

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

Minutes of the Board of Education meeting held on January 3, 2023, at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	3 Staff
J. Kuzma	
J. Larkin	
A. Plante	
K. Kunzweiler (absent)	
D. Godino (absent)	

Ms. Zukowski called the meeting to order at 7:06 p.m.

Mr. Ramsey moved that the Board of Education go into executive session to discuss the transportation contract and invite Mr. Melillo, Mrs. Vadas, and Attorney Laurann Askloff from Shipman and Goodwin. Mr. Cruson seconded. Motion passes unanimously.

Item 1 – Executive Session

Executive session began at 6:06 p.m.

MOTION: Mr. Vouros moved to close the executive session at 7:00 p.m. Mrs. Larkin seconded. Motion passes unanimously.

Item 2 – Pledge of Allegiance

Item 3 – Consent Agenda

MOTION: Mr. Ramsey moved that the Board of Education approve the consent agenda, which includes the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Ms. Zukowski sent the Board this year's calendar to verify their sub-committee meeting dates and referred to the December 30 Newtown Bee which includes what the Board of Education has done this past year.

Superintendent's Report: Mr. Melillo reported that Chartwell was kicking off their new "Mood Boost Program" January 10<sup>th</sup> which brings new food to our students that impact various moods. Chorus concerts are coming up this month at the elementary schools and our athletes are participating in sports events almost every night during the winter months.

There were no committee reports.

Item 6 – Presentations

Weight Training Curriculum:

Dr. Kim Longobucco joined Newtown High School physical education teachers Kathy Davey and Laura McLean who presented this curriculum.

Mrs. Kuzma asked about the frequency of classes.

Ms. McLean said it was just a course taken by juniors and seniors but now is offered to sophomores. The class meets six days out of an eight-day rotation.

Mr. Ramsey stated it was an incredible class and asked if the facilities were adequate. Ms. McLean reported that our fitness center is as nice as those in colleges. Ms. Zukowski asked how this course is handled with students who have disabilities. Ms. McLean said we can accommodate a student in a wheelchair because we have other things to use besides the equipment.

Dr. Longobucco noted that the point of this class is to make students fitness conscious when they graduate. In PE 1 they do a small unit in the fitness center and have a choice later on. She mentioned that the Capstone Projects are being presented next Monday through Thursday from 6 to 8 PM.

#### Student Performance Overview:

Mrs. Uberti stated that this overview was a follow-up to her October presentation. Mr. Vouros thanked Mrs. Uberti for her presentation, which was phenomenal and comprehensive. It will help tremendously when we do the budget because we have a good handle on what is going on the district.

Mr. Ramsey echoed what Mr. Vouros said about this comprehensive report. He is interested in the motivating factors between teachers and students. Regarding school rounds, he asked if Mrs. Uberti has seen certain interactions in classes that make students want to learn more.

Mrs. Uberti reported that is seen almost every time in every classroom. Without a doubt, being in the classroom is the greatest indicator. This year the joy of teachers and students and the level of engagement and questions students ask are amazing. We also gave a climate survey at the end of the end of last year and the results were very positive and teachers very complimentary of administrators. We were derailed by Covid but we are in a really good place now.

Mr. Ramsey said teachers and students need to be complimented for dealing with everything we have gone through in Newtown.

Mrs. Larkin said this was one of the best presentations she has seen since being on the Board. We are all here because we love children. This was a good, in-depth report. When we talk about measuring what success looks like this was a reminder to also consider more than a test score. She was glad to hear that so much is working.

Mrs. Kuzma thanked her for this informative presentation. It was eye opening to see where we need to move and what goals to set.

Mr. Vouros was pleased to know that magic has entered classrooms in the middle school. Many people have reported the happiness and productivity going on in those rooms.

Ms. Zukowski stated that Mrs. Uberti was wonderful and brings so much value to the district. She said this Board is committed to supporting your efforts to ensure our students are completely successful. We want to understand where your needs are and where your successes are. She wants to have annual reports that will highlight that information. She referred to slide #3 and wants to focus on academics, social emotional health and wellness, good citizens, instructional walks, and climate survey and wants a presentation on them. She referred to slide #6 about next generation accountability and asked how we know if students are meeting their academic potential. How do we know if the programs are being effective, if that money might be better spent, and if there might be better options for the schools.

Ms. Zukowski further stated that when Mrs. Uberti spoke about all of the various disruptions to learning and in looking at the performance study Ms. Zukowski had done, she was surprised the disruptions were so broad to include every single grade from 2010 to 2019. She couldn't understand how an event at one school would impact every single grade for 10 years and when Mrs. Uberti stated that it caused disruption to the administration and the staff climate, it made much more sense. There will always be exceptions but hoped we can go forward and start building rather than always having to react. It's all about having what we need to be sure each student meet their potential.

Mr. Melillo said determining student performance is not the school that a teacher went to or the professional development they attended. It's the relationships they have built with their students. Teachers caring and practice will get high performing students. During our walk-through's we see joy in the classrooms. We have a team of administrators and staff members who care. Mrs. Uberti has done a fantastic job with curriculum and instruction and brought passion to her presentation. We have come together as a team working through obstacles and as a team will continue doing what is best for students. He thanked Mrs. Uberti for a wonderful presentation.

#### Item 7 – Old Business

Second Read of Spanish 5 and 6 Curriculum:

MOTION: Mr. Ramsey moved that the Board of Education approve the Spanish 5 Curriculum.

Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Ramsey moved that the Board of Education approve the Spanish 6 Curriculum.

Mr. Cruson seconded. Motion passes unanimously.

Strategic Plan Update:

Mr. Melillo reported the Strategic Plan Committee will meet January 9 at 8:00 a.m. We are looking at January 26, 30 and February 2 for the focus group meetings. He will be sending invites to the entire community for these virtual focus meetings. When we get the results of these meetings, we will decide if we should meet in smaller groups.

#### Item 8 – New Business

Discussion and Possible Action on Extending Free Lunch Program:

Mrs. Vadas reported that, if we extend the program through January 20, the cost would be \$56,000, and, if we continue through the end of February, the cost would be \$164,000. She recommends extending for another month, which would be good for the community.

Mrs. Larkin agreed and wants to continue to pass that relief onto the families as long as we can.

Mr. Cruson was concerned that it might cause confusion when we keep moving the date and asked if March 3 is the absolute end of the extension.

Mrs. Vadas would recommend that this is the last installment for subsidizing this program.

Ms. Zukowski said there was a deadline for the free and reduced meal sign-up and asked if we got full participation for those who were able to participate.

Mrs. Vadas said it would be hard to get that count but noted that we are at about 13% participation.

Ms. Zukowski asked the balance in the account.

Mrs. Vadas said our maximum balance is about \$575,000. We are over that now but it does fluctuate. Once we support this program through March 3<sup>rd</sup> it will bring us down to about \$550,000.

Mrs. Kuzma asked that when it ends March 3 if free and reduced lunch applications are not submitted if that option was no longer available.

Mr. Melillo said it wasn't because the cut-off to apply was October 12. The number of applications are close to where we have been historically. If we go back after the March 3<sup>rd</sup> deadline, those who applied will still get free and reduced lunches.

MOTION: Mr. Ramsey moved that the Board of Education approve extending the Free Lunch Program as presented through March 3, 2023. Mrs. Larkin seconded. Motion passes unanimously.

Minutes of December 20, 2022:

MOTION: Mr. Ramsey moved that the Board of Education approve the minutes of December 20, 2022. Mr. Cruson seconded. Motion passes unanimously.

Item 9 – Public Participation

MOTION: Mr. Vouros moved to adjourn. Mrs. Larkin seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 8:42 p.m.

Respectfully submitted:

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Donald Ramsey  
Secretary



TO: Chris Melillo, Superintendent  
FROM: Suzanne D'Eramo, Director of Human Resources  
RE: Superintendent's Report – Staffing Update for **DECEMBER 2022**  
DATE: December 30, 2022

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**DECEMBER 2022**

**CERTIFIED RETIREMENTS:**

None

**CERTIFIED RESIGNATIONS:**

None

**CERTIFIED NEW HIRES:**

Karen Dreger – HOM Lead Teacher (position change from grade 2 teacher to lead teacher)

**CERTIFIED OPEN POSITIONS:**

Grade 2 - HOM

**ADDITIONAL DISTRICT HIRING NOTES:**

Here is a recap of all certified/non-certified staff who began working in December:

Paraeducator = 1

Custodian = 1

Bldg. Sub/LT sub = 2

Asst. Director of Business = 1

Of the 5 newly hired employees, 1 indicated a diverse ethnicity or race other than white. This equates to a total of 20% broken down as follows:  
Hispanic = 1

# **Follow Up to Student Performance Overview**

***Original Presentation October 5, 2022***

Newtown Board of Education

Anne Uberti, Assistant Superintendent

January 3, 2023

# Board Member Question:

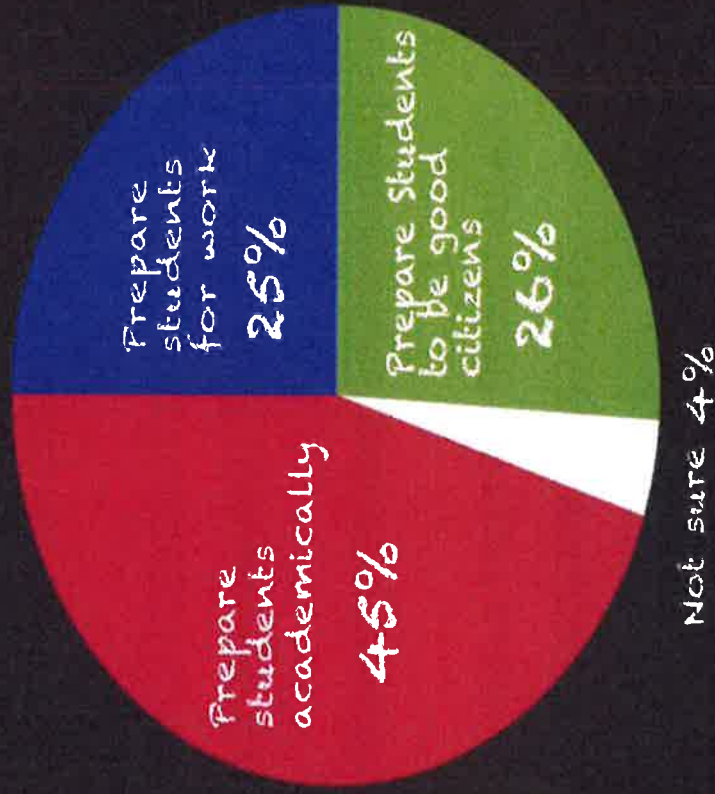
Academic Goals: What are the academic goals we hope to achieve?

Are we trying to ensure a ratio of our students who demonstrate proficiency or better? If so, how are these ratio goals determined? Or, are we trying to ensure that our district is favorably competitive when considered among other schools? If so, what is the reference group that we care about? Locality (i.e., better schools in Newtown relative to nearby areas), Financial (i.e., better “bang for the buck”), or overall academic competitiveness (i.e., one of the top districts in CT), or other?





# What's the Main Goal of a Public School Education?



Source: 48th Annual PDK Poll of the Public's Attitudes Toward the Public Schools

# How is academic achievement measured?

- By standardized test achievement results?
- By comparison of standardized test achievement results to other similar districts?
- By comparison of standardized test achievement results to state average?
- By standardized test achievement growth?
- By college/university acceptance rates? By which colleges/universities students are accepted?
- By four year college graduation rates?
- By overall enjoyment and satisfaction of going to school on a daily basis?

# Let's talk about accountability...

- 2001 – No Child Left Behind (NCLB)
  - Universal goal for every student to be proficient in reading and math
  - Annual state testing in reading and math, grades 3 through 8 and once in high school
  - Focused solely on academic achievement
  - Performance on reading and math tests used to evaluate schools
- 2015 – Every Student Succeeds Act (ESSA)
  - States are responsible for holding schools accountable for student achievement
  - Annual state testing in reading and math, grades 3 through 8 and once in high school; once in elementary, middle and high school in science
  - Must consider more than just test scores when evaluating schools; although more weight must be given to academic factors

# Next Generation Accountability System

1. Academic Achievement
2. Academic Growth
3. Participation Rate
4. Chronic Absenteeism
5. College and Career Readiness - Rigorous Courses
6. College and Career Readiness - Exams
7. On Track to High School Graduation
8. Four Year Graduation Rate
9. Six Year Graduation Rate
10. Post Secondary Entrance
11. Physical Fitness
12. Participation in the Arts

# Newtown Report: 2021-22

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	74.4	75	49.6	50	99.2	85.6
1b. ELA Performance Index - High Needs Students	60.8	75	40.5	50	81.1	72.3
1c. Math Performance Index - All Students	71.8	75	47.9	50	95.8	78.2
1d. Math Performance Index - High Needs Students	57.9	75	38.6	50	77.2	63.6
1e. Science Performance Index - All Students	68.9	75	45.9	50	91.9	81.9
1f. Science Performance Index - High Needs Students	54.9	75	36.6	50	73.2	68.4
2a. ELA Academic Growth - All Students	64.9%	100%	64.9	100	64.9	60.4
2b. ELA Academic Growth - High Needs Students	57.0%	100%	57.0	100	57.0	56.2
2c. Math Academic Growth - All Students	74.6%	100%	74.6	100	74.6	65.2
2d. Math Academic Growth - High Needs Students	67.9%	100%	67.9	100	67.9	59.1
2e. Progress Toward English Proficiency - Literacy	77.8%	100%	38.9	50	77.8	64.9
2f. Progress Toward English Proficiency - Oral	75.9%	100%	38.0	50	75.9	57.4
4a. Chronic Absenteeism - All Students	10.3%	<=5%	39.5	50	78.9	25.1
4b. Chronic Absenteeism - High Needs Students	19.2%	<=5%	21.5	50	43.0	0.0
5. Preparation for CCR - Percent Taking Courses	95.8%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	58.2%	75%	38.8	50	77.6	58.0
7. On-track to High School Graduation	91.4%	94%	48.6	50	97.3	87.9
8. 4-year Graduation: All Students (2021 Cohort)	96.4%	94%	100.0	100	100.0	95.3
9. 6-year Graduation: High Needs Students (2019 Cohort)	92.2%	94%	98.1	100	98.1	90.6
10. Postsecondary Entrance (Graduating Class 2021)	88.5%	75%	100.0	100	100.0	88.2
11. Physical Fitness (estimated participation rate = 81.2%)	60.3%	75%	20.1	50	40.2	61.0
12. Arts Access	32.1%	60%	26.7	50	53.4	87.4
Accountability Index			1143.7	1450	78.9	69.7

• Indicator 3 is the participation rate.

# Newtown Report: 2018-19 to 2021-22

No: Indicator	2018-19	2021-22
1a. ELA Performance Index – All Students	100.0%	99.2%
1b. ELA Performance Index – High Needs Students	83.4%	81.1%
1c. Math Performance Index – All Students	98.5%	95.8%
1d. Math Performance Index – High Needs Students	77.7%	77.2%
1e. Science Performance Index – All Students	93.3%	91.9%
1f. Science Performance Index – High Needs Students	76.9%	73.2%
2a. ELA Avg. Percentage of Growth Target Achieved – All Students	65.5%	64.9%
2b. ELA Avg. Percentage of Growth Target Achieved – High Needs Students	58.5%	57.0%
2c. Math Avg. Percentage of Growth Target Achieved – All Students	69.6%	74.6%
2d. Math Avg. Percentage of Growth Target Achieved – High Needs Students	55.7%	67.9%
2e. Progress Toward English Proficiency- Literacy		77.8%
2f. Progress Toward English Proficiency-Oral		75.9%
4a. Chronic Absenteeism – All Students	100.0%	78.9%
4b. Chronic Absenteeism – High Needs Students	82.4%	43.0%
5 Postsecondary Preparation	100.0%	100.0%
6 Postsecondary Readiness	90.6%	77.6%
7 On-track to High School Graduation	100.0%	97.3%
8 4-year Graduation All Students	100.0%	100.0%
9 6-year Graduation - High Needs Students	95.7%	98.1%
10 Postsecondary Entrance	100.0%	100.0%
11 Physical Fitness	88.7%	40.2%
12 Arts Access	53.9%	53.4%

# Newtown Schools Report, 2021-22

School Name	Accountability Index	Category	Distinction
Head O'Meadow	89.1	1	High Performance High Growth
Reed Intermediate	77.7	2	
Middle Gate	77.1	2	High Growth
Newtown High	76.2	3	
Hawley	73.8	2	High Growth
Sandy Hook	73.3	2	High Growth
Newtown Middle School	72.3	3	



# Board Member Question:

*Performance over time: How can we make better sense of trends?*

*2010 – 2019 academic analysis suggests that something was going on during those ten years - using DRG B as the reference group - that seemed to impact student achievement in Newtown more than the average.*





## Variables Impacting NPS Data 2010-2019

- July, 2010 – CSDE adopts Connecticut Common Core Standards
- August, 2011 – District begins to “unpack” the new standards
- December, 2012 – Tragedy at Sandy Hook School
- March, 2013 – Newtown did not participate in the CMT
- March, 2014 – Smarter Balanced Field Test was administered
- March, 2015 – Smarter Balanced Administered for the First Time

# Board Member Question:

*Is there some way to call out potential cause and effect related to [recent instructional] efforts?*

*For example, we've added phonetics to our early reading and recently upgraded elementary math. Shouldn't we see trends (in non COVID-disrupted years) that show if these efforts have had a positive impact?*



# Major Instructional Changes - Timeline

## Fundations

2019-2020 – Kindergarten and Grade 1

2020-2021 – Grade 2

## Bridges Math

2021-2022 – Kindergarten through Grade 5

## Into Math

2022-2023 – Grades 6 through 8

## Heggarty

2022-2023 - Kindergarten

# Major Assessment Changes - Timeline

iReady Diagnostic Assessment (Reading and Mathematics)

2021-2022 – Kindergarten through Grade 8

DIBELS (Dynamic Indicator of Basic Early Literacy Skills ) Next

2022-2023 – Kindergarten through Grade 3

# Board Member Question:

*SBAC: Grade 3 seemed to buck the overall trend of reduced SBAC scores in both the ELA and Math. Might this have something to do with the curriculum (Foundations and Bridges) that was put in place or is it still within the expected randomness of cohorts?*

*If the former, is there an explanation why we might not see similar, albeit smaller, improvements in the other grades?*

*I recall you mentioning that the higher grades have more learnings that can be negatively impacted by the COVID disruption.*

*Could it also be that the programs have an assumption of building skills from one year to the next, so we are not yet reaping the full improvement we might see in a few more years?*



# Variables Impacting NPS Grade 3 Performance 2021-2022

- Students were assessed 7 months following the implementation of Bridges
- Foundations implementation was significantly compromised by a reduction in instructional hours, remote learning, masks, and record absenteeism of both students and staff.

# Possible Contributing Factors to Upper Grade Level Performance

Impact of social isolation on adolescents

Greater degree of disengagement for adolescents

Amount and complexity of learning that was compromised

Differences in learner characteristics, i.e. self-study ability, proactiveness

Differences in the number of instructional hours



# Board Member Question:

*NGSS: There is a performance drop from 67% to 51% (16 points) between 2022 Grade 8 and Grade 11. There was a similar drop from 74% to 60% (14 points) between 2019 Grade 8 and Grade 11.*

*Your comment that the AP performance tells a different story is valid, but what is the make up of the 53% that was proficient or better? Was it mostly AP students, and so we have work to do re: Honor and CP science courses? Also, is this drop a Newtown problem or do other districts have the same challenge?*





# Analysis of NGSS Performance Trends

Performance across districts vary but similar trends are noted

Grade 11 NPS Students Meeting Proficient or Above on NGSS

- 25% Enrolled in one or more sciences with at least one being AP
- 41% Enrolled in one of more sciences with at least one being CP
- 34% Enrolled in one of more sciences with at least one being Honors

# Board Member Question:

*AP: Would it be possible to categorize the AP courses into subject type, e.g., math, ELA, science, social science, arts, and other, and provide the level of information (columns) that was available in the 4-Year AP Growth slide in the 2019 presentation?*



# AP Growth Over Time

## SCHOOL SUMMARY

	2018	2019	2020	2021	2022
Total AP Students	399	453	444	349	372
Number of Exams	715	832	836	639	700
AP Students with Scores 3+	344	356	386	259	298
% of Total AP Students with Scores 3+	86.22	78.59	86.94	74.21	80.11

# Additional Questions:

In the future, is it possible to add color (horizontal rectangles) that shows expected performance by grade to the graphs provided in slides 6 and 12 (Vertical Score Trends)?

In the future, would it be possible to add the average SAT scores for the reference group (DRG or other) slide, as done in the 2019 presentation?

# Interested in Reviewing More Data?

[Edsight](#)

[Next Generation Accountability Results](#)

[Profile and Performance Reports](#)

[Smarter Balanced](#)

[Science](#)

[SAT School Day](#)

[LAS Links](#)



**Thank you for your  
continued support.**

Questions or Comments?



# Weight Training

## PE 2

Laura McLean



- Weight Training instruction has gone from 1 quarter to a semester (2 quarters).
- Unit titles are inline with the other PE 2 courses
- Instructional units are intertwined in their application
- National Physical Education Standards were used rather than the CT State Standards.







# Weight Training Units of Instruction

Unit 1: Physical Fitness

Unit 2: Responsible Behavior

Unit 3: Motor Skills  
of Lifetime Skills

Unit 4: Application



Unit 1:

# Physical Fitness

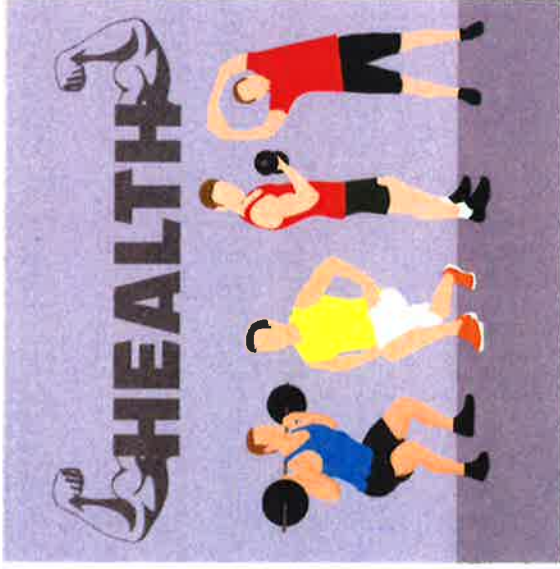


[Baseline/Midpoint/Post Measurements](#)

- ~Muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition defines a physical fit individual.
- ~ Current fitness levels drive the development of a personalized fitness plan.
- ~ composition activities to improve fitness levels
- ~ Fitness levels improve with proper application of the methods of resistance (body weight, free weights and machine weights).

Unit 2:

# Responsible Behavior



- ~ Physical fitness levels improve with proper tracking and adjustments to Fitness Logs.
- ~ Fitness goals create self-reward for achieving personal fitness levels.
- ~ Physical activity serves as a vehicle to provide opportunities for self-expression and personal growth

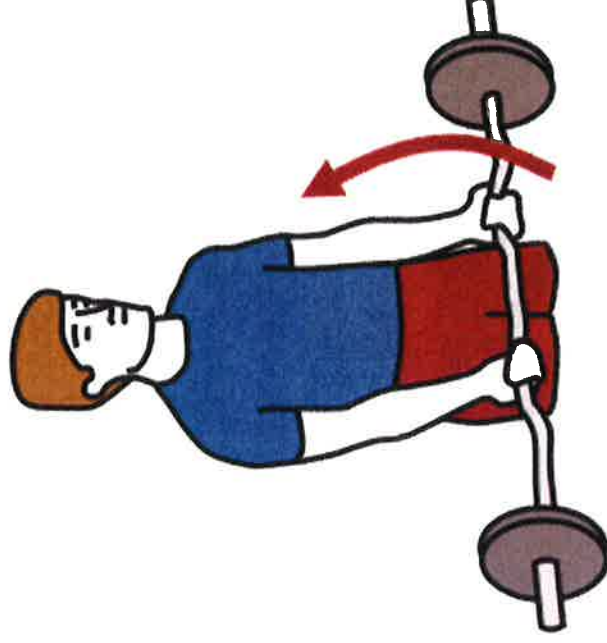
[Group Workout Routine](#)

Unit 3:

# Motor Skills

- Proper execution of motor skills improves overall physical fitness.
- ~Muscle action and muscle motion guide the type of exercises performed.
- ~A variety of training modalities enhance overall fitness.

Daily Log

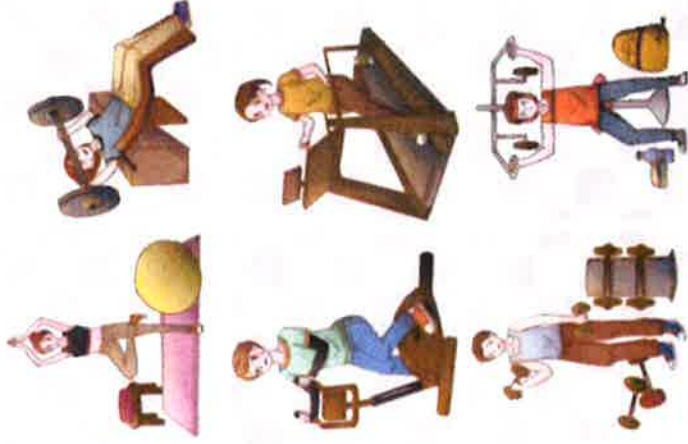


Unit 4:

# Application of Lifetime Skills

- ~ Goal setting for personal improvement contributes to maintaining adequate physical fitness for a healthy lifestyle.
- ~ Maintenance of fitness requires a conscious decision to engage in physical activity.
- ~ A healthy and active lifestyle incorporates enjoyable, meaningful recreation.

SMART Goals







# Unit Planner: Physical Fitness Weight Training

Thursday, December 8, 2022 2:48PM

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

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

## Physical Fitness

Childs, Matthew; Davey, Kathleen; McLean, Laura

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

#### **Lens: Physical Fitness**

Muscular Strength

Muscular Endurance

Flexibility

Cardiovascular Endurance

Body Composition

Physically fit

Fitness level

Fitness Plan

Methods of resistance

Re-evaluation

G

#### Generalizations / Enduring Understandings

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

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

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

#### Guiding Questions

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

#### **Factual**

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

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

endurance and body composition activities to improve fitness levels

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

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

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

What is flexibility? (G1, G3, G4)

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

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

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

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

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

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

### **Conceptual**

How is muscular strength evaluated? (G1, G4)

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

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

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

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

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

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

### **Provocative/Debatable:**

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

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

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

## **Standard(s)**

*Connecticut Core Standards / Content Standards*

**SHAPE: Physical Education 2013**

**SHAPE: High School Level 1**

**Movement concepts, principles & knowledge**

**S2.H1 Movement concepts, principles & knowledge**



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

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

**S2.H2 Movement concepts, principles & knowledge**

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

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

**S2.H3 Movement concepts, principles & knowledge**

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

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

**Fitness knowledge**

**S3.H8 Fitness knowledge**

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

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

**S3.H9 Fitness knowledge**

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

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

**S3.H10 Fitness knowledge**

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

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

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**SHAPE: High School Level 2**

**Lifetime Activities**

**S1.H1 Lifetime Activities**

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

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

**Fitness Activities**

**S1.H3 Fitness Activities**

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

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

**Physical activity knowledge**

**S3.H1 Physical activity knowledge**

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

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

**S3.H3 Physical activity knowledge**

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

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

## **Fitness knowledge**

### **S3.H7 Fitness knowledge**

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

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

## **Assessment & program planning**

### **S3.H11 Assessment & program planning**

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

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

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## **Critical Content & Skills**

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

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

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

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

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

## **Core Learning Activities**

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

Daily Warm-up ~ Dynamic Stretching

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

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

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

"Free Weight Lifting" - Olympic Lifts

Yoga - development of flexibility and Zen

Body Weight Circuits - overload with body weight activities

HIIT Workouts - High Intensity Interval Training

AMRAP - "As Many Reps As Possible" Workouts

Fitness Logs - tracking daily workout



[Super set and Compound exercises](#)



[Types of muscle contractions](#)

### Assessments

**Make a class workout routine**

**Summative: Group Project**

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

**Muscle Identification**

**Summative: Other written assessments**

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

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

**Muscle and Exercises Assessment**

**Summative: Other written assessments**

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

**Daily Grading Rubric**

**Formative: Other Visual Assessments**

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

**SMART Goal**

**Formative: Personal Project**

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

**Daily Fitness Log Sheet**

**Formative: Other written assessments**

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

### Resources

*Professional & Student*

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

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

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

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

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

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

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

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

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

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

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Spoken Communication

### Interdisciplinary Connections

Health - body systems

Science - anatomy



# Unit Planner: Responsible Behavior Weight Training

Thursday, December 8, 2022, 2:45PM

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

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

## Responsible Behavior

Childs, Matthew; Davey, Kathleen; McLean, Laura

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

**Lens:** Responsible Behavior

Social/Group

Personal/Individual

Accountability

Physical Fitness

Positive Interaction

Tracking/Accountability

Goals

Self-reward

Physical Activity

Self-expression

Growth

Safety (practices and protocols)

Learning environment

G

#### Generalizations / Enduring Understandings

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

**G 2** ~ Physical conditioning provides opportunities for

#### Guiding Questions

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

**Factual:**

positive social interactions

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

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

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

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

What are the classroom rules? (G1, G6)

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

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

**Conceptual:**

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

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

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

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

**Provocative/Debatable:**

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

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

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

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

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

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**SHAPE: Physical Education 2013**

**SHAPE: High School Level 1**

**Movement concepts, principles & knowledge**

**S2.H1 Movement concepts, principles & knowledge**

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

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

**S2.H2 Movement concepts, principles & knowledge**

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

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

### **S2.H3 Movement concepts, principles & knowledge**

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

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

### **Physical activity knowledge**

#### **S3.H4 Physical activity knowledge**

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

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

#### **S3.H5 Physical activity knowledge**

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

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

### **Engages in physical Activity**

#### **S3.H6 Engages in physical activity**

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

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

### **Fitness knowledge**

#### **S3.H8 Fitness knowledge**

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

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

### **Assessment & program planning**

#### **S3.H12 Assessment & program planning**

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

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

### **Working with others**

#### **S4.H4 Working with others**

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

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

### **Safety**

#### **S4.H5 Safety**

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

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

### **Health**

#### **S5.H1 Health**

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

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

### **Self-expression/ enjoyment**

#### **S5.H3 Self-expression/enjoyment**

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

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

## **SHAPE: High School Level 2**

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### **Lifetime Activities**

#### **S1.H1 Lifetime Activities**

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

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

### **Dance & Rhythms**

#### **S1.H2 Dance & Rhythms**

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

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

### **Physical activity knowledge**

#### **S3.H1 Physical activity knowledge**

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

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

#### **S3.H2 Physical activity knowledge**

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

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

#### **S3.H3 Physical activity knowledge**

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

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

### **Fitness knowledge**

#### **S3.H7 Fitness knowledge**

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

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

### **Assessment & program planning**

#### **S3.H11 Assessment & program planning**

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

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

### **Stress management**

#### **S3.H14 Stress management**

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

**and fitness.**

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

**Personal responsibility**

**S4.H1 Personal responsibility**

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

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

**S4.H2 Rules & etiquette**

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

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

**Working with others**

**S4.H3 Working with others**

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

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

**Challenge**

**S5.H2 Challenge**

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

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

**Social interaction**

**S5.H4 Social interaction**

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

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

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**Critical Content & Skills**

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

Students will follow class expectations (practices and protocols)

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

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

Students will demonstrate the ability to work cooperatively during class

**Core Learning Activities**

Warm-up and Cool Down

Orientation Activities



## Spotting Techniques

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

Fitness Logs - tracking daily workout

Development of SMART Goals using baseline measurements and rechecks

## Assessments

### Make a Class Routine

#### Summative: Group Project

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

#### Essential Question

#### Formative: Other oral assessments

#### Daily Grading Rubric

#### Formative: Other Visual Assessments

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

#### SMART Goal

#### Formative: Personal Project

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

#### Daily Fitness Log Sheet

#### Formative: Other written assessments

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

## Resources

### Professional & Student

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

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

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

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

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

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

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

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

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

## Student Learning Expectation & 21st Century Skills

### Information Literacy

### Critical Thinking

### Spoken Communication

### Written Performance

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

## Interdisciplinary Connections

### Respect

- resolve conflicts peacefully
- follows class rules and remains

### Participation and Effort

- tries new activities
- self-motivated

### Self-Direction

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

Caring and Helping Others

- students assist each other in learning
- exhibits cooperation



# Unit Planner: Motor Skills Weight Training

Thursday, December 9, 2022 2:51PM

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

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

## Motor Skills

Childs, Matthew; Davey, Kathleen; McLean, Laura

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

**Lens:** Motor Skills

Movement concepts

Principles

Personal goal

Execution

Motor skills

Physical Fitness

Muscle identification

Muscle action

Muscle motion

Training modalities

Lifetime physical activity

Efficient body movements

G

Generalizations / Enduring Understandings

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

**G 2** ~ Proper execution of motor skills improves overall

Guiding Questions

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

**Factual**

Which movement concepts will be needed to

physical fitness.

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

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

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

**G 6** ~ Efficient body movements stimulate lifetime physical activity.

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

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

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

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

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

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

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

### **Conceptual**

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

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

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

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

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

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

### **Provocative/Debatable:**

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

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

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

Standard(s)

Connecticut Core Standards / Content Standards

**SHAPE: Physical Education 2013**

**SHAPE: High School Level 1**

**Movement concepts, principles & knowledge**

**S2.H1 Movement concepts, principles & knowledge**

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

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

**S2.H2 Movement concepts, principles & knowledge**

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

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

**S2.H3 Movement concepts, principles & knowledge**

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

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

**Physical activity knowledge**

**S3.H4 Physical activity knowledge**

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

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

**S3.H5 Physical activity knowledge**

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

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

**Engages in physical Activity**

**S3.H6 Engages in physical activity**

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

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

**Fitness knowledge**

**S3.H8 Fitness knowledge**

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

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

**S3.H9 Fitness knowledge**

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

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

**Assessment & program planning**

**S3.H12 Assessment & program planning**

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

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

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

### **Safety**

#### **S4.H5 Safety**

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

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

### **SHAPE: High School Level 2**

#### **Lifetime Activities**

##### **S1.H1 Lifetime Activities**

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

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

#### **Dance & Rhythms**

##### **S1.H2 Dance & Rhythms**

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

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

#### **Physical activity knowledge**

##### **S3.H1 Physical activity knowledge**

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

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

##### **S3.H2 Physical activity knowledge**

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

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

#### **Fitness knowledge**

##### **S3.H7 Fitness knowledge**

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

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

##### **S3.H10 Fitness knowledge**

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

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

#### **Assessment & program planning**

##### **S3.H11 Assessment & program planning**

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

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

#### **Stress management**

##### **S3.H14 Stress management**

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

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

### **Challenge**

#### **S5.H2 Challenge**

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

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

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### **Critical Content & Skills**

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

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

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

Students will apply training theories to daily workouts.

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

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

### **Core Learning Activities**

Daily Warm-up ~ Dynamic (movement) Stretching

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

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

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

"Free Weight Lifting" - Olympic Lifts

"Superset" - opposing muscles with no rest.

Yoga - development of flexibility and Zen

Body Weight Circuits - overload with body weight activities

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

HIIT Workouts - High Intensity Interval Training

AMRAP - "As Many Reps As Possible" Workouts

Fitness Logs - tracking daily workout



[Types of muscle contractions](#)

[Super set and Compound exercises](#)

### Assessments

#### Muscle and Exercise Assessment

##### Summative: Other written assessments

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

##### Muscle Identification

##### Summative: Other written assessments

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

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

#### Make a Class Routine

##### Summative: Group Project

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

##### Daily Log

##### Formative: Personal Project

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

##### SMART Goals

##### Formative: Other written assessments

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

##### Final Exam

##### Summative: Other written assessments

Fitness Principles

Muscle and Exercise Recognition

SMART Goal Evaluation

### Resources

#### Professional & Student

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

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

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

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

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

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

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

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

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

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

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

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

### Interdisciplinary Connections

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

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

Goal Setting - SEL





# Unit Planner: Application of Lifetime Skills Weight Training

Thursday, December 8, 2023 2:52PM

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

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

## Application of Lifetime Skills

Childs, Matthew; Davey, Kathleen; McLean, Laura

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

**Lens:** Application of Lifetime Skills

Healthy lifestyle

Knowledge (concepts, principles)

Skills (application)

Attitudes (enjoyable, meaningful)

Weight Training

Active lifestyle

Goal setting

Maintenance

Physical fitness

Conscious decision

Recreation

G

#### Generalizations / Enduring Understandings

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

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

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

#### Guiding Questions

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

##### Factual

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

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

lifestyle.

**G 4** ~ Maintenance of fitness requires a conscious decision to engage in physical activity.

**G 5** ~ A healthy and active lifestyle incorporates enjoyable, meaningful recreation.

G4, G5)

What type of a warm up should one perform before a workout? (G1, G2, G4, G5)

What are the remedies for sore muscles? (G1, G4, G5)

How does the body mass change during the life cycle? (G1, G2, G3, G4, G5)

### **Conceptual**

How can exercise be part of a lifetime fitness plan? (G1, G2, G3, G4, G5)

How will physical activity help an individual now and in the future? (G1, G2, G3, G4, G5)

How does one incorporate movement into their daily life? (G3, G4, G5)

Why set personal fitness goals? (G3, G4, G5)

How does one manage when struggling to get through a workout? (G1, G2, G4, G5)

How does one stay motivated to work out? (G1, G2, G3, G4, G5)

How will exercise improve an individual's fitness level? (G1, G2, G4, G5)

Why is it important to be physical fit? (G1, G2, G3, G4, G5)

### **Provocative/Debatable:**

Should one do strength training, cardio or both? (G1, G2, G4, G5)

What is the minimal amount of exercise one can do to stay fit? (G1, G2, G4, G5)

Does participation in physical activity improve one's life beyond fitness? (G4, G5)

Is it important to incorporate movement into one's daily life? (G4, G5)

Is being mobile more important than being flexible?(G4, G5)

Apart from physical fitness, what else can be done

to maintain a healthy lifestyle? (G4, G5)

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**SHAPE: Physical Education 2013**

**SHAPE: High School Level 1**

**Movement concepts, principles & knowledge**

**S2.H1 Movement concepts, principles & knowledge**

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

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

**S2.H2 Movement concepts, principles & knowledge**

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

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

**S2.H3 Movement concepts, principles & knowledge**

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

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

**Physical activity knowledge**

**S3.H4 Physical activity knowledge**

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

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

**S3.H5 Physical activity knowledge**

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

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

**Engages in physical Activity**

**S3.H6 Engages in physical activity**

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

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

**Fitness knowledge**

**S3.H8 Fitness knowledge**

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

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

**S3.H9 Fitness knowledge**

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

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

## **Personal responsibility**

### **S4.H2 Rules & etiquette**

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

Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

## **Working with others**

### **S4.H3 Working with others**

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

Uses communication skills and strategies that promote team/group dynamics. (S4.H3.L1)

## **Safety**

### **S4.H5 Safety**

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

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

## **Health**

### **S5.H1 Health**

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

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

## **Self-expression/ enjoyment**

### **S5.H3 Self-expression/enjoyment**

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

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

## **SHAPE: High School Level 2**

## **Fitness Activities**

### **S1.H3 Fitness Activities**

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

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

## **Physical activity knowledge**

### **S3.H1 Physical activity knowledge**

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

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

### **S3.H2 Physical activity knowledge**

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

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

### **S3.H3 Physical activity knowledge**

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

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

## **Fitness knowledge**

### **S3.H7 Fitness knowledge**

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

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

### **S3.H10 Fitness knowledge**

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

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

#### **Assessment & program planning**

### **S3.H11 Assessment & program planning**

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

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

### **S3.H12 Assessment & program planning**

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

Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)

#### **Personal responsibility**

### **S4.H1 Personal responsibility**

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

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

#### **Working with others**

### **S4.H4 Working with others**

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

Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)

#### **Challenge**

### **S5.H2 Challenge**

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

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

#### **Social interaction**

### **S5.H4 Social interaction**

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

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

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

## **Critical Content & Skills**

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

Students will participate daily in all aspects of the weight training and conditioning program.

Students will recognize that physical conditioning can provide opportunities for positive social interactions.

Students will develop a performance-specific program that is tailored to their health-related fitness needs.

Students will track and access personal fitness status

## Core Learning Activities

Daily Warm-up and Cool down

Plan, design and implementation of SMART Goals

Plan, design and implementation of a Body Weight Circuit

Use of Fitness Center and equipment

- "Pyramiding" - combination of muscular strength and muscular endurance to find starting weight.
- "Set Weight Progression" - muscular strength and/or muscular endurance
- "Negative" - working the muscle with the eccentric motion (deviating from the recognized or customary lifting technique)
- "Free Weight Lifting" - Olympic Lifts
- AMRAP - "As Many Reps As Possible" Workouts
- HIIT Workouts - High Intensity Interval Training

## Assessments

**Make a Class Routine**

**Summative: Group Project**

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

**SMART Goal**

**Formative: Personal Project**

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

**Daily Fitness Log**

**Formative: Other written assessments**

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

**Essential Questions**

**Formative: Other oral assessments**

## Resources

*Professional & Student*

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

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

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

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

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

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

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

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

Instagram "Muscle in Motion"

<https://instagram.com/musclean...>

Various TED Talks (links included on the document)

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

**Student Learning Expectation & 21st Century Skills**

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

**Interdisciplinary Connections**

Evaluating current fitness level

Designing a Personal Fitness Program

- Evaluating Individual Fitness Level
- Setting Goals
- Evaluating Activities
- Starting a Program
- Maintaining a Program



## Spanish Gr. 5 (Pending Approval)

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

### Unit Calendar by Year

Unit	Lessons	Month																																			
		Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju	Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju	Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju			
Getting to Know Ourselves and...	0	[Bar chart showing lessons for this unit]																																			
The Planets (Sun, Moon, Earth, an...	0	[Bar chart showing lessons for this unit]																																			
Holidays, Traditions, & Customs	0	[Bar chart showing lessons for this unit]																																			
Central America, The Caribbean, ...	0	[Bar chart showing lessons for this unit]																																			
Spanish Speaking Countries in...	0	[Bar chart showing lessons for this unit]																																			
Spain, Mallorca, Menorca, & The...	0	[Bar chart showing lessons for this unit]																																			
The Migration of Latino Cultures...	0	[Bar chart showing lessons for this unit]																																			
FLES Research Project	0	[Bar chart showing lessons for this unit]																																			
8 Units found																																					
Previous Year																																					





# Unit Planner: The Planets (Sun, Moon, Earth, and Beyond)

## Spanish Gr. 5

Monday, December 12, 2022 8:27AM

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish Last Updated: Friday, December 2, 2022 by Nicole Justiniano

Gr. 5 (Pending Approval) / Week 9 - Week 13  
The Planets (Sun, Moon, Earth, and Beyond)  
Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens  
Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Repetition

Gestures

**G**  
Generalizations / Enduring Understandings

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

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

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

**Communication**

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

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

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

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

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

Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

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

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

**Cultures**

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

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

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

**Connections**

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

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

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

**Comparisons Among Languages**

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

- 3a. How is meaning negotiated when vocabulary and understanding are limited? (C)
- 3b. What are examples of gestures that can be used for certain words/phrases? (F)
- 3c. What is negotiation of meaning? (F)

Use oral and written language to relate their own experiences and construct their own stories.  
 Expand comprehension strategies to predict outcomes and make comparisons.  
 Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

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

Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).  
 Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

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

Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.  
 Review materials and/or media from the target language and culture for enjoyment.  
 Use various media from the target language and culture for entertainment.

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**Critical Content & Skills**  
*What students must KNOW and be able to DO*

Students will be able to:

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

Vocabulary:

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

### Core Learning Activities

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

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

### Assessments

#### All About My Routine

#### Summative: Personal Project

Students will write sentences about their daily routine.

#### Template Rubric

#### "Check-ins"- Daily Routine/Space Formative: Other written assessments

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

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

2. Planets "Check-in"- [Version 1](#), [Version 2](#) (for students with accommodations)

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

### Resources

#### Professional & Student

#### Videos:

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

#### Resources:

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

**Student Learning Expectation & 21st Century Skills**

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

**Interdisciplinary Connections**

**Language Arts:** sequence of events

**Music & Physical Education:** rhythm & movement

**Math:** telling time with numbers, calendar

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

<ul style="list-style-type: none"> <li>• CalicoSpanish ("Olivia" story activities)</li> <li>• Sparkenthusiasm.com</li> <li>• Spanish Playground</li> <li>• Miscositas</li> <li>• Spanish Mama</li> <li>• Señor Woolly</li> <li>• Digital resources:</li> <li>○ Flipgrid</li> <li>○ Padlet</li> <li>○ Jamboard</li> <li>○ Google Classroom</li> <li>○ Google Slides</li> <li>○ Google Forms</li> <li>○ Google Docs</li> <li>▪ Worksheets about daily routine: <ul style="list-style-type: none"> <li>#1, #2</li> </ul> </li> <li>○ YouTube/Videolink</li> <li>○ LiveWorksheets- Days/Planets</li> </ul> <p>Worksheets/References:</p> <ul style="list-style-type: none"> <li>• correlation of planets with names of days of the week</li> <li>• LPs on Augmentatives &amp; Diminutives</li> <li>• 1-pgr of Diminutives</li> <li>• Vid explanation with visual (2:43)</li> <li>• VID: diminutivos con Maria y Cody (6:52)</li> <li>• GAME to practice dims/aug/perfors</li> <li>• Planet poster</li> <li>• "Valle's" daily routine</li> </ul>
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# Unit Planner: Getting to Know Ourselves and Each Other

## Spanish Gr. 5

Monday, December 12, 2022, 9:45AM

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish Last Updated: Friday, December 2, 2022

Gr. 5 (Pending Approval) / Week 1 - Week 9  
Getting to Know Ourselves and Each Other  
Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens  
Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Repetition

Gestures

### G Generalizations / Enduring Understandings

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

### Guiding Questions

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

1a. How do people communicate with other people from different countries and cultures? (C)

1b. What are some examples of words used to name objects and ideas? (F)

1c. Why is it important to recognize these differences in syntax? (P)

2a. Is it important to communicate in another language? (P)

2b. How does one improve understanding of another language? (C)

Standard(s)  
CT: World Language (2005)  
CT: Intermediate (5-8)  
Connecticut Core Standards / Content Standards

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

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

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

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

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

Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

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

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

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

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

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

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

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

- 3a. How is meaning negotiated when vocabulary and understanding are limited? (C)
- 3b. What are examples of gestures that can be used for certain words/phrases? (F)
- 3c. What is negotiation of meaning? (F)

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

**Comparisons Among Cultures**

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

Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.  
 Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

**Communities**

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

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

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**Critical Content & Skills**

*What students must KNOW and be able to DO*

Students will be able to:

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

**Vocabulary:**

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



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

### Core Learning Activities

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

### Assessments

**End of Unit Post-Assessment**  
**Summative: Other Visual Assessments**  
 This will assess how students have improved on review skills since completing review activities.

### 5th Grade- Review Unit Post-Assessment

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

**Formative: Other Visual Assessments**  
 Students will complete a Google Form pre-assessment to guide review activity completion.

### 5th Grade- Beginning of the Year Pre-Assessment

### Resources

*Professional & Student*

#### Books:

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

#### Videos:

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

#### Interactive digital resources:

- Flipgrid
- Padlet
- Jamboard
- Google Classroom

<p><b>Interdisciplinary Connections</b></p> <p><b>Language Arts:</b> alphabet, character emotions</p> <p><b>Math:</b> calendar/telling time/#s 1-100,000; money &amp; currency</p> <p><b>Music &amp; Physical Education:</b> Rhythm &amp; movement</p> <p><b>Science:</b> weather &amp; seasons; parts of body</p> <p><b>Social Studies:</b> family, community, calendar</p>	<p><b>Skills</b></p> <p><b>Student Learning Expectation &amp; 21st Century</b></p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Spoken Communication</li> <li>• Written Performance</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Google Slides</li> <li>• Google Forms</li> <li>• Google Docs</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Quia.com</li> <li>• Studyspanish.com</li> <li>• Rockalingua.com ("El comienzo de la clase")</li> <li>◦ Los meses- Feliz cumpleaños worksheet (link to website- requires subscription; also available on Drive)</li> <li>◦ Numbers 1-50 worksheet (link on website- requires subscription; also available on Drive)</li> <li>• Calico Spanish</li> <li>• Sparkenthusiasm.com</li> <li>• Spanish Playground</li> <li>• Miscositas</li> <li>◦ "Partes del cuerpo"</li> <li>• SpanishMama</li> <li>• Señor Woolly</li> </ul> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>• Posters</li> <li>• Infographics</li> <li>• CD's, videos, DVD's</li> <li>• Games</li> <li>• Flashcards</li> <li>• Realia/manipulatives</li> </ul> <p>Review of songs from previous years</p>	



# Unit Planner: Holidays, Traditions, & Customs

## Spanish Gr. 5

Monday, December 12, 2022, 8:49AM

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish Last Updated: Friday, December 2, 2022  
Gr. 5 (Pending Approval) / Week 10 - Week 13 by Nicole Justiniano

Holidays, Traditions, & Customs  
Grenier, Martanne; Justiniano, Nicole; Montanez, Cristina

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens  
Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Repetition

Gestures

G

**Generalizations / Enduring Understandings**

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

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

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

**Communication**

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

Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

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

Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures. Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

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

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

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World-ReadinessStandardsforLearningLanguages.pdf

**Critical Content & Skills**

*What students must KNOW and be able to DO*

Students will be able to:

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

Vocabulary:

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

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

### Core Learning Activities

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

### Assessments

**Holiday Google Form "Check-ins"**  
**Formative: Other Visual Assessments**  
 Google Form "Check-ins" to assess student knowledge of vocabulary #1, #2  
 Important Note: It is also important to state here that the speaking or Google Slides presentation assessment could be given here as an assessment for Marking Period 2, and to also assess student's continuing understanding of basic concepts, such as saying their name, favorite color, etc. Please see Unit 1 for more information regarding these assessments.

### Resources

*Professional & Student*

- Books & Resources:
- *Navidad latinoamericana* by Charito Calvachi
  - *Como el Grinch robo la Navidad* by Dr. Seuss
  - *Feliz navidad Jorge curioso*
  - *Torati jaguim- la historia de januca ilustrada para niños* by editorial Bnei Shalom
  - *Night of las posadas* by Tomie DePaola
  - *Too many tamales*
  - *On the Pampas* by Maria Cristina Brusca
- Videos:
- Rockalingua video on holiday traditions in Spanish-speaking countries
  - "Las posadas- Christmas in Mexico"

### Digital resources:

- Filigrad
- Padlet

<p><b>Interdisciplinary Connections</b></p> <p><b>Language Arts:</b> nonfiction texts</p> <p><b>Music &amp; Physical Education:</b> rhythm &amp; movement</p> <p><b>Math:</b> # candles in menorah for Hanukkah</p> <p><b>Science:</b> baking baked goods</p> <p><b>Social Studies:</b> culture, geography, customs &amp; traditions</p>	<p><b>Skills</b></p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> </ul>
<ul style="list-style-type: none"> <li>• Jamboard</li> <li>• Google Classroom</li> <li>• Google Slides</li> <li>• Google Forms</li> <li>• Guia.com</li> <li>• Studyspanish.com</li> <li>• Rockalingua.com</li> <li>• Calico spanish</li> <li>• Sparkenthusiasm.com</li> <li>• Spanish playground</li> <li>• Miscositas</li> <li>• Señor Woolly</li> <li>• Mini lesson on accent marks as part of written language: <u>The use of accent marks &amp; why</u></li> </ul>	



# Unit Planner: Central America, The Caribbean, & Mexico

## Spanish Gr. 5

Monday December 12 2022 8:53AM

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish Last Updated: Tuesday, December 6, 2022 by Nicole Justiniano

Central America, The Caribbean, & Mexico  
Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens  
*Please attach your completed Unit Web Template here*

Lens: Competency

Concepts:

Culture

Communication

Language

Repetition

Gestures

Accents

Customs

Traditions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Expand comprehension strategies to predict outcomes and make comparisons.

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

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

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



Students will be able to:

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

Vocabulary:

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

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

### Core Learning Activities

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

### Assessments

**Mid-Year Google Form "Check-in"**  
**Formative: Other Visual Assessments**  
 This Google Form assesses what students have attained from the first few units of the school year.  
 Link here:  
**"Check-ins" - House, Landforms and Central America**  
**Formative: Other Visual Assessments**  
 Central America: [Version 1](#), [Version 2](#)  
 Central America and landforms (if needed): [Version 1](#)  
 House and landforms: [Version 1](#), [Version 2](#)

### Resources

*Professional & Student*

### Books:

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

### Interactive digital resources:

- Flipgrid
- Padlet
- Jamboard
- Google Classroom
- Google Slides
- El Caribe
- Central America
- Google Forms
- Nearpod

### Videos:

- Central America video
- "La familia Madrigal" video
- Mascotas: <https://www.sparkenthusiasm.com...>
- Landforms video
- "La casa" video

### Other resources:

- Guia.com
- Studyspanish.com

<p><b>Art:</b> color, shapes, drawing, crafting</p> <p><b>Social Studies:</b> Latin American culture, geography, families</p> <p><b>Science:</b> land formations, bodies of water, seasons, weather</p> <p><b>Math:</b> money, currencies, counting</p> <p><b>Music &amp; Physical Education:</b> Rhythm &amp; movement</p> <p><b>Language Arts:</b> descriptive language</p> <p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Spoken Communication</li> <li>• Written Performance</li> </ul> <p><b>Student Learning Expectation &amp; 21st Century Skills</b></p>
<p><b>Media:</b></p> <ul style="list-style-type: none"> <li>• Rockalingua.com</li> <li>• Calico Spanish</li> <li>• "La casa"</li> <li>• "La familia"</li> <li>• Sparkenthusiasm.com</li> <li>• Spanish playground</li> <li>• Miscositas</li> <li>• Spanish Mama</li> <li>• Señor Woolly</li> <li>• Posters</li> <li>• Infographics</li> <li>• CD's, videos, DVD's</li> <li>• Games</li> <li>• Flashcards</li> <li>• Realia/manipulatives</li> </ul> <p>Review of songs from previous years</p>	



# Unit Planner: Spanish Speaking Countries in South America

## Spanish Gr. 5

Monday, December 12, 2023, 8:51AM

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish Last Updated: Tuesday, December 6, 2022 by Nicole Justiniano

Gr. 5 (Pending Approval) / Week 18 - Week 24  
Spanish Speaking Countries in South America  
Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens  
Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Accents

Customs

Traditions

Repetition

Gestures

**G**  
Generalizations / Enduring Understandings

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

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

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

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

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

Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.  
 Understand the main ideas, themes and some details from authentic television, radio, internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.  
 Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.  
 Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

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

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

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

Use oral and written language to relate their own experiences and construct their own stories.  
 Expand comprehension strategies to predict outcomes and make comparisons.

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

Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).  
 Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

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

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

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

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### Critical Content & Skills

*What students must KNOW and be able to DO*

Students will be able to:

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

### Vocabulary:

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

<p>Resources Professional &amp; Student Books &amp; Resources:</p> <ul style="list-style-type: none"> <li>- La tortilleria by Gary Paulson</li> <li>- Too many Tamales</li> <li>- Arroz con Frijoles (rice &amp; beans) by Pam Munoz Ryan</li> <li>- Pepita hablas dos veces by Otelia</li> <li>*Sandra Patricia Jaramillo BOOKS</li> </ul>	<p>Assessments</p> <p>"Check-ins"- House, Landforms, Food, Family Formative: Other Visual Assessments</p> <p>1. House and Landforms (if needed; otherwise see these attached in the previous unit): <a href="#">Version 1</a>, <a href="#">Version 2</a> 2. MyPlate/Foods: <a href="#">Version 1</a>, <a href="#">Version 2</a> 3. Family/pets/house: <a href="#">Version 1</a>, <a href="#">Version 2</a></p>
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<p>Core Learning Activities</p> <ul style="list-style-type: none"> <li>• Review vocabulary through games: Memoria (Memory), ¡Ay caramba! (Number Pop), Bingo, Thumball, "Simon dice" (Simon Says), Matamoscas (Flyswatter), Veo veo (I spy), and clock manipulatives.</li> <li>• Sing songs</li> <li>• Listen, dance, and interpret selected music in Spanish</li> <li>• Complete worksheets pertaining to theme(s)</li> </ul>	
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	<ul style="list-style-type: none"> <li>• tenedor/fork</li> <li>• cuchillo/knife</li> <li>• cuchara/spoon</li> <li>○ Mi plato/MyPlate       <ul style="list-style-type: none"> <li>■ granos/grains</li> <li>■ proteínas/proteins</li> <li>■ vegetales/vegetables</li> <li>■ frutas/fruits</li> <li>■ lácteos/dairy</li> </ul> </li> <li>○ Horas de comer/Times for eating       <ul style="list-style-type: none"> <li>■ desayuno/breakfast</li> <li>■ almuerzo/lunch</li> <li>■ merienda/snack</li> <li>■ cena/dinner</li> </ul> </li> <li>○ Food descriptions       <ul style="list-style-type: none"> <li>■ dulce/sweet</li> <li>■ salado/salty</li> <li>■ amargo/sour</li> <li>■ delicioso/delicious</li> <li>■ caliente/hot</li> <li>■ picante/spicy</li> </ul> </li> <li>• Los cinco sentidos/5 senses       <ul style="list-style-type: none"> <li>○ cocina/kitchen</li> <li>○ comedor/dining room</li> <li>○ mesa/table</li> <li>○ silla/seat</li> <li>○ nevera/refrigerator</li> </ul> </li> </ul>
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<p><b>Music &amp; Physical Education:</b> rhythm &amp; movement</p> <p><b>Language Arts:</b> using descriptive language</p> <p><b>Interdisciplinary Connections</b></p>	<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p> <ul style="list-style-type: none"> <li>Information Literacy</li> </ul>
<p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>South America video</li> <li>La familia video</li> <li>Las mascotas video</li> <li>"¿Te gusta el helado de brócoli?" video</li> <li>"Come frutas" video</li> <li>"Come vegetales" video</li> </ul> <p><b>Digital resources:</b></p> <ul style="list-style-type: none"> <li>Flipgrid</li> <li>Padlet</li> <li>Jamboard</li> <li>Google Classroom</li> <li>Google Slides</li> <li>MiPlato- contains examples of foods within the food groups (parts of this adapted from Marianne Grenier's MiPlato slides as well)</li> <li>Google Forms</li> <li>Google Docs</li> <li>Category activity with foods</li> <li>Gallery Walk- South America</li> <li>Based on slides found here.</li> </ul> <p><b>Other worksheets:</b></p> <ul style="list-style-type: none"> <li>Colombia: Country study activities wkbk (19 pgs) (link did not work)</li> <li>Argentina: Argentina fact book activity (link no longer worked)</li> </ul> <p><b>Other resources (for reference):</b></p> <ul style="list-style-type: none"> <li>Quia.com</li> <li>Stuystspanish.com</li> <li>Rockalingua.com</li> <li>Calico Spanish</li> <li>Sparkehusiasm.com</li> <li>Spanish Playground</li> <li>Foods from Latin America infographic</li> <li>Spanish Mama <ul style="list-style-type: none"> <li>South America geography games</li> </ul> </li> <li>Miscositas</li> <li>YouTube/Videolink</li> <li>Señor Woolly</li> <li>Reed Lunch Menus: <a href="https://www.fdmmealplanner.com/...">https://www.fdmmealplanner.com/...</a></li> </ul>	



- Critical Thinking
- Spoken Communication
- Written Performance

**Math:** currency conversion

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

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



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

## Spanish Gr. 5

Monday December 12 2022 6:55AM

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish Last Updated: Tuesday, December 6, 2022 by Nicole Justiniano

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

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens  
Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Accents

Customs

Traditions

Repetition

Gestures

### Generalizations / Enduring Understandings

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

### Guiding Questions

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

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

Standard(s)  
Connecticut Core Standards / Content Standards  
CT: World Language (2005)  
CT: Intermediate (5-8)

- 3b. What are examples of gestures that can be used for certain words/phrases? (F)
- 3c. What is negotiation of meaning? (F)
- 4a. What are some examples of cultural, culinary and accent differences in various communities, regions and countries, particularly in Spain, Mallorca/Menorca and the Canary Islands? (F)

**Communication (Interpersonal Mode) How do I use another language to communicate with others?**

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

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

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

**Connections**

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

Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.  
Use new information and critical thinking gained through world language study to expand their personal knowledge.

**Comparisons Among Languages**

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

Expand comprehension strategies to predict outcomes and make comparisons.

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World-ReadinessStandardsforLearningLanguages.pdf

**Critical Content & Skills**

*What students must KNOW and be able to DO*

Students will be able to:

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

Vocabulary:

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

Core Learning Activities

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

Assessments

Gr 5 Unit 5 Form Asmt  
 Formative: Written Test  
 Assessment link

Resources

Professional & Student

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

<p><b>Interdisciplinary Connections</b></p> <p><b>Language Arts:</b> nonfiction texts, making predictions</p> <p><b>Music &amp; Physical Education:</b> rhythm &amp; movement</p> <p><b>Science:</b> classification of matter, weather, land formations, bodies of water, agriculture, life cycles</p> <p><b>Math:</b> time zones, telling time</p> <p><b>Social Studies:</b> population groups, people &amp; resources, maps, ecology</p>	<p><b>Skills</b></p> <p>Information Literacy</p> <p>Critical Thinking</p> <p>Spoken Communication</p> <p>Written Performance</p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Spoken Communication</li> <li>• Written Performance</li> </ul>
<p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• - Time for kids: El tiempo</li> <li>• - Science readers: Natural disasters book set (5)</li> <li>• - Time for kids: Agua</li> <li>• - National geographic: las tormentas</li> </ul> <p><b>Digital resources:</b></p> <ul style="list-style-type: none"> <li>• Spain video</li> <li>• Rockalingua- "La ciudad"</li> <li>• Rockalingua- "La tierra"</li> </ul> <p><b>Flipgrid</b></p> <ul style="list-style-type: none"> <li>• Padlet</li> <li>• Jamboard</li> <li>• Google Classroom</li> <li>• Question based on Spain video above</li> <li>◦ <b>(that serves as a formative assessment)</b>- What did students learn from it?</li> <li>• Google Slides</li> <li>• Google Forms</li> <li>• Guia.com</li> <li>• Studyspanish.com</li> <li>• Rockalingua.com</li> <li>• Calico spanish</li> <li>• Sparkenthusiasm.com</li> <li>• Spanish playground</li> <li>• Micositas</li> <li>• Señor Woolly</li> </ul>	<p><b>Student Learning Expectation &amp; 21st Century</b></p>



# Unit Planner: The Migration of Latino Cultures into the U.S.

## Spanish Gr. 5

Monday, December 10, 2022 6:56AM

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish Last Updated: Friday, December 9, 2022 by Nicole Justiniano

Gr. 5 (Pending Approval) / Week 28 - Week 33  
The Migration of Latino Cultures into the U.S.

Genier, Marianne; Justiniano, Nicole; Montanez, Cristina

- Unit Planner
- Lesson Planner

### Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens  
Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Repetition

Gestures

G

Generalizations / Enduring Understandings

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

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

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

Standard(s)

Connecticut Core Standards / Content Standards

CT: World Language (2005)

CT: Intermediate (5-8)

Communication

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

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

#### Cultures

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

Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance), and describe their significance. Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.

#### Connections

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

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

#### Comparisons Among Languages

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

Expand comprehension strategies to predict outcomes and make comparisons.

#### Comparisons Among Cultures

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

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


#### Communities

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

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

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

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 World-Readiness Standards for Learning Languages.pdf

#### Critical Content & Skills

*What students must KNOW and be able to DO*

Students will be able to:

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

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

Vocabulary:

- migrant/ migrante
- immigrant/ inmigrante
- refugee/ refugiado
- quality of life/calidad de vida
- hope/esperanza
- border/la frontera
- boatlancha
- hungry/hambriento
  - Or: tener hambre
- scared/tener miedo
- dangerous/peligroso
- on foot/a pie
- Native Americans
- Forms of transportation (land, sea, air)
  - carro/car
  - tren/train
  - avión/airplane
  - boatlancha
  - by truck/en camión
  - by bus/en autobús
  - on foot/a pie

- agriculture/ agricultura
- highways/ carretera
- railways/ferrocarriles
- waterways/vías navegables
- Physical spaces (outdoor)
  - Buildings/edificios
- Cardinal points: norte, sur, este y oeste
- Community helpers
  - professions/profesiones

Core Learning Activities

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

Assessments

End of the Year "Check-in"  
Summative: Other Visual Assessments

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

Resources

Professional & Student

Books:

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



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

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

Media:

- Movie: Al otro lado
- Song: "Pobre Juan" by Maná
  - [Video](#)

Interactive digital resources:

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

Resources (for reference):

- YouTube/Videolink
- Quia.com
- Studyspanish.com
- Rockalingua.com
- Calico Spanish
- Sparkenthusiasm.com
- Spanish playground
- Miscositas
- Spanish Mama
- Señor Woolly
- TeachersPayTeachers
  - Possible resource to use: <https://www.teacherspayteacher...>

Media:

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

Interdisciplinary Connections

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

Student Learning Expectation & 21st Century

Skills

Information Literacy  
 Critical Thinking  
 Spoken Communication  
 Written Performance

- Information Literacy
- Critical Thinking

**Music & Physical Education:** rhythm & movement

**Math:** numbers, measurement, scale/size

**Social Studies:** colonization, agriculture, community, geography

**Science:** habitat, use of natural resources, infrastructure

**Art:** color, shapes, spatial relations,



# Unit Planner: FLES Research Project

## Spanish Gr. 5

Monday December 12 2022 8:57AM

Reed Intermediate School / 2022-2023 / Grade 5 / World Languages / Spanish Last Updated: Friday, December 9, 2022 by Nicole Justiniano

FLES Research Project  
Grenier, Marianne; Justiniano, Nicole; Montanez, Cristina

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Culture

Communication

Language

Accents

Customs

Traditions

#### Generalizations / Enduring Understandings

1. People in other countries and other

cultures communicate using different words

to name objects and ideas.

2. In order to better understand people of a

different culture one must speak their

language.

3. Accents, customs and traditions will vary

from community to community, region to

region, and country to country.

#### Guiding Questions

Please identify the type of question: (F) Factual, (C)

Conceptual, (P) Provocative [Debatable]

1a. How do people communicate with other people from

different countries and cultures? (C)

1b. What are some examples of words used to name

objects and ideas? (F)

1c. Why is it important to recognize these differences in

syntax? (P)

2a. Is it important to communicate in another language? (P)

2b. How does one improve understanding of another

language? (C)

3a. What are some examples of cultural, culinary and oral

differences in various communities, regions and countries?

(F)

3b. Are differences in accents, foods and traditions

important to know? (P)

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

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

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

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

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

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

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

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 World-ReadinessStandardsforLearningLanguages.pdf

### Critical Content & Skills

*What students must KNOW and be able to DO*

Students will be able to:

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

### Vocabulary:

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

○ Or: historia

### Core Learning Activities

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

### Assessments

#### FLES Spanish-Speaking Country Project

##### Summative: Personal Project

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

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

##### 1. Google Slides template

##### 2. Instructions/rubric

##### 3. Website suggestions

### Resources

*Professional & Student*

#### Books:

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

#### Videos:

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

Interactive digital resources:

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

Other resources (for reference):

- Guia.com

- Student Learning Expectation & 21st Century Skills**
- Information Literacy
  - Critical Thinking
  - Spoken Communication
  - Written Performance
  - Information Literacy
  - Critical Thinking
  - Information Literacy
  - Written Performance
  - Information Literacy
  - Critical Thinking
  - Written Performance

**Interdisciplinary Connections**

**Language Arts:** editing, revising, publishing, researching

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

**Math:** numbers, counting, calendar

**Social Studies:** comparing cultures, geography, maps,

**Science:** land formations, bodies of water, climate

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

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



Newtown Public Schools



### Spanish Gr. 6 (Pending Approval)

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

#### Unit Calendar by Year

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

5 Units found

Previous Year



# Unit Planner: Review of 5th Grade Spanish

## Spanish Gr. 6

Monday, December 12, 2022, 9:01AM

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

### Review of 5th Grade Spanish

Grenier, Marianne; Justiniano, Nicole; Tischio, Carla

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

### Concept-Based Unit Development Graphic Organizer (Download)

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

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Competency

Concepts:

Cultural awareness

Community

Comprehension

Communication

Competency

Pronunciation

G

#### Generalizations / Enduring Understandings

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

#### Guiding Questions

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

Comprehension of language promotes communication.

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

Communication practice cultivates competency.

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



language? (F)

Cultural awareness brings about a sense of community.

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

Pronunciation assists with comprehension.

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

## Standard(s)

*Connecticut Core Standards / Content Standards*

**CT: World Language (2005)**

**CT: Intermediate (5-8)**

### Communication

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

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

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

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

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

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

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

### Connections

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

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

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

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

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

### Comparisons Among Languages

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

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

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

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

### Comparisons Among Cultures

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

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

### Communities

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

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

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

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

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[World-ReadinessStandardsforLearningLanguages.pdf](#)

### Critical Content & Skills

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

Objectives:

-Students will be able to state their daily routine in Spanish.

-Students will be able to identify locations of Spanish-speaking countries.

-Students will be able to demonstrate continuing understanding of other basic Spanish concepts, i.e. body parts, numbers, colors and greetings.

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

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

### Core Learning Activities

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

## Assessments

### Pre-Assessment- Unit 1

#### Formative: Written Test

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

### Post-Assessment- Unit 1

#### Summative: Written Test

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

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

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

## Resources

### Professional & Student

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

### Enrichment Reading:

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

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

## Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

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

## Interdisciplinary Connections

### Language Arts:

- Social issues
- High frequency verbs

### Math:

- Time
- Numbers
- Calendar

### Music and Physical Education:

- Rhythm and Movement

### Science:

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

### Social Studies:

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



Unit Planner: My School  
Spanish Gr. 6

Monday, December 14, 2022 9:03AM

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

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

My School

Grenier, Marianne; Justiniano, Nicole; Tischio, Carla

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

**Concept-Based Unit Development Graphic Organizer (Download)**

Unit Web Template (Optional)

Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Lens: Community

Concepts:

Identity

Comprehension

Communication

Process

Connections

Cultural awareness

Community

Cognates

Pronunciation

G

Generalizations / Enduring Understandings

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

Guiding Questions

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

Comprehension of language promotes effective communication.

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

Oral and written communication elicit other types of comprehension.

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

sense of community.

5. Cognates\* enhance comprehension.

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

6. Pronunciation assists with comprehension.

school and in the community? (C)

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

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

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

Cultural awareness brings about a sense of community.

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

Cognates enhance comprehension.

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

Pronunciation assists with comprehension.

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

## Standard(s)

*Connecticut Core Standards / Content Standards*

**CT: World Language (2005)**

**CT: Intermediate (5-8)**

### Communication

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

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

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

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

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

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

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

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

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

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

### **Cultures**

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

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

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

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

### **Connections**

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

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

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

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

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

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

### **Comparisons Among Languages**

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

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

Expand comprehension strategies to predict outcomes and make comparisons.

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

### **Comparisons Among Cultures**

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

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

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

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

such differences.

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

### Communities

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

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

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

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

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### Critical Content & Skills

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

#### Objectives:

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

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

#### Classes and teachers- How to describe them

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



- Prefiero= I prefer

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

Review of basic information: Names

Review of titles used for adults along with abbreviations

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

## Core Learning Activities

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

## Assessments

### Google Form Mid-Year "Check-in"

#### Formative: Other Visual Assessments

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

Link [here](#).

### Google Form "Check-ins"- School

#### Formative: Other Visual Assessments

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

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

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

[Version 1](#)

### Unit 4 Assessment

#### Summative: Written Test

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

## Resources

### Professional & Student

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

<p><u>Directions/Rubric Document</u></p>	<ul style="list-style-type: none"> <li>▪ <u>Sentence building activity</u> (students can use this for the assessment as well for the sentence starters) <ul style="list-style-type: none"> <li>○ Zambombazo.com</li> <li>○ Rockalingua.com</li> <li>○ Spanish Playground</li> <li>○ Google Classroom</li> <li>○ Flipgrid</li> <li>○ Google Jamboard</li> <li>○ Video.link/YouTube</li> <li>○ ConjuguemosTube</li> <li>○ Señor Wooly (requires subscription) <ul style="list-style-type: none"> <li>▪ "No lo tengo"- <u>Sentence strips for matching game</u></li> <li>▪ <u>Picture slideshow for matching game</u> (downloaded from website)</li> </ul> </li> </ul> </li> </ul>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Spoken Communication</li> <li>• Written Performance</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <p><b>Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Writing about identity (hobbies/interests)/to others</li> <li>• Social issues</li> <li>• Addressing people</li> <li>• Describing people/personality traits (teachers)/places (in the school)</li> <li>• Likes/dislikes</li> <li>• Schedules</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Calendar</li> </ul> <p><b>Music and Physical Education:</b></p> <ul style="list-style-type: none"> <li>• Rhythm and Movement</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Geography/locations</li> <li>• Cardinal directions</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Days, Months, Dates, Birthdays</li> </ul>



# Unit Planner: Compassion, Kindness and Empathy

## Spanish Gr. 6

Monday, December 12, 2022 9:05AM

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

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

### Compassion, Kindness and Empathy

Grenier, Marianne; Justiniano, Nicole; Tischio, Carla

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

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Lens: Community

Concepts:

Community

Cultural awareness

Comprehension

Communication (oral and written)

Process

Pronunciation

G

#### Generalizations / Enduring Understandings

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

#### Guiding Questions

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

Cultural awareness brings about a sense of community.

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

Oral and written communication elicit other types of comprehension.

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

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

Pronunciation assists with comprehension.

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

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**CT: World Language (2005)**

**CT: Intermediate (5-8)**

**Communication**

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

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

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

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

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

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

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

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

**Cultures**

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

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

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

**Connections**

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

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

evaluating the similarities and differences in information.

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

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

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

#### **Comparisons Among Languages**

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

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

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

#### **Comparisons Among Cultures**

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

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

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

#### **Communities**

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

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

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

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

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[World-ReadinessStandardsforLearningLanguages.pdf](#)

### **Critical Content & Skills**

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

Objectives:

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

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

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

## Core Learning Activities

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

## Assessments

### Google Form "Check-in": Kind Words

#### Formative: Other Visual Assessments

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

[Version 1](#)

[Version 2](#)

### Google Form "Check-in"- Tú vs. usted

#### Formative: Other Visual Assessments

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

[Version 1](#)

[Version 2](#)

### Kindness "Challenges"

#### Formative: Other oral assessments

Students thank someone at Reed (teachers,

## Resources

### Professional & Student

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

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

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

Other Resources:

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

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

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

Interdisciplinary Connections

**Language Arts:**

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

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Empathy/kindness



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

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

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

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

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

## Concept-Based Unit Development Graphic Organizer (Download)

### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Lens: Identity

Concepts:

Language

Identity

Comprehension

Choice

Pronunciation

Cognates

G

#### Generalizations / Enduring Understandings

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

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

#### Guiding Questions

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

Comprehension of language promotes effective communication.

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

Choice informs identity.

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



Pronunciation assists with comprehension.

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

Cognates enhance comprehension.

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

### Standard(s)

*Connecticut Core Standards / Content Standards*

**CT: World Language (2005)**

**CT: Intermediate (5-8)**

#### **Communication**

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

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

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

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

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

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

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

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

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

#### **Cultures**

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

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

#### **Connections**

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

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

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

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

### **Comparisons Among Languages**

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

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

Expand comprehension strategies to predict outcomes and make comparisons.

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

### **Communities**

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

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

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

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[World-ReadinessStandardsforLearningLanguages.pdf](#)

## **Critical Content & Skills**

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

Objectives:

-Students will be able to discuss what future careers interest them, as well as ones that do not.

-Students will be able to explain why they chose those careers.

-Students will be able to interpret texts based on famous people with interesting careers.

Expansion on occupations:

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

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

## Core Learning Activities

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

## Assessments

### Google Form "Check-in"- Profesiones 2

#### Formative: Written Test

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

Link [here](#).

### Google Form "Check-in"- Profesiones

#### Formative: Other written assessments

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

Link

### "Cuando soy mayor"- End of Unit Project

#### Summative: Personal Project

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

Rubric

Alternate project version- Unit 2.pdf

## Resources

*Professional & Student*

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

## Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Information Literacy

## Interdisciplinary Connections

### Language Arts:

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

- Critical Thinking
- Spoken Communication
- Written Performance

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

**Music and Physical Education:**

- Rhythm and Movement

**Social Studies:**

- Occupations

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

Minutes of the Board of Education meeting held on December 20, 2022, at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	5 Staff
J. Kuzma	17 Public
J. Larkin	
A. Plante	
K. Kunzweiler	
D. Godino	

Ms. Zukowski called the meeting to order at 7:03 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Vouros moved that the Board of Education approve the consent agenda which includes the correspondence report. Mrs. Kuzma seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Ms. Zukowski noted that we will have two active and three ad-hoc committees in place which include Strategic Plan with Ms. Kuzma and Mr. Vouros, Planning the Hawley Move Committee with Mr. Vouros, Extracurricular Activities Committee with Mrs. Plante, Educational Personnel Contract Negotiations with Mrs. Larkin, and Custodial/Maintenance Contract Negotiations with Mr. Ramsey. She spoke about the CAGE Legislative Priorities for this year and that she attended a meeting this morning with Mr. Melillo, Mrs. Uberti, Mr. Vouros, Marty Foncello, Mitch Bolinsky and Tony Hwang regarding recent legislation effecting our district.

Superintendent's Report: Mr. Melillo gave an update on transportation and the current driver shortage as we continue to look at possible solutions. He thanked the community for their flexibility and patience. The National Association of Music Merchants Foundation recognized Newtown Public Schools as one of the 2022 Best Communities for Music Education for the outstanding efforts by teachers, administrators, parents and community leaders in their support of music education. He introduced Chris Moretti, Hawley principal and Tracy Galassi, grade 3 teacher at Hawley. Mrs. Galassi introduced Sarah Annesley, also a teacher, and students Kaelyn Albert, Ellie Veneziano, Emmett Featherstone, Brynn Kuzma, Braxton Kuzma and Benicio Depaola. She started this kindness project seven years ago with acts of kindness for the community and families to earn money to give to others who need it. They donated 60 pairs of pajamas and 60 squishmallows this year. Each child spoke about why this project made them cheerful. The Board thanked the teachers and students.

Committee Reports:

Mr. Vouros noted that the Curriculum and Instruction Committee met December 13 regarding the Spanish Grades 5 and 6 curriculum for discussion tonight and the Weight Training curriculum which will be presented at the January 3 meeting.

Mrs. Plante reported that the Diversity, Equity and Inclusion Committee met December 9 and, because no applicants fit the role, the committee was in favor of hiring Kellen Nixon and his firm

as the consultant. There was a presentation on professional development for DEI and they discussed edits on the DEI charge.

Mrs. Larkin reported that the CFF Committee met last Thursday and discussed transportation and the Hawley HVAC project which is on time and on budget. They also discussed extending the lunch program for another few weeks to provide families with free lunches a bit longer.

Mr. Cruson noted that the Policy Committee met December 13 and discussed handling the list of protected classes within our policies and spoke to Shipman and Goodwin about making that a definition in our policy book. They also discussed the personnel policy about computer network use and the social media and freedom of speech policies. The meeting dates for next year are the second and fourth Wednesdays of each month from 9:00 to 10:30 a.m.

Mr. Ramsey attended the concert at Newtown High School which included various chorus groups and greatly enjoyed the performances.

Mrs. Larkin said she and Mrs. Kuzma enjoyed observing a project adventure class at the middle school.

#### Student Reports:

Mr. Godino reported that last week the National Honor Society hosted a Holiday Book Swap and are currently hosting a book drive with donations to be sent to local children's hospitals. The yearbook staff are finalizing details of the 2022-2023 yearbook. The hockey team named captains and had their first game against Norwalk.

Ms. Kunzweiler noted that several students visited the White House regarding the 10-year anniversary of the Sandy Hook tragedy. NHS choir concerts are being held and the college and career center hosted a senior celebration day for the students' hard work during the busy application season.

#### Financial Report:

MOTION: Mr. Vouros moved that the Board of Education approve the financial report for the month ending November 30, 2022. Mrs. Plante seconded. Motion passes unanimously.

Mrs. Vadas presented the report and transfers.

MOTION: Mrs. Plante moved to reconsider the previous vote. Mr. Ramsey seconded.

MOTION: Mr. Cruson moved to amend the motion to include approving transfers. Mr. Vouros seconded. Motion passes unanimously.

Vote on motion as amended: Motion passes unanimously.

Mrs. Vadas gave an update on the food service and reported we are funding \$5,000 to \$7,000 per day because the Smart Funds for free lunches ran out December 9. If we end this program January 20, the cost would be about \$56,000. To extend this to the end of February, the cost would be approximately \$164,000. This item will be added to the January 3 agenda.

#### Item 5 – Presentations

##### Spanish 5/6 Curriculum:

Nicole Justiniano, Reed Spanish teacher, presented the curriculum for fifth and sixth grades.

Mrs. Plante asked how these classes fit in day to day.

Ms. Justiniano replied that she sees the students once every 6 school days for 44 minutes.

**ELL Update:**

Kara DeBartolo and Nikki Theodosiou, ELL teacher, provided an overview of the Connecticut English Language Learners program and assessment, the professional development for teachers, and outreach programs during the year.

Mrs. Kuzma asked if there was a process to pair up new students with existing students. Ms. Theodosiou said the schools are addressing the challenges for these students. The buddy system is set up at the middle and high schools to help the new students.

Mr. Vouros asked why some parents refuse the extra help and if we should allow this to happen. Ms. Theodosiou said parents refuse because they don't want their child taken out of their classrooms

Mr. Melillo said some parents feel extra support is offensive depending on their culture.

Ms. Zukowski questioned multi-lingual learners.

Ms. Theodosiou said they are students proficient in other languages.

Ms. Zukowski asked what happens if we don't have someone to be able to help a particular student.

Ms. Theodosiou said we would start with Google Translate and talk through a phone. It depends on body language and visuals so there are ways to communicate.

Mr. Ramsey asked if technology was utilized with these students.

Ms. Theodosiou said they are not well received at the 7-12 level but the younger grades use computers because it can change the language.

Mr. Vouros asked what is done when you identify a special education student as opposed to a gifted learner.

Ms. Theodosiou said we have students who are special education and ESL. It's collaboration with the case manager to be sure language needs are being met on both sides. We have to see if the skill sets are present.

Mrs. Uberti said Mrs. Theodosiou has been a tremendous asset to the district and has educated all of us. We are lucky to have all of the ELL teachers we have on staff.

**COVID-19 Review:**

Mr. Melillo presented a comparison of COVID protocol changes between the summer of 2020 and winter 2022 highlighting case protocols, notification of cases, attendance monitoring, face coverings or masks, class groups and social distancing, transportation regarding seating and wearing of masks, and supporting our families. We have some efficiencies and protocols still in place such as virtual meetings, HEPA filtration of air, and encouraging hand washing and sanitation. Obstacles to overcome include interrupted learning, social emotional well-being, staff shortages, burnout by staff picking up extra loads to cover classes, hurdles of sustainability of programs and services from the State, and traffic delays with many parents bring students to school. This overview provides what we are dealing with now, which is close to normal. We are seeing learning happening and enjoyable activities are being held for students.

**Item 6 – Old Business**

MOTION: Mr. Vouros moved that the Board of Education approve the AP Calculus A/B curriculum. Mrs. Larkin seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the AP Calculus B/C curriculum. Mrs. Larkin seconded. Motion passes unanimously.



MOTION: Mr. Vouros moved that the Board of Education approve Policy 4111/4211 – Recruitment and Selection. Mrs. Kuzma seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve Policy 2151 – Hiring School Administrators. Mrs. Kuzma seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve Policy 4121 – Substitute Teachers. Mrs. Kuzma seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve to rescind Policy 4-501 – Substitute Teachers. Mrs. Kuzma seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve to rescind Policy 4-501.1 – Leave Provisions for Per Diem Substitutes. Mrs. Kuzma seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the 2023 Board of Education Schedule of Meetings. Mr. Ramsey seconded. Motion passes unanimously.

2023 Standing Committees:

MOTION: Mr. Vouros moved that the Board of Education approve the 2023 Standing Committees. Mrs. Kuzma seconded.

Ms. Zukowski asked for questions or concerns about the updated charges for the CFF and DEI Committees which there were none so she recommended the Board initiate the changes in those two charges. The C & I Committee and Policy Committee will meet the second and fourth weeks of the month. Social Emotional Health and Wellness will meet the fourth Friday of the month, Diversity, Equity and Inclusion will meet the fourth week, Communications Committee will meet the first Monday of the month, CFF will meet the Thursday evening before the second Board meeting of the month. Motion passes unanimously.

#### Item 7 – Old Business

Minutes of December 6, 2022:

MOTION: Mr. Vouros moved that the Board of Education approve the minutes of December 6, 2022. Mr. Ramsey seconded. Motion passes unanimously.

#### Item 8 – Public Participation

Dr. Karen Tanner, 21 Plumtrees Road, has two children at Head O'Meadow and spoke to her about concerns about our reading programs. She wants to see the money for new programs allocated to professional development for teachers and hire a consultant to work on the programs during the school year.

MOTION: Mr. Vouros moved to adjourn. Mrs. Larkin seconded. Motion passes unanimously.

#### Item 9 – Adjournment

The meeting adjourned at 9:26 p.m.

Respectfully submitted:

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Donald Ramsey  
Secretary