

**Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting on February 21, 2017 in the Reed Intermediate School library, 3 Trades Lane, at 7:30 p.m.

K. Alexander, Chair	J. Erardi (absent)
M. Ku, Vice Chair (absent)	J. Davila
D. Leidlein, Secretary (absent)	R. Bienkowski
J. Vouros	1 Staff
R. Harriman-Stites	1 Public
A. Clure	1 Press
D. Cruson	
S. Chand	
D. Lew	

Mr. Alexander called the meeting to order at 7:33 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Cruson moved that the Board of Education approve the consent agenda which includes the resignations of Stephanie Johnson, Meg Horn and Kristen Grady and the correspondence report. (There was no correspondence report.) Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Mr. Alexander referred to the Board presentation at the Board of Finance meeting last week. They were given questions in preparation for their Thursday meeting. The Legislative Council meeting March 15 will have State representatives back for a discussion of the proposed budget. Dr. Erardi, Mrs. Ku and Mrs. Leidlein were attending the General Assembly public session in the hopes of speaking to the Appropriations Committee to discuss our problems with the restructuring of the education cost sharing, shifting 30% of teacher pensions back to municipalities, and special education reimbursement. The amount of \$6.8M we would have to be made up next year. As of 6:00 p.m. Mrs. Ku had not spoken and he did not hear from Dr. Erardi.

Committee Reports:

Mr. Vouros asked if there would be a start time committee.

Mr. Alexander responded that there would be but they haven't produced the charge yet.

Mr. Vouros said that he, Mrs. Ku and Mrs. Davila would be going to the conference in Washington in April and it would be good to have something in place.

The Curriculum & Instruction Committee met and discussed the Spanish K, 1 and 2 curricula.

Mrs. Harriman-Stites said the policy committee met and the 3000 series will be brought to the Board and they are working on the 5000 series with some that need to be in effect before next school year.

**Student Representative Reports:**

Simran Chand: Last week was International Week at the high school and was a big success. The Japanese delegation will be here next week.

Dylan Lew: The Newtown Greenery sold roses for Valentine's Day and the Link Crew met with freshmen to discuss classes for next year. Winter sports would be ending soon.

**Financial Report for the Month ending January 31, 2017:**

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the financial report for the month ending January 31, 2017. Mr. Cruson seconded.

Mr. Bienkowski presented the financial report. He received a communication from the State which indicated that the excess cost grant may be \$35,000 less than in his report. The budget remains in a positive balance position with the exception of Other Purchased Services that includes the out-of-district tuition which will remain over budget until the final receipt of the excess cost grant.

Mr. Clure questioned the \$7,700 for power washing for the high school roof project. Mr. Bienkowski said that was related to a summer maintenance project where we were unaware of the amount of water they were going to use. Their contract states that the owner will provide the utilities used for the cleaning.

Mr. Clure referred to funds we receive for parking and pay to participate and asked if the spring sports represent more than half of what we receive. Mr. Bienkowski said that winter sports began in February and we haven't received anything yet.

Mr. Clure asked who approved the money needed if a building and site project goes over what was budgeted. He referred to the carpeting at Hawley School. What happens if a project comes in 25% over budget?

Mr. Bienkowski said that projects are approved by his office. The price in the budget may be a year or two old. We look at the overall balances because some come in under budget.

Mr. Clure asked if there was a number that his office would say no to. Mr. Bienkowski said it would depend on the project and if there was a valid reason for it to go over.

Vote: 4 ayes, 1 nay (Mr. Clure) Motion passes.

**Item 5 – Old Business**

Acting 2 Pilot Course:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the Acting 2 Pilot Course. Mr. Vouros seconded.

Mrs. Davila spoke briefly about the course which was discussed at the last meeting. Motion passes unanimously.

EdAdvance Bus Transportation Contract Extension:

MOTION: Mr. Cruson moved that the Board of Education approve the following resolution regarding the EdAdvance Bus Transportation Contract extension:

**WHEREAS**, the Board entered into a Contract for Transportation Services with Education Connection (now known as EdAdvance) dated June 3, 2014 (the "Contract"); and

**WHEREAS**, the current term of the Contract terminates on June 30, 2017 and permits a two-year extension to June 30, 2019; and

**WHEREAS**, the Board has determined that it would be beneficial to extend the Contract until June 30, 2019.

**BE IT RESOLVED**, that the Board extend the Contract through June 30, 2019 with EdAdvance for the provision of student transportation services described in the Contract.

**FURTHER RESOLVED**, that the Board also hereby waives the requirement for a performance bond from EdAdvance for the 2017-2018 contract year.

**FURTHER RESOLVED**, that the Superintendent be authorized to finalize the terms of and execute an amendment to the Contract on behalf of the Board and to take all actions necessary and proper to carry out the completion and execution of the extension and amendment to the Contract.

EdAdvance contract extension  
Mrs. Harriman-Stites seconded

Mr. Bienkowski stated that we put this out to bid in May 2014 when MTM was still providing special education transportation. Currently 26 vans are running for 40 special education students. The rates will roll to next year with no increase. In the amendment we added another seven placements which occurred since the initial bidding of the contract. This contract also includes the gasoline. The privacy agreement was included regarding student information. Both documents were prepared by legal counsel.

Mrs. Harriman-Stites asked how successful performance was measured.

Mr. Bienkowski said we look at whether the students are getting to where they need to be, they are making accommodations when needed, and providing paras on the buses.

Mrs. Harriman-Stites asked if we were locked into this contract.

Mr. Bienkowski said that if a school drops out we only pay for what we need.

Mrs. Harriman-Stites asked if there was any parent feedback.

Mr. Bienkowski stated that parents are in touch with the special education department if there are any issues.

Mrs. Harriman-Stites asked if there was any formal review process that we could look at.

Mr. Bienkowski was not aware of one.

Motion passes unanimously.

#### Item 6 – New Business

First Read of Spanish K, 1 and 2 Curriculum:

Mrs. Davila spoke about the Spanish curriculum. We have been working with curriculum from Southington and have two teachers this year. This curriculum had to be written in the concept based format and taken through curriculum council. They have also purchased books written in Spanish for the library media centers.

Mr. Clure asked the ultimate goal when these students get to Reed.

Mrs. Davila said we have to think about those students in these introductory programs. The high school world language chair is also looking at this.

Mr. Clure asked if students could be tested to see where they were.

Mr. Vouros said that by the time the students get to seventh and eighth grade the curriculum will have changes for when they go to the high school.

Mrs. Davila said they are beginning to talk about Spanish in 4<sup>th</sup> grade and how to integrate other courses.

First read of Policy 1314/1324 Fundraising and Solicitation:

Mrs. Harriman-Stites reviewed the policy changes. They waited until the athletic director was in place to finalize the policy.

Mr. Clure asked how brand new sports would handle fundraising.

Mrs. Harriman-Stites said it depends on what the Board of Education was funding for the sport. As long as there was no requirement to fund raise they would not be in violation of the policy.

Minutes of February 7, 2017:

MOTION: Mr. Cruson moved that the Board of Education approve the minutes of February 7, 2017. Mrs. Harriman-Stites seconded.

Vote: 4 ayes, 1 abstained (Mr. Vouros) Motion passes.

Item 7 – Public Participation

MOTION: Mr. Cruson moved to adjourn. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 8 - Adjournment

The meeting adjourned at 8:32 p.m.

Respectfully submitted:

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Keith Alexander  
Chair

FEB 06 2016

Stephanie Johnson  
103 S. Slope Drive  
Berlin, CT 06037

Newtown Board of Education  
Primrose Street  
Newtown CT, 06470

February 3, 2017

Dear Dr. Erardi and the Newtown Board of Education,

I am extremely grateful for your generous approval of my year of absence from teaching at Newtown Middle School. During this period away, there have been many new considerations, two of which are named Clayton and Audrey. I have had time to carefully consider what kind of future I and my family would have if I were to return to teaching or if I were to resign from teaching and stay at home to be the primary caretaker of my children. My husband and I have discussed this at several different points during this past year and we have decided that it would be in the best interest of our family that I not return to teaching at Newtown Middle School. I've enjoyed the work, colleagues, and students that I have spent time with over the four years at Newtown Middle School. It is possible that I may return to teaching in the future but right now it is a season for me to be at home with Clayton and Audrey and to enjoy working in the capacity of professional mother.

Thank you for the opportunity to have worked with the town, families, teachers and students of Newtown. I will never forget my experiences while working in Newtown. I look forward to hearing the wonderful things the community is doing.

Sincerely,

Stephanie A. Johnson

**FEB 13 2017**

Meg Horn  
221 Knollwood Drive  
Fairfield, CT 06824  
(203) 296-9026

February 10, 2017

Dr. Joseph Erardi  
Office of the Superintendent  
3 Primrose Street  
Newtown, CT 06470

Dear Dr. Erardi:

I truly appreciate you, Dr. Gombos and the entire Newtown Board of Education for allowing me to take a two-year maternity leave. I am so grateful to have had the opportunity to be home with my children, while knowing I still had a teaching position waiting for me in our district. However, after careful consideration, I have decided to resign and will not be returning to my position as a reading teacher for the 2017-2018 school year. I have decided to stay at home with my children for the foreseeable future.

Please know that I have loved my time teaching at Sandy Hook School and am so proud to be a Newtown teacher. I am extremely grateful for the opportunities I have been provided and for all that I have learned as an educator in Newtown. It is bittersweet to leave after having worked in the district for over ten years, but I know this is the best decision for me and for my family. Thank you so much for your understanding and support in this matter. I wish you and everyone in the district all the best for the remainder of the school year and beyond.

Very truly yours,

Meg Horn

**NEWTOWN BOARD OF EDUCATION  
MONTHLY FINANCIAL REPORT  
JANUARY 31, 2017**

**SUMMARY**

This seventh report for the 2016-17 school year continues to provide year to date actual expenditures, encumbrances, and anticipated obligations. Account-by-account analysis will continue to update these estimates as operating conditions change. Beyond salaries, benefits, and accounts that have not been thoroughly evaluated, the anticipated obligations continue to be listed as full budget spend (*i.e., supplies, books, repairs, student and staff travel, printing*).

During the month of January, the Board of Education spent approximately \$7.2M; \$3.4M on salaries; \$2.3M on benefits (*the third quarter of our self-insurance deposit of \$2.1M was made this month*); and \$1.5M on all other objects.

The “Anticipated Obligation” column now represents a calculated Excess Cost grant offset estimated at 77% based on preliminary estimate done by the State. This revised information is also reflected in the “Offsetting revenue” schedule that follows the expenditure report. Overall, this represents \$40,942 more than the previous estimate which lowers the delta from what was budgeted to \$72,362 from \$113,304. (*Keep in mind that this may be adjusted again by the State*).

All the main object accounts continue to remain in a positive balance position for this month with the exception of “Other Purchased Services” which contains the line item for Out-of-District Tuition which will remain over budget until the final receipt of the Excess Cost grant.

The budget, at this time, appears to be in an overall positive position, much better than the prior month. Salary balances overall, are positive and looking better, and tuitions are holding before grant receipt. We are cautiously optimistic that these balances will hold until the end of the year, and may even improve.

A schedule of the 2017 Building and Site Maintenance projects completed and yet to be done is appended to this report.

**EXPENSE CATEGORY CONDITIONS**

**100 SALARIES**

Teachers and Specialists salaries are projecting a positive balance due to turnover resulting from resignations, leaves, some minor position reductions, and additional pre-school tuition receipts. The estimate currently stands at \$104,000.

Homebound and Tutors is projecting a current estimated balance of \$121,000. The activity in this account is significantly less than what our historical experience has demanded.

Substitute teachers are expected to exceed the current budget by about \$21,000. Overall, Certified salaries are about \$94,000 higher than Decembers estimate.

In the Non-Certified salary accounts, there are several categories that are producing positive results. Paraeducators are projecting a balance of approximately \$42,000, Custodians \$15,000, Job Coaches – Summer \$7,000, and Special Education Service salaries \$53,000, all from turnover and in some cases reduced needs. The Non-Certified account balance is about \$83,000 higher than the December estimate.

### **200 EMPLOYEE BENEFITS**

The Employee Benefits review identified an additional need in the pension account while additional funds are expected to be available in the unemployment line. The Benefits account will provide approximately \$32,000 to the overall balance, \$19,000 more than the December estimate.

### **300 PROFESSIONAL SERVICES**

These accounts are in very good shape as compared to our historical experience. Legal expenses are down, evaluations and testing seem to be moderating and an offsetting \$72,800 of expected excess cost revenue will allow this account to produce a \$54,000 addition to the bottom line.

Professional Educational Services will continue at budget for staff training needs.

### **400 PURCHASED PROPERTY SERVICES**

This group of accounts provides the services necessary to keep the buildings and equipment running along with classroom repairs and rentals.

Water will exceed budget by about \$7,700 due to the High School roof restoration project which required pressure washing of that area. A \$9,800 balance is expected in the CO rental account at this time while Building and Site Improvement projects will exceed the budget amount by about \$3,400. *(A schedule of projects completed and yet to be done is attached).*

Emergency repairs seems to be holding at this time. Overall, this object is at a break even similar to last month.

### **500 OTHER PURCHASED SERVICES**

Contracted Services, Insurance, Communication printing and student and staff travel should be fine. Remarkably, both transportation and out of district tuition are projecting positive balances at this time. These accounts, will for the first time in a long time provide approximately \$20,000 to the overall balance. *(These two accounts are expected to receive approximately \$1,448,806 of excess cost revenue offset, included in the balance).*

### **600 SUPPLIES**

All of the supply categories listed are at budget except for the following three: 1) Electricity, a \$40,000 contribution to the bottom line, because the energy credit we are receiving from Eversource for Sandy Hook School is being applied to both the Supply and Generation components of the bill. When we



budgeted we believed it would only be applied to the transmission (supply) side and not the generation, who is Constellation Energy. 2) Natural Gas will require approximately \$15,000 more for reasons related to the same credit. The utility apportioned the credit to the ratio of savings determined to come from the installed equipment relating to gas and electric. A smaller portion is related to gas vs. electric which was not known at budget development time. 3) Fuel for vehicles appears to be ahead of budget, at this time, \$5,400.

Overall, the supply portion of the operations plan will provide about \$30,000 to the bottom line.

### **700 PROPERTY**

Current conditions allow the district to provide for all technology equipment as planned as well as all other budgeted equipment.

### **800 MISCELLANEOUS**

This line item for memberships will be available to provide for all as budget.

### **REVENUE**

Nominal Receipts for local tuition and miscellaneous fees were booked.

The budget will be closely monitored with any important issues identified as soon as we become aware of them.

Ron Bienkowski  
Director of Business  
February 14, 2017 ❤️

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 01/31/2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	APPROVED BUDGET	YTD		CURRENT BUDGET	CURRENT EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
				TRANSFERS 2016 - 2017	CURRENT TRANSFERS						
<b>GENERAL FUND BUDGET</b>											
100	SALARIES	\$ 44,955,721	\$ 46,048,050	\$ (55,000)	\$ -	\$ 45,993,050	\$ 20,796,886	\$ 24,010,400	\$ 1,185,763	\$ 859,948	\$ 325,815
200	EMPLOYEE BENEFITS	\$ 10,643,499	\$ 11,516,836	\$ -	\$ -	\$ 11,516,836	\$ 8,351,624	\$ 2,294,375	\$ 870,837	\$ 839,145	\$ 31,692
300	PROFESSIONAL SERVICES	\$ 993,988	\$ 861,317	\$ -	\$ -	\$ 861,317	\$ 410,853	\$ 123,898	\$ 326,566	\$ 269,332	\$ 57,234
400	PURCHASED PROPERTY SERV.	\$ 1,866,180	\$ 2,086,253	\$ (21,292)	\$ -	\$ 2,064,961	\$ 1,229,684	\$ 358,425	\$ 476,853	\$ 476,671	\$ 182
500	OTHER PURCHASED SERVICES	\$ 8,556,307	\$ 8,620,624	\$ 111,142	\$ -	\$ 8,731,766	\$ 6,017,223	\$ 3,138,814	\$ (424,271)	\$ (444,389)	\$ 20,118
600	SUPPLIES	\$ 3,788,596	\$ 3,751,068	\$ (34,850)	\$ -	\$ 3,716,218	\$ 1,957,275	\$ 305,291	\$ 1,453,652	\$ 1,423,373	\$ 30,279
700	PROPERTY	\$ 720,520	\$ 715,626	\$ -	\$ -	\$ 715,626	\$ 538,584	\$ 104,435	\$ 72,607	\$ 65,243	\$ 7,364
800	MISCELLANEOUS	\$ 60,602	\$ 65,291	\$ -	\$ -	\$ 65,291	\$ 56,109	\$ 695	\$ 8,487	\$ 8,487	\$ (0)
<b>TOTAL GENERAL FUND BUDGET</b>		\$ 71,585,413	\$ 73,665,065	\$ -	\$ -	\$ 73,665,065	\$ 39,358,237	\$ 30,336,334	\$ 3,970,494	\$ 3,497,810	\$ 472,684
900	TRANSFER NON-LAPSING	\$ 2,533									
<b>GRAND TOTAL</b>		\$ 71,587,946	\$ 73,665,065	\$ -	\$ -	\$ 73,665,065	\$ 39,358,237	\$ 30,336,334	\$ 3,970,494	\$ 3,497,810	\$ 472,684

(Audited)

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 01/31/2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	YTD			YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	
			APPROVED BUDGET	TRANSFERS 2016 - 2017	CURRENT TRANSFERS						CURRENT BUDGET
<b>100</b>	<b>SALARIES</b>										
	Administrative Salaries	\$ 3,151,698	\$ 3,279,499	\$ 134,620		\$ 3,414,119	\$ 1,917,824	\$ 1,490,747	\$ 5,549	\$ 7,923	\$ (2,374)
	Teachers & Specialists Salaries	\$ 30,052,327	\$ 30,360,859	\$ (404,419)		\$ 29,956,440	\$ 12,677,783	\$ 17,168,541	\$ 110,116	\$ 5,700	\$ 104,416
	Early Retirement	\$ 92,500	\$ 92,500	\$ (8,000)		\$ 84,500	\$ 84,500	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ 86,725	\$ 93,673	\$ (9,595)		\$ 84,078	\$ 59,575	\$ 19,534	\$ 4,970	\$ 5,000	\$ (31)
	Homebound & Tutors Salaries	\$ 270,422	\$ 313,957	\$ 1,766		\$ 315,723	\$ 72,616	\$ 63,050	\$ 180,058	\$ 58,689	\$ 121,369
	Certified Substitutes	\$ 541,936	\$ 612,194	\$ 35,000		\$ 647,194	\$ 290,292	\$ 157,660	\$ 199,242	\$ 220,449	\$ (21,207)
	Coaching/Activities	\$ 533,857	\$ 552,240	\$ -		\$ 552,240	\$ 153,604	\$ 102,106	\$ 296,530	\$ 296,530	\$ 0
	Staff & Program Development	\$ 147,350	\$ 118,642	\$ 28,000		\$ 146,642	\$ 56,789	\$ 40,289	\$ 49,565	\$ 49,565	\$ (0)
	<b>CERTIFIED SALARIES</b>	<b>\$ 34,876,815</b>	<b>\$ 35,423,564</b>	<b>\$ (222,628)</b>	<b>\$ -</b>	<b>\$ 35,200,936</b>	<b>\$ 15,312,982</b>	<b>\$ 19,041,925</b>	<b>\$ 846,028</b>	<b>\$ 643,855</b>	<b>\$ 202,173</b>
	Supervisors/Technology Salaries	\$ 762,380	\$ 774,426	\$ 10,238		\$ 784,664	\$ 426,182	\$ 323,912	\$ 34,570	\$ 31,200	\$ 3,370
	Clerical & Secretarial salaries	\$ 2,077,293	\$ 2,113,795	\$ 21,213		\$ 2,135,008	\$ 1,123,013	\$ 979,443	\$ 32,553	\$ 30,757	\$ 1,796
	Educational Assistants	\$ 2,081,240	\$ 2,195,075	\$ 85,200		\$ 2,280,275	\$ 1,089,856	\$ 1,137,110	\$ 53,310	\$ 11,512	\$ 41,798
	Nurses & Medical advisors	\$ 689,039	\$ 740,966	\$ (9,990)		\$ 730,976	\$ 310,965	\$ 392,982	\$ 27,029	\$ 25,650	\$ 1,379
	Custodial & Maintenance Salaries	\$ 2,856,536	\$ 2,937,449	\$ 5,057		\$ 2,942,506	\$ 1,573,685	\$ 1,344,301	\$ 24,519	\$ 9,176	\$ 15,343
	Non-Certified Salary Adjustment	\$ -	\$ 37,240	\$ (37,240)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ 195,433	\$ 177,557	\$ 3,814		\$ 181,371	\$ 57,669	\$ 104,335	\$ 19,367	\$ 12,048	\$ 7,319
	Special Education Services Salaries	\$ 905,457	\$ 1,038,077	\$ 69,913		\$ 1,107,990	\$ 531,826	\$ 541,378	\$ 34,786	\$ (18,189)	\$ 52,975
	Attendance & Security Salaries	\$ 245,476	\$ 299,909	\$ 11,423		\$ 311,332	\$ 167,168	\$ 143,301	\$ 862	\$ 3,000	\$ (2,138)
	Extra Work - Non-Cert	\$ 73,181	\$ 74,902	\$ 8,000		\$ 82,902	\$ 70,556	\$ 1,712	\$ 10,634	\$ 10,634	\$ 0
	Custodial & Maintenance. Overtime	\$ 160,542	\$ 199,090	\$ -		\$ 199,090	\$ 123,408	\$ -	\$ 75,682	\$ 75,682	\$ 0
	Civic activities/Park & Rec	\$ 32,329	\$ 36,000	\$ -		\$ 36,000	\$ 9,577	\$ -	\$ 26,423	\$ 24,623	\$ 1,800
	<b>NON-CERTIFIED SALARIES</b>	<b>\$ 10,078,907</b>	<b>\$ 10,624,486</b>	<b>\$ 167,628</b>	<b>\$ -</b>	<b>\$ 10,792,114</b>	<b>\$ 5,483,904</b>	<b>\$ 4,968,475</b>	<b>\$ 339,735</b>	<b>\$ 216,093</b>	<b>\$ 123,642</b>
	<b>SUBTOTAL SALARIES</b>	<b>\$ 44,955,721</b>	<b>\$ 46,048,050</b>	<b>\$ (55,000)</b>	<b>\$ -</b>	<b>\$ 45,993,050</b>	<b>\$ 20,796,886</b>	<b>\$ 24,010,400</b>	<b>\$ 1,185,763</b>	<b>\$ 859,948</b>	<b>\$ 325,815</b>

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 01/31/2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	APPROVED BUDGET	YTD		CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
				TRANSFERS 2016 - 2017								
<b>200</b>	<b>EMPLOYEE BENEFITS</b>											
	Medical & Dental Expenses	\$ 8,184,758	\$ 8,835,765	\$ -		\$ 8,835,765	\$ 6,641,742	\$ 2,171,424	\$ 22,599	\$ 20,419	\$ 2,180	
	Life Insurance	\$ 84,732	\$ 86,329	\$ -		\$ 86,329	\$ 48,550	\$ -	\$ 37,779	\$ 35,929	\$ 1,850	
	FICA & Medicare	\$ 1,344,106	\$ 1,400,448	\$ -		\$ 1,400,448	\$ 667,884	\$ -	\$ 732,564	\$ 729,941	\$ 2,623	
	Pensions	\$ 501,410	\$ 572,848	\$ 25,000		\$ 597,848	\$ 580,377	\$ 2,750	\$ 14,721	\$ 23,216	\$ (8,495)	
	Unemployment & Employee Assist.	\$ 25,567	\$ 92,000	\$ (5,000)		\$ 87,000	\$ 30,386	\$ -	\$ 56,614	\$ 29,640	\$ 26,974	
	Workers Compensation	\$ 502,926	\$ 529,446	\$ (20,000)		\$ 509,446	\$ 382,685	\$ 120,202	\$ 6,560	\$ -	\$ 6,560	
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	<b>\$ 10,643,499</b>	<b>\$ 11,516,836</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 11,516,836</b>	<b>\$ 8,351,624</b>	<b>\$ 2,294,375</b>	<b>\$ 870,837</b>	<b>\$ 839,145</b>	<b>\$ 31,692</b>	
<b>300</b>	<b>PROFESSIONAL SERVICES</b>											
	Professional Services	\$ 870,115	\$ 647,822	\$ -		\$ 647,822	\$ 312,359	\$ 108,787	\$ 226,675	\$ 172,332	\$ 54,343	
	Professional Educational Ser.	\$ 123,873	\$ 213,495	\$ -		\$ 213,495	\$ 98,493	\$ 15,111	\$ 99,891	\$ 97,000	\$ 2,891	
	<b>SUBTOTAL PROFESSIONAL SVCS</b>	<b>\$ 993,988</b>	<b>\$ 861,317</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 861,317</b>	<b>\$ 410,853</b>	<b>\$ 123,898</b>	<b>\$ 326,566</b>	<b>\$ 269,332</b>	<b>\$ 57,234</b>	
<b>400</b>	<b>PURCHASED PROPERTY SVCS</b>											
	Buildings & Grounds Services	\$ 612,204	\$ 714,500	\$ -		\$ 714,500	\$ 460,959	\$ 181,487	\$ 72,054	\$ 71,000	\$ 1,054	
	Utility Services - Water & Sewer	\$ 131,078	\$ 125,000	\$ -		\$ 125,000	\$ 71,294	\$ -	\$ 53,706	\$ 61,400	\$ (7,694)	
	Building, Site & Emergency Repairs	\$ 406,991	\$ 460,850	\$ -		\$ 460,850	\$ 192,816	\$ 70,786	\$ 197,247	\$ 197,000	\$ 247	
	Equipment Repairs	\$ 220,021	\$ 291,511	\$ -		\$ 291,511	\$ 163,131	\$ 13,439	\$ 114,941	\$ 114,800	\$ 141	
	Rentals - Building & Equipment	\$ 297,461	\$ 302,392	\$ (21,292)		\$ 281,100	\$ 182,988	\$ 83,433	\$ 14,679	\$ 4,872	\$ 9,807	
	Building & Site Improvements	\$ 198,425	\$ 192,000	\$ -		\$ 192,000	\$ 158,495	\$ 9,279	\$ 24,226	\$ 27,599	\$ (3,373)	
	<b>SUBTOTAL PUR PROPERTY SVCS</b>	<b>\$ 1,866,180</b>	<b>\$ 2,086,253</b>	<b>\$ (21,292)</b>	<b>\$ -</b>	<b>\$ 2,064,961</b>	<b>\$ 1,229,684</b>	<b>\$ 358,425</b>	<b>\$ 476,853</b>	<b>\$ 476,671</b>	<b>\$ 182</b>	

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 01/31/2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	APPROVED BUDGET	YTD		CURRENT BUDGET	CURRENT EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
				TRANSFERS 2016 - 2017	CURRENT TRANSFERS						
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>										
	Contracted Services	\$ 463,370	\$ 463,861	\$ 56,142		\$ 520,003	\$ 311,416	\$ 56,634	\$ 151,953	\$ 151,000	\$ 953
	Transportation Services	\$ 4,005,405	\$ 4,193,260	\$ 29,000		\$ 4,222,260	\$ 2,257,778	\$ 1,587,043	\$ 377,440	\$ 373,380	\$ 4,060
	Insurance - Property & Liability	\$ 351,478	\$ 368,060	\$ 14,000		\$ 382,060	\$ 299,038	\$ 82,122	\$ 900	\$ -	\$ 900
	Communications	\$ 125,067	\$ 140,705	\$ 16,000		\$ 156,705	\$ 79,430	\$ 66,551	\$ 10,724	\$ 9,500	\$ 1,224
	Printing Services	\$ 31,424	\$ 36,627	\$ -		\$ 36,627	\$ 10,384	\$ -	\$ 26,243	\$ 26,000	\$ 243
	Tuition - Out of District	\$ 3,340,004	\$ 3,191,564	\$ -		\$ 3,191,564	\$ 2,950,467	\$ 1,283,025	\$ (1,041,927)	\$ (1,054,469)	\$ 12,542
	Student Travel & Staff Mileage	\$ 239,559	\$ 226,547	\$ (4,000)		\$ 222,547	\$ 108,711	\$ 63,440	\$ 50,396	\$ 50,200	\$ 196
	<b>SUBTOTAL OTHER PUR SERVICES</b>	<b>\$ 8,556,307</b>	<b>\$ 8,620,624</b>	<b>\$ 111,142</b>	<b>\$ -</b>	<b>\$ 8,731,766</b>	<b>\$ 6,017,223</b>	<b>\$ 3,138,814</b>	<b>\$ (424,271)</b>	<b>\$ (444,389)</b>	<b>\$ 20,118</b>
<b>600</b>	<b>SUPPLIES</b>										
	Instructional & Library Supplies	\$ 699,031	\$ 860,268	\$ (34,100)		\$ 826,168	\$ 543,778	\$ 34,963	\$ 247,427	\$ 247,427	\$ (0)
	Software, Medical & Office Sup.	\$ 147,019	\$ 189,520	\$ (750)		\$ 188,770	\$ 83,521	\$ 50,068	\$ 55,180	\$ 55,180	\$ 0
	Plant Supplies	\$ 288,981	\$ 411,000	\$ -		\$ 411,000	\$ 228,735	\$ 50,315	\$ 131,949	\$ 131,949	\$ 0
	Electric	\$ 1,513,972	\$ 1,348,936	\$ -		\$ 1,348,936	\$ 722,336	\$ -	\$ 626,600	\$ 586,510	\$ 40,090
	Propane & Natural Gas	\$ 250,512	\$ 343,667	\$ -		\$ 343,667	\$ 144,054	\$ 3,400	\$ 196,213	\$ 211,475	\$ (15,262)
	Fuel Oil	\$ 475,015	\$ 210,944	\$ -		\$ 210,944	\$ 65,944	\$ -	\$ 145,000	\$ 145,000	\$ 0
	Fuel For Vehicles & Equip.	\$ 290,269	\$ 209,268	\$ -		\$ 209,268	\$ 91,679	\$ 112,138	\$ 5,450	\$ -	\$ 5,450
	Textbooks	\$ 123,796	\$ 177,465	\$ -		\$ 177,465	\$ 77,227	\$ 54,406	\$ 45,832	\$ 45,832	\$ 0
	<b>SUBTOTAL SUPPLIES</b>	<b>\$ 3,788,596</b>	<b>\$ 3,751,068</b>	<b>\$ (34,850)</b>	<b>\$ -</b>	<b>\$ 3,716,218</b>	<b>\$ 1,957,275</b>	<b>\$ 305,291</b>	<b>\$ 1,453,652</b>	<b>\$ 1,423,373</b>	<b>\$ 30,279</b>

## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 01/31/2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	YTD			YTD			ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	
			APPROVED BUDGET	TRANSFERS 2016 - 2017	CURRENT TRANSFERS	CURRENT BUDGET	EXPENDITURE	ENCUMBER			BALANCE
<b>700</b>	<b>PROPERTY</b>										
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ -	\$ 124,177	\$ 116,813	\$ -	\$ 7,364	\$ -	\$ 7,364	
	Technology Equipment	\$ 549,253	\$ 525,000	\$ -	\$ 525,000	\$ 410,836	\$ 69,405	\$ 44,759	\$ 44,759	\$ (0)	
	Other Equipment	\$ 47,090	\$ 66,449	\$ -	\$ 66,449	\$ 10,935	\$ 35,030	\$ 20,484	\$ 20,484	\$ 0	
	<b>SUBTOTAL PROPERTY</b>	<b>\$ 720,520</b>	<b>\$ 715,626</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 715,626</b>	<b>\$ 538,584</b>	<b>\$ 104,435</b>	<b>\$ 72,607</b>	<b>\$ 65,243</b>	<b>\$ 7,364</b>
<b>800</b>	<b>MISCELLANEOUS</b>										
	Memberships	\$ 60,602	\$ 65,291	\$ -	\$ 65,291	\$ 56,109	\$ 695	\$ 8,487	\$ 8,487	\$ (0)	
	<b>SUBTOTAL MISCELLANEOUS</b>	<b>\$ 60,602</b>	<b>\$ 65,291</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 65,291</b>	<b>\$ 56,109</b>	<b>\$ 695</b>	<b>\$ 8,487</b>	<b>\$ 8,487</b>	<b>\$ (0)</b>
	<b>TOTAL LOCAL BUDGET</b>	<b>\$ 71,585,413</b>	<b>\$ 73,665,065</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 73,665,065</b>	<b>\$ 39,358,237</b>	<b>\$ 30,336,334</b>	<b>\$ 3,970,494</b>	<b>\$ 3,497,810</b>	<b>\$ 472,684</b>

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 01/31/2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	APPROVED BUDGET	YTD TRANSFERS 2016 - 2017	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
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<u>BOARD OF EDUCATION FEES &amp; CHARGES - SERVICES</u>		2016-17 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION		\$30,800	\$18,720.00	\$12,080.00	60.78%
<u>HIGH SCHOOL FEES</u>					
PAY FOR PARTICIPATION IN SPORTS		\$77,450	\$36,939.00	\$40,511.00	47.69%
PARKING PERMITS		\$20,000	\$20,000.00	\$0.00	100.00%
CHILD DEVELOPMENT		\$8,000	\$8,000.00	\$0.00	100.00%
		\$105,450	\$64,939	\$40,511	61.58%
MISCELLANEOUS FEES		\$2,750	\$3,013.00	(\$263.00)	109.56%
<b>TOTAL SCHOOL GENERATED FEES</b>		<b>\$139,000</b>	<b>\$86,672</b>	<b>\$52,328</b>	<b>62.35%</b>

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JANUARY 31, 2017

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	1st ANTICIPATED	Less Than Budget	2nd ANTICIPATED	FEB RECEIVED	MAY EXPECTED	BALANCE
100	SALARIES	\$ (91,331)	\$ (39,426)	\$ (51,905)	\$ -	\$ -	\$ -	\$ -
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES	\$ (71,540)	\$ (72,799)	\$ 1,259	\$ -	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES	\$ (1,470,522)	\$ (1,448,806)	\$ (21,716)	\$ -	\$ -	\$ -	\$ -
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL GENERAL FUND BUDGET</b>		<b>\$ (1,633,393)</b>	<b>\$ (1,561,031)</b>	<b>\$ (72,362)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>100</b>	<b>SALARIES</b>							
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Teachers & Specialists Salaries	\$ (14,509)	\$ -	\$ (14,509)	\$ -	\$ -	\$ -	\$ -
	Early Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>CERTIFIED SALARIES</b>	<b>\$ (14,509)</b>	<b>\$ -</b>	<b>\$ (14,509)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Educational Assistants	\$ (17,599)	\$ (16,388)	\$ (1,211)	\$ -	\$ -	\$ -	\$ -
	Nurses & Medical advisors	\$ (1,807)	\$ -	\$ (1,807)	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Special Education Svcs Salaries	\$ (57,416)	\$ (23,038)	\$ (34,378)	\$ -	\$ -	\$ -	\$ -
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>NON-CERTIFIED SALARIES</b>	<b>\$ (76,822)</b>	<b>\$ (39,426)</b>	<b>\$ (37,396)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>SUBTOTAL SALARIES</b>	<b>\$ (91,331)</b>	<b>\$ (39,426)</b>	<b>\$ (51,905)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>



FOR THE MONTH ENDING - JANUARY 31, 2017

## OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	1st ANTICIPATED	Less Than Budget	2nd ANTICIPATED	FEB RECEIVED	MAY EXPECTED	BALANCE
200	<b>EMPLOYEE BENEFITS</b>							
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300	<b>PROFESSIONAL SERVICES</b>							
	Professional Services	\$ (71,540)	\$ (72,799)	\$ 1,259	\$ -	\$ -	\$ -	\$ -
	Professional Educational Ser.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>SUBTOTAL PROFESSIONAL SVCS</b>	\$ (71,540)	\$ (72,799)	\$ 1,259	\$ -	\$ -	\$ -	\$ -
400	<b>PURCHASED PROPERTY SVCS</b>							
	<b>SUBTOTAL PUR. PROPERTY SER.</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	<b>OTHER PURCHASED SERVICES</b>							
	Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Transportation Services	\$ (333,870)	\$ (339,757)	\$ 5,887	\$ -	\$ -	\$ -	\$ -
	Insurance - Property & Liability	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Communications	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Printing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Tuition - Out of District	\$ (1,136,652)	\$ (1,109,049)	\$ (27,603)	\$ -	\$ -	\$ -	\$ -
	Student Travel & Staff Mileage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>SUBTOTAL OTHER PURCHASED SER.</b>	\$ (1,470,522)	\$ (1,448,806)	\$ (21,716)	\$ -	\$ -	\$ -	\$ -
600	<b>SUPPLIES</b>							
	<b>SUBTOTAL SUPPLIES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	<b>PROPERTY</b>							
	<b>SUBTOTAL PROPERTY</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	<b>MISCELLANEOUS</b>							
	Memberships	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>SUBTOTAL MISCELLANEOUS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>TOTAL LOCAL BUDGET</b>	\$ (1,633,393)	\$ (1,561,031)	\$ (72,362)	\$ -	\$ -	\$ -	\$ -

Excess Cost and Agency placement Grants are budgeted at 75%.

The 1st Anticipated is at 77% on eligible expenditures this year.

This equals \$72,362 less grant revenue than was estimated when budgeted last year.

The 2nd Anticipated is at xx% which equals

**NEWTOWN PUBLIC SCHOOLS  
NEWTOWN, CONNECTICUT**

**FY 2017 BUILDING & SITE MAINTENANCE PROJECTS -**

	<u>Budgeted</u>	<u>Transfers</u>	<u>Actual</u>	<u>Balance</u>
<i>Acct # 1-001-90-094-3501-0000</i>				
<b><u>HAWLEY SCHOOL</u></b>				
REPLACE CARPETING IN LIBRARY AND MAIN OFFICE	\$ 18,000		\$ 21,881	\$ (3,881)
PAVE DRIVE REAR 48 WING TO ESCAPE PATH	\$ 25,000		\$ 24,500	\$ 500
	\$ 43,000	\$ -	\$ 46,381	\$ (3,381)
<i>Acct # 1-001-90-094-3502-0000</i>				
<b><u>SANDY HOOK SCHOOL</u></b>				
NONE	\$ -		\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
<i>Acct # 1-001-90-094-3503-0000</i>				
<b><u>MIDDLE GATE SCHOOL</u></b>				
REPLACE STAGE LIGHTING	TBD \$ 6,000		\$ 6,600	\$ (600)
REPAINT OVERHANGS AT ENTRANCES	\$ 15,000		\$ 12,000	\$ 3,000
	\$ 21,000	\$ -	\$ 18,600	\$ 2,400
<i>Acct # 1-001-90-094-3504-0000</i>				
<b><u>HEAD O'MEADOW SCHOOL</u></b>				
REPAIR PAVING AND INSTALL CURBING NEXT TO CATCH BASIN	\$ 15,000		\$ 18,243	\$ (3,243)
				\$ -
	\$ 15,000	\$ -	\$ 18,243	\$ (3,243)
<i>Acct # 1-001-90-094-3505-0000</i>				
<b><u>REED INTERMEDIATE SCHOOL</u></b>				
REPLACE CAFÉ' SOUND SYSTEM	\$ 22,000		\$ 21,324	\$ 676
	\$ 22,000	\$ -	\$ 21,324	\$ 676

**NEWTOWN PUBLIC SCHOOLS  
NEWTOWN, CONNECTICUT**

<b>FY 2017 BUILDING &amp; SITE MAINTENANCE PROJECTS -</b>	<b>Budgeted</b>	<b>Transfers</b>	<b>Actual</b>	<b>Balance</b>
<i>Acct # 1-001-90-094-3506-0000</i>				
<b>MIDDLE SCHOOL</b>				
INSTALL TWO CARD ACCESS READERS	\$ 6,000		\$ 7,513	\$ (1,513)
UPGRADE C-WING BATHROOMS - MAIN FLOOR	\$ 18,000		\$ 16,613	\$ 1,387
REPLACE STAIR TREADS AT A-WING FRONT STAIR	TBD \$ 10,000		\$ 10,000	\$ -
REMOVE 2000 GALLON OIL TANK	\$ 10,000		\$ 10,000	\$ -
	\$ 44,000	\$ -	\$ 44,126	\$ (126)
<i>Acct # 1-01-90-094-3507-0000</i>				
<b>HIGH SCHOOL</b>				
REPAINT LOCKERS - MULTI YEAR PROJECT	\$ 15,000		\$ 15,000	\$ -
REPLACE STAIR TREADS / LANDING C-WING STAIRWELL	\$ 10,000		\$ 9,278	\$ 722
REPLACE AUTO CHLORINATOR - SWIMMING POOL	\$ 12,000		\$ 11,420	\$ 580
REPLACE BRADLEY SINKS IN BOYS LOCKER ROOM	TBD \$ 10,000		\$ 11,000	\$ (1,000)
	\$ 47,000	\$ -	\$ 46,698	\$ 302
<i>Acct # 1-001-90-094-3508-0000</i>				
<b>SYSTEM WIDE</b>				
REPAVE WHAREHOUSE PARKING LOT, DRIVE AND STAIRS	\$ -			\$ -
	\$ -	\$ -	\$ -	\$ -
<b>TOTAL BUILDING &amp; SITE MAINTENANCE PROJECTS</b>	<b>\$ 192,000</b>	<b>\$ -</b>	<b>\$ 195,373</b>	<b>\$ (3,373)</b>

**TBD = TO BE DONE**

BUDGETED \$ 192,000

1st Transfer x/xx/1x

Total Transfers \$ -

TOTAL BUDGET \$ 192,000

**NEW PROGRAM/PILOT and RESEARCH PROJECT APPLICATION**  
Newtown Public Schools  
**ALL new programs/pilots and research projects MUST be approved by the**  
**Newtown BOE**

**What will the program/pilot or research project be called?**

ACTING 2

**Give a brief description of the program/pilot or research project:**

*Acting 2* focuses upon intermediate theatre topics designed to build upon skills developed in Acting 1. The focus of this course's work is on the scripted word, and how the actor interprets and presents the words of others on stage. There will also be a script-writing component as well as more in depth work in the area of stage combat. Students must have completed Acting 1 in order to take this course.

This will be a semester course that is offered for .5 credit.

**PLANNING**

**Please answer the following questions:**

**1. What is the documented need for the program/pilot or research project?**

Newtown High School offers an Acting 1 class with no follow through to more advanced levels. Students are requesting additional theatre classes and made it a point to visit the Principal requesting Acting 2 specifically.

**2. What research is available about the effectiveness of this program/pilot or research project?**

The Theatre offerings at Newtown High School are minimal in comparison to schools in our DRG-B and that of DRG-A (with whom our students compete). Our history has shown that many NHS graduates are pursuing careers in theatre (theatre tech, writing, composing, acting). Our current program needs to be expanded to enable students to build their skills and experience to be prepared for college auditions as well competitively compete for the limited number of spaces in theatre programs.

The Fine Arts Department would like to eventually expand course offerings to include classes such as Shakespeare, Theater Management, Directing, Audition Techniques, Script Writing, Puppeteering, Acting for Camera, Improv and Comedy, and Dance.

**3. How does the program/pilot or research project align with the core beliefs of the Newtown Public Schools?**

This program is centered on our core beliefs:

- Recognizing that each individual is unique and has value;
- It takes effort and persistence to achieve one's full potential;
- High expectations inspire higher levels of performance;
- Honesty, integrity, respect and open communication build trust;
- Quality education expands the opportunities for individuals and is vital to the success of the entire community; and
- Continuous improvement requires the courage to change.

**4. Who have you communicated with about the program/pilot or research project and what are the responses? (ex. Building leadership team, department chair)**

The Fine Arts Dept./Michelle Hiscavich (Dept. Chair) has followed protocol of discussing with Dr. Lorrie Rodrigue (NHS Principal) and Jean Davila (Asst. Superintendent). Both were supportive of adding an Acting 2 course to expand the theatre program.

**5. Was the program/pilot or research project critiqued by a curriculum committee? What were their comments?**

That is our next step. Meeting with C & I Committee on Jan. 20, 2017.

**6. Which staff and students will participate in the first year of the program/pilot or research project? How will they be selected?**

The Acting 2 course will be piloted in the 2017-18 school year. We anticipate a very positive response based on student interest and requests for a higher level Acting course.

**7. What are the staffing implications?**

Janice Gabriel is currently a full time staff member. This semester course will be worked into her schedule in the 2017-18 school-year and will focus her teaching assignment in Theatre (currently teaching 2 English courses).

**8. Do you anticipate that this will become a mandated program/pilot or research project?**

No. Theatre courses are part of the NHS elective offerings. This course will offer more Theatre course options and could potentially be a pre-requisite for other Theatre courses in the future. This essential class will also provide more training for students pursuing a Theatre major in college and career in that field.

**9. When and how will the initial, start-up curriculum be written prior to initiation of the program/pilot or research project?**

Curriculum will be written during early release days and PD days at no cost to the District.

10. **What is the plan for pre-implementation training and follow-up training?**  
Additional training is not needed at this time. As there is currently only one Acting course, the teacher is differentiating and personalizing learning to meet all student needs at all levels. By separating levels 1 and 2 the teacher will be able to bring the curriculum to greater depth and rigor, creating a better learning environment and meeting the needs of Acting 2 students.
11. **What are the projected costs for planning and future implementation? (i.e. curriculum development, instruction recourses, staff training)**  
Resources are teacher generated and accessed online.

### MEASURING EFFECTS

12. **How will you measure the program/pilot or research project effectiveness?**
- Number of students enrolled in the program
  - Student mastery of learning expectations and meeting learning goals
13. **Who will use the information to decide if the program/pilot or research project will be continued?**  
Theatre teacher in collaboration with Fine Arts Dept. Chair, NHS Principal and Asst. Superintendent
14. **When and how will the results be communicated to the Board?**  
An update will be provided to the C & I Subcommittee on or before January 2018.

CONTACT PERSON Michelle Hiscavich DATE 1/18/17

## **FIRST AMENDMENT TO CONTRACT FOR TRANSPORTATION SERVICES**

**THIS FIRST AMENDMENT TO CONTRACT FOR TRANSPORTATION SERVICES** (the "First Amendment") entered into as of the \_\_\_ day of \_\_\_\_\_, 2017, by and between the **NEWTOWN BOARD OF EDUCATION** (the "Board") and **EDADVANCE** (the "Contractor").

### **R E C I T A L S**

**WHEREAS**, the Board and Education Connection, now known as EdAdvance, entered into a Contract for Transportation Services dated as of June 3, 2014 (the "Contract"); and

**WHEREAS**, the parties desire to extend the term of the Contract and amend certain terms and conditions of the Contract, as hereinafter set forth.

**NOW, THEREFORE**, for valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. The Board and the Contractor are extending the Contract until June 30, 2019. Section I of the Contract is amended to extend the Term of the Contract from July 1, 2017 and terminating on June 30, 2019. The rates shall be as detailed on Appendix G of Attachment 1 of the Contract.

2. The following provision is added to the Contract: The Contractor shall perform criminal record checks on drivers and monitors, as described in the Connecticut General Statutes, and shall also provide the Board's Superintendent of Schools, or designee, with a certification of compliance with this requirement in writing. If requested by the Board, the Contractor shall report the results of all such or any requested criminal records checks and any other related information to the Board. Contractor shall submit to the Board a Department of Children and Families "Authorization for Release of Information for DCF CPS Search" form for all employees assigned to perform services under the Contract. Contractor agrees that all criminal background checks shall comply with Connecticut Public Act 16-67 and Contractor shall immediately notify the Board of any findings required to be reported by such law.

3. Appendix G of Attachment 1 of the Contract is amended to add the attached Appendix G-1, attached hereto and made a part hereof.

4. Miscellaneous.

(a) Except as otherwise expressly provided by this First Amendment, all of the respective terms, conditions and provisions of the Contract shall remain in full force and effect. It is declared and agreed by each of the parties hereto that this First Amendment and the Contract be read and construed as one instrument.

(b) This First Amendment may be executed and delivered in any number of counterparts, each of which shall constitute an original, but all of which when taken together shall constitute but one and the same First Amendment.

(c) The provisions of this First Amendment shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

IN WITNESS WHEREOF, the parties hereto have executed this First Amendment as of the date set forth above.

NEWTOWN BOARD OF EDUCATION

By: \_\_\_\_\_  
Dr. Joseph V. Erardi, Jr.  
Superintendent

EDADVANCE

By: \_\_\_\_\_  
Richard Carmelich, III  
Chief Operations Officer



Newtown Public Schools  
 Newtown, Connecticut

**Appendix G-1**

**Out of District special Needs - Contract B**  
 (additional transports to contract)

Company Name: Ed Advance

Home to School, A.M. & P.M.

	Estimated # of Students	Daily Rate Year 3 2016-17	Daily Rate Year 4 2017-18	Daily Rate Year 5 2018-19	Estimated # Aide Hours
20) Reach Program - Danbury	1	\$158.00	\$158.00	\$161.16	
21) Eagle Hill - Southport	1	\$178.00	\$178.00	\$181.56	
22) Gateway College - New Haven	1	\$178.50	\$178.50	\$182.07	
23) Arch Bridge - Bethlehem	3	\$168.30	\$168.30	\$171.67	
24) Naugatuck Valley - Waterbury	1	\$166.26	\$166.26	\$169.59	
25) Woodhouse - Milford	1	\$179.52	\$179.52	\$183.11	
26) ACCESS - Danbury	1	\$167.00	\$167.00	\$170.34	4
27) Ben Bronze Academy - West Hartford	1	\$170.00	\$170.00	\$173.40	
28) Wheeler Clinic - Plainville	2	\$170.34	\$170.34	\$173.75	

## AGREEMENT

This Agreement (“Agreement”) is entered into on this \_\_ day of \_\_\_\_, 2017 (the “Effective Date”) between the NEWTOWN BOARD OF EDUCATION (the “Board”) and EDADVANCE (“Contractor”) (collectively, the “Parties”) for the purpose of identifying the obligations of the Parties relative to the safety and confidentiality of student information, student records and student-generated content (collectively, “student data”) received or obtained by the Contractor in connection with the Contract for Transportation Services entered into by the parties on the date hereof (the “Transportation Contract”).

**Article I. Definitions.** For purposes of this Agreement, “directory information,” “de-identified student information,” “personally-identifiable information,” “school purposes,” “student information,” “student records,” “student-generated content,” and “targeted advertising,” shall be as defined by Public Act 16-189. “Education records” shall be defined by the Family Educational Rights and Privacy Act of 1974 (“FERPA”), codified at 20 U.S.C § 1232g (as amended); and its implementing regulations, 34 CFR 99.1 - 99.67 (as amended).

### **Article II. General Provisions**

- A. All student data provided or accessed pursuant to this Agreement is and remains under the control of the Board. All student data are not the property of, or under the control of, the Contractor.
- B. The Board may request that the Contractor delete or destroy student data in the Contractor’s possession by sending such request to the Contractor by electronic mail. The Contractor will delete or destroy the requested student data within two (2) business days of receiving such a request.
- C. The Contractor shall not use student data for any purposes other than those authorized in the Transportation Contract and this Agreement, and may not use student data for any targeted advertising.
- D. If the Contractor receives a request to review student data in the Contractor’s possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein, by following the amendment procedures outlined in the Board’s applicable policies, if any.

**Article III. Security and Confidentiality of Student Data.** The Contractor and the Board shall ensure that they each comply with the FERPA. Further, the Contractor shall take actions designed to ensure the security and confidentiality of student data, including but not limited to:

- A. Using technologies and methodologies consistent with the guidance issued in the American Recovery and Reinvestment Act of 2009, Public Law 111-5, § 13402(h)(2), 42 U.S.C. § 17932;
- B. Maintaining technical safeguards relating to the possession of education records in a manner consistent with 45 C.F.R. 164.312;
- C. Otherwise meeting or exceeding industry standards relating to the safeguarding of confidential information.

#### **Article IV. Prohibited Uses of Student Data**

- A. The Contractor shall not use student data for any purposes other than those authorized pursuant to the Transportation Contract and this Agreement.
- B. The Contractor shall not retain, and the Board shall not otherwise make available, any student data upon completion of the contracted services unless a student, or parent or legal guardian of a student chooses to establish or maintain an electronic account with the Contractor for the purpose of storing student-generated content.

#### **Article V. Data Breaches**

- A. Upon the discovery by the Contractor of a breach of security that results in the unauthorized release, disclosure, or acquisition of student data, or the suspicion that such a breach may have occurred, the Contractor shall provide initial notice to the Board as soon as possible, but not more than forty-eight (48) hours after such discovery (“Initial Notice”). The Initial Notice shall be delivered to the Board by electronic mail to Dr. Joseph V. Erardi, Jr., Superintendent of Schools, Email: [erardij@newtown.k12.ct.us](mailto:erardij@newtown.k12.ct.us) and shall include the following information, to the extent known at the time of notification:
  - 1. Date and time of the breach;
  - 2. Names of student(s) whose student data was released, disclosed or acquired;
  - 3. The nature and extent of the breach;
  - 4. The Contractor’s proposed plan to investigate and remediate the breach.
- B. Upon discovery by the Contractor of a breach, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not later than thirty (30) days after discovery of the breach, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

- C. The Contractor agrees to cooperate with the Board with respect to investigation of the breach and to reimburse the Board for costs associated with responding to the breach, including but not limited to the costs relating to notifications required by state law.

**Article VI. Choice of Law, Choice of Forum, Merger, Severability**

- A. **Choice of Law.** The parties agree that this agreement and any disputes arising from or relating to this Agreement, including its formation and validity, shall be governed by the laws of the State of Connecticut.
- B. **Choice of Forum.** The parties agree that any and all disputes arising from or relating to this Agreement, including its formation and validity, shall be settled in the State of Connecticut.
- C. **Amendment.** This Agreement may be changed, amended, or superseded, only upon an agreement in writing executed by both parties hereto.
- D. **Severability.** A court finding of invalidity for any provision of this Agreement does not invalidate other provisions or applications that are not affected by the finding.

**Article VII. Term and Termination.**

- A. The term of the Transportation Contract shall terminate on June 30, 2019. Upon the expiration or termination of the Transportation Contract, for any reason, Contractor shall return or, if requested by the Board, delete or destroy all student data maintained by Contractor on behalf of the Board, without retaining any copies.
- B. The term of this Agreement shall be effective as of the Effective Date, shall remain in effect while the Transportation Contract is in effect and shall terminate when all of the student data maintained by Contractor on behalf of the Board is returned to the Board and/or properly and completely deleted or destroyed.

IN WITNESS WHEREOF, the parties hereto have set their hands by their duly authorized representatives, as of the \_\_\_\_ day of \_\_\_\_\_, 2017.

CONTRACTOR

BOARD

EDADVANCE

NEWTOWN BOARD OF  
EDUCATION

By \_\_\_\_\_  
\_\_\_\_\_

By \_\_\_\_\_  
\_\_\_\_\_

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:**

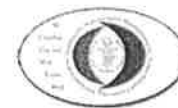
- Counting and One-to-One Correspondence

**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

### Atlas rivas - Communities

- 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**.