the Ponte Vecchio, Piazza della Signoria
- Tour the Duomo, Santa Croce, and Accademia to see Michaelangelo's David
- Shop the markets and leather shops

April 18-19 Venice

- On the way to Venice, see the University Galileo taught at, and the Basilica of St Anthony
- Tour Basilica of St marks, Gothic Doge's Palace
- Explore Venice using Vaporetto pass
- Experience a glass blowing demonstration

April 20: Return to NHS

Tour Cost

(If Registered by May 1)

Trip Cost - \$4797

Ultimate Plus Insurance* - \$450

Total Cost - \$5,247

Cost Includes

- Round Trip Tickets
- Breakfast and Dinners
- Hotels
- All local transportation
- Tour Guides
- All Museum and Entrance Tickets listed in Itinerary
- Tip for guides and drivers

Not Included in Cost

- Lunches (est. 10-15 Euro per lunch)
- Souvenirs/Spending money
- Charter to and from airport
 - Price depends on number of students traveling (Maximum of \$130)

***Ultimate Plus Protection Plan**

Health Coverage

24/7 medical assistance, consultation, monitoring, and emergency evacuation where deemed necessary

- Coverage up to \$50,000 no deductible
- Team Assists will pay up to \$1,500 for immediate family member to travel to trip destination in the event a participant under 21 is hospitalized more than 48 hours

Cancellation Protection

Cancel for any reason and receive 100% cash refund (minus the cost of the plan) up to 4 days before departure



**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
FEBRUARY 28, 2023**

SUMMARY

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

During the month of February, the district spent approximately \$5.8M for all operations. About \$4.2M was spent on salaries with the remaining balance of \$1.6M on all other objects. All expenditures appear to be within normal limits at this time.

The change over the last month’s year-end projection has resulted in an increase of \$98,156 now showing a total projected balance of \$491,314.

EXCESS COST GRANT

The December excess cost grant submission was reviewed by the state and recalculated with adjustments of less than \$5,000. The state’s reconciliation of this grant came in at \$1,825,987 and we have received 75% of this projection which has been included in this report (see last page of the financial report). The grant reimbursement rate for eligible expenses was calculated by the state at 70% (this grant has never been funded at 100%). However, there has been discussion around legislation that will address this funding gap; thus, potentially increasing Newtown’s reimbursement by 15%. We are still waiting for information from the state on this topic and will keep the board apprised of any changes that may affect this grant.

The second submission of the excess cost grant was due to the state on March 1st. Minor adjustments were made to this submission, capturing changes that occurred between December through February. The changes were for various reasons; such as, reduction/increase in services for students, funding caps for locations, attendance and changes in transportation. The state will review our submission and return their reconciliation to us sometime in April. The revised estimate is now at \$1,791,440.

MAJOR MOVERS

SALARY OBJECT

The overall salary object currently displays a positive position of \$454,974, decreasing slightly by \$21,330 over the prior month.

This area of our budget continues to drive the projected year-end balance. At this time, we are anticipating that many of our unfilled positions that follow the student year; such as, paraprofessionals and behavioral therapists will most likely remain open.

OTHER PURCHASED SERVICES – the overall position of this object is displaying a negative balance of -\$407,654, having incurred additional costs of \$81,293 over the prior month.

- **Transportation Services** – this account was adjusted by -\$20,000 as we have completed a thorough reconciliation of all our transportation accounts. We are still experiencing a negative balance in our out-of-district transportation account (approximately \$70,000) however, this negative balance is offset by the surplus that we have in our in-district local transportation. As stated in previous reports, this positive balance was due to the reduction of our current fleet of buses as we were able to reconfigure the number of vehicles required to run the district.

Providing that our special education out-of-district account does not require additional funding, we anticipate the overall balance to remain intact through the end of the year.

- **Out-of-District Tuition** – this account is showing a negative balance -\$513,245. Over the prior month, the deficit in this account has increased by \$63,398 and includes anticipated additional costs in special education out-of-district tuition. A portion of the excess cost grant allocation was reduced (this was an internal reduction) by \$29,644 and the balance was due to tuition. The excess cost grant revenue has been applied to all appropriate accounts and included in this report.

SUPPLIES – the overall balance here is in a positive position showing a balance of \$314,000 increasing over the prior month by \$173,768.

- **Electric** – this account now shows a positive balance of \$320,000. Due to the increase in the Eversource energy supply rate, we are experiencing a windfall in credits from our virtual net metering project. This is a conservative estimate for now as there are a few variables that can affect this account. We will be keeping a close eye on this and will continue to keep the board apprised of changes that occur within our forecast.

ALL OTHER OBJECTS

All other objects are currently in good standing and we will continue our account analysis throughout the year.

EMERGENCY REPAIRS

The high school experienced water damage in several classrooms due to a frozen pipe that burst during a cold snap. The damage was extensive enough to require CIRMA to come in with an insurance adjuster. This claim has been filed and our portion of the deductible is \$25,000.

REVENUE

The board of education received \$6,714.13 in tuition and \$927.96 in miscellaneous revenue.

Tanja Vadas
Director of Business
March 7, 2023

**NEWTOWN BOARD OF EDUCATION
2022-23 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING FEBRUARY 28, 2023**

OBJECT CODE	EXPENSE CATEGORY	2022 - 2023		YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2021 - 2022	APPROVED BUDGET	TRANSFERS 2022 - 2023	YTD							
GENERAL FUND BUDGET												
100	SALARIES	\$ 51,681,024	\$ 53,701,233	\$ (12,875)	\$ 30,326,424	\$ 22,103,852	\$ 1,258,082	\$ 803,108	\$ 454,974	99.15%		
200	EMPLOYEE BENEFITS	\$ 11,744,808	\$ 11,955,016	\$ 249	\$ 8,798,730	\$ 2,261,639	\$ 894,896	\$ 892,403	\$ 2,494	99.98%		
300	PROFESSIONAL SERVICES	\$ 543,087	\$ 687,141	\$ (14,000)	\$ 275,858	\$ 65,530	\$ 331,753	\$ 321,753	\$ 10,000	98.51%		
400	PURCHASED PROPERTY SERV.	\$ 2,093,569	\$ 1,814,663	\$ -	\$ 1,046,145	\$ 336,160	\$ 432,358	\$ 414,858	\$ 17,500	99.04%		
500	OTHER PURCHASED SERVICES	\$ 9,327,010	\$ 10,095,326	\$ 26,626	\$ 6,231,162	\$ 3,818,225	\$ 72,564	\$ 480,218	\$ (407,654)	104.03%		
600	SUPPLIES	\$ 3,474,903	\$ 3,365,464	\$ -	\$ 1,985,641	\$ 220,966	\$ 1,158,857	\$ 844,857	\$ 314,000	90.67%		
700	PROPERTY	\$ 536,285	\$ 339,710	\$ -	\$ 82,664	\$ 61,590	\$ 195,456	\$ 195,456	\$ -	100.00%		
800	MISCELLANEOUS	\$ 59,271	\$ 76,086	\$ -	\$ 65,219	\$ 2,199	\$ 8,668	\$ 8,668	\$ -	100.00%		
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%		
TOTAL GENERAL FUND BUDGET		\$ 79,459,957	\$ 82,134,639	\$ -	\$ 48,811,843	\$ 28,870,161	\$ 4,452,635	\$ 3,961,321	\$ 491,314	99.40%		
900	TRANSFER NON-LAPSING (unaudited)	\$ 237,879		\$ (4,465,332)								
GRAND TOTAL		\$ 79,697,836	\$ 82,134,639	\$ -	\$ 44,346,511	\$ 28,870,161	\$ 4,452,635	\$ 3,961,321	\$ 491,314	99.97%		

**NEWTOWN BOARD OF EDUCATION
2022-23 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING FEBRUARY 28, 2023**

OBJECT CODE	EXPENSE CATEGORY	2022 - 2023		YTD TRANSFERS		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2021 - 2022	APPROVED BUDGET	2022 - 2023	2022 - 2023							
100	SALARIES											
	Administrative Salaries	\$ 4,245,732	\$ 4,312,038	\$ (121,271)	\$ 4,190,767	\$ 4,190,767	\$ 2,723,886	\$ 1,467,495	\$ (614)	\$ 7,185	\$ (7,798)	100.19%
	Teachers & Specialists Salaries	\$ 32,745,539	\$ 33,817,522	\$ 149,271	\$ 33,966,793	\$ 33,966,793	\$ 18,384,662	\$ 15,650,059	\$ (67,928)	\$ (32,063)	\$ (35,866)	100.11%
	Early Retirement	\$ 81,000	\$ 81,000	\$ -	\$ 81,000	\$ 81,000	\$ 89,000	\$ -	\$ (8,000)	\$ -	\$ (8,000)	109.88%
	Continuing Ed./Summer School	\$ 96,279	\$ 97,846	\$ 1,161	\$ 99,007	\$ 99,007	\$ 80,924	\$ 17,589	\$ 494	\$ 494	\$ -	100.00%
	Homebound & Tutors Salaries	\$ 104,026	\$ 189,413	\$ 45,185	\$ 234,598	\$ 234,598	\$ 93,761	\$ 52,774	\$ 88,063	\$ 68,063	\$ 20,000	91.47%
	Certified Substitutes	\$ 677,354	\$ 742,610	\$ -	\$ 742,610	\$ 742,610	\$ 460,506	\$ 159,655	\$ 122,449	\$ 162,261	\$ (39,813)	105.36%
	Coaching/Activities	\$ 659,048	\$ 737,184	\$ -	\$ 737,184	\$ 737,184	\$ 383,483	\$ 4,000	\$ 349,701	\$ 329,701	\$ 20,000	97.29%
	Staff & Program Development	\$ 188,833	\$ 155,128	\$ -	\$ 155,128	\$ 155,128	\$ 57,018	\$ 19,723	\$ 78,387	\$ 74,712	\$ 3,674	97.63%
	CERTIFIED SALARIES	\$ 38,797,811	\$ 40,132,741	\$ 74,346	\$ 40,207,087	\$ 40,207,087	\$ 22,273,241	\$ 17,371,294	\$ 562,552	\$ 610,354	\$ (47,802)	100.12%
	Supervisors & Technology Salaries	\$ 1,010,203	\$ 1,103,470	\$ 4,960	\$ 1,108,430	\$ 1,108,430	\$ 672,435	\$ 329,847	\$ 106,148	\$ 12,023	\$ 94,126	91.51%
	Clerical & Secretarial Salaries	\$ 2,305,020	\$ 2,361,178	\$ 200	\$ 2,361,378	\$ 2,361,378	\$ 1,454,296	\$ 863,583	\$ 43,499	\$ 1,350	\$ 42,149	98.22%
	Educational Assistants	\$ 2,751,027	\$ 2,965,151	\$ 47,602	\$ 3,012,753	\$ 3,012,753	\$ 1,777,930	\$ 1,098,991	\$ 135,831	\$ 10,000	\$ 125,831	95.82%
	Nurses & Medical Advisors	\$ 939,312	\$ 902,273	\$ 31,615	\$ 933,888	\$ 933,888	\$ 483,721	\$ 402,717	\$ 47,450	\$ 21,630	\$ 25,820	97.24%
	Custodial & Maint. Salaries	\$ 3,218,689	\$ 3,395,484	\$ (45,604)	\$ 3,349,880	\$ 3,349,880	\$ 2,082,502	\$ 1,181,989	\$ 85,390	\$ 19,358	\$ 66,032	98.03%
	Non-Certified Adj & Bus Drivers Salaries	\$ -	\$ 155,981	\$ (155,981)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
	Career/Job Salaries	\$ 122,065	\$ 171,116	\$ 4,257	\$ 175,373	\$ 175,373	\$ 99,379	\$ 91,614	\$ (15,620)	\$ (17,904)	\$ 2,284	98.70%
	Special Education Svcs Salaries	\$ 1,348,349	\$ 1,456,181	\$ 20,937	\$ 1,477,118	\$ 1,477,118	\$ 828,999	\$ 535,260	\$ 112,859	\$ 2,552	\$ 110,307	92.53%
	Security Salaries & Attendance	\$ 684,773	\$ 679,888	\$ 293	\$ 680,181	\$ 680,181	\$ 404,400	\$ 226,792	\$ 48,989	\$ 3,227	\$ 45,762	93.27%
	Extra Work - Non-Cert.	\$ 119,364	\$ 109,770	\$ 4,500	\$ 114,270	\$ 114,270	\$ 72,646	\$ 1,765	\$ 39,859	\$ 44,895	\$ (5,037)	104.41%
	Custodial & Maint. Overtime	\$ 356,554	\$ 236,000	\$ -	\$ 236,000	\$ 236,000	\$ 154,356	\$ -	\$ 81,644	\$ 86,142	\$ (4,498)	101.91%
	Civic Activities/Park & Rec.	\$ 27,857	\$ 32,000	\$ -	\$ 32,000	\$ 32,000	\$ 22,518	\$ -	\$ 9,482	\$ 9,482	\$ -	100.00%
	NON-CERTIFIED SALARIES	\$ 12,882,213	\$ 13,568,492	\$ (87,221)	\$ 13,481,271	\$ 13,481,271	\$ 8,053,183	\$ 4,732,558	\$ 695,530	\$ 192,754	\$ 502,776	96.27%
	SUBTOTAL SALARIES	\$ 51,681,024	\$ 53,701,233	\$ (12,875)	\$ 53,688,358	\$ 53,688,358	\$ 30,326,424	\$ 22,103,852	\$ 1,258,082	\$ 803,108	\$ 454,974	99.15%
200	EMPLOYEE BENEFITS											
	Medical & Dental Expenses	\$ 8,538,506	\$ 8,790,863	\$ (12,125)	\$ 8,778,738	\$ 8,778,738	\$ 6,602,081	\$ 2,160,835	\$ 15,823	\$ 13,419	\$ 2,404	99.97%
	Life Insurance	\$ 88,568	\$ 87,000	\$ -	\$ 87,000	\$ 87,000	\$ 59,642	\$ -	\$ 27,358	\$ 27,358	\$ -	100.00%
	FICA & Medicare	\$ 1,624,911	\$ 1,706,549	\$ -	\$ 1,706,549	\$ 1,706,549	\$ 987,310	\$ -	\$ 719,239	\$ 719,239	\$ -	100.00%
	Pensions	\$ 954,029	\$ 852,347	\$ 25,000	\$ 877,347	\$ 877,347	\$ 800,711	\$ 250	\$ 76,386	\$ 76,386	\$ (0)	100.00%
	Unemployment & Employee Assist.	\$ 102,469	\$ 81,600	\$ -	\$ 81,600	\$ 81,600	\$ 25,600	\$ -	\$ 56,000	\$ 56,000	\$ -	100.00%
	Workers Compensation	\$ 436,325	\$ 436,657	\$ (12,626)	\$ 424,031	\$ 424,031	\$ 323,386	\$ 100,554	\$ 91	\$ -	\$ 91	99.98%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,744,808	\$ 11,955,016	\$ 249	\$ 11,955,265	\$ 11,955,265	\$ 8,798,730	\$ 2,261,639	\$ 894,896	\$ 892,403	\$ 2,494	99.98%

**NEWTOWN BOARD OF EDUCATION
2022-23 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING FEBRUARY 28, 2023**

OBJECT CODE	EXPENSE CATEGORY	2022 - 2023		YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2021 - 2022	APPROVED BUDGET	TRANSFERS 2022 - 2023	2022 - 2023							
300	PROFESSIONAL SERVICES											
	Professional Services	\$ 404,089	\$ 493,643	\$ -	\$ 493,643	\$ 493,643	\$ 216,911	\$ 55,398	\$ 221,334	\$ 211,334	\$ 10,000	97.97%
	Professional Educational Serv.	\$ 138,998	\$ 193,498	\$ (14,000)	\$ 179,498	\$ 179,498	\$ 58,947	\$ 10,132	\$ 110,419	\$ 110,419	\$ -	100.00%
	SUBTOTAL PROFESSIONAL SERV.	\$ 543,087	\$ 687,141	\$ (14,000)	\$ 673,141	\$ 673,141	\$ 275,858	\$ 65,530	\$ 331,753	\$ 321,753	\$ 10,000	98.51%
400	PURCHASED PROPERTY SERV.											
	Buildings & Grounds Contracted Svc.	\$ 672,697	\$ 683,600	\$ -	\$ 683,600	\$ 683,600	\$ 462,598	\$ 176,487	\$ 44,515	\$ 44,515	\$ -	100.00%
	Utility Services - Water & Sewer	\$ 160,597	\$ 144,770	\$ -	\$ 144,770	\$ 144,770	\$ 76,548	\$ -	\$ 68,222	\$ 50,722	\$ 17,500	87.91%
	Building, Site & Emergency Repairs	\$ 710,231	\$ 450,000	\$ -	\$ 450,000	\$ 450,000	\$ 213,595	\$ 65,365	\$ 171,040	\$ 171,040	\$ -	100.00%
	Equipment Repairs	\$ 289,596	\$ 269,051	\$ -	\$ 269,051	\$ 269,051	\$ 131,468	\$ 42,168	\$ 95,415	\$ 95,415	\$ -	100.00%
	Rentals - Building & Equipment	\$ 260,448	\$ 267,242	\$ -	\$ 267,242	\$ 267,242	\$ 161,936	\$ 52,139	\$ 53,167	\$ 53,167	\$ -	100.00%
	Building & Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	SUBTOTAL PUR. PROPERTY SERV.	\$ 2,093,569	\$ 1,814,663	\$ -	\$ 1,814,663	\$ 1,814,663	\$ 1,046,145	\$ 336,160	\$ 432,358	\$ 414,858	\$ 17,500	99.04%
500	OTHER PURCHASED SERVICES											
	Contracted Services	\$ 1,019,495	\$ 886,545	\$ 153,754	\$ 1,040,299	\$ 1,040,299	\$ 724,416	\$ 247,762	\$ 68,121	\$ 94,303	\$ (26,183)	102.52%
	Transportation Services	\$ 4,229,179	\$ 4,919,428	\$ (139,754)	\$ 4,779,674	\$ 4,779,674	\$ 2,636,350	\$ 1,379,706	\$ 763,618	\$ 612,618	\$ 151,000	96.84%
	Insurance - Property & Liability	\$ 425,660	\$ 422,766	\$ 12,626	\$ 435,392	\$ 435,392	\$ 320,288	\$ 122,339	\$ (7,235)	\$ -	\$ (7,235)	101.66%
	Communications	\$ 189,488	\$ 152,524	\$ -	\$ 152,524	\$ 152,524	\$ 109,360	\$ 50,303	\$ (7,139)	\$ 5,952	\$ (13,091)	108.58%
	Printing Services	\$ 19,859	\$ 24,789	\$ -	\$ 24,789	\$ 24,789	\$ 7,908	\$ 3,995	\$ 12,886	\$ 12,886	\$ -	100.00%
	Tuition - Out of District	\$ 3,252,787	\$ 3,450,187	\$ -	\$ 3,450,187	\$ 3,450,187	\$ 2,270,689	\$ 2,002,505	\$ (823,007)	\$ (309,762)	\$ (513,245)	114.88%
	Student Travel & Staff Mileage	\$ 190,540	\$ 239,087	\$ -	\$ 239,087	\$ 239,087	\$ 162,151	\$ 11,616	\$ 65,320	\$ 64,220	\$ 1,100	99.54%
	SUBTOTAL OTHER PURCHASED SERV.	\$ 9,327,010	\$ 10,095,326	\$ 26,626	\$ 10,121,952	\$ 10,121,952	\$ 6,231,162	\$ 3,818,225	\$ 72,564	\$ 480,218	\$ (407,654)	104.03%
600	SUPPLIES											
	Instructional & Library Supplies	\$ 799,649	\$ 854,242	\$ -	\$ 854,242	\$ 854,242	\$ 617,817	\$ 112,434	\$ 123,991	\$ 123,991	\$ -	100.00%
	Software, Medical & Office Supplies	\$ 217,455	\$ 194,940	\$ -	\$ 194,940	\$ 194,940	\$ 137,027	\$ 30,538	\$ 27,376	\$ 27,376	\$ -	100.00%
	Plant Supplies	\$ 423,279	\$ 366,100	\$ -	\$ 366,100	\$ 366,100	\$ 250,538	\$ 54,350	\$ 61,213	\$ 61,213	\$ -	100.00%
	Electric	\$ 995,294	\$ 1,022,812	\$ (93,500)	\$ 929,312	\$ 929,312	\$ 426,247	\$ -	\$ 503,065	\$ 183,065	\$ 320,000	65.57%
	Propane & Natural Gas	\$ 415,377	\$ 424,980	\$ 40,000	\$ 464,980	\$ 464,980	\$ 274,721	\$ -	\$ 190,259	\$ 209,259	\$ (19,000)	104.05%
	Fuel Oil	\$ 88,194	\$ 63,000	\$ 53,500	\$ 116,500	\$ 116,500	\$ 44,736	\$ -	\$ 71,764	\$ 71,764	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 191,173	\$ 216,258	\$ -	\$ 216,258	\$ 216,258	\$ 120,628	\$ -	\$ 95,630	\$ 82,650	\$ 13,000	93.99%
	Textbooks	\$ 344,482	\$ 223,132	\$ -	\$ 223,132	\$ 223,132	\$ 113,928	\$ 23,645	\$ 85,559	\$ 85,559	\$ -	100.00%
	SUBTOTAL SUPPLIES	\$ 3,474,903	\$ 3,365,464	\$ -	\$ 3,365,464	\$ 3,365,464	\$ 1,985,641	\$ 220,966	\$ 1,158,857	\$ 844,857	\$ 314,000	90.67%

**NEWTOWN BOARD OF EDUCATION
2022-23 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING FEBRUARY 28, 2023**

OBJECT CODE	EXPENSE CATEGORY	2022 - 2023		YTD TRANSFERS 2022 - 2023	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2021 - 2022	APPROVED BUDGET								
700	PROPERTY										
	Technology Equipment	\$ 278,825	\$ 156,024	\$ -	\$ 156,024	\$ 40,736	\$ 54,956	\$ 60,332	\$ 60,332	\$ -	100.00%
	Other Equipment	\$ 257,460	\$ 183,686	\$ -	\$ 183,686	\$ 41,928	\$ 6,634	\$ 135,124	\$ 135,124	\$ -	100.00%
	SUBTOTAL PROPERTY	\$ 536,285	\$ 339,710	\$ -	\$ 339,710	\$ 82,664	\$ 61,590	\$ 195,456	\$ 195,456	\$ -	100.00%
800	MISCELLANEOUS										
	Memberships	\$ 59,271	\$ 76,086	\$ -	\$ 76,086	\$ 65,219	\$ 2,199	\$ 8,668	\$ 8,668	\$ -	100.00%
	SUBTOTAL MISCELLANEOUS	\$ 59,271	\$ 76,086	\$ -	\$ 76,086	\$ 65,219	\$ 2,199	\$ 8,668	\$ 8,668	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
	TOTAL LOCAL BUDGET	\$ 79,459,957	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 48,811,843	\$ 28,870,161	\$ 4,452,635	\$ 3,961,321	\$ 491,314	99.40%
900	Transfer to Non-Lapsing	\$ 237,741									
	GRAND TOTAL	\$ 79,697,698	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 48,811,843	\$ 28,870,161	\$ 4,452,635	\$ 3,961,321	\$ 491,314	99.40%

EXCESS COST GRANT REVENUE	EXPENDED 2021-2022	APPROVED BUDGET	DATE PROJECTED 1-Jan	PROJECTED 1-Mar	ESTIMATED Total	VARIANCE to Budget	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET
Special Education Svcs Salaries ECG	\$ (7,170)	\$ (7,843)	\$ (7,421)	\$ (7,421)	\$ 7,421	\$ (1,748)	\$ (5,673)	\$ (1,748)	100.00%
Transportation Services - ECG	\$ (333,218)	\$ (469,245)	\$ (468,874)	\$ (468,874)	\$ 148,846	\$ (110,439)	\$ (358,435)	\$ (110,439)	146.51%
Tuition - Out of District ECG	\$ (1,193,144)	\$ (1,348,899)	\$ (1,315,145)	\$ (1,315,145)	\$ 14,661	\$ (309,762)	\$ (1,005,383)	\$ (309,762)	101.13%
Total	\$ (1,533,532)	\$ (1,825,987)	\$ (1,791,440)	\$ (1,791,440)	\$ 170,928	\$ (421,949)	\$ (1,369,491)	\$ (421,949)	110.55%
							Total*	\$ (1,791,440)	
							*75% of Jan Proj		
SDE MAGNET TRANSPORTATION GRANT	\$ (9,100)	\$ (13,000)	\$ (13,000)	\$ (13,000)	\$ -	\$ -			100.00%
OTHER REVENUES		APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	% RECEIVED			
BOARD OF EDUCATION FEES & CHARGES - SERVICES		\$32,430	\$32,430	\$30,514	\$1,916	94.09%			
LOCAL TUITION		\$30,000	\$30,000	\$30,000	\$0,000	0.00%			
HIGH SCHOOL FEES FOR PARKING PERMITS		\$6,000	\$6,000	\$15,768	(\$9,768)	262.81%			
MISCELLANEOUS FEES		\$68,430	\$68,430	\$46,282	\$22,148	67.63%			
TOTAL SCHOOL GENERATED FEES		\$136,860	\$136,860	\$122,564	\$14,296	89.54%			
OTHER GRANTS		TOTAL BUDGET	21-22 EXPENSED	ENCUMBER	BALANCE	% EXPENSED			
ESSER II		\$625,532	\$16,243	\$25,000	\$10,554	98.31%			
ESSER III (estimated \$809k for 21-22 use)		\$1,253,726	\$278,988	\$233,314	\$31,584	97.48%			

Personnel - Certified

Tutoring

In accordance with standard professional ethics, no teacher shall ~~teach~~ privately (tutor) (for pay) any students of any school where such teacher has classes for which the teacher has instructional responsibilities. This shall not apply to teachers of homebound children employed by the Board of Education. This does not exclude teachers employed by the Board from instructing homebound children. The instruction of students in a teacher's class shall be part of his/her regular duty. These students shall be entitled to all the reasonable amount of time that is needed or can be given to them.

Legal Reference: Connecticut General Statutes

53-392a - 53-392e All related to academic crimes.

53-392b Preparation of assignments for students attending educational institutions prohibited.

PROFESSIONAL DEVELOPMENT

Newtown Public Schools' goals state that the district "will plan for and encourage professional development and will maintain an evaluation program that will ensure a top level professional staff." In order to make a commitment to quality education, the Board of Education shall attempt to provide sufficient funds to plan and implement an ongoing staff development program.

The Board of Education directs the Superintendent of Schools, in consultation with and with the involvement of the staff, to plan and implement such a comprehensive program of staff development. The Superintendent shall develop the criteria under which he or she shall approve a system of courses, workshops, seminars, and other special projects.

The Superintendent shall periodically present reports of the professional development program to the Board of Education.

Reference: CGS 10-220a

Adopted 5/10/83

Amended 10/10/95

CONTINUING EDUCATION UNITS (CEU'S)

The Newtown Board of Education will provide to its certified employees, at no cost, eighteen (18) hours of professional development activities annually for CEU's. In addition, the Newtown Board of Education will award CEU equivalence for proposals from Newtown teachers that meet State and local requirements.

A professional development activity of quality is one designed to maintain, enrich, or improve the skills, knowledge, and abilities needed by an educator to meet a professional responsibility or interest, or to address a district or building goal. In general, only those programs that are rigorous enough and long enough to be a significant educational experience and impart information on developed skills and abilities that are applicable to the professional field are appropriate for CEU's. The overriding consideration in determining whether a specific program qualifies for CEU's is that it contributes directly to the professional competence of an individual and moves a district, school, department, or program closer to the achievement of a stated goal or objective.

Reference: CGS 10-145(L), 10-220

Adopted 5/9/89

Amended 10/10/95

SOLICITING AND SELLING

Employees shall not use school time or school facilities in connection with any personal activity for financial profit outside the regular school program. Any violation of this provision shall be an act of insubordination.

Adopted

TUTORING STUDENTS

Should special tutoring be recommended, it is important that both the school system and the teacher(s) be protected from a possible charge involving a conflict of interest.

In general, teachers shall not accept remuneration for tutorial services to a student enrolled in their regular class. An exception might be made in the instance of a student requiring tutorial service who is absent from school as the result of an extended illness or some disability and/or is enrolled in some area of specialized or advanced subject matter where a suitable tutor cannot be located.

Adopted 2/5/80

Amended 10/10/95



Medical Spanish

6 Curriculum Developers | Last Updated: Thursday, Nov 17, 2022 by Ward-Toller, Elizabeth

Unit Calendar by Year

Unit	Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju																											
Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
interviews	[Shaded]																																					
management	[Shaded]																																					
continued care	[Shaded]																																					

3 Units found

Previous Year



Unit Planner: interviews
 Medical Spanish

Friday, January 20, 2023 2:43AM

Newtown High School / 2022-2023 / High School / World Languages /
 Medical Spanish / Week 1 - Week 7

Last Updated: Wednesday, June 16, 2021 by
 Maria Olmos-Valeri

interviews

Abrego, Katherine; Flannery, Alison; Olmos-Valeri, Maria; Parille, Kristi; Tischio, Carla; Ward-Toller, Elizabeth

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

conceptual lens: communications

concepts: communities, systems, relationships, diversity, dialogue

G

Generalizations / Enduring Understandings

1. Health systems vary among diverse communities.
2. Communities cultivate relationships between health care provider and the individual.
3. Strong healthcare/ patient relationships validate individual diversities.
4. Communication establishes strong relationships and enables health systems to function.
5. Systems of dialogue construct strong relationships.

Guiding Questions

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

1. How do different systems affect how health is addressed for different community members? (F)
1. What is a health system? (F)
1. How do different health systems help or hurt individuals and/or communities? (P)
2. What are some common experiences and cultural beliefs that might prevent or inspire people to seek health care? (C)
3. How do we acknowledge and understand that respecting individual diversities build working relationships? (C)
4. Are cultural background experiences relevant to treating a patient properly within the healthcare system? (P)
4. What dialogue is essential to establish strong relationships? (F)
4. What communicative tools are needed to discuss the health care system? (F)
4. What communicative tools are required for expressing the reason for visit? (F)
5. What are the different systems of dialogue a student

can use to construct strong relationships? (F)

5. How do the different systems of dialogue strengthen patient/provider relationships? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Advanced (9-12)

Communication

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

Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.

Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.

Discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.

Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

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

Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.

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

Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.

Cultures

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

Identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture.

Interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.

Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.

Connections

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

Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

Comparisons Among Languages

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

Evaluate the style of a communicative interaction in the target language.

Comparisons Among Cultures

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

Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

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

Evaluate the effectiveness of a communicative interaction based on cultural elements.

Communities

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

Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.

Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.

Copyright © 2002-2014 State of Connecticut.

Critical Content & Skills

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

Students need to know:

- different health systems in different communities

- United States health system norms in the target language (such as insurance, payment, visit norms)

- differences in health systems

- interrogatives presentation 1 or 2

- the alphabet in Spanish

- months, days, year, numbers 1-31

- the present tense

- gender/number agreement

- common experiences that the Latinx population may affect their expectations and feelings towards the health care system such as familial relationships, religious practices, home remedies,

- how to use subject pronouns and greet their patient

- the vocabulary associated with medical office etiquette

- the vocabulary associated with the health care system.

- the vocabulary expressing the reason for visit (human body, common illnesses)
- the vocabulary to support a native Spanish speaker with filling out necessary forms for entrance into a medical facility
- how to use other words and gestures to explain words or concepts to successfully communicate their messages.

Core Learning Activities

Formative:

- practice dialogues with peers in class
- Peardeck - vocabulary practice 1 - Reason for visits and common ailments
- Peardeck circumlocution practice 2 - Reason for visits and common ailments
- listening practices of dialogues
- reading of patient scenarios
- practice medical forms- diálogo
- conjuguemos practice
- describe and identify the United States health system norms in the target language (such as insurance, payment, visit norms)
- debate how different health systems help or hurt individuals and/or communities.
- read and analyze information about patient/medical staff relationships with culture to be able to participate in culturally appropriate exchanges
- participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.
- identify and analyze some common experiences that the Latinx population may affect their expectations and feelings towards the health care system and discuss (PEARDECK HERE) (article on same pages as cultural nuances/relationships).

Summative:

- presentation on different health systems in different communities
- demonstrate a mastery of vocabulary associated with health care
- dialogue with Spanish speaking patient about their reason for visiting and filling out a form accurately

Assessments

Resources

Professional & Student

- McGraw-Hill Education Complete Medical Spanish.
- Basic Spanish for Medical Personnel by Ana C. Jarvis, Raquel Lebrede (Heinle Cengage Learning)

	<p>conjuguemos</p> <ul style="list-style-type: none"> - Google classroom - webpage: http://practicingspanish.com/ <p>1. kidshealth: https://kidshealth.org/es/kids/center/spanish-center-esp.html</p> <p>2. CDC: https://www.cdc.gov/spanish/index.html</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>health, science, social studies</p>



Unit Planner: management
 Medical Spanish

Friday, January 20, 2023, 9:49AM

Newtown High School / 2022-2023 / High School / World Languages /
 Medical Spanish / Week 8 - Week 14

Last Updated: Thursday, November 17, 2022 by
 Elizabeth Ward-Toller

management

Abrego, Katherine; Flannery, Alison; Olmos-Valeri, Maria; Parille, Kristi; Tischio, Carla; Ward-Toller, Elizabeth

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

conceptual lens: communication

concepts: health, care, fluency, examination, habits, communities

G

Generalizations / Enduring Understandings

1. Examination of a patient facilitates care.
2. Fluency in communication ensures proper health care of the patient.
3. Examination of the patient helps to assess health concerns and administer proper care.
4. Fluency obtains information to investigate habits and health of a patient.
5. Communities procure habits that influence health.

Guiding Questions

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

1. How does one communicate the steps of a physical examination to facilitate care? (C)
1. What is the language needed to communicate the steps of an examination? (F)
2. How can fluency in communication enhance the patient health care? (C)
3. How can one validate the community and culture of the patient through the examination process? (C)
3. How can you reconcile personal beliefs with regulated healthcare practices? (C)
4. What does one need to know to assess patient history? (F)
5. Do communities positively or negatively shape individual health? (P)
5. Does knowledge of the community and culture bring about proper health care? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Advanced (9-12)

Communication

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

communicate with others?

Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.

Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.

Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

Discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.

Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

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

Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.

Cultures

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

Identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture.

Interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.

Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.

Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.

Connections

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

Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

Comparisons Among Languages

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

Evaluate the style of a communicative interaction in the target language.

Cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication.

Comparisons Among Cultures

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

Compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

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

Evaluate the effectiveness of a communicative interaction based on cultural elements.

Communities

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

Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.

Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.

Copyright © 2002-2014 State of Connecticut.

Critical Content & Skills

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

Students will need to know:

- the preterit and imperfect
- Usted commands
- vocabulary for giving directions for examinations
- vocabulary for symptoms
- vocabulary for vitals
- vocabulary for patient history /habits
- cultural differences in habits
- describe and analyze differences in community and culture that are relevant to patient care

Core Learning Activities

formative:

- listening activities with patients sharing symptoms, history, habits, etc. and translating to English
- Listening Activity: cortometraje "visita al doctor"
- Listening activity Doc Molly podcast Flu Symptoms - comprehension questions - cloze listening
- Peppa Pig vitals listening/video activity
- practice dialogues
- Practice 1: Peardeck with circumlocution
- dialogues using visual cues and circumlocution
- Pear-deck activity to practice the préterit

- practice activities with preterit and imperfect in terms of understanding patient history/care
 - practice activities giving patients common commands/directions associated with a visit to the doctor.
 - read and analyze article about culture bound syndromes to be able to discuss reconciliation of personal beliefs and regulated health care practices to ensure good patient care (PearDeck guide for activity/discussion found here)
- (to be found in Google Drive)
- Direct instruction preterite vs imperfect teacher version and student version
 - preterite vs imperfect peardeck practice
 - preterite vs imperfect quizizz

Summative:

- dialogo diagnostico -- rubric -- teacher description --
- Listening Symptoms (transcription) student sheet -- teacher sheet
- Listening Patient History (transcription) student sheet -- teacher sheet

Assessments

Dialogo Diagnostico

Summative: Other oral assessments

Student conducts a dialogue with patient to obtain/determine patient symptoms, history, and vitals.



Unit 2 Diálogo Diagnóstico Description



Unit 2 Diálogo Diagnóstico Rubric

Resources

Professional & Student

Medical Spanish. Lingo Mastery.

(to be found in Google Drive)

Doc Molly Podcast

- webpage: <http://practicingspanish.com/>

<https://www.youtube.com/watch?v=o1vAl--cO5Y>

1. kidshealth:

<https://kidshealth.org/es/kids/center/spanish-center-esp.html>

2. CDC: <https://www.cdc.gov/spanish/index.html>

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections



Unit Planner: continued care
 Medical Spanish

Friday, January 15, 2022 3:43 AM

Newtown High School / 2022-2023 / High School / World Languages /
 Medical Spanish / Week 15 - Week 16

Last Updated: Wednesday, June 16, 2021
 by Alison Flannery

continued care

Abrego, Katherine; Flannery, Alison; Olmos-Valeri, Maria; Parille, Kristi; Tischio, Carla; Ward-Toller, Elizabeth

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

conceptual lens: communication

concepts: care, habits, accuracy, ethics, dialogue, exchange

microconcepts: listening comprehension, interpretation, translation

G

Generalizations / Enduring Understandings

1. Accuracy with language facilitates patient care.
2. Ethics inform accuracy in communication.
3. Patient care informs and directs future habits.
4. Accuracy in communication informs future habits and care for the patient.
5. Dialogue facilitates patient care.
6. Listening comprehension, interpretation and translation synergize to create a meaningful and accurate exchange.

Guiding Questions

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

1. How does the accuracy of language affect communication and one's actions? (C)
 1. What target language does one need in order to accurately facilitate patient care? (F)
 1. What previous grammar, and syntax are need to facilitate patient care? (F)
 2. What ethics does one need to understand in order to accurately communicate? (C)
2. How do ethics affect the care of a patient and the role of the healthcare provider? (C)
 3. What care information is needed in order to inform patient future habits? (F)
3. How do cultural and personal habits affect the health of an individual? (C)
 3. What cultural and personal habits affect the health of an individual? (F)
 - 3.) What previous grammar, syntax and vocabulary are needed to inform patient care and speak about future habits? (F)
 4. Does a healthcare provider have a responsibility for the patient's mental and emotional comfort? (P)
4. What is accuracy in communication? (F)

4. How does one achieve accuracy in communication? (C)
5. How does dialogue facilitate patient care? (C)
5. What dialogue is needed to facilitate patient care? (F)
6. How does one synergize listening comprehension, interpretation and translation to create an accurate and meaningful exchange? (C)
6. What is a meaningful exchange? (C)
6. How does one use previous grammar, syntax and vocabulary to create an accurate and meaningful exchange? (F)
6. What skill does one need to comprehend an exchange? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Advanced (9-12)

Communication

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

Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.

Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

Discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.

Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

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

Comprehend the main ideas and significant details of full-length feature articles in newspapers, magazines and websites on topics of current or historical importance in the target culture.

Cultures

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

Identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture.

Interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.

Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.

Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.

Connections

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

Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

Comparisons Among Languages

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

Evaluate the style of a communicative interaction in the target language.

Cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication.

Use a writing process in producing work that includes self-assessment and discussion with other students.

Comparisons Among Cultures

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

Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

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

Evaluate the effectiveness of a communicative interaction based on cultural elements.

Communities

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

Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.

Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.

Copyright © 2002-2014 State of Connecticut.

Critical Content & Skills

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

Students will need to know:

-basic medical ethics.

- grammar and syntax to create exchanges

-how to transcribe and translate follow-up instructions and care from a doctor to a patient.

-vocabulary associated with pharmacies, medication, prognosis, and care instructions.

-legal implications of misinformation in regards to translations.

-use of impersonal expressions using the subjunctive mood.

Core Learning Activities

Formative:

- Students engage in dialogue situations of explanations of diagnosis and instructions for future plans and care, medications and prescriptions, and follow-up visits.

- Students will read about the role of medical translators and understand the ethical implication of translation on health through class discussion

- Students will read about some common habits/lifestyles in the Latin American world and discuss the implications for patient health and care

- Students will engage in conversations in Spanish about ethics and the impact on medical care

- Students role-play situations in which they must make ethical decisions in their communications.

- Students will practice with listening activities of doctor's giving care instructions

Summative:

- Students will transcribe a list of follow-up instructions and care for a fictional patient. (written translation proficiency rubric)


- Una consulta medica dialogue , rubric for dialogue, teacher description, guide for student/teacher

Assessments

Una consulta medica dialogue

Summative: Other oral assessments

Students are having a dialogue with a patient from start to finish (reason for visit, registration form, symptoms, patient history, vitals, care plan, and follow up) The teacher will refer to 6 "care plans" for equity and fairness in assessment.

 Unit 3 Final Speaking Assessment Una consulta medica Rubric

 Unit 3 Una consulta medica Description

Care Plan Translation

Summative: Written Test

Students are given a care plan in English "from the doctor" that they are to then translate to Spanish, as it will be used later to communicate to the patient.

 Written Translation Proficiency Rubric

Resources

Professional & Student

- Doc Molly (podcast)

- webpage: <http://practicingspanish.com/>

1. kidshealth:

<https://kidshealth.org/es/kids/center/spanish-center-esp.html>

2. CDC: <https://www.cdc.gov/spanish/index.html>

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

English, Language Arts, Ethics, Health



Unit Planner: First contact (En Contacto)

Business Spanish

Friday, January 20, 2023 9:58AM

Newtown High School / 2022-2023 / High School / World Languages /
Business Spanish / Week 1 - Week 5

Last Updated: Wednesday, June 16, 2021 by
Alison Flannery

First contact (En Contacto)

Abrego, Katherine; Flannery, Alison; Olmos-Valeri, Maria; Parille, Kristi; Tischio, Carla; Ward-Toller, Elizabeth

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

conceptual lens: communication

concepts: etiquette, protocol, exchanges, collaboration, audience, professional practice, culture, syntax, diction

microconcepts: emails, phone communications, meetings (live and digital), professionalism

G

Generalizations / Enduring Understandings

1. Exchanges are solidified through etiquette and protocols.
2. An awareness of audience and exchanges establishes collaboration.
3. Accurate interpretations of emails, phone communications and meetings create professional exchanges.
4. Addressing audience and etiquette in business exchanges shapes professional practice.
5. Collaboration, etiquette, and audience enhance business communication.
6. Syntax and diction facilitate successful business exchanges.

Guiding Questions

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

1. What are the etiquette and protocols one needs to know for a business exchange? (F)
1. How do etiquette and protocol affect business exchanges? (C)
1. What is business protocol? (F)
2. What is the vocabulary and grammar necessary to establish collaboration? (F)
2. How does one acknowledge an audience in business exchanges? (C)
2. What is effective collaboration? (P)
3. What skills are necessary for emails, phone communications and meetings? (F)
3. What is a professional exchange? (F)
3. What are the language skills necessary for a professional exchange? (F)
3. What do emails, phone communications and meetings look like in a professional exchange? (F)
4. How does addressing audience and etiquette

cultivate or hinder a professional image? (C)

4. What does one need to know about audience and etiquette in other countries? (F)

4. Do all professional practices apply to all business, or can they vary and how? (P)

5. How does collaboration, etiquette, and audience enhance business communication? (C)

6. How do syntax and diction facilitate a successful business exchange? (C)

6. What are syntax and diction? (F)

Standard(s)

Connecticut Core Standards / Content Standards

Critical Content & Skills

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

Students need to know:

- culturally appropriate greetings
- greetings/closings of a formal email, meeting
- transition words
- format of a formal email presentation 1 or 2
- use of the usted form
- how to state purpose/goal of email
- the use of ser accurately
- estar +ando/iendo
- how to communicate purpose/goal of communications
- business protocol vocabulary
- interrogatives
- vocabulary to introduce oneself and others
- times of day, days of week, months, numbers 1-31
- polite request structures (sería, gustaría, podría, encantaría)
- ir + a + infinitive to describe future plans
- useful phrases for business exchanges

- vocabulary of various types of businesses and positions

- strategies for understanding an audio

Core Learning Activities

formative:

- listening to recorded messages and student needs to respond to needs of client

- readings and activities about etiquette and culture (NEED to create comprehension questions still)

- activities for reading and responding to emails with prospective clients in the Spanish speaking world

- learn to write formal emails in business (Usted use, transition words, greetings, closings, organization)

Summative assessment:

- collaborative presentation of professional practices in the United States and Spanish speaking countries

- culturally appropriate email exchange introducing self, company

- meeting of the student with prospective clients

Assessments

Practicas profesionales: Cortesias y protocolos

Summative: Oral Report

El encuentro: interpersonal speaking

Summative: Dramatization

email profesional: interpersonal writing

Summative: Expository Essay

Resources

Professional & Student

--> Unit 1 Google Drive folder with all activities, assessments organized by topic

- *En Activo Practical Business Spanish*. Esther Santamaría Iglesias and Helen Jones. Routledge Publishing. 2008

- vocabulary list

-

- *Manuel of Business Spanish, A Comprehensive Language Guide*. Michael Gorman and María-Luisa Henson. Routledge Publishing. 2001

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

business, language arts, social studies



Unit Planner: Marketing and Networking Business Spanish

Printed: Thursday, Jul 20, 2023 12:58:11

Newtown High School / 2022-2023 / High School / World Languages /
Business Spanish / Week 6 - Week 11

Last Updated: Wednesday, June 16, 2021 by
Katherine Abrego

Marketing and Networking

Abrego, Katherine; Flannery, Alison; Olmos-Valeri, Maria; Parille, Kristi; Tischio, Carla; Ward-Toller, Elizabeth

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

conceptual lens: communication

concepts: audience, originality, persuasion, research, relationships, ethics, fluency, articulation

micro-concepts: promotion, products, consumer demographics, societal norms, competitors, networking, marketing,

G

Generalizations / Enduring Understandings

1. Originality persuades an audience and promotes a product.
2. Research of consumer demographics, societal norms and competitors informs marketing practices.
3. Effective persuasion communicates the need for a product to an audience.
4. Networking builds business relationships that result in successful business transactions.
5. Ethics promote positive relationships with consumers.
6. Fluency and articulation construct stronger communications.

Guiding Questions

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

- 1a. How does originality persuade an audience and promote a product? (C)
- 1b. What is originality in marketing? (F)
- 1c. What are the tools of persuasion in business? (F)
- 1d. What vocabulary does one need in persuasion? (F)
- 2a. What language tools does one need to discuss research in marketing? (F)
- 2b. What language tools does one need to discuss consumer demographics? (F)
- 2c. What are different marketing platforms? (F)
- 2d. How does research of consumer demographics and competitors inform marketing practices? (C)
- 2e. How does one communicate the research findings and its effects on marketing? (F)
- 2f. Which form is a more effective with consumers: tú vs. usted (P)
- 2g. How are societal norms reflected in marketing? (C)

3a. What language does one need to communicate persuasively? (F)

3b. How does persuasion influence the buyer's decision? (C)

4a. What encompasses a successful business relationship? (F)

4b. How does networking result in successful business transactions? (C)

4c. What is the most effective means to network and market in business? (P)

5a. How do ethics positively or negatively affect consumer relationships? (C)

5b. What does it mean to be professionally ethical in marketing? (P)

6a. How do fluency and articulation construct stronger communications? (C)

6b. How can one build fluency in language and improve articulation to strengthen communications? (C)

Standard(s)

Connecticut Core Standards / Content Standards

Critical Content & Skills

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

Students need to know:

- cultural differences (societal norms in marketing)

- how to create a website

- persuasive vocabulary (marketing specific, generic Spanish terms, persuasive transitions to compare)

- marketing terms (for advertisements, components of advertisements, main product features, consumer profile, platforms)

- commands (formal/informal)

- Linguistic tools for advertisements (syntax, subject-adjective agreement)

- Persuasion tools: diction, register, tone

- video recording/editing tool

- question formation (querer + noun/infinitive, gustaria/encantaria + noun/infinitive)

- interrogatives (review from previous unit)

Core Learning Activities

Formative:

- Research based comparison of products in America vs. Spanish-speaking countries
- TEACHER RESOURCE: go to products for different cultures (Vicks, Fabuloso, etc.)
- Cultural Comparison Talking Points
- Watching/Listening to/Analyzing Ads in Spanish TEMA worksheet ; publico meta worksheet
- Identify a cultural demographic for one's created product (What does the "Jane Doe" or "John Doe" look like? (A sample consumer portrait helps target and focus marketing campaigns.))
- Actividad: Grupo de enfoque
- Analyzing websites for products and services
- Activity: Site Research/Comparison (find a competitor for your product)
- Asimilador cultural (translating and the value in not making errors, considering cultures)
- Reading: El lenguaje de la publicidad
- Persuasive writing practice (Actividad: Vender agua a un pozo, Twitter, Instagram posts, Facebook posts, radio/podcasts audio) --> Foster a collaborative culture where students produce slogans/mini ads and then analyze each other's (what is the product?, who is it meant for?, effectiveness of the ad?)
- Fluency building activities (turn & talks, any of the activity sheets that require class discussion, on the spot prompts)
- Grupo de enfoque actividad
- Project Proposal Shark Tank
- Follow up questions after presentation - teacher version

- Follow up questions after presentation - student version
- Project planning - perfil del consumidor

Summative:

- Create a marketing website for a product or service rubric ; description of task
- Commercial rubric ; description of task
- Informal Commands quiz
- Formal Commands email writing prompt
- Organizador para el sitio web y anuncio
- FAQ Creation Sheet for website ---- teacher explanation of FAQ setup on Google Classroom

<p>Assessments</p>	<p>Resources</p> <p><i>Professional & Student</i></p> <p><u>--> Unit 2 Google drive folder with all worksheets, activities, resources organized by topic</u></p> <p>LMC - website creation and platforms to use (Google sites)</p> <p>Makerspace - editing voices for radio ads</p> <p>Flipgrid, PowToon, iMovie, etc.</p> <p><u>Unit 2 Vocabulary List</u></p> <p>- <i>En Activo Practical Business Spanish</i>. Esther Santamaría Iglesias and Helen Jones. Routledge Publishing. 2008</p> <p>- <i>Manuel of Business Spanish, A Comprehensive Language Guide</i>. Michael Gorman and María-Luisa Henson. Routledge Publishing. 2001</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>business, language arts, social studies, english</p>



Unit Planner: Sales and Finance Business Spanish

Newtown High School / 2022-2023 / High School / World Languages /
Business Spanish / Week 12 - Week 16

Last Updated: Wednesday, June 16, 2021
by Alison Flannery

Sales and Finance

Abrego, Katherine; Flannery, Alison; Olmos-Valeri, Maria; Parille, Kristi; Tischio, Carla; Ward-Toller, Elizabeth

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

Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

conceptual lens: communication

concepts: accuracy, tone, logistics, transaction, persuasion, sales, finance, audience, professionalism, performance, identity

micro concepts: nonverbal communication, proposition, profit, investment, improvisation, rehearsal, commitment, brand

G

Generalizations / Enduring Understandings

1. Nonverbal communication, tone, and professionalism shape an audience's opinion.
2. Logistics in sales and finance negotiate business transactions.
3. Accuracy in communication encourages investment in a proposition.
4. Persuasion and logistics facilitate profit.
5. Improvisation, rehearsal, and commitment orchestrate a strong business performance.
6. Identity transfers to one's business brand.

Guiding Questions

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

- 1a. How do nonverbal communication, tone, and professionalism shape an audience's opinion? (C)
- 1b. What is professionalism? (C)
- 1c. What nonverbal communication is appropriate for business? (F)
- 2a. What language does one need to communicate about logistics in sales and finance? (F)
- 2b. What are the logistics in sales and finance? (F)
- 3a. How does accuracy in communication encourage investment in a proposition? (C)
- 3b. What language tools does one need to be accurate in communication? (F)
- 4a. What language does one need to be persuasive in stating and supporting an opinion? (F)
- 4b. How do persuasion and logistics facilitate profit? (C)

- 5a. How do improvisation, rehearsal, and commitment orchestrate a strong business performance? (C)
- 5b. How does one improvise and rehearse for a strong business performance? (C)
- 5c. What is a strong business performance? (C)
- 5d. What language tools contribute to a strong business performance? (F)
- 6a. How does identity transfer to one's business brand? (C)
- 6b. How does one strike a balance between maintaining identity and being successful in business? (C)
- 6b. Does one need to change their identity to promote a business brand? (P)
- 6c. What is more important: maintaining one's identity or making a sale? (P)

Standard(s)

Connecticut Core Standards / Content Standards

Critical Content & Skills

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

Students need to know:

- future tense / ir a + infinitive
- conditional tense
- conditional tense with si clauses (imperfect subjunctive)
- business plan and transaction vocabulary (parts of a business proposal)
- investment vocabulary
- what sales and finance are
- persuasive transitions to present and support an opinion
- performance strategies (improvisation (circumlocution), rehearsal, nonverbal communication)
- idiomatic expressions to enhance presentations
- skills to create a formal business presentation
- professional vs. personal identity and expectations
- present perfect to say what one has done so far

- how to organize a formal organization (steps to complete)

Core Learning Activities

Formative:

- Practice vocabulary through circumlocution + here is the original PearDeck presentation
- Practice dialogues to propose business/sales investments
- Reading business proposals
- Practice persuasive sentences/video activity
- Write your own business proposal (expenses, potential net profit, etc.)
- Q&A practices creating and answering (without prior exposure to the exact questions) + original
- Prueba de vocabulario
- Episodes for listening comprehension of "Shark Tank" in Spanish
- Examine businesses that have changed their brand over time and how it has impacted their image/identity
- Analyze brand identities and establish a brand identity for their own fictional product.

Summative:

- Shark Tank Project: students prepare and present a creative and competitive business or sales investment proposal in the target language. (PowerPoint to intro product/service, spoken intro and sales pitch, Q&A for fiscal components and investment opportunity)

Assessments

Resources

Professional & Student

--> Unit 3 Google drive folder with all activities organized by topic

- Tu oportunidad" RTVE (Shark Tank in Spain)

- Forbes articles

- *En Activo Practical Business Spanish*. Esther Santamaría Iglesias and Helen Jones. Routledge Publishing. 2008

- *Manual of Business Spanish, A Comprehensive Language Guide*. Michael Gorman and María-Luisa Henson. Routledge Publishing. 2001

Student Learning Expectation & 21st Century

Interdisciplinary Connections

Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Personal Finance, Economics



Unit Planner: Story & Archetype Myth and the Modern World

Friday, February 10, 2023 10:47AM

Newtown High School / 2022-2023 / Grade 12 / English Language Arts / Myth and the Modern World (Under Revision) / Week 1 - Week 7

Last Updated: Wednesday, December 14, 2022 by Abigail Marks

Story & Archetype

Marks, Abigail; Rovello, James; Toby, Michelle

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Patterns and Meaning

Culture, Community, Individual, Cosmological Function, Sociological Function, Metaphysical Function, Psychology Function, Myth as Metaphor, Fear, Anxiety, Coping Mechanisms, Archetypes, Archetypal Patterns, Storytelling, Myth, Self-Evaluation, Philosophy, Quest for Meaning

G

Generalizations / Enduring Understandings

1. Myths both reflect and shape culture, communities, and individuals through their four functions: cosmological, psychological, metaphysical, and sociological.
2. Myths offer a means for alleviating anxiety, coping with and facing fears, and countering the meaninglessness associated with failure and depression.
3. Myths vitalize an individual's understanding of personal philosophy and one's place in the universe.
4. Stories reveal timeless, universal archetypal patterns.
5. Storytelling empowers individuals to better understand themselves.

Guiding Questions

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

- 1a. What are Joseph Campbell's Four Functions of Myth? (factual)
 - 1b. Who is Carl Jung? (factual)
 - 1c. How do myths shape and reflect culture? (conceptual)
 - 1d. How do myths both shape and reflect the human condition? (conceptual)
 - 1e. Are some myths "better" than others? Why or why not? (provocative)
- planting the seeds for critical lens in the Great Goddess Unit.
- 2a. Why did early cultures create myths? (factual)
 - 2b. Why do people fear the unknown? (conceptual)
 - 2c. What are modern fears and anxieties? (conceptual)

2d. How does analysis and interpretation of myth address modern fears and anxieties? (conceptual)

3a. What is a metaphor? (factual)

3b. During times of conflict or crisis, how do myths help individuals (and cultures) understand themselves? (conceptual)

3c. How can people create meaning and a deeper understanding of their lives through the power of myth? (conceptual)

3d. Is myth relevant to modern society? (i.e., Why study myth?) (provocative)

4a. What is an archetype? (factual)

4b. How do writers, artists, and filmmakers use archetypes to convey meaning and achieve purpose? (conceptual)

4c. How does myth speak to life experiences? (conceptual)

4d. Do personal stories matter? (provocative)

5a. For a given audience, what narrative techniques enhance stories? (factual)

5b. How does one tell a story to best understand one's self and reflect values? (conceptual)

5c. What makes an effective college essay? (conceptual)

5d. Can a college essay be on any topic? (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 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 demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They come to understand other perspectives and cultures.

Reading: Literature

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,

concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of 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.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all

sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Critical Content & Skills

What students must KNOW and be able to DO

Concepts

What is Myth?

Who is Joseph Campbell?

Who is Carl Jung?

What are the Four Functions of Myth (1. cosmological, 2. sociological, 3. pedagogical/psychological, 4. mystical/metaphysical)

What are Archetypes?

Character Archetypes:

- The Mother Figure
- Wise Old Man / Mentor
- Trickster

- The Hero - *the Hero is a protagonist whose life is a series of well-marked adventures. Often he will have to leave his kingdom, only to return to it upon reaching manhood.*
- The Damsel in Distress / Maiden
- The Child - *innocence, salvation, rebirth*
- The Shadow - *amoral (not evil), animalistic side of self, think the Hulk*
- Persona - *masks people wear, how they want to be perceived by others, and sometimes wearing the "mask" falsely convinces the wearer that's who they are.*

Situational Archetypes

- Father & Son Conflict
- The Fall or Descent - *the descent from a higher to a lower state of being. It is also the loss of innocence.*
- The Cave (as a form of descent) - *venturing into the unconscious, some unresolved issue or problem that the character must confront or succumb to.*
- The Shackles (as a form of descent)
- The Labyrinth (as a form of descent)
- Journey or Quest - *metaphorically a search for self*
- The Unhealable Wound - *Either a physical or psychological wound that cannot be fully healed. The wound symbolizes a loss of innocence, a thing you can never really ever process or resolve.*

Analyze and interpret symbols and metaphors (ex: approaching myth as metaphor, like Bao Chu's coat in "The Quest for the Sun")

Identify and apply archetypes to contemporary literature, film, and art.

Craft and revise the College Essay

Skills

Reading and Writing with a purpose

Summarizing

Analyzing

Close Reading

Synthesis

Interpretation

Core Learning Activities

Campbell's Four Functions of Myth Presentation, Seminars and Application

- Storyboarding
- Discussion
- Family Tree of the Greek Gods (Greek creation story in Rosenberg version) or Norse Gods (Neil Gaiman's *Norse Mythology*).

"Creation Myth" Presentations and Class Discussion (see attached)

Applying the Four Functions through the Twilight Zone episode, "Old Man in the Cave" (Ep. 127) and/or "The Hitchhiker" (Ep. 16) (DVDs in English Department and/or available on Netflix as of July 2019).

Anonymous list of student-generated fears or concerns, which we share with the class. Use to highlight how myths help individuals cope with fears and anxieties.

"The Quest for the Sun" (Rosenberg version) and/or Psyche and Cupid (Edith Hamilton version) to introduce the Archetypes and thinking about myth metaphorically.

Class-wide Text-Based seminar on myths and relating them to our lives. Followed by small group seminars where students read myths in groups and then share how myths connect to their lives to the whole class (unusually a universal document all students can edit).

"I Am Myth" Summative Assessment

Fall Semester College Essay

[Psyche and Cupid Seminar.pdf](#)

[Class Myth Selection.pdf](#)



[Small Group Myth Selection](#)



[I Am Myth Seminar \(Inuit, Yoruba, and Greek\)](#)



[Sample Universal Document for Small Group Seminars](#)



[Situational Archetypes \(Teacher Notes\)](#)



[Presentation on Jung & Archetypes](#)



Assessments

I Am Myth Project

Summative: Expository Essay

Once we've completed the seminars, write a 600-1000 word reflection, exploring the metaphorical images within the myth and what they mean to you. **How does the myth speak to what's inside you?**

[I am Myth Project \(Honors\) 2014.doc](#)

[I Am Myth \(Summative\).pdf](#)

[I Am Myth Seminar \(Inuit, Yoruba, and Greek\).pdf](#)

Summative: College Essay

Summative: Narrative Writing Assignment

[College Essay Assignment 2018.docx](#)

[College Essay Checklist Rubric 2018.docx](#)

Applying Archetypes to Chinese (or Alternative) Myth Written Test

[\(Demeter & Persephone\) Applying Archetypes](#)

[Assessment.pdf](#)

[\(Simple\) Applying Archetypes to Quest for the Sun.pdf](#)

Summative: Applying Four Functions Written Test

Students will apply the Four Functions to the Myth.

Here are some optional assessments to try, which can be modified for different myths or stories.

[Creation Story Applying Four Functions 2017 \(Ages of Man\).docx](#)

[Applying Joseph Campbell to TZ \(More direct questions\) - 2013.doc](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Resources

Professional & Student

- *Mythology*, Edith Hamilton
- *World Mythology*, Donna Rosenberg
- *Norse Mythology*, Neil Gaiman
- *Archetypes in Life, Literature, and Myth*, Shelly Ni Tuama, Lessons 1-3
- *The Twilight Zone* episode 127, "Old Man in the Cave"
- *The Twilight Zone* episode 16, "The Hitchhiker" (DVDs in English Department and/or available on Netflix as of July 2019).
- College Essay Checklist Rubric
- College Essay Presentation



[College Essay 2021](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Guidance Seminar

AP Psych (Jung)

Astronomy



Unit Planner: The Hero with a Thousand Faces Myth and the Modern World

Friday, February 10, 2023, 10:45AM

Newtown High School / 2022-2023 / Grade 12 / English Language Arts / Myth and the Modern World (Under Revision) / Week 6 - Week 14

Last Updated: Wednesday, December 14, 2022 by Abigail Marks

The Hero with a Thousand Faces

Marks, Abigail; Rovello, James; Toby, Michelle

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Systems and Agency

Archetypes, Story, Personal Unconscious, Collective Unconscious, Individuation, Cultural Diversity, Values, The System, Rites of Passage, Patterns, Hero Cycle/ Monomyth, Agency, Empowerment, Self-Reflection, Evaluation

G

Generalizations / Enduring Understandings

1. Hero stories, as evidenced by archetypes, reflect timeless and universal patterns.
2. In every hero myth, the hero metaphorically confronts the personal and collective unconscious, a process Carl Jung called "individuation."
3. The hero's struggle and rites of passage empowers people to discover more meaningful ways to shape their story and live their own lives.
4. Hero stories reflect diverse values of cultures and societies.
5. Heroes resist a dehumanizing system that robs the hero of the vitality of life and individual agency.
6. Re-evaluation and self-reflection empowers individuals to become the central character in their own

Guiding Questions

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

- 1a. Regardless of culture, what common elements do all hero stories share? (factual)
- 1c. What is Joseph Campbell's theory of the hero cycle? (factual)
- 1d. Why is the hero cycle timeless and fundamental? (conceptual)
- 1e. Why is the hero cycle essential to the human condition or lived experience? (conceptual)
- 2a. What is the personal and collective unconscious? (factual)
- 2b. How do dreams, stories, art, and myth reflect the collective unconscious? (conceptual)
- 2c. Who is Carl Jung? (factual)
- 2d. What is the process of "individuation", according to Jung? (factual)

life despite the demands of the system (cultural, familial roles and expectations).

2e. How does the process of "individuation" work? (conceptual)

2f. Why does the hero descend into the darkness? (conceptual)

3a. How does the hero cycle operate in one's life? (conceptual)

3b. How can an understanding of the hero cycle empower individuals? (conceptual)

3c. Can an understanding of the hero cycle empower individuals? (provocative)

3d. Is it essential to confront fear and to accept vulnerability? (provocative)

3e. Which is the better hero for society to embrace, the ideal or flawed hero? (provocative)

4a. What are some of the honor codes found in ancient warrior cultures? (factual)

4b. How do hero stories reflect their culture of origin? (conceptual)

4c. Are some values universal and timeless? Or are all values culturally determined? (provocative)

4d. How do values and ideals influence (or hinder) the reading of stories that reflect alternative values and ideals? (provocative)

-Plants seeds for Unit III

5a. What is Joseph Campbell's concept of "the system"? (factual)

5b. Where and how does "the system" operate in hero stories and the hero cycle? (conceptual)

5c. How does the hero learn to break free of "the system" or find a way to live peacefully within it?

(conceptual)

6a. Where and how does one see systems in one's life?
(conceptual)

6b. How can people become the authors of their life's story instead of prisoners to a programmed life (i.e., the system)? (conceptual)

6c. Is it possible to find one's place within a system while resisting its dehumanizing demands?
(provocative)

6d. Is resistance an essential aspect of freedom?
(provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 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 demonstrate independence.

They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

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.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of 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.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2b. Spell correctly.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Critical Content & Skills

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

Concepts

- Archetypes
- The Hero Cycle (and the universality and endurance of the Hero Cycle)
- The warrior code for either Ancient Greek or Norse culture (ex: the Homeric hero).
 - Hero stories reflect diverse values of individual cultures and societies. (For example, we cannot understand Beowulf without understanding the honor code of loyalty inherent in Norse warrior culture).
- Jung's concepts of the Personal and Collective Unconscious and the process of Individuation
- Joseph Campbell's concept of The System

Identify and apply Individuation to contemporary literature, film, or art.

Identify and apply The System to contemporary literature film, or art.

Personally reflect on and evaluate the impact of a system in your life

Skills

Reading and Writing with a Purpose

Evaluation/Analysis/Synthesizing

Arguing/Persuading

Personalizing and Applying Concepts/Self Evaluating

Optional:

- War, Trauma, and the Hero (e.g., Achilles in Vietnam) - the hero "infected" by the violence he is called upon to use to protect the social order.
- The relevancy of heroism (call to courage) in our own lives (i.e., Is heroism relevant in your own life?)

Core Learning Activities

Presentation on Carl Jung's Individuation and Archetypes

Dream Analysis activities and assignment (to generate new archetypes).

Brainstorm Activity on the hero cycle in contemporary stories (ex: compare plots of Marvel movie, Disney movie, and another adventure to find similar story beats)

Presentation on Joseph Campbell's Hero Cycle

Summative: Study a contemporary film and analyze the depiction of the hero cycle and achievement of individuation (*Take Shelter*, *A Quiet Place*, *Kung Fu Panda*, *Star Wars: A New Hope*, *Inception*, *Pan's Labyrinth*). This culminates in an analytical paper.

Note-taking on and viewing of Joseph Campbell's interview with Bill Moyers' "The Hero With a Thousand Faces" (Episode 1 on the DVD *The Power of Myth*).

- Important notes on The System found in this video.

Black Mirror Episode "Nosedive" as an example of a system.

Read, discuss and analyze a variety of hero myths, including at least one epic hero saga (*The Iliad*, *Beowulf*, *The Epic of Gilgamesh*). Can be done at any time during the unit (or use multiple epics).

Summative: Personally reflect on a system in your life.

-  [Presentation- The Personal & Collective Unconscious and Individuation](#)
-  [Dream Analysis \(What to do\)](#)
-  [Dream Submission Form](#)
-  [Presentation on the Hero Cycle](#)
-  [Brainstorming Hero Stories](#)

Assessments

Summative: Film Paper

Summative: Expository Essay

Select from several film options to explore archetypes and Jung's concept of Individuation.

[A Quiet Place, Jung, and Myth.pdf](#)

[Take Shelter Paper Topic \(Carl Jung & Archetypal Images\).pdf](#)

[Inception \(Carl Jung & Archetypal Images\) \(1\).pdf](#)

The System & The Dragon Reflection

Formative: Other written assessments

[The System & The Dragon In-Class Reflection 2016.docx](#)

Resources

Professional & Student

Teaching Resources:

- Brene Browne "The Call to Courage" on Netflix (especially the segment 109 minutes in).
- *Black Mirror* episode "Nosedive" (Season 3) on Netflix (for teaching The System)
- "How to be Happier," The Week August 17/August 24, 2018 (based on the Yale course on creating a happy life).
- Joseph Campbell's "Hero with a Thousand Faces" Bill Moyers interview (video).
- Visual handouts of the Hero Cycle (available online or in Archetypes in Life, Literature and Myth, Shelley Ni Tuama.
- Course specific myth website compiled by the LMC.

Class Text Options:

- *Achilles in Vietnam*, Jonathan Shay, M.D., PH.D (excerpts)
- *The Iliad*, Homer (excerpts)
- *The Odyssey*, Homer (excerpts)
- *Beowulf*, trans. Seamus Heaney (excerpts).
- *The Epic of Gilgamesh*
- Film adaptations of specific myths:
 - *Hercules* (Disney), dir. Ron Clements and John Musker.
 - *Troy* (2004), dir. Wolfgang Petersen
 - *Beowulf* (2007), dir. Robert Zemekis
 - *The Thirteenth Warrior* (1999), dir. Michael Crichton

Film options for summative:

	<ul style="list-style-type: none"> • ○ <i>Take Shelter</i>, dir. Jeff Nichols ○ <i>Inception</i>, dir. Christopher Nolan ○ <i>A Quiet Place</i>, dir. John Krasinski ○ <i>Kung Fu Panda</i>, dir. John Stevenson & Mark Osbourne ○ <i>Star Wars: A New Hope</i>, dir. George Lucas
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>Latin</p> <p>AP Psych (Jungian connections)</p>



Unit Planner: The Great Goddess Myth and the Modern World

Friday, February 10, 2023 10:28AM

Newtown High School / 2022-2023 / Grade 12 / English Language Arts / Myth and the Modern World (Under Revision) / Week 12 - Week 19

Last Updated: Wednesday, December 14, 2022 by Abigail Marks

The Great Goddess

Marks, Abigail; Rovello, James; Toby, Michelle

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Power and Perspective

Dominant Paradigms, Prescriptive Roles, Repression, Eclipsed Voices, Reclamation, Reinvention, Voice, Artists, Perspectives, Critique, Transformation, Life, Death, and Rebirth Cycle, The Great Goddess, The Hero Cycle, Cultural Critique, Inherited/Ancient Stories.

G

Generalizations / Enduring Understandings

1. Ancient stories reflect culturally dominant paradigms.
2. Inherited stories prescribe limited roles.
3. Ancient stories reveal the Life, Death, and Rebirth cycle associated with the Great Goddess, an archetypal pattern that informs and critiques the hero cycle.
4. Ancient tales conceal repressed or eclipsed voices.
5. Contemporary writers and artists reclaim, reinvent and transform ancient stories to offer opposing perspectives and critique.

Guiding Questions

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

- 1a. What is patriarchy? (factual)
- 1b. What is matriarchy? (factual)
- 1c. How do stories reveal dominant cultural attitudes? (conceptual)
- 1d. Where are cultural shifts embedded in myths? (conceptual)
- 1e. Are symbols, patterns, and metaphors fluid? (conceptual)
- 2a. How do myths prescribe roles and attitudes? (conceptual)
- 2b. What do stories say about roles for men and women? (conceptual)
- 2c. Can myths be read in ways that challenge standard

interpretations? (provocative)

3a. What are the functions and symbols of the Great Goddess? (factual)

3b. Where is the Great Goddess in hero stories? (conceptual)

3c. How does the Life, Death, Rebirth Cycle reveal the hero in a new way? (conceptual)

4a. What functions and symbols of the Great Goddess are erased or transformed within the myth? (conceptual)

4b. What are the characteristics of the female hero? (factual)

4c. Do female heroes offer deeper and richer understandings of heroism? (provocative)

4d. Does a richer understanding of gender help promote healthy individuation? (provocative)

5a. How do myths offer multiple perspectives and opportunities for empowerment through reinterpretation? (conceptual)

5b. Why do writers, artists, and filmmakers reinvent and adapt old stories for new audiences? (conceptual)

5c. What is risked and/or gained when ancient stories are adapted for modern audiences? (provocative)

5d. Do artists have an obligation to respect the spirit of the original work (even with all of its problematic cultural implications)? (provocative)

5e. Do contemporary audiences draw meaning from ancient hero stories? (For example, *The Iliad* and *Achilles in Vietnam*) (provocative)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 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 demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: Literature

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

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.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

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

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.

W.11-12.10. 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

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of 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.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of

reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Critical Content & Skills

What students must KNOW and be able to DO

What Students Must be able to Do

- Define Patriarchal and Matriarchal systems.
- Identify and interpret The Great Goddess (functions & symbols, including Life, Death, and Rebirth cycle)
- Interpret how myths of dominant cultures reveal the erasure, repression, and/or demonization of marginalized voices.
 - Ex: Babylonian Creation Story "The Enuma Elish," Pandora's Box (womb as evil instead of creative), and Medusa's backstory.
- Explain how contemporary revisions offer new critical perspectives.
 - Ex: *Achilles in Vietnam* (nonfiction), *Song of Achilles*, *Grendel*, *The World's Wife*, and film adaptations.

Skills

Reading and Writing with a Purpose

Evaluation/Critical Analysis/Synthesizing

Arguing/Persuading

Personalizing and Applying Concepts/Self Evaluating

[Images of The Great Goddess \(Toby\).pptx](#)

[The Great Goddess \(Rovello\).pptx](#)

[The Great Goddess Handout 2014.docx](#)



[The Great Goddess Notes](#)



[The Enuma Elish Exploring the Great Goddess](#)

Core Learning Activities

- Presentation on The Great Goddess (see Google Slides attached).
- Read and Interpret The Babylonian Creation Story "The Enuma Elish" (found in Rosenberg's *World Mythology*).
- **Summative:** Defining the heroine in conjunction with the Great Goddess using *Pan's Labyrinth*, Dir. Guillermo Del Toro (alternatively students can watch *Arrival* (2016), Dir. Denis Villeneuve or Disney's *Moana* (2016), Dir. John Musker and Ron Clements)

- Demeter and Persephone Myth coupled with Leanne O'Sullivan's [The Cord Poem](#)
- Carol Ann Duffy's *The World's Wife* - Edith Hamilton's version of Pygmalion coupled with Carol Ann Duffy's [Pygmalion's Bride](#)
- **Summative:** Shield as the big assessment for the unit. Ultimately a critique of a previously read Myth (doesn't have to just be a hero story). The Contemporary Re-Telling Project makes for a nice alternative to the Shield, so teachers have options.
- Optional: Watching a contemporary adaptation of an ancient story (ex: *The Iliad* and Wolfgang Petersen's *Troy* (2004))
- Optional: Prior to introducing the Great Goddess, play the Why Myths Change Game - to illustrate how myths evolve to reflect the dominant culture.

[Why Do Myths Change Game Myth 2019 \(Class 4\).docx](#)
[Pans Labyrinth In-Class Essay 2019.docx](#)

Assessments

Pan's Labyrinth In-Class Essay

Summative: Expository Essay

Examination of Pan's Labyrinth and the concept of the heroine.

Alternatively, this could be done as a text-based seminar.

[Heroes & Pans Labyrinth In-Class Essay 2022.pdf](#)

Shield Project

Summative: Visual Arts Project

Students will take a critical lens to a myth previously read in class and creatively express their interpretation.

[\(Updated\) Shield Visual Rubric.pdf](#)

[The Shield Project.pdf](#)

Contemporary Re-Telling Project

Summative: Oral Report

An alternative to the Shield Project.

Students compare a myth, folklore, or legend to a contemporary adaptation and evaluate the changes.

[Contemporary Myth Re-Telling Project 2019](#)

[\(Updated\).doc](#)

[PPT Animations Tutorial 2019.pptx](#)

Resources

Professional & Student

Class Texts

- *Mythology*, Edith Hamilton
- *The World's Wife*, Carol Ann Duffy
- *World Mythology*, Donna Rosenberg
 - *The Iliad*
 - *The Epic of Gilgamesh*
- *D'Aulaires' Book of Greek Myths*, Ingri and Edgar D'Aulaire
- *Beowulf* translated by Seamus Heaney
- "Eveline" & "Boarding House". *Dubliners*, James Joyce
- "The Cord" poem by Leanne O'Sullivan

Films

- *Pan's Labyrinth* (2006) Dir. Guillermo Del Toro
- *Arrival* (2016), Dir. Denis Villeneuve
- *Moana* (2016), Dir. John Musker and Ron Clements
- *Whiplash* (2014) Dir. Damien Chazelle
- *Troy* (2004) Dir. Wolfgang Petersen

Resource Texts

- *Classical Mythology: Images and Insights*, Harris, Stephen L. and Gloria Platzner. 3rd Ed. California: Mayfield Publishing Company, 2001. Print.
- *Archetypes in Life, Literature, and Myth*, Shelly Ni Tuama - Lesson 4: Manifestations of the Mother Goddess.
- *Achilles in Vietnam: Combat Trauma and the Undoing of Character*, Jonathan Shay

Independent Reading

	<ul style="list-style-type: none"> • <i>Song of Achilles</i>, Madeline Miller • <i>Circe</i>, Madeline Miller • <i>Grendel</i>, John Gardner
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <p>Social Studies - Archeology, Anthropology, Prehistory, Psychology and Sociology.</p>

District Highlights

VOLUME 3-ISSUE 1 MARCH 2023

NEWTOWN 2023 BUDGET NEWSLETTER

DEAR NEWTOWN COMMUNITY,

This past year has seen many challenges post pandemic including increased inflation, supply line challenges, and increased property taxes. Most of the citizens in Newtown are particularly focused on making ends meet as well as financial security for the future. More than ever, people are looking for governmental entities to scrutinize expenditures for maximum efficiency in a context of long term benefit.

Traditionally, the governance in Newtown has sought fiscal responsibility and good stewardship to ensure that tax dollars are well spent for the public good. With the Newtown Public Schools, the citizenry expects the highest quality education as an investment for our children's future. Preparation for the next fiscal year's budget begins nearly nine months before the public referendum which takes place on the fourth Tuesday every April. Teachers, administrators, and support staff begin the process with assumptions to maximize delivery of educational services in a context of efficiency and stewardship. The budget process has multiple opportunities for the public to engage before they cast their vote, whether it is attending Board of Education budget meetings, speaking at Board of Finance public hearings, or speaking during the Legislative Council's deliberations. Various means of communication are provided to assist the public with understanding the process and content of budget deliberations. Most, if not everyone, agrees that citizen engagement is a prerequisite for highest quality governmental services. The Volume 4 Issue 1 edition of District Highlights provides an inside look on critical factors that drive our budget as well as some of the dedicated people behind the scenes that make it all happen. The Board of Education Communications Sub Committee is proud to present some of that information in user friendly fashion via this newsletter. We encourage the public to continue following the budget process to conclusion with attentive eyes and ears. It is really a very interesting process to watch your local government at work.

Don Ramsey
BoE Communications Subcommittee Chair

SUPERINTENDENT'S REQUESTED OPERATIONAL BUDGET PLAN 2023-2024

By Chris Melillo, Superintendent

As we reach recovery from the initial wave of pandemic-induced measures, schools have faced severe staff shortages, higher rates of absenteeism, addressing interrupted learning, and providing mental health support. The global pandemic impacted teaching and learning, prompting a unique shift in our practices, including the implementation of remote learning and the use of digital resources to engage students. Following a presentation by our Assistant Superintendent on October 5th, 2022, and January 3rd, 2023, it is clear that we are on the right path to recovery as our students are learning at an accelerated pace. Although we are beginning to see learning success, the impact of the pandemic will last well into the future, and this will necessitate adjustments to staffing, instructional resources, and specialized support.

Efforts to meet the academic and social-emotional needs of our students played a critical role in the design of our 2023-24 operational plan. Newtown staff and leaders would focus their work on meeting students' needs, providing high-quality instruction, offering a variety of academic pathways, providing appropriate support, and creating safe, respectful learning environments for all students. Our operational plan development aligned with our Mission in Newtown's Strategic Plan – ensuring we have created an environment that represents:

- High Expectations
- Quality Instruction
- Continuous Improvements
- and Civic Responsibility

During volatile economic times and facing unprecedented challenges, it is important to remind ourselves that ensuring that our students reach their academic potential is our primary mission. The recently released scores on the National Assessment of Educational Progress (NAEP) are consistent with the widespread suspicion that the pandemic took a major toll on public school students in the United States.

We are faced with Federal ESSERS funding ending, while student academic and social-emotional needs are projected to still exist. We are tasked to create a budget that supports programming while considering the financial stressors in our community. According to Harvard University professor, Dr. Richard Elmore, educators can best serve their students by actively engaging them in classroom instruction that emphasizes rigorous and relevant content, taught by highly skilled teachers. This model of improved student learning is referred to as the "instructional core." But most importantly by protecting and enhancing the instructional core and strengthening our practice children become more engaged in student-centered classrooms where they are encouraged to generate and apply content actively. The focus of this year's budget will be to protect and enhance the instructional core which

includes three interdependent components: teachers' knowledge and skill, students' engagement, and academically challenging content.

By streamlining processes, finding more cost-efficient options, and reducing the costs of running our schools, we can allocate more funds to teaching and learning. Qualified and motivated teachers are the single most important school-based determinant of quality education. Developing strategies to cut costs while resulting in more cost-efficient schools that can do more for our students while staying within our budget.

The Board of Education is recommending a 4.7% increase over this year.

Our 2023-24 budget maintains and enhances quality services and has the best interest of our students and staff in mind. Further, it supports all staff and leaders in their ability to improve the academic and social-emotional learning landscape for each student, including identifying students who will need to re-engage in school and find academic success in the year(s) ahead following a worldwide pandemic. The proposed operational plan meets BOE priorities in class size, technology, mental health resources, funding for special education, and the development of academic pathways that promote the diverse needs and interests of all students. Investments in our students now, more than ever, will represent a commitment to their future as capable learners, influential leaders, and civic-minded community members.

STAFFING CHALLENGES & COSTS

By Dan Cruson

In the 2022-2023 school year many districts around the state, and even country, have experienced issues with staffing their schools. Newtown has not been immune from these challenges, and we are suffering from shortages in some crucial areas. One of the biggest areas that we are experiencing a shortage of staff in is Special Education. Paraeducators have been especially hard to find, with around 15 positions currently being open. In addition, the school system is looking for 5 Behavioral Therapists to support students whose IEPs specifically require this specialized position. Unlike Paras, the district has had to go to an outside agency to fill those positions while continued efforts to find qualified applicants continue. Unfortunately this comes with a cost, each position filled by the outside agency ends up costing about 3x what it would if we had someone as a member of the Newtown Public Schools staff. In the end, this has resulted in an anticipated unexpected cost of \$180,000 for the school year.

Security has been another area of concern over the past couple of years, with qualified security guards choosing to take private sector jobs or jumping from one district to another regularly. The market right now is very open for individuals with the specialized qualifications that being a school security officer requires and private sector salaries and benefits are far more desirable than a public school district can offer. This leaves school districts fighting over a smaller pool of individuals willing to take on the role. In Newtown we have been able to

get by with the security personnel that we have and have been able to hire when positions open, but there have been times when staffing has been tight because of illnesses. The Newtown Police Department has been asked to help fill in when they have an officer available, although they have also been struggling with hiring lately. The third big area of concern has been transportation, both in and out of district. Finding drivers for school buses has been difficult for a long time, but the problem was made worse by the COVID 19 pandemic. Typically school bus driving attracts two types of people, older individuals who may have retired from other careers and parents (especially mothers) with young children. The recent pandemic made driving undesirable to both groups as the chance of catching and passing on COVID 19 is very easy within enclosed buses. So a large number of existing drivers left due to health concerns and increased stress. In addition, school bus driving does not come with a high pay and has limited hours when compared to other jobs that an individual with a CDL can find. So much like security positions, it is hard for public school districts to compete with positions in the private sector or working for municipalities. Currently All Star, who provides in district transportation, has exactly the number of drivers needed to drive the buses required to transport students to and from school in the district on a daily basis. However, that means if a driver gets sick then there is no one to fill in. It also means there are no buses available to transport students to and from athletic events, as those buses are generally needed while Elementary and Reed students are being transported home from school. To cover the athletic teams, the district has been required to hire coach buses which is far more expensive.

For out of district transportation, EdAdvance has not been able to provide enough drivers to get our Special Education students to the programs in other towns that they are attending. This has meant that Newtown Public Schools has had to contract with other companies to fill the gap, at a higher rate than we contracted with EdAdvance for. The unexpected cost of these other providers for the 22-23 school year is around \$130,000.

Staffing the past couple of years has been difficult to say the least, and while we have managed to recover in some areas such as building subs and custodians, as you can see there are still areas of concern that we continue to work on. These areas do cause stress on the school's overall budget although hopefully this will be something that will continue to improve over time. If you or someone you know would be interested in learning more about positions within the school district, you can see all current vacancies within the schools at <https://www.applitrack.com/newtown/onlineapp/default.aspx> and bus driving vacancies at <https://www.all-startransportation.com>.

I would like to thank the Newtown Public School Director of Business & Finance, Tanja Vadas, for answering my questions and providing the data for this article.

INTERRUPTED LEARNING

By Janet Kuzma

When school started back in August teachers, staff, and students were all excited to finally be looking forward to a more normal school year and putting pandemic protocols behind us. While we have continued to have a normal pre-pandemic school year, we are still seeing some negative lasting effects from the past few years. Across the country, researchers and educators have been busy analyzing post-pandemic data which has shown a decline in student performance levels. One of the most significant issues public schools are facing is “Interrupted Learning”, formerly known as learning loss. Research has shown that the effects from this interrupted learning is not uniform across student groups or regions, however, we have seen some of these impacts here in Newtown which is why it became a focus for our 2023-2024 budget.

I would like to thank Anne Uberti, Assistant Superintendent, for taking the time to answer the following questions regarding Interrupted Learning and being a driver in this budget.

1.) In what areas have you seen the most impact from interrupted learning?

Our data shows that the overall performance of the District in most areas is very close to pre-pandemic levels. However, performance is not uniform across the grades. In looking for trends, some grades appear to be performing better than others. One trend we have noticed on iReady testing is that the growth rate of learning for middle school students lags behind students in grades 2 through 6. Another trend that we have noted is that while our math performance is lower on iReady than reading, the number of students reaching near proficient or proficient was significantly higher than for reading. This was likely because more students have more growth to make but it was very encouraging, nonetheless.

Of course, trends tell only one part of the story. We also have to look at each individual student’s performance and learning profile. In doing so, school-based MTSS (Multi-tiered Systems of Support) teams identify students who are not meeting expected performance as well as students who are not demonstrating expected growth. They then look deeper at those students’ performance on other measures, including classroom performance, as well as historical performance in order to determine possible causes and appropriate interventions.

2.) What has been added to this budget to help address the issue of interrupted learning?

The District’s focus is always on delivering a rigorous and relevant curriculum to students and providing professional development for teachers to do so. These are two of the biggest factors that can impact student achievement. This budget ensures the ongoing development of curriculum, the adoption of a new K-4 reading curriculum, and training for teachers in the areas of reading, math, science and social studies.

3.) What goals have been set for the following year to help students, who are struggling, show growth?

Our school-based MTSS teams meet regularly to establish learning goals for individual students who are struggling and to review progress related to those goals. In terms of overall performance, our school leadership teams are in the second year of data analysis training. We have worked extensively on helping these teams set school and teacher goals that are in

alignment with what the data shows is needed to improve. From there, they develop action steps and then report on their progress mid and end of year. This work is beginning to take hold and will continue into next school year.

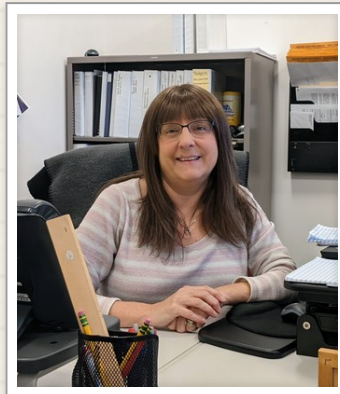
While we don't expect to see this issue being solved in the next year, I believe we are taking the right steps to begin addressing this challenge. I am confident our team of dedicated administrators and staff will be continue to work hard in the next year to increase student achievement.

~ A CLOSER LOOK ~

BOARD OF EDUCATION FINANCE & HUMAN RESOURCES DEPARTMENT



TANJA VADAS,
DIRECTOR OF
BUSINESS &
FINANCE



ANGELA WALSH,
ASSISTANT
DIRECTOR OF
BUSINESS



SUZANNE D'ERAMO,
DIRECTOR OF HUMAN
RESOURCES

By Don Ramsey

Moving in to a "Closer Look", it is good for the public to see a little bit beyond the expertise of our Superintendent to present a sound budget. Indeed, Mr. Melillo has engaged a dynamic group of central office staff to work with educators and support personnel across the schools to establish needs assessments for materials, services, and facilities. Added to that, with the award winning format of high graphic budget notebooks, are cost data reports for transportation and lunch providers as well as extracurricular activities that Newtown is known for. If the reader takes a moment to see a more personal perspective of key contributors to

budgets, then we believe confidence in the entire process increases. With that in mind, I was pleased to interview three Central Office individuals:

Tanja Vadas, Director of Business and Finance

Initially when I walked into Tanja's office, I was surprised to see an unassuming engaging place with many family photos included among the usual round conference table, desk, and computer. Everything appeared to be exceptionally well organized. I inquired informally about her personal interests outside the position she occupies along with how she ended up in Newtown. Her love of the community was an overriding theme as she talked about raising kids, love of horses, and her enthusiasm for sports. She actually plays competitive adult hockey and is known as one of the "Battleaxes" out of Brewster, NY in her spare time.

Tanja graduated Western Connecticut State University with an undergraduate degree in Business and went on from there to work in various private sector businesses including "Waterworks". She is proud to say that she worked up the ladder to higher level finance positions after starting out with bookkeeping and accounting responsibilities. Coming to Newtown was really "meant to be" as she sought employment here to be closer to her children attending school. Tanja speaks highly of all those who mentored her through the ranks to her present position and feels a high comradery with other departments and staff within the central office. She also complimented, in generous fashion, all those with whom she supervises in the Business Department. She feels her own experiences in accounting, payroll, bookkeeping, and accounts payable helps her to be a much better Director of Business.

Upon my inquiry about the "budget process", Tanja was quick to express great sensitivity to the economic plight of the tax paying public with a strong desire to facilitate budget organization that would be easy for people to understand. She emphasized "effective communication" with building level personnel in a process that lasts nearly eight months from beginning to end. She considers it very important to "empower others" when describing her leadership style. Her monthly presentations to the Board of Education provides insight to "budget fluidity issues" and other updates for BOE members to maintain appropriate oversight throughout the year. When asked about challenges associated with the budget process, Tanja noted that the process is lengthy and that "no crystal ball" can predict changes in plant operation, special education and other mandates, as well as other needs modifications that can sometimes shift between budget line items within the scope of accepted policy. She wants to encourage the public to remain engaged throughout the process by means of reading school level and central office newsletters, various articles in the print media, as well as attending various municipal board meetings where possible. She shares the vision of empathy for tax burdens, particularly of recent, with the most efficient budget to maintain high quality public education in Newtown.

Angela Walsh, Assistant Director of Business

The Assistant Director of Business provides an analytical link between budget expenditure line items and the impact they have on the total budget having to do with budget presentations. In addition, "real time" information is provided during contract negotiations and other matters relating to various financial reports to the Board of Education. Angela Walsh recently was appointed to the position of Assistant Director of Business with the resignation of Bjorn Burke. She is very pleased to work in a school district that her children attended before going

on to college and careers.

Angela brings a wealth of experiences to Newtown having worked in the area of finances for numerous “mom and pop shops” in the Hamden area as well as a “Grants Coordinator” for the Hamden Public Schools. In her position of Grants Coordinator, Angela became intimately familiar with the Connecticut State Department of Education as well as other funding agencies for innovative programs and financial relief options for school districts. She held a related position with the Hartford Public Library as the accounting assistant working closely with the grant manager, as well as a senior International accountant with “Subway International” in the early part of her career.

Angela also has strong ties to the Newtown Community as a resident and a parent of two children. When asked about some of challenges of her position, Angela spoke about her sensitivity to the tax paying public. She acknowledged the financial challenges of the elderly in Newtown whose children have grown. However, she was quick to say that most are in favor of investing in students who have yet to graduate. She also wants the public to know that during the course of the school year, some money is expended in increments according to encumbrances set up with vendors for educational materials and services. Along with other fluid factors related to the budget, predictions matching reality is sometimes a challenge.

Angela also encourages the public to be aware of the budget process from the time the superintendent issues his/her proposed budget to the Board of Education all the way through other town boards and eventually to a public vote on the Budget Referendum in late April. Like her immediate supervisor Tanja, Angela remains “focused on kids” with effective communication and efficiency during the long budget process. She made specific reference to the Newtown Bee coverage of budget hearings and articles that inform the public about the budget process from December through April of each year. She is very happy to be a part of the central office business team. She really enjoyed participating in the budget presentation to the Board of Education at their meeting in January with all the “back and forth” questions.

Suzanne D’Eramo, Director of Human Resources

As most people are aware, the “lion’s share” of the public school budget in Newtown involves line items for staff salaries and benefits. That is an area of the budget that can impose challenges to the district for maintaining high quality staffing in a context of ever changing demographics and economic conditions. As the Director of Human Resources, Suzanne D’Eramo expressed a keen awareness of her duties that impact the budget including contract negotiations, hiring of staff with commensurate salary administration, and the burdens of staff reductions/attrition, should the need arise.

With a degree in Business Administration, Suzanne obtained management positions in the retail business sector in Long Island before taking on business oriented responsibilities with her husband’s family contracting business. During this time Suzanne also pursued job opportunities in the school system. She was animated to describe how much she loved that job. Similarly to our Director of Business, Tanja Vadas, she felt drawn to work in the community she loved as a 28 year resident with “opportunities just falling into place”. Suzanne is very grateful for many people who “mentored” her through the ranks until her eventual appointment as the Director of Personnel under the previous Superintendent, Lorrie Rodrique

almost 6 years ago. She expressed valuable memories working directly with another previous Superintendent, Evan Pitkoff, as personnel secretary as well as being a full time secretary to then Director of Personnel, Joan Libby. All of that she feels, prepared her for the important challenges of her present position.

Suzanne is also acutely sensitive to the plight of local tax payers while reconciling that with the need to provide competitive compensation for maintaining the highest quality staff. Working with Board of Education hired attorneys for contract negotiations, Suzanne appreciates their value to facilitate logical and civil discourse throughout the lengthy process for various bargaining units while ensuring sound contract provisions for salaries, benefits, and working conditions. Along with her previous positions in Newtown, Suzanne is even more adept with the workings of the Board of Education. She is often called upon to review Connecticut State Statutes and Connecticut State Department of Education policies pertaining to labor relations, working conditions, and other matters involving disciplinary situations in the rare event that may occur.

Suzanne has a strong vision of her position as Director of Human Resources with an emphasis on “sensitivity to humanity” in concert with maintaining fiscal efficiency. She is most proud of her accomplishments of retaining specific employees during times of economic hardships by means of attrition and allowable personnel transfers of a voluntary nature. She is most delighted when staff perceive her as approachable, logical, and compassionate.

2023-2024 GRANTS

While Newtown Public Schools is seeing several grants sunsetting at the end of the current school year, which has resulted in a \$765,501 increase for the 2023-2024 school year, there are many more active and pending grants still offsetting the budget. These grants include:

VOCA Grant/CT Office of Victims Services – NHS Social Worker and District Family Assistance Coordinator

Child Health and Development Institute CBITS Payment – Trauma/Mental Health Support and Student Support

CSDE IDEA 611/619 – Academic Support and services to individuals with disabilities

CSDE Title I – Assistance for children from low-income families

CSDE Title II – Supporting Effective Instruction

CSDE Title III – Instruction for ELL to improve language efficiency and academic achievement

CSDE Title IV – Social and Emotional Learning and other needs at Middle Gate

CSDE Perkins Entitlement/CSDE Perkins Supplemental Enhancement – Career and Technical education learning opportunities

CT DOA – Hawley HVAC Project

NRWIB/CYEP – Summer and Year-round work experience opportunities



NEWTOWN BOARD OF EDUCATION

3 Primrose Street, Newtown, C...

newtownboe@newtown.k12.ct...

(203) 426-7600

newtown.k12.ct.us