

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

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

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

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

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

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

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

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

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

Item 3 – Consent Agenda

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

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

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

Item 4 – Public Participation

Item 5 – Reports

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

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

Mr. Alexander said he was not given that information previously.

Mrs. Ku stated that we often make decisions and then receive information later but she didn't see how that justified changing a vote. She didn't think Robert's Rules allowed it.

Mr. Alexander asked to table this for the next meeting and he would check Robert's Rules.

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

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

#### Superintendent's Report:

Dr. Erardi referred to a letter from the State looking to recreate the budget adoption timeline by giving municipalities more time to adopt their budgets which will not work for us.

Three service facilities that service All-Star buses received a Blue Seal of Excellence from the National Institute for Automotive Service Excellence.

As a continuation of the discussion from the Board retreat Dr. Erardi met with nine seniors who were there and further discussed the school district. He asked them each to bring someone who might be interested to their next meeting.

Dr. Erardi provided an annual property tax comparison based on two tier town grouping which includes towns that touch Newtown or is one town away.

We have a partnership with the economic development office and provided information on the district. The document will also be shared with real estate agents.

March is CABE Board member appreciation month. Dr. Erardi thanked the Board for their work.

#### Committee Reports:

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

Mr. Alexander said the Communications Committee met and the newsletter was sent out to parents.

Dr. Erardi enjoyed the middle school spring musical. The students were proud of their work and he congratulated Mr. Tammaro on this performance.

Mrs. Harriman-Stites attended the Hawley PTA meeting along with Dr. Erardi and also enjoyed the middle school musical.

**Student Representative:**

Simran Chand stated that Dylan Lew was unable to attend the meeting. The winter sports season has ended with the hockey team winning the SWC championship. Over 200 took bus to attend game. Battle of the Bands was held last Friday. Prom planning has started. The National Honor Society volunteered at the Families in Newtown autism benefit concert this past Saturday. Japanese students would be visiting this week.

Mrs. Manning informed her that the Be Kind Online committee went to the middle school on February 27 to speak about this subject.

**Item 6 – Old Business****High School Auditorium Project Update:**

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

**Middle School Sports Update:**

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

Mr. Memoli said the meetings have been positive.

Mrs. Harriman-Stites asked if the students interested in cross country or track could practice with the high school students.

Mr. Memoli said that there are more than 100 students in this sport at the high school so it might be a problem practicing together.

Mrs. Ku asked the reason we are pursuing this.

Dr. Erardi stated that the question was if it made sense to expand middle school sports. The second piece is to see if our grant writer could help with this as we see these opportunities offering emotional growth for children.

Mr. Clure appreciated their work in investigating this possibility.

**Spanish K, 1 and 2 Curricula:**

MOTION: Mrs. Ku moved that the Board of Education approve the Spanish K, 1 and 2 curricula.

Mr. Cruson seconded. Motion passes unanimously.

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

**Item 7 – New Business****Whitsons Food Service Update:**

Mr. Bienkowski introduced John and Karen Gersbeck and staff who would be giving a presentation on their service this year.

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

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

First Read of Photography I and II Curriculum:

Mrs. Davila introduced Dr. Rodrigue and Erik Holst-Grubbe. Staci Stamm, who wrote the curriculum, was unable to attend the meeting.

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

Mrs. Harriman-Stites asked if we had adequate tech resources for these courses.

Mr. Holst-Grubbe said that we did. We have cameras and a sound booth. Perkins funding has also helped.

Mr. Clure said that at the end of each semester he could help with having student films shown at the Edmond Town Hall Theater as a possible final project.

School Start Time Committee Charge:

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

Mrs. Harriman-Stites felt that meetings being open to the public should be part of the charge.

Mr. Vouros asked if Dr. Erardi would designate a community forum event to this subject and how that would play into the concept.

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

Mrs. Ku wants to keep public participation as part of the meetings. They should be able to comment.

Mrs. Harriman-Stites said if we meet during the work day we didn't need public participation. We could keep it on the Board agenda for public comments. The time frame is tight and it might create complications getting it completed in time.

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

Mrs. Leidlein said if the public is coming to a meeting and can't speak it would make it more difficult.

Dr. Erardi noted that the public's voice was heard before or after the Future Forecast meetings. The public also received the materials provided at each meeting.

Mrs. Harriman-Stites preferred comments at the end of the meeting.

Mrs. Ku amended the motion to remove the question marks and that public participation would be included at the Superintendent's discretion.

Mrs. Harriman-Stites seconded.

Motion passes unanimously

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

Motion passes unanimously.

Mrs. Ku asked how much lead time we need to change the start times.

Dr. Erardi said changing the times should be discussed by the committee as it depends on what the study brings forward. It will be August 2017 or August 2018. He hoped to have the committee in place on or before March 17 and requested the Board representative before that date.

Main motion passes unanimously.

February 21, 2017 Minutes:

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

Item 8 – Public Participation

MOTION: Mr. Cruson moved that the Board of Education go into executive session to discuss school safety and security and invited Dr. Erardi, Mrs. Davila and Mr. Bienkowski.

Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 9 – Executive Session

The Board went into executive session at 9:59 p.m.

MOTION: Mrs. Leidlein moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 10 - Adjournment

The meeting adjourned at 10:10 p.m.

Respectfully submitted:

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Debbie Leidlein  
Chair

March 1, 2017

MAR 01 2016

Dear Dr. Erardi,

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

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

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

Respectfully submitted,

Denise Evans, M.S., C.C.C. – SLP

  
cc: Ms. Deborah Mailloux-Petersen

Ms. Barbara Gasparine

# SPRING COACHES ROSTER 2017

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

## VOLUNTEER COACHES

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

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

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



**Administrative Report**

**Tuesday, March 7<sup>th</sup>**

**1. All-Star Transportation**

(Attachment #1)

**2. Senior Partnership**

**March 24<sup>th</sup>**

**3. Two-Tier Compare**

(Attachment #2)

**4. Economic Development Partnership**

(Attachment #3)

**5. CAFE Celebration**

**March BOE Month**

*Charles County*  
3/7/12

## All-Star Transportation Receives ASE Blue Seal

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

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

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

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

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

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

## Annual Property Tax Comparison Based on Two Tier Town Grouping

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

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

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

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

## Tag Lines

- ★ *The Newtown Public Schools - The pride of our town.*
- ★ *Newtown a great place to grow your business and raise your family.*

## Why the Newtown Public Schools?

- We have **small, supportive communities** in our schools
  - Kindergarten through grade 2: 15.7 Class size average
  - Grade 3 through 4: 20.5 Class size average
  - Intermediate and Middle Schools: Team Models
  - Newtown Middle School: School-Based Health Centers
  - Newtown High School: Advisory Programs
- RANKINGS:
  - Newtown ranked **14th of 200 districts in the State** on Niche's 2017 List of Top 100 Districts
  - Newtown High School (NHS) **ranked 339 (top 2%) nationally** by *Newsweek* 2016
  - Celebrated by Movoto as "**Top 10 Towns to live in CT**" based on its familial, tight-knit community, proximity to New York City, and quality of life

## ACCOMPLISHMENTS

### Academics

- **Personalized learning in all grade levels** provides students with choice, voice, and opportunities for growth and enrichment.
- **Emerging elementary Spanish language program**
- **A vibrant K-8 gifted and talented program**

- **Rigorous and relevant programs** including, but not limited to: World language beginning in kindergarten, Reader's/Writer's Workshop Model, Project Adventure, Digital Academy of Arts and Sciences, Advanced Placement and Project Lead the Way (PLTW) in Engineering
- **Unique and engaging NHS courses** including, but not limited to : Writing Through Film, American Studies, Humanities, Conversations on Race, Culinary, Greenery, Video Production, Foundations of Health Science and Technology, Mandarin Chinese I - Advanced Placement Chinese Language and Culture, Mixed Media Design Studio, Video Game Design, Mobile App Design, Travel and Tourism, Automotive Mechanics, and Personal Financial Literacy

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

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

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

## ACCOMPLISHMENTS

### Visual and Performing Arts

- Performing Arts program produces both dramatic and musical theater events for families and community members, and NHS theater has received numerous awards in acting, set design, and musical direction for *Beauty and the Beast* (2016) and *City of Angels* (2015).
- **Celebrated Unified Theater Program**  
“Unified theater had given me a unique opportunity to become friends with and learn from students of all abilities, while also allowing me to develop lifelong skills in leadership, inclusion, and communication.” (Harrison Hoffert, NHS Junior)  
  
Unified Theater creates more inclusive communities through student leadership and the performing arts. The programs and curriculum are built around these components: empower youth to lead, let creativity rule, spotlight on ability.
- **2016 Best Communities Award for Music Education (National Association of Music Merchants)**

- **Forty grade 5-12 students participating in regional, state and Eastern Division music festivals**
- **2016-2017 Musical Arts Conference Marching Band State Champions**
- **Three NHS students selected at CT Regional Scholastic Art Award winners**
- **Eight NHS art students selected to exhibit their work at the Teen Visions Art Exhibition at Sacred Heart University**
- **NHS art student selected for National K-12 Ceramic Exhibition in Portland, Oregon**

## ACCOMPLISHMENTS

### **Athletics**

- NHS has been selected as the winner of the **Western CT Umpire's Association Sportsmanship Award for the 2016 season**
- Newtown currently has two football players and a wrestler moving on to **play at top 25 nationally ranked programs**, including Michigan, Brigham Young and Purdue.
- NHS wrestler receiving **Connecticut Sports Writers' 2017 Male High School Athlete of the Year Award**
- NHS has captured **two Southwest Conference Championships** in 2016-17 along with numerous second place finishes.
- In 2012 Newtown won both the **Girls LL Basketball Championship and LL Girls Soccer State Titles**
- **Model Unified Sports® Program**

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

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

“Unified Sports Bringing Students Together on the Court”

<https://newtownbee.com/unified-sports-bring-students-together-on-the-court/>

## ACCOMPLISHMENTS

### **Extensive Opportunities for Parent Engagement in the Schools**

- Newtown Education Foundation: The NEF mission is to enhance the learning experience for Newtown students by promoting innovation and creativity through collaboration with the community.
- Active and engaged PTA and PTSA membership in all schools provide for meaningful involvement in your child’s education. It’s not just about the Bake Sale anymore!
- Parent forums held by the Superintendent provide stakeholders a voice in moving forward initiatives and sharing their thoughts and concerns on issues impacting their children

*“A Year In Review: What a Year for Newtown Public Schools”* January, 2017

<https://newtownbee.com/year-in-review-what-a-year-for-newtown-public-schools/>

## ACCOMPLISHMENTS

### **Community Service**

- Participation in school-wide celebrations of Veteran’s Day, including a special luncheon by the high school culinary arts and an assembly tribute to local heroes and heroines
- Student volunteerism through clubs and activities serve the entire Newtown community and demonstrates civic engagement and responsibility: fundraising, food drives, donations to charities, National Honor Society and Student Council events to raise awareness, funding, and support for charities

March 7, 2017

SPANISH

GRADE

K





# Getting to Know Each Other

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture, situation, counting

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary:

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

### Song(s):

## Skills

Transferable skills that students must be able to DO

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

## Core Learning Activities

Practice vocabulary in the context of literature and music.

## Resources

Professional & Student

### Book(s):

- Oso pardo, oso pardo
- [Buenas noches, luna;](#)
- [Diez puntos negros](#)

### Song(s):

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

 [Spanish Curriculum Grade K.pdf](#)

## Assessments

## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

## Interdisciplinary Connections

### Language Arts:

- Early Emergent Readers

### Music and Physical Education:

- Rhythm and Movement



# Birthdays & Numbers

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary to be used:

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

### Nursery Rhymes:

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

## Skills

Transferable skills that students must be able to DO

**Song(s):**

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

### Core Learning Activities

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

### Resources

Professional & Student

**Nursery Rhyme(s):**

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

**Book(s):**

- [5 Little Monkeys Jumping on the Bed](#)
- [Pinta ratones](#)

**Song(s):**

- "Happy Birthday"

 Spanish Curriculum Grade K.pdf

### Assessments

### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

**Language Arts:**

- Early Emergent Readers: Nursery Rhymes

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Cultural celebrations



# Colors, Animals, & Sounds

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary:

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

## Skills

Transferable skills that students must be able to DO

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

### Core Learning Activities

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

### Resources

Professional & Student

**Book(s):**

- [Ten Apples on Top](#)
- [Oso pardo, oso pardo:](#)
- [Ve, perro, ve](#)
- [¿Eres mi mamá?](#)

**Song(s):**

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

 Spanish Curriculum Grade K.pdf

### Assessments

### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

**Language Arts:**

- Brown Bear, Brown Bear

**Math:**

- Counting and One-to-One Correspondence to 10

**Music and Physical Education:**

- Rhythm and Movement

**Science:**

- Animal sounds and appearance

**Social Studies:**

- Animals of the world



# Holidays & Family

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture, holiday, tradition, families

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

#### Holiday vocabulary:

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

## Skills

Transferable skills that students must be able to DO

Atlas - Play - Holidays & Family

- lights
- tree
- decoration
- color

Family members:

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

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

Core Learning Activities

- Practice vocabulary in the context of literature and music.

Resources

Professional & Student

Game(s):

- 4 corners: colors

Video:

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

Book(s):

- [Quiero a mi mama;](#)
- [Quiero a mi papa;](#)
- [Say Hola in Spanish otra vez](#)

Song(s):

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

 Spanish Curriculum Grade K.pdf

Assessments

Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary Connections



- Colors

**Language Arts:**

- Early Reading Strategies: use of illustrations and word recognition

**Math:**

- Counting

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Holidays/traditions in Spanish speaking cultures



# The Calendar

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

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

## Skills

Transferable skills that students must be able to DO

- Winter
- Spring
- Summer

**Commands:**

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

**Game(s):**

- hot and cold

**Song(s):**

- "Sábado"

## Core Learning Activities

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

## Resources

Professional & Student

**Game(s):**

- Hot and cold

**Book(s):**

- [Going on a bear hunt](#)
- [Oso Polar ¿Qué es ese ruido?](#)
- [Oso Panda ¿Qué ves ahí?](#)

**Song(s):**

- "Sábado"

 Spanish Curriculum Grade K.pdf

## Assessments

## Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

## Interdisciplinary Connections

**Art:**

- Craft organizing days of the week

**Math:**

- One-to-one correspondence

**Music and Physical Education:**

- Rhythm and Movement

**Science:**

- Weather and Seasons

**Social Studies:**

- Calendar



# Seasons & Weather

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture, weather, clothing, seasons

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

#### Periods of Time:

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

## Skills

Transferable skills that students must be able to DO

Atlas - Seasons & Weather

- Sun
- Windy
- Snow
- Cold
- Hot

Poem(s):

- "Itsy, Bitsy, Spider"

Song(s):

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

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

Core Learning Activities

- Practice vocabulary in the context of literature and songs.

Resources

Professional & Student

Poem(s):

- "Itsy, Bitsy, Spider"

Book(s):

- [Te Amo, Sol – Te Amo, Luna](#)
- [Pigeon series](#)

Song(s):

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

Other:

- Paddington Bear

 Spanish Curriculum Grade K.pdf

Assessments

Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary Connections

Language Arts:

- Repeated Patterns,
- Easy Readers

Music and Physical Education:

- Rhythm and Movement

Science:

- Seasons
- Weather

Social Studies:

- Calendar



# Maps: USA, Mexico, and Puerto Rico

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture, environments, animals

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

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

**Island, water, and weather words**

## Skills

Transferable skills that students must be able to DO

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

Island, water, weather words

**Song(s):**

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

### Core Learning Activities

- Practice vocabulary in the context of literature and songs.

### Resources

Professional & Student

**Book(s):**

- [Elephant and Piggy series](#)

**Song(s):**

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

 Spanish Curriculum Grade K.pdf

### Assessments

### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

**Music and Physical Education:**

- Rhythm and Movement

**Science:**

- Seasons
- Weather

**Social Studies:**

- Maps
- Spanish speaking places in the world



# Animals

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

#### Animals:

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

#### Nature:

- Tree
- Leaf

## Skills

Transferable skills that students must be able to DO



# Core Learning Activities

- Practice vocabulary in the context of literature and songs.

## Resources

Professional & Student

### Book(s):

- [Adiós Óscar!: A Butterfly Fable](#)
- [The Very Hungry Caterpillar](#)
- [María tenía una llamita](#)

 Spanish Curriculum Grade K.pdf

## Assessments

## Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

## Interdisciplinary Connections

### Language Arts:

- Repeated Patterns
- Easy Readers

### Music and Physical Education:

- Rhythm and Movement

### Science:

- Butterflies
- Migration

### Social Studies:

- Map of Mexico\
- Puerto Rico



# Special Person's Day

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture, holidays, traditions, families

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary:

#### Mother's Day/ Special Person's Day:

- mom
- dad
- sister
- brother

#### Cinco de mayo:

- celebration
- sombreros

**Song(s):** "Hush Little Baby" from [https://youtu.be/YJGtej\\_a7Ss](https://youtu.be/YJGtej_a7Ss)

## Skills

Transferable skills that students must be able to DO

### Core Learning Activities

Practice vocabulary in the context of literature and music.

### Resources

Professional & Student

**Book(s):**

- [Cinco de Maya](#)

**Song(s):**

- "Hush Little Baby" from [https://youtu.be/YJGtej\\_a7Ss](https://youtu.be/YJGtej_a7Ss)

 [Spanish Curriculum Grade K.pdf](#)

### Assessments

### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

**Language Arts:**

- Repeated Patterns, Easy Readers

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Family: Mother's Day



# Year in Review

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

#### All vocabulary from year:

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

## Skills

Transferable skills that students must be able to DO

**Nursery Rhyme(s):**

- Review from the year

**Song(s):**

- Review songs from the year

### Core Learning Activities

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

### Resources

Professional & Student

**Book(s):**

- Three Little Bears

**Song(s):**

- Review songs from year

 [Spanish Curriculum Grade K.pdf](#)

### Assessments

### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

**Language Arts:**

- Fairytales

**Math:**

- Number Sense 1-20

**Social Studies:**

- Family: Father's Day

**SPANISH**

**GRADE**

**1**



# Getting to Know Each Other & Grade K Review

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 1 for Learning Languages.pdf

## Objective(s)

[Bloom/ Anderson Taxonomy / DOK Language](#)

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary:

- Greetings, farewells

1 of 2 Me llamo (name)

## Skills

Transferable skills that students must be able to DO

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

**Game(s):**

- ¿Cómo te llamas?

**Song(s):**

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

## Core Learning Activities

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

## Resources

Professional & Student

**Book(s):**

- [10 Apples Up On Top:](#)
- [What day is it?:](#)
- [Buenas noches Luna](#)

**Song(s):**

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

 Spanish Curriculum Grade 1.pdf

## Assessments

## Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

## Interdisciplinary Connections

**Language Arts:**

- Emergent Readers

**Math:**

- Counting
- One-to-One Correspondence

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Celebrations
- Months
- Days of the week





# Emotions

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture, emotions

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 1 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will

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

## Content/Skills

Critical content that students must KNOW

## Skills

Transferable skills that students must be able to DO

**Emotions and ¿Cómo estás?**

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

**Song(s):**

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

**Core Learning Activities**

Practice vocabulary in the context of literature and music.

**Resources**

Professional & Student

**Book(s):**

- [¿Qué cosas dice mi abuela?](#)
- [¿Cómo te sientes?](#)

**Song(s):**

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

 Spanish Curriculum Grade 1.pdf

**Assessments**

**Graduation Standards**

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

**Interdisciplinary Connections**

**Language Arts:**

- Emergent Readers

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Emotions (Connections across Communities)

**Second Step: recognizing emotions**



# School

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 1 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary:

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

### Song(s):

- "Los meses"
- "Cuental"
- "Los colores"

## Skills

Transferable skills that students must be able to DO

## Core Learning Activities

Practice vocabulary in the context of literature and music.

## Resources

Professional & Student

### Book(s):

- [David va a la escuela](#)

### Song(s):

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

 Spanish Curriculum Grade 1.pdf

## Assessments

## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

## Interdisciplinary Connections

### Language Arts:

The Writing Unit:

- Label Drawings
- Word Recognition
- Emergent Readers: emotions

### Math:

- Counting
- One-to-One Correspondence to 50

### Music and Physical Education:

- Rhythm and Movement

### Social Studies:

- School



# Holidays

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture, holidays/traditions, families

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 1 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary

#### Holiday vocabulary:

- Christmas
- New Year's
- Epiphany
- gifts

## Skills

Transferable skills that students must be able to DO

## Atlas Atlas - Holidays

- decorations
- lights
- posada

### Extended family vocabulary:

- aunt
- uncle
- cousin
- grandmother
- grandfather

### Song(s):

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

### Review numbers 1-50

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

## Core Learning Activities

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

## Resources

Professional & Student

### Book(s):

- [9 Days 'til Christmas](#)

### Song(s):

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

 [Spanish Curriculum Grade 1.pdf](#)

## Assessments

## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

## Interdisciplinary Connections

### Language Arts:

- Word Recognition

### Music and Physical Education:

- Rhythm and Movement

### Social Studies:

- Family
- Holidays
- Traditions
- Celebrations



# Parts of the Body & Sports

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 1 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary

#### Parts of the Body:

- arms
- legs
- face
- eyes

## Skills

Transferable skills that students must be able to DO

## Atlas Atlas - Parts of the Body & Sports

- mouth
- fingers
- toes
- hands
- feet

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

### Song(s):

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

**Review numbers 1-50**

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

## Core Learning Activities

Practice vocabulary in the context of literature and songs.

## Resources

Professional & Student

### Book(s):

- [El cuerpo: Un día de nieve:](#)
- [Un beso en mi mano:](#)
- [¿Cómo se cuidan los dinosaurios?](#)

### Song(s):

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

 Spanish Curriculum Grade 1.pdf

## Assessments

## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

## Interdisciplinary Connections

### Language Arts:

- Simple Texts
- Repeated Patterns

### Music and Physical Education:

- Rhythm and Movement
- Sports in various cultures

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# Clothing

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture, weather, clothing

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 1 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

**Students will:**

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary

#### Basic clothing for the weather:

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

## Skills

Transferable skills that students must be able to DO

- pants
- shorts
- shirts
- sweaters

**Song(s):**

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

**Review numbers 1-50**

## Core Learning Activities

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

## Resources

Professional & Student

**Book(s):**

- [Froggy se viste](#)
- [La llama llama rojo pijama](#)
- [Fiesta fiasco](#)

**Song(s):**

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

 Spanish Curriculum Grade 1.pdf

## Assessments

## Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

## Interdisciplinary Connections

**Language Arts:**

- Simple Texts
- Repeated Patterns

**Music and Physical Education:**

- Rhythm and Movement

**Science:**

- Weather
- Change of Seasons



# Animals & Their Habitats

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 1 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary

### Habitats and animals:

- habitat

## Skills

Transferable skills that students must be able to DO

## Atlas - Animals & Their Habitats

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

### Weather expressions

### Song(s):

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

### Review numbers 1-50

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

## Core Learning Activities

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

## Resources

Professional & Student

### Book(s):

- [El Mono Paparazzi](#)
- [Perro grande, perro pequeño](#)

### Song(s):

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

 [Spanish Curriculum Grade 1.pdf](#)

## Assessments

## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

## Interdisciplinary Connections

### Music and Physical Education:

- Rhythm and Movement

### Science:

- Life cycles – Habitats

### Social Studies:

- Map of Spanish Speaking Countries



# Foods: Likes & Dislikes

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 1 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary

#### Foods:

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

## Skills

Transferable skills that students must be able to DO

Atlas ~~pages~~ - Foods: Likes & Dislikes

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

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

**Song(s):**

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

**Review numbers 1-50**

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

## Core Learning Activities

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

## Resources

Professional & Student

**Game(s):**

- 4 Corners

**Book(s):**

- [Green eggs and ham](#)

**Song(s):**

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

 [Spanish Curriculum Grade 1.pdf](#)

## Assessments

## Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

## Interdisciplinary Connections

**Language Arts:**

- Simple Texts
- Repeated Structures

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Foods from around the world



# Life Cycle of Butterflies

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture, life cycle, living things

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 1 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary

- caterpillar
- pupa
- chrysalis
- butterfly

### Song(s):

- "Los pollitos dicen..."

## Skills

Transferable skills that students must be able to DO

### Core Learning Activities

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

### Resources

Professional & Student

**Book(s):**

- [El Paseo de Rosie](#)

**Song(s):**

- "Los pollitos dicen..."

 [Spanish Curriculum Grade 1.pdf](#)

### Assessments

### Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

### Interdisciplinary Connections

**Language Arts:**

- Simple Texts
- Repeated Structures

**Music and Physical Education:**

- Rhythm and Movement

**Science:**

- Life Cycles - metamorphosis

**Social Studies:**

- Celebrations and Holidays
- Map of Mexico





# Year in Review & Show for Parents

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 1 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

**Students will:**

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

## Content/Skills

Critical content that students must KNOW

### Language/Vocabulary

#### A Review of year's materials:

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

## Skills

Transferable skills that students must be able to DO

Atlas ~~Winter~~ Year in Review & Show for Parents

- Songs sung throughout the year

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

### Core Learning Activities

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

### Resources

Professional & Student  
Resources, books, and songs from throughout the year.

 [Spanish Curriculum Grade 1.pdf](#)

### Assessments

### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

Review of previously learned material

SPANISH

GRADE

2



# Getting to Know Each Other Review

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 2 for Learning Languages.pdf

## Objective(s)

[Bloom/ Anderson Taxonomy](#) / [DOK Language](#)

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

#### Review vocabulary:

- greetings
- farewells
- me llamo....

## Skills

Transferable skills that students must be able to DO

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

**Game(s):**

- dig for treasure
- scavenger hunt

## Core Learning Activities

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

## Resources

Professional & Student

**Book(s):**

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

**Song(s):**

- review a variety of songs from the past 2 years

 [Spanish Curriculum Grade 2.pdf](#)

## Assessments

## Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

## Interdisciplinary Connections

**Language Arts:**

- Simple Readers

**Math:**

- Counting and One-to-One Correspondence

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Celebrations
- Months
- Days of the week



# Emotions - expansion

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: culture, communication, emotions, family

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 2 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

#### Politeness words:

- please
- thank you
- you're welcome

#### Feelings vocabulary:

1 of 2 happy

## Skills

Transferable skills that students must be able to DO

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

**Review Calendar and Family:**

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

### Core Learning Activities

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

### Resources

Professional & Student

**Book(s):**

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

**Song(s):**

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

 Spanish Curriculum Grade 2.pdf

### Assessments

### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

**Language Arts:**

- Personality traits - characters

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Emotions (Connections across Communities)

**Second Step: recognizing emotions**



# Healthy Choices

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, culture, preferences, healthy choices

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 2 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

## Skills

Transferable skills that students must be able to DO



**Food vocabulary:**

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

**Review members of nuclear and extended family**

**Review counting by 5's and 10's**

## Core Learning Activities

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

## Resources


Professional & Student

**Book(s):**

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

**Song(s):**

- "Las frutas"
- "Bistec"

 Spanish Curriculum Grade 2.pdf

## Assessments

## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

## Interdisciplinary Connections

**Health:**

- Healthy choices - foods

**Math:**

- Counting by 5' and 10's

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Foods around the world



# Family & Holidays - expansion

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 2 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

**Holiday vocabulary:**

## Skills

Transferable skills that students must be able to DO

- Christmas
- 3 Kings Day

**Time on the hour**

- 1:00, 2:00, etc.

**Review Extended Family vocabulary:**

- Aunt
- Uncle
- Cousin
- Grandmother
- Grandfather

**Song(s):**

- "Que familia grande"

## Core Learning Activities

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

## Resources

Professional & Student

**Book(s):**

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

**Song(s):**

- "Que familia grande"

 [Spanish Curriculum Grade 2.pdf](#)

## Assessments

## Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

## Interdisciplinary Connections

**Math:**

- Time on the hour

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Family and Holidays (traditions/celebrations)



# Communities

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

Concepts: communication, cultures, communities, environments

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 2 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

**Students will:**

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

#### Community vocabulary:

- urban
- suburban
- rural
- mountains
- valleys

## Skills

Transferable skills that students must be able to DO

- plains
- ocean
- sea

**Places in the community:**

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

**Directions:**

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

**Song(s):**

- "Arriba, arriba, abajo, abajo"

**Dance(s):**

- "La Raspa"

### Core Learning Activities

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

### Resources

Professional & Student

**Song(s):**

- "Arriba, arriba, abajo, abajo"

**Dance(s):**

- "La Raspa"

 [Spanish Curriculum Grade 2.pdf](#)

### Assessments

### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

**Math:**

- Directionality

**Music and Physical Education:**

- Rhythm and Movement
- Dance

**Science:**

- Land forms

**Social Studies:**



# Plant Life Cycles & Habitats

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 2 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

#### Plant vocabulary:

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

## Skills

Transferable skills that students must be able to DO

## Core Learning Activities

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

## Resources

Professional & Student

### Video(s):

- <https://youtu.be/U4YXVIIj1nA>
- <https://youtu.be/dwJRKH4vKpc>

### Book(s):

- [La Semilla de Zanahoria](#)

### Song(s):

- <https://youtu.be/uezJQyC5J7Q>

 Spanish Curriculum Grade 2.pdf

## Assessments

## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

## Interdisciplinary Connections

### Language Arts:

- Non-fiction – reading for information

### Music and Physical Education:

- Rhythm and Movement

### Science:

- Life cycles
- Habitats

### Social Studies:

- Map of Spanish Speaking Countries



# Fairytales and Folklore

Davila, Jean

## Enduring Understanding(s)/ Generalization(s)

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

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

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

Standards Grade 2 for Learning Languages.pdf

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Students will:

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

## Content/Skills

Critical content that students must KNOW

### Language and Vocabulary

#### Fairytale vocabulary:

- prince
- princess
- dwarf
- magic
- castle

## Skills

Transferable skills that students must be able to DO



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

### Core Learning Activities

Practice vocabulary in the context of literature and music.

### Resources

Professional & Student

**Book(s):**

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

**Song(s):**

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

 Spanish Curriculum Grade 2.pdf

### Assessments

### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

**Language Arts:**

- Fairytales and Folklore

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Stories/legends from various Spanish speaking countries

## Community Relations

### ~~Fund-Raising~~ Fundraising and Solicitation

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

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

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

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

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

### Athletics 7-12

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

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

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

## Community Relations

### ~~Fund-Raising~~ **Fundraising** and Solicitation

#### Guidelines **Pertaining to 7-12 Athletics:**

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



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

Collaboration

Unit:	Sep					Oct				Nov				Dec			Jan				Feb			Mar				Apr				May				Jun				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Composition & Design Elements	[Shaded]																																							
Camera Settings & Functions	[Shaded]																																							
Career Exploration	[Shaded]																																							
Image Quality Analysis	[Shaded]																																							
Editing Digital Photographs	[Shaded]																																							
History & Developments in Photography	[Shaded]																																							
Capturing Motion & Light	[Shaded]																																							



# Composition & Design Elements

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

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

LENS: Aesthetics

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

F

What are the compositional aspects that make up a photograph?

How does a photographer utilize elements of composition in their photos?

C

Why are elements of design and composition important in photography?

P

Are my photographs "good"?

## Standard(s)

Content and CCSS

## CCSS: English Language Arts 6-12

**CCSS: Grades 9-10**

### Writing

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

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

## CT: Arts

**CT: Grades 9-12**

### Visual Arts

#### CONTENT STANDARD 1: Media

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will compose photographs implementing and highlighting aspects of each element of design and composition discussed.

Students will analyze photographs by artists, peers and themselves for compositional quality & effective execution of design elements.

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

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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

## Core Learning Activities

Submitting photos showing understanding of: Framing, Rule of Thirds, Shallow Depth of Field.

Design Journals (original photographs with corresponding written analyses of element implementation): Line, Shape, Color, Texture.

Class discussions and critical peer analyses for each photography topic, self reflective Image Quality Analysis for each topic.

In class quizzes as each topic is introduced.

## Resources

Professional & Student

Photo 1: An Introduction to the Art of Photography By Katie Stern (Chapters 1, 3, & 12)





Exploring Basic Black & White Photography by Joy McKenzie (Chapters 3, 5, 6, & 9)

Photography for the 21st Century by Katie Miller (Chapters 5, 8, 9, & 18)

Farnsworth-Munsell Color Acuity Online Game

<http://www.xrite.com/online-color-test-challenge>

## Assessments

-  Design Journals.docx
-  Image quality rubric.pdf
-  photocritiquethoughts.pdf
-  photocritiquethoughtsBLANK.pdf

## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

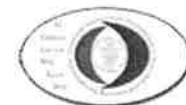
- Problem Solving

## Interdisciplinary Connections

Connections to Math - proportion and geometry in compositional elements, calculating correlation between aperture and shutter speed measurements.

Connections to Science - trajectory and refraction of light to achieve color differentiation

Connections to Language - breaking apart vocabulary terms to root words and Latin and Greek.



# Camera Settings & Functions

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Function

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

### CT: Arts

CT: Grades 9-12

#### Visual Arts

##### CONTENT STANDARD 1: Media

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

### CT: CTE: Technology Education (PS 2015)

Grades 9-12

#### Digital Video Production Systems

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

Atlas - Atlas 24 Camera Settings & Instructions room, lead room/talk space, establishing shot, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field as it relates to camera composition/framing.

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

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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

## Core Learning Activities





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

## Resources

Professional & Student

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

## Assessments

-  DOF\_quizlette.docx
-  Image quality rubric.pdf
-  photocritiquethoughts.pdf
-  photocritiquethoughtsBLANK.pdf

## Graduation Standards

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

- Problem Solving

## Interdisciplinary Connections

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





# Career Exploration

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Aptitude

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

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

CCSS: Grades 9-10

#### Capacities of the Literate Individual

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

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

## CT: Arts

CT: Grades 9-12

#### Visual Arts

**CONTENT STANDARD 6: Connections**

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

## CT: CTE: Technology Education (PS 2015)

Grades 9-12

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

## Digital Video Production Systems

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

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

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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




## Core Learning Activities

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


## Resources

Professional & Student

The Book of Photography by Anne H. Hoy

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

## Assessments

-  CareerProfile\_Photo.pdf
-  photographer Bios.pdf

## Graduation Standards

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

- Information Literacy

## Interdisciplinary Connections

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



# Image Quality Analysis

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Creativity

## Essential Question(s)

What compositional elements am I drawn to as a photographer?

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

## CT: Arts

CT: Grades 9-12

### Visual Arts

#### CONTENT STANDARD 1: Media

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

#### CONTENT STANDARD 4: History And Cultures

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

#### CONTENT STANDARD 5: Analysis, Interpretation and Evaluation

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

#### CONTENT STANDARD 6: Connections

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

7

Atlas - Atlas analyzing or Quality Analysis characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style;

- compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines;
- create and solve interdisciplinary problems using multimedia; and

[https://newtownk12.rubiconatlas.org/Atlas/Develop/UnitMap/View/...](https://newtownk12.rubiconatlas.org/Atlas/Develop/UnitMap/View/)

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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

## Core Learning Activities






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

## Resources

Professional & Student

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

## Assessments

-  Mood in Photographs.docx
-  photocritiquethoughts.pdf
-  photocritiquethoughtsBLANK.pdf
-  Design Journal Entries.pdf
-  Image quality rubric.pdf

## Graduation Standards

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

- Problem Solving

## Interdisciplinary Connections

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



# Editing Digital Photographs

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

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

LENS: Innovation

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

F

What editing programs work best for a specific desired result?

C

How do photographers push themselves to capture and create innovative images?

P

Are there any more innovative ideas in photography?

Is there more to come in improving photographic technology?

Has the widespread availability of cell phone cameras decreased the average person's appreciation for and ability to recognize "great" photography?

## Standard(s)

Content and CCSS

### CT: Arts

CT: Grades 9-12

#### Visual Arts

##### CONTENT STANDARD 1: Media

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

##### CONTENT STANDARD 2: Elements and Principles

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

##### CONTENT STANDARD 3: Content

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will implement edits of photographs using different editing softwares.

Students will exhibit understanding of editing tools and the many different ways to change a photo.

Students will develop knowledge in determining how much to edit photos, and what changes to make.

- create and solve interdisciplinary problems using multimedia; and

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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

## Core Learning Activities

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

## Resources

Professional & Student

Texts:

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

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

## Assessments

 Dia De Los MuertosPSDTUT.pdf

## Graduation Standards

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

- Problem Solving

## Interdisciplinary Connections

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



# History & Developments in Photography

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

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

LENS: Evolution of Technology

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

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

**CCSS: Grades 9-10**

#### Capacities of the Literate Individual

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

- They use technology and digital media strategically and capably.

#### Reading: History/Social Studies

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

Craft and Structure

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

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

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 4: History And Cultures

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

CONTENT STANDARD 5: Analysis, Interpretation and Evaluation

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

Content/Skills

Critical content that students must KNOW

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

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

Skills

Transferable skills that students must be able to DO

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

Core Learning Activities


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

Resources

Professional & Student

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

Assessments

 CAMERAquestionsCHAPTERs18  
19.pdf

Graduation Standards


Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

- Information Literacy
- Problem Solving

Interdisciplinary Connections

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



 CAMERACHapters18and19packet.pdf



# Capturing Motion & Light

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

Adjustments to variables requires data.

LENS: Light, Motion

## Essential Question(s)

How do my camera's settings (aperture, shutter speed, ISO) relate to each other?

How do variables in light and motion relate to changes I can make to my camera settings?

## Guiding Questions

Factual, Conceptual, Provocative

F

How does a photographer balance aperture, shutter speed, ISO, and white balance to make a properly exposed photograph?

C

How does a subject's rate of motion impact the work of a photographer?

How do photographers use light and different light sources to their advantage when composing effective photographs?

P

Is natural light better than artificial light?

Is motion blur in photographs undesirable?

## Standard(s)

Content and CCSS

### CT: Arts

CT: Grades 9-12

#### Visual Arts

##### CONTENT STANDARD 1: Media

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

##### CONTENT STANDARD 2: Elements and Principles

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

##### CONTENT STANDARD 3: Content

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will demonstrate understanding of how best to capture motion for different goals relating to freeze frame and blur.

Students will apply knowledge of camera settings to achieve desired result for light and motion photos.

Students will analyze images for compositional qualities and effective execution of photographic themes.

Grades 9-12

Digital Video Production Systems

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

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

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

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

Content/Skills

Critical content that students must KNOW

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

Skills

Transferable skills that students must be able to DO

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

Core Learning Activities

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

Self assessment, peer analysis, group discussions

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

Resources

Professional & Student

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

Assessments

- 📎 photocritiquethoughts.pdf
- 📎 photocritiquethoughtsBLANK.pdf
- 📎 Image quality rubric.pdf

Graduation Standards

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

- Problem Solving
- Spoken Communication
- Written Performance

Interdisciplinary Connections

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





# Principles of Design & Composition

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Design

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

F

How do photographers implement design and composition elements & principles in their work?

C

How does a photographer know when design and composition elements & principles have enhanced or strengthened a photo?

P

Is it important to consciously include principles of design in photographic images?

## Standard(s)

Content and CCSS

## CCSS: English Language Arts 6-12

CCSS: Grades 9-10

### Capacities of the Literate Individual

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

- They comprehend as well as critique.

### Writing

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

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

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

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

### Language

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will apply knowledge of compositional/design principles in the photos they produce to demonstrate understanding of key concepts.

Students will analyze photos (self, peer, artists) for principles, implementation and quality.



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

## CT: Arts

### CT: Grades 9-12

#### Visual Arts

##### CONTENT STANDARD 1: Media

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

##### CONTENT STANDARD 2: Elements and Principles

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

##### CONTENT STANDARD 3: Content

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

## CT: CTE: Technology Education (CS 2014)

### CT: Grades 9-12

#### Graphic Design Technology

##### GDT.05 Identify and apply the elements of design.

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

##### GDT.06 Identify and apply the principles of design.

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

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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

## Core Learning Activities

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




## Resources

Professional & Student

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

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## Assessments

-  Design Journal Entries.pdf
-  Image quality rubric.pdf
-  Photo2FinalPortfolio.pdf
-  photocritiquethoughts.pdf
-  photocritiquethoughtsBLANK.pdf

## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

- Problem Solving

## Interdisciplinary Connections

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

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



# Aesthetic Techniques in Photography

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Preference

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

### CT: Arts

CT: Grades 9-12

#### Visual Arts

**CONTENT STANDARD 1: Media**

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

**CONTENT STANDARD 3: Content**

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

**CONTENT STANDARD 4: History And Cultures**

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

**CONTENT STANDARD 5: Analysis, Interpretation and Evaluation**

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

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

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

**CONTENT STANDARD 6: Connections**

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

**CT: CTE: Technology Education (CS 2014)**

**CT: Grades 9-12**

**Graphic Design Technology**

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

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

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

- GDT.10.06 Practice in-camera composition and cropping.

**Content/Skills**

Critical content that students must KNOW

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

**Skills**

Transferable skills that students must be able to DO

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

**Core Learning Activities**

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

**Resources**

Professional & Student

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

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




**Assessments**

**Graduation Standards**

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

**Interdisciplinary Connections**

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

-  Photo2FinalPortfolio.pdf
-  photocritiquethoughts.pdf
-  photocritiquethoughtsBLANK.pdf



# Digital Photo Manipulation

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Perception

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

F

What different applications and reasons might a photographer need to edit an image?

C

How are techniques are used for each of the different applications and rationales in photo editing?

P

Where does photography end and graphic design begin?

## Standard(s)

Content and CCSS

### CT: Arts

**CT: Grades 9-12**

#### Visual Arts

**CONTENT STANDARD 1: Media**

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

**CONTENT STANDARD 3: Content**

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

**CONTENT STANDARD 5: Analysis, Interpretation and Evaluation**

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

**CONTENT STANDARD 6: Connections**

- create and solve interdisciplinary problems using multimedia; and

### CT: CTE: Technology Education (CS 2014)

**CT: Grades 9-12**

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will apply knowledge of editing software to manipulate photos as they are submitted.

Students will observe and make decisions to determine their own editing style.

Students will develop different layouts and designs to apply skills in graphic design to their photographs, creating documents for publication.

**GDT.07 Identify and apply the principles of typography.**

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

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

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

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

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

**GDT.11 Demonstrate application of media outputs.**

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

**GDT.13 Identify and apply the design proces.**

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

### Content/Skills

Critical content that students must KNOW

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

### Skills

Transferable skills that students must be able to DO

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

### Core Learning Activities

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

### Resources

Professional & Student

Texts:

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

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

### Assessments

### Graduation Standards

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


- Problem Solving


### Interdisciplinary Connections

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

English - Propaganda & Rhetoric



 LettersTutorial.docx

 MattingInstructions5x7.pdf

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# Exploring Careers in Photography

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Career Planning

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

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

CCSS: Grades 11-12

#### Capacities of the Literate Individual

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

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

#### Writing

##### Production and Distribution of Writing

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

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

##### Range of Writing

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

## CT: Arts

CT: Grades 9-12

### Visual Arts

#### CONTENT STANDARD 4: History And Cultures

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

#### CONTENT STANDARD 6: Connections

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

## CT: CTE: Technology Education (CS 2014)

CT: Grades 9-12

### Graphic Design Technology

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

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

## Content/Skills

Critical content that students must KNOW

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

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

## Skills

Transferable skills that students must be able to DO

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

## Core Learning Activities

Taking & Submitting photographs for assignments in: portrait, scenic, wildlife, event, sports, commercial, food, photojournalism, architecture, fine art, surrealism, fashion.

Reflective self assessment for each in annotated portfolio.

Digital galleries to include written & verbal critique of peer work.

## Resources

Professional & Student

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

## Assessments

## Graduation Standards

## Interdisciplinary Connections

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

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


 Choice Photography Topics.docx

 Photo2FinalPortfolio.pdf





# Image Quality Analysis

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

Photographers develop their sense of creativity to produce original, innovative images by responding to and re-creating the work of others and fosters a reflective and analytical mindset

LENS: Innovation

## Essential Question(s)

How can I grow as a photographer?

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

### CCSS: English Language Arts 6-12

**CCSS: Grades 11-12**

#### Writing

##### Text Types and Purposes

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

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

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

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

#### Speaking & Listening

##### Comprehension and Collaboration

**1. Prepare for and participate effectively in a range of**

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

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

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

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

## CT: Arts

### CT: Grades 9-12

#### Visual Arts

**CONTENT STANDARD 1: Media**

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

**CONTENT STANDARD 3: Content**

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

**CONTENT STANDARD 5: Analysis, Interpretation and Evaluation**

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

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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

## Core Learning Activities




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

## Resources

Professional & Student

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

## Assessments

-  Photo2FinalPortfolio.pdf
-  Image quality rubric.pdf
-  Design Journal Entries(9).pdf

## Graduation Standards

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

- Problem Solving
- Spoken Communication
- Written Performance

## Interdisciplinary Connections

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





# Development & Pre-Production

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Storytelling

## Essential Question(s)

How are films developed?

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

### CCSS: English Language Arts 6-12

**CCSS: Grades 9-10**

#### Writing

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

Grades 9-12

Digital Video Production Systems

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

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

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

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

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

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

Content/Skills

Critical content that students must KNOW

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

Skills

Transferable skills that students must be able to DO

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

Core Learning Activities

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

Resources

Professional & Student

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

 PrincessBrideScreenplay.pdf

## Assessments

## Graduation Standards

## Interdisciplinary Connections

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance


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

- Problem Solving

 CameraAnglesWorksheet.pdf

 Film Project Rubric.pdf

 storyboard.pdf

 plot\_diagram.pdf



# Production

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Function

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

### CT: CTE: Technology Education (PS 2015)

Grades 9-12

#### Digital Video Production Systems

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

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

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

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

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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



- Atlas - Atlas Production
- Describe the various types of sound equipment and techniques used with handheld, lavalier, shot gun, condenser, omni and directional methods.
- 16. Describe the equipment and personnel necessary for producing a studio production.
  - 17. Describe the equipment and personnel necessary for producing a field production.

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

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

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

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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

## Core Learning Activities



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

## Resources

Professional & Student

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

## Assessments

-  PRODUCTION\_LOG.docx
-  Film Project Rubric.pdf

## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

- Problem Solving

## Interdisciplinary Connections

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



# Post-Production

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Mood & Intention

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

### CT: CTE: Technology Education (PS 2015)

**Grades 9-12**

#### Digital Video Production Systems

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

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

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

## Content/Skills

Critical content that students must KNOW

Voice-over, sound effect, levels, transitions, color correction, play head, import, export, continuity, credits, titles, ken burns, crop, camera angles & motions.

Software proficiency, file management, creation of music, voice-overs, & sound effects, collaborative work, analyzing student films for quality, developing opinions about peer work & expressing them.

## Skills

Transferable skills that students must be able to DO

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

## Core Learning Activities

Camera Angles How-To Project, Commercial Project, Fairy Tale Adaptation Project, Story of An Object Project, 90 Second Film Project (Aligns with Education Connection Skills 21 CT Student Film Festival)




Each project give students opportunities to strengthen understanding and mastery of post-production methods, techniques, and concepts, this repetition of skill-sets helps to deepen understanding and pushes students to explore creativity through each new assignment.

## Resources

Professional & Student

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

## Assessments

-  Film\_Project\_Rubric.pdf
-  PRODUCTION\_LOG.docx
-  2CameraAnglesWorksheet.pdf

## Graduation Standards

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

- Problem Solving

## Interdisciplinary Connections

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

English revision process

HAWKS - leadership skills



# Producing a Commercial

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

Lens: Influence

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

### CT: CTE: Technology Education (PS 2015)

Grades 9-12

#### Digital Video Production Systems

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

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

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

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

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

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

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

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

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

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

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

**Content/Skills**

Critical content that students must KNOW

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

**Skills**

Transferable skills that students must be able to DO

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

# Atlas - Atlas - Producing a Commercial Core Learning Activities

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

<https://newtownk12.rubiconatlas.org/Atlas/Develop/UnitMap/View/...>  
**Resources**

Professional & Student

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

## Assessments







## Graduation Standards

## Interdisciplinary Connections

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

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

- Problem Solving

-  Film\_Project\_Rubric.pdf
-  PRODUCTION\_LOG.docx
-  Infomercial\_Assignment.docx.docx
-  Infomercial\_ConceptPlan.docx
-  Infomercial\_GradingComponents.docx
-  Infomercial\_ProjectCalendar.docx

Atlas Version 8.2

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# Career Exploration

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

Lens: Careers

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

- F
  - What different jobs are there within the film industry?
  - What kinds of skill sets are best suited to be successful in the film industry?
- C
- P
  - Is training or education in the film industry more important than learning experiences on the job?

## Standard(s)

Content and CCSS

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

CCSS: Grades 9-10

#### Reading: Science & Technical Subjects

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

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

#### Writing

##### Text Types and Purposes

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

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

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

**Research to Build and Present Knowledge**

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

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

### CT: CTE: Technology Education (PS 2015)

Grades 9-12

#### Digital Video Production Systems

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

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

### Content/Skills

Critical content that students must KNOW

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

### Skills

Transferable skills that students must be able to DO

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

### Core Learning Activities

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

### Resources

Professional & Student

[www.bls.gov/ooh](http://www.bls.gov/ooh)

### Assessments




### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

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



-  ActorBiosFilm1.pdf
-  DirectorBiosFilm1.pdf
-  CareerProfile\_Film1.pdf

- Information Literacy
- Spoken Communication



# Adaptation of Story to Film

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

Lens: Adaptation

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

### CT: CTE: Technology Education (PS 2015)

Grades 9-12

#### Digital Video Production Systems

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

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

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

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

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

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

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

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

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

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

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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

## Core Learning Activities

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

## Resources

Professional & Student

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

## Assessments

## Graduation Standards

## Interdisciplinary Connections







Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

English - Ninth grade English courses look at film adaptations of Shakespeare.

Women's Studies examines fairy tales through a feminine perspective.

Creative Writing courses examines themes and character development within children's books.

- Problem Solving

-  FairyTale\_ConceptPlan.docx
-  FairyTale\_plot\_diagram.pdf
-  FairyTaleGradingComponents.docx
- x
-  FairyTaleProjectCalendar.docx
-  STORYBOARDtemplate.pdf
-  Film\_Project\_Rubric.pdf



Newtown High School > High School > F&AA: Business > Film Production II

Collaboration

	Sep					Oct				Nov				Dec				Jan				Feb			Mar				Apr				May				Jun																				
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40																	
Phases of Production	[Solid black bar]																																																								
Film Genres & Styles	[Solid black bar]																																																								
Documentary Films						[Solid black bar]																																																			
Short Fiction Films										[Solid black bar]																																															
Music Video Production														[Solid black bar]																																											



# Phases of Production

Collaboration

## Enduring Understanding(s)/ Generalization(s)

Production of any product requires phases of equal importance.

Lens: Production Systems

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

F

What filming & editing methods/techniques are best to achieve a desired result?

How does a film get distributed to an audience?

C

What are the most effective shots/angles for certain cinematic situations?

What makes each of the 5 phases of production so important?

How are different types of filming equipment and apparatus used most effectively?

P

Can a film be successful if it omits any of the 5 Production Phases?

## Standard(s)

Content and CCSS

## CT: CTE: Technology Education (PS 2015)

Grades 9-12

### Digital Video Production Systems

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

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

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will develop film concepts based on various assignment criteria.

Students will create dynamic screenplays and storyboards implementing knowledge of camera, lighting, & sound techniques.

Students will produce films progressing through the five phases of film production to bring their planned concepts to the screen.

Students will critically analyze their own film projects as well as those of their peers for effective character & plot development, utilization of cinematic principles, and editing/directorial choice made.

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

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

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

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

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

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

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

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

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

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

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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

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

## Core Learning Activities

Concept Plans, Screenplays, Story Boards, Film Project, Peer Critique, and Self Reflection for each of the following: Genre Swap Trailer, 90 Second Theme Film, Mini Documentary Films, Open Topic Short Films, Music Videos.

















Also the designing of three Film Posters using graphic design software, two Making-Of Research Project/Presentations, as well as a Film Critique Essay.

## Resources

Professional & Student

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

## Assessments

-  MoviePosterProjectFilm2.pdf
-  FilmCritiqueEssay\_Film2.pdf
-  3 Minute Short Films.docx
-  90SecondFilm\_Briefing.docx
-  90SecondFilm\_Calendar.docx
-  90SecondFilm\_ConceptPlan.docx
-  90SecondFilm\_GradingComponents.docx
-  DocumentaryInterviewTips.docx
-  DocumentaryProjectCalendar.docx
-  DocumentaryProjectOutline.pdf
-  DocumentrayGradingComponents.docx
-  making of project.docx
-  Music Video Concept Plan.docx
-  MusicVideoGradingComponents.docx
-  MusicVideoProjectCalendar.docx
-  plot\_diagram copy.pdf

## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

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

## Interdisciplinary Connections

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



 storyboard copy.pdf

 PeerReview2.docx

4



# Film Genres & Styles

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Themes

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

F

What are different types of film genres?  
 What are defining tendencies within each of these genres?

C

What happens if these tendencies or patterns are shifted or altered dramatically in a film claiming to adhere to a given genre?  
 What makes genres different from one another?

P

Can different genres be effectively combined together?  
 Do all genres of film presently exist?  
 Can new genres be created?

## Standard(s)

Content and CCSS

## CT: CTE: Technology Education (PS 2015)

Grades 9-12

### Digital Video Production Systems

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

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

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

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

Atlas - Atlas 2.2 Rubicon Graphics & Audio appropriate to the project.

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

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

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

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

### Content/Skills

Critical content that students must KNOW

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

### Skills

Transferable skills that students must be able to DO

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

### Core Learning Activities

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

### Resources

Professional & Student

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

### Assessments

 PeerReview2.docx

### Graduation Standards

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

- Problem Solving

### Interdisciplinary Connections

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

le



# Documentary Films

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

LENS: Perspective

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

dF

How are interviews best captured in camera?

What additional footage can be used to enhance an interview for the screen?

C

What makes a documentary film effective or ineffective?

P

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

## Standard(s)

Content and CCSS

### CT: CTE: Technology Education (PS 2015)

Grades 9-12

#### Digital Video Production Systems

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

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

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

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will develop dynamic, engaging, and relevant questions to ask those they interview on camera.

Students will generate and compose b-roll footage and still images to enhance their documentary films.

Students will analyze interviews, b-roll, and still images gathered for compositional quality and concept relevance to determine what to include in film projects.

Students will integrate appropriate music and sound effects relating to their story.

Atlas - Atlas - ~~Identify target audience~~ and design an appropriate message for the target market.

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

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

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

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

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

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

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

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

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

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

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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

# Atlas - Atlas - Documentary Films Core Learning Activities

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

<https://newtownk12.rubiconatlas.org/Atlas/Develop/UnitMap/View/...>  
**Resources**

Professional & Student

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

## Assessments

## Graduation Standards






## Interdisciplinary Connections

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

Social Studies - Analysis of documentary films can show bias.

Journalism

- Problem Solving

-  DocumentaryInterviewTips.docx
-  DocumentaryProjectCalendar.docx
-  DocumentaryProjectOutline.pdf
-  DocumentrayGradingComponents.docx
-  PeerReview2.docx
-  ThrashLab\_DocumentaryDissection.docx



# Short Fiction Films

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

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

LENS: Storytelling

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

## CT: CTE: Technology Education (PS 2015)

Grades 9-12

### Digital Video Production Systems

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

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

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

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

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

column, and screenplay format.

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

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

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

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

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

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

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

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

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

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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



# Atlas - Atlas - Short Fiction Films, Core Learning Activities

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

<https://newtownk12.rubiconatlas.org/Atlas/Develop/UnitMap/View/...>  
**Resources**

Professional & Student

Writing Short Films - Linda J. Cowgill

The Art of the Short Film: Shot by Shot of Nine Classics - Richard Raskin

## Assessments








## Graduation Standards

## Interdisciplinary Connections

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

English - Short-story writing, Writing Through Film

- Problem Solving

-  3 Minute Short Films.docx
-  90SecondFilm\_Briefing.docx
-  90SecondFilm\_Calendar.docx
-  90SecondFilm\_ConceptPlan.docx
-  90SecondFilm\_GradingComponents.docx
-  plot\_diagram copy.pdf
-  storyboard copy.pdf

Atlas Version 8.2

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# Music Video Production

Collaboration

## Enduring Understanding(s)/ Generalization(s)

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

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

LENS: Interpretation of Music

## Essential Question(s)

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

## Guiding Questions

Factual, Conceptual, Provocative

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

## Standard(s)

Content and CCSS

### CT: CTE: Technology Education (PS 2015)

Grades 9-12

#### Digital Video Production Systems

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

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

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

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

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

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

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

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

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

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

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

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

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

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

## Content/Skills

Critical content that students must KNOW

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

## Skills

Transferable skills that students must be able to DO

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

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

Professional & Student

## Assessments





## Graduation Standards

## Interdisciplinary Connections

[Information Literacy](#)  
[Problem Solving](#)  
[Spoken Communication](#)  
[Written Performance](#)

Music - Song interpretation.

- Problem Solving

-  Music Video Concept Plan.docx
-  MusicVideoGradingComponents.docx
-  MusicVideoProjectCalendar.docx
-  storyboard copy.pdf

## **Newtown Board of Education School Start Time Committee Charge**

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

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

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

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

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

March 7, 2017