Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting on June 7, 2016 at 6:30 p.m. in the Reed Intermediate School library.

K. Alexander, Chair	J. Erardi
M. Ku, Vice Chair	J. Davila
D. Leidlein, Secretary (absent)	R.Bienkowski
K. Hamilton (absent)	22 Staff
J. Vouros	70 Public
R. Harriman-Stites	2 Press
A. Clure	

Mr. Alexander called the meeting to order at 6:35 p.m.

MOTION: Mrs. Ku moved that the Board of Education go into executive session to discuss non-union wages for 2016-2017 and invited Dr. Erardi, Ron Bienkowski, Jean Evans Davila, David Abbey and Suzanne D'Eramo. Mr. Vouros seconded. Motion passes unanimously.

Item 1 – Executive Session
Executive session ended 6:55 p.m.
Item 2 – Pledge of Allegiance
Item 3 – Celebration of Excellence
Dr. Erardi recognized Kayla Disibio and Rilind Abazi, the student representatives on the Board this year. Mr. Alexander thanked them for bringing important topics to the Board.
Dr. Erardi spoke about the extraordinary top 5% of the graduating class being honored by the Board. Dr. Rodrigue said these students represent the highest level of scholarship, leadership and community service. Mr. Alexander expressed pride in their accomplishments.

The Board recognized the following teachers who were retiring: Barbara Beckerle, Judy Blanchard, Lynette Daria, Maura Drabik, Al Finelli, Carolyn Monahan, Judy Qualey, Donald Ramsey, James Roodhuyzen, Karen Sherman, Janet Vollmer and Kim Wallace.
A reception followed.

Item 4 – Consent Agenda
MOTION: Mrs. Ku moved that the Board of Education approve the consent agenda which includes the donation to Hawley School, the resignations of Richard Giacin, David DeFeo, Lesli Allen and Melissa Thorpe and the child-rearing leave of absence for Claire DeSisto. There was no correspondence report. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 6 - Public Participation

Item 7 – Reports
Chair Report:
Mr. Alexander said the Board received thank you notes for attending the Kindergarten Spanish performance. There will be work on the administrator's contract this summer with volunteers Michelle Ku, Debbie Leidlein and John Vouros. Kathy Davey was announced teacher of the year.

Mrs. Ku noted that a Board member has been absent for the last four meetings and asked if we will have a full board in the future because we run the risk of not having a quorum at times. Our strength is having seven perspectives. Is there a practice or policy in dealing with absences?

Mr. Alexander said that in the past members out for a time will discuss it with the chair. We hope members will attend as many meetings as possible. We can have a discussion on attendance at another meeting.
Mrs. Ku requested a discussion on how to deal with attendance on the board.

Mrs. Harriman-Stites asked the chair to discuss attendance with the member who has not been in attendance. We have important votes to take and hoped the chair will have that conversation.
Mr. Vouros agrees and we need to have all members attend meetings.

Superintendent's Report:
Dr. Erardi said the paraeducator association announced the formation of the Anne Marie Murphy SMART Camp Scholarship for students in our district. This will be an annual $200 scholarship.
The long term plan committee will present to the Board at the August 16 meeting. Mrs. Davila said this committee reviewed the current strategic plan looking at student learning. They have prepared a document that reflects where Newtown is now and will be moving forward.

Dr. Erardi thanked Andy Clure for his work on the library strategic plan committee.
Dr. Erardi will meet with the candidates for the Athletic Director position Wednesday.
The administrator's book read is *The Fog of Reform* by George Goens.

Student Reports:
Kayla thanked everyone for this opportunity and congratulated Rilind on becoming a citizen. May 24 was Italian and French immersion day at Tarrywile Mansion. She introduced Simran Chand who will be a student representative on the Board next year.
Rilind introduced Dylan Lew who is co-vice president of the class of 2017 with Simran. All students are taking finals this week. The Unified Theater production was last weekend. He thanked the Board, school, administration and community of Newtown for this great opportunity to serve on the board and to address issues that students have.

Mr. Alexander thanked them for their community service and being involved with the board.
Dr. Erardi said they represent everything that is right.

Committee Reports:
Mr. Vouros said the Curriculum & Instruction Committee had an update on the elementary foreign language coursework being done. Dr. Rodrigue spoke about the freshman partnership for advanced learning, and Dr. Earle spoke about project challenge. They are interviewing for Kate Magness's position as she is on leave.

Mrs. Ku said that CABE encourages boards of education to submit resolutions to them for the fall delegate assembly. These include beliefs which provide viewpoints on education issues and have to come from the boards as a whole.
The policy committee is still reviewing the 3000 series. A batch will come forward at the next meeting.

Item 8 – Old Business
MOTION: Mr. Vouros moved that the Board of Education approve the Graphics Technology I & II Curriculum. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Future Forecast Committee Conversation:
Mrs. Harriman-Stites said we have three options we are reviewing. There is a discussion around not closing a school. In July we will present the top recommendations with an outline of those ideas. The option of closing a school is being discussed with using a space in it or sharing a school with a community organization to utilize available space.

Mrs. Ku said they are looking for costs in general for the options.
Mrs. Harriman-Stites said we will not have numbers by July.
Mr. Vouros said this isn't something the Board will decide in July.
Mrs. Harriman-Stites said we have been collecting a lot of information. The next step will be for the Board to ask questions. The conversation will extend well into September. We put out a survey and will look for feedback from the community including the senior living communities, rotary and lions.

Mr. Alexander is looking for possibilities from the committee. Detailed costs wouldn't make sense now.
Mr. Clure asked why there would be recommendations that would cost us more now.
Mrs. Harriman-Stites said that in sharing space there would be a cost to do the work needed initially. New programs may need upfront costs to bring money into the district.

2016-2017 Budget:
Dr. Erardi distributed a revised budget reductions document. If we should get additional savings anywhere we would come back to the Board.

Mrs. Harriman-Stites asked about the change regarding the substance abuse counselor.
Dr. Erardi said we brought back this position regarding the conversation about opioids, pills and heroine and want to be more proactive in having this service. The students seem comfortable seeing her.

Mrs. Harriman-Stites asked about adding a social worker.
Dr. Erardi said the high school is complex with students who continue to move forward from experiences from three or four years ago. From caseloads we have we need to keep what we have in place this year.

Mr. Clure asked if there was some way we did not have to cut the after school programs to all of the elementary schools. Mr. Clure suggested one way to accomplish this would be to reduce the brand new Substance Abuse Counselor to .75 or .5. Mr. Clure stated this is the first time we are getting to engage with the children. Cutting the elementary school programs would affect hundreds of children. Mr. Clure asked the question is it the schools responsibility to help children addicted to drugs.

Dr. Erardi disagreed because we are responsible for the students in need of support. School districts take care of their students. The difference with the elementary recommendations is that

we have three sources that offer services with no expense to the Board. Aspiring Administrators will offer their expertise because they need to assist in leadership activities for 150 hours. We also have a partnership with the SPARK Program. Lastly is the work we've done with partnerships such as the afterschool chess program.

Mrs. Harriman-Stites also disagreed. Mental health is important and she would hate to have anyone think we would not help with mental health needs. She is concerned that mental health support is not enough especially for the fifth grade at Reed next year. She would support adding more mental health support. She is also concerned about cuts to academic resource center starting in January and losing money for tutors.

Dr. Erardi said that with tutoring we want to recapture those services by using our own staff. With the January start for the academic resource center we would ask our Aspiring Administrators to help support the at-risk students prior to January.

Mrs. Harriman-Stites asked about funding that has enabled us to not have to make any additional cuts.
Dr. Erardi said we have had two large line items with one as the overage in proposed spending for special education and second that we had more retirees than planned. Those two almost balance each other. We marginalized our health costs and academic support but we have hot spots such as class size. We are fortunate that the Sandy Hook Foundation is helping with costs for the efficiencies in Sandy Hook School.

Mr. Clure said he is not against mental health support. Sports are not evenly distributed. Maybe the link crew can be reduced by half. He is looking for $11,000 because he is not supporting elementary cuts.

Mr. Vouros asked if money was found, where it would go.
Dr. Erardi said we would come back to the Board with reductions and re-shuffle dollars appropriately. Regarding athletics, he is reluctant to do anything with them until we have our new director.

Mr. Clure asked if it was possible to revisit pay for play fees and how they are applied to different sports.
Dr. Erardi said that would be an expectation for the new person.

MOTION: Mrs. Ku moved that the Board of Education accept the adjustments for the 2016-2017 operating plan. Mr. Vouros seconded.

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

Superintendent's 2015-2016 Goals:
Dr. Erardi said these are the Board's initiatives. We said what we were going to do, did it well and kept children in sight.

Item 9 – New Business
Newtown High School HQ Super School Project:
Dr. Rodrigue spoke about this project which was brought to her attention by Carol Skolas. This is a grant funded by Laurene Jobs, wife of Steve Jobs, to rethink the American high school

regarding new approaches to education. Mrs. Jobs wants to find five of the most creative thinking high schools to qualify at the end. Our project is titled Newtown High School of Inquiry and Innovative Design. In August we will hear if we are one of the five teams receiving the grants.

Mr. Vouros said the goal of this project is to use the five schools as models. He is very proud of their work.

MOTION: Mrs. Ku moved that the Board of Education approve the continuation of the school activities fund accounts. Mr. Vouros seconded.
Mr. Bienkowski said this is an annual requirement by Board policy.
Motion passes unanimously.

MOTION: Mrs. Ku moved that the Board of Education approve the minutes of May 17, 2016. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 10 – Public Participation
Trent Harrison, 16 Turkey Hill Road, thanked the students for taping the meeting and Janice Gabriel for setting up sound system. It was great seeing the retirees.

MOTION: Mrs. Ku moved to go into executive session to discuss the superintendent's evaluation and invited Dr. Erardi. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 11 – Executive Session
Executive session began at 9:45 p.m. and ended at 10:40 p.m.

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

Item 12 – Adjournment
The meeting adjourned at 10:45 p.m.

Respectfully submitted:

_____
Keith Alexander
Chair

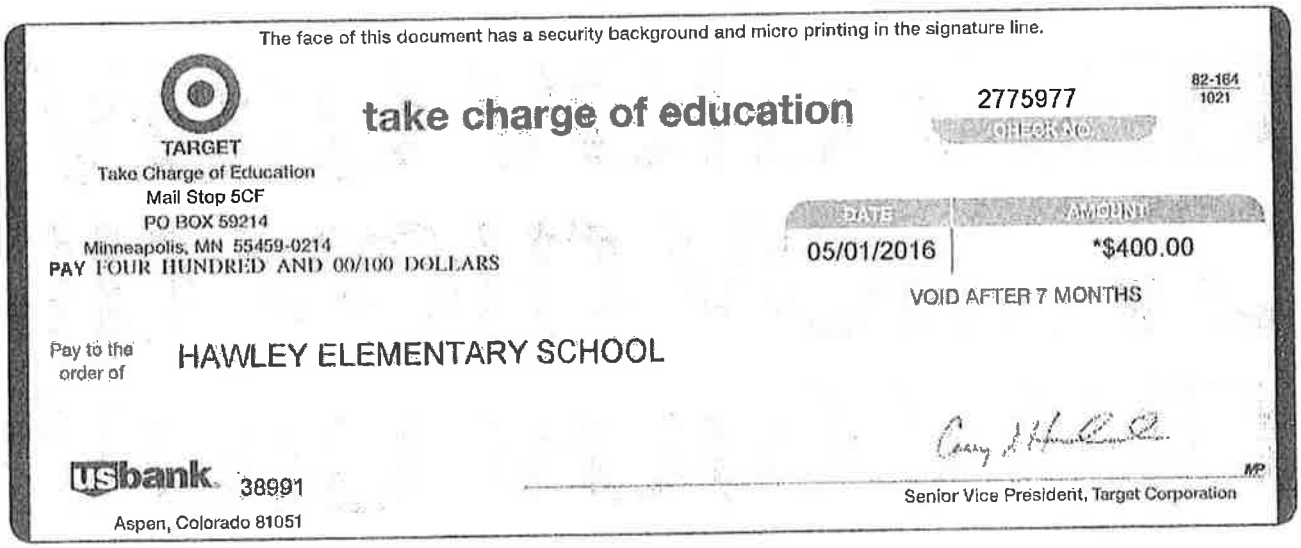
Dear Dr. Erardi,

May 16, 2016

Please have the Board of Ed. approve this donation from Target in the amount of $400.00.

Best,

Chris Moretti



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TARGET
Take Charge of Education
Mail Stop 5CF
PO BOX 59214
Minneapolis, MN 55459-0214

take charge of education

2775977
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82-164
1021

PAY FOUR HUNDRED AND 00/100 DOLLARS

DATE: 05/01/2016
AMOUNT: *$400.00

VOID AFTER 7 MONTHS

Pay to the order of HAWLEY ELEMENTARY SCHOOL

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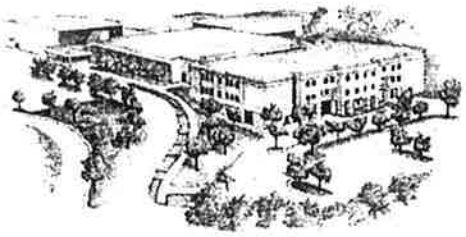
Aspen, Colorado 81051

Senior Vice President, Target Corporation

⑈2775977⑈ ⑆102101645⑆ 1264000377 38⑈

Because of our commitment to schools and communities, we want to help ease the transition for you and ensure your school has the resources it needs to start the 2016-17 school year off right. Therefore, we are pleased to present you with this additional, unrestricted bonus check. Please



NEWTOWN HIGH SCHOOL
12 BERKSHIRE ROAD
SANDY HOOK, CT 06482
(203) 426-7646
FAX (203) 426-6573

May 19, 2016

Dear Dr. Erardi:

It is with mixed emotions that I am informing you of my need to resign my position as a mathematics teacher at Newtown High School. As previously discussed, this is a result of the relocation of my wife's job to Boston, MA with the General Electric Company.

I am simultaneously excited about the future opportunities this will create for me and my family and saddened by the need to leave my position at the high school. I am hopeful I will find a place in Massachusetts that will give me the opportunity to work with such wonderful colleagues and friends, and will allow me to continue my teaching career and make a difference in the lives of young people.

Words cannot describe how fulfilled and happy I have been since I became a teacher at Newtown High School. I truly found my calling here and I am forever grateful for the opportunities you, the district and administration have provided me.

I will work with your human resources team in the coming weeks to finalize the details and timing of my resignation. Thank you for your support and understanding and I truly hope we somehow have the opportunity to work together again in the future.

Sincerely yours,

Richard J. Giacin, III

cc: Dr. Lorrie Rodrigue, Principal, NHS
Karin Sherman, Math Department Chair, NHS
Suzanne D'Eramo, Human Resources Coordinator, NPS

MAY 2 6 2016

David H. DeFeo
68 Round Tree Drive U-3
Naugatuck, CT 06770
dave.defeo@gmail.com
203-465-9421

May 20, 2016

Erik Holst-Grubbe
Newtown High School
12 Berkshire Rd.
Sandy Hook, CT 06482

Erik,
As you know, I have signed a letter of intent to teach in a school outside of the Newtown School District for the upcoming 2016-17 school year.

Although I have not signed a contract, I anticipate doing so sometime next week.

In an effort to provide you with additional time to post the job opening, I am offering this letter as notification of my resignation.

My expectation is that no contractual components related to salary, insurance benefits, rights and responsibilities will be voided by this letter until July 1, 2016.

Should this new contract offering fall through, I would like to be retained into the upcoming school year.

It has been a pleasure working here and as we discussed, I feel that I had a good run at Newtown High School. The student body has been terrific to work with over the years as has been the extraordinary faculty and staff.

Warm Regards,

Dave DeFeo
NHS Graphics

5/23/2016

MAY 25 2016

Dr. Erardi,

With regret, I am writing to notify you that I will not be returning to Newtown Public Schools for the 2016-17 school year as a full time school counselor for Newtown Middle School. As you are aware, I've been on leave due to health issues for the past three months. I have come to the conclusion that attempting to work full time while pursuing my doctoral degree full time has been detrimental to my health. In looking over my options, I feel it best to leave my position with Newtown and finish my degree in an appropriate amount of time.

I have appreciated my time with Newtown Public Schools and hope that I have been an asset there as well. The counseling department is staffed by some of the best people I have had the honor of working with. They are extremely competent and taught me so much about myself and being a school counselor. I will miss my daily associations with them and the other faculty and staff at Newtown Middle School.

I also appreciate the opportunity to work with so many of the students in the school drama productions over the last two years. I hope that someone will take up that responsibility as I believe the performing arts are vital to other forms of learning and provides a place for students to share and develop their talents and abilities.

I will return this year from June 1st through the end of the school year and I have let Mr. Einhorn know that I will be happy to help with the scheduling for next year throughout the summer in order to make sure that my fellow counselors are not left in an untenable situation. I am assuming that I would work that out with Mr. Einhorn, but let me know if there is something else I need to do in order to be able to help out this summer.

Thank you again for all your understanding during my illness.

Sincerely,
Lesli Allen

Melissa Thorpe
29 Ivy Road
Plainville, CT 06062

May 25, 2016

Dr. Joe Erardi, Superintendent of Schools

Newtown, CT 06470
CC: Chris Moretti

Dear Dr. Erardi,

Please accept this letter as my resignation from Newtown Public Schools at the end of this contract year, June 30, 2016. I have accepted a library media specialist position for the Portland Public Schools. This new position will allow me to be closer to my home and family and I will be able to utilize my new 062 Library Media certification. I have loved working at Hawley for the past fourteen years and have learned so much. I will miss it greatly. Thank you for everything you have done to make Newtown such a wonderful place to work.

Sincerely,

Melissa Thorpe

JUN - 3 2016

To: Dr. Erardi
From: Claire DeSisto
Position: Third Grade Teacher
Location: Middle Gate Elementary School
Re: Maternity Leave

5/23/2016

Dear Dr. Erardi,

I hope that the end of the school year is going well for you. I am writing this letter to inform you of my planned maternity leave. I plan on starting the school year and working as long as my doctor permits up to my due date, which is expected to be September 13, 2016. I understand that my first six weeks are considered a disability leave and my pay will continue, as I will be applying my sick days to this disability leave. After these six weeks I will continue on leave under the FMLA regulations for another six weeks. I am aware that both my medical and dental insurance will continue during that 12 week period.

I am also writing to request your approval on extending my leave. I am requesting a child rearing leave of absence until the start of the following 2017 – 2018 school year. I would like to return to my current full time third grade teaching position at Middle Gate Elementary School.

I understand that once my disability and FMLA leaves end, I am responsible for my medical and dental insurance.

Thank you in advance for considering my request. If you have any questions, please feel free to contact me at (203) 209-5771 or through my Newtown email address (desistoc@newtown.k12.ct.us). I look forward to hearing from you.

Sincerely,

Claire DeSisto

Cc: Dr. Kathy Gombos, Chris Geissler, Deborah Mailloux-Petersen

Administrative Report

Tuesday, June 7, 2016

1. End-of-the-Year Activity		
a. Grade 8	Wednesday, June 8th	5:30 p.m.
b. Class of 2016	Saturday, June 11th	9:30 a.m.
c. Last Day of School	Monday, June 13th	
2. Newtown Paraeducators Association		(Attach #1)
3. Long Term Plan Committee	BOE Presentation	August 16th
4. Booth Library Strategic Plan		(Attach #2)
5. Admin Hiring Update	Athletic Director	June 21st
6. Admin Book Read	The Fog of Reform	G. Goens

6/1/16

INTERNATIONAL FEDERATION OF
PROFESSIONAL & TECHNICAL ENGINEERS
AFL-CIO & CLC
Local 136-13 Newtown Paraeducators Association

May 30, 2016

Ms. Elissa Gellis, Director
Newtown Continuing Education
12 Berkshire Road
Sandy Hook, CT 06480

Dear Elisa,

The Newtown Paraeducator Association is pleased to announce the formation of the Anne Marie Murphy SMART Camp Scholarship.

Anne Marie Murphy was a Special Education Paraeducator assigned to Sandy Hook School on 12/14/12. Anne Marie worked with students having many different needs over the years that she served with the Newtown Public School District. She developed strong working relationships with her supervisors, colleagues, and especially the students she supported. As a result of her hard work and dedication the students loved and respected her.

Besides her passion for working with students, Anne Marie had a passion for the Visual Arts. Anne Marie was a gifted artist who shared her talents with the students of Newtown over the years, teaching art classes for the SMART camp program for many years.

The Anne Marie Murphy SMART Camp scholarship will be an annual scholarship in the amount of $200.00. The criteria set forward for awarding this scholarship is the following:

- Student must be a resident of Newtown or Sandy Hook,
- Student must be enrolled in a Newtown Public School,
- Student must be exiting grades K-6,
- Student must demonstrate financial need in accordance with criteria set forward by the Newtown Continuing Education.

As per our discussion, the recipient will be decided upon by the office of Newtown Continuing Education. Please contact me at buccim@newtown.k12.ct.us or (203)994-2398 when a recipient has been selected and we will disburse the funds to your office. The Newtown Paraeducators Association looks forward to working with you to provide a student an opportunity to participate in SMART Camp.

Respectfully,

Marlene Bucci
President

Planning Committee members

Annika Brady, Newtown High School student
Kristin Chiriatti, Chairman, EverWonder Children's Museum
Andy Clure, Newtown Board of Education
Peter D'Amico, President & CEO, SCB International
Dr. Joseph V. Erardi, Jr., Superintendent of Schools
Sarah Findley, Speech Language Pathologist
Robert Geckle, President, C.H. Booth Library Board of Trustees
Timothy Haas, President, Chamber of Commerce of Newtown
Kelley Johnson, Friends of the C.H. Booth Library, Entrepreneur
Ryan Knapp, Newtown Legislative Council
Ron Kroha, Consultant
E. Patricia Llodra, First Selectman
James Maher, President, Friends of the C.H. Booth Library
Brenda McKinley, Library Director
Robert L. Rau, Chairman, Newtown Economic Development Commission
Daniel Rosenthal, Newtown Police Commission, Newtown Rotary Club
Justin Scott
Monsignor Bob Weiss, St. Rose of Lima

DRAFT

Operational Plan for 2016-17

Total Reduction Required **(550,001)**

	Proposed Adjustments to BOE Requested	$ Amount	Cumulative Adjustment	Balance
1	Fuel Oil - bid price from $1.65 to $1.4253 per gallon	(37,750)	(37,750)	(512,251)
2	Diesel Fuel - bid price from $2.15 to $1.4365 per gallon	(76,170)	(113,920)	(436,081)
3	Natural gas SHS	(20,000)	(133,920)	(416,081)
4	Technology equipment	(100,000)	(233,920)	**(316,081)**
5	MS - Music chairs	(7,988)	(241,908)	(308,093)
6	MS - Moving up at O'Neill Center	(5,670)	(247,578)	(302,423)
7	Energy incentive SHS	(118,098)	(365,676)	(184,325)
8	Turnover savings	(266,336)	(632,012)	82,011
9	Transition Program - Revenue	(50,000)	(682,012)	132,011
10	Workers comp	12,000	(670,012)	120,011
11	Substance Abuse counselor	43,600	(626,412)	76,411
12	OT 15 Hours	32,273	(594,139)	44,138
13	Special Ed - Tuition	300,000	(294,139)	(255,862)
14	Special Ed - Transportation	10,000	(284,139)	(265,862)
15	Energy MG, & gas	(25,000)	(309,139)	(240,862)
16	HS Reductions	(47,500)	(356,639)	(193,362)
17	HS Custodial OT	(3,000)	(359,639)	(190,362)
18	MPS all locations	(5,000)	(364,639)	(185,362)
19	Late buses	(4,000)	(368,639)	(181,362)
20	Security	(20,000)	(388,639)	(161,362)
21	K12 Health to .5	(30,784)	(419,423)	(130,578)
22	NMS - CTA Jan start Academic resource	(10,000)	(429,423)	(120,578)
23	Activities - elementary *(+225/elementary)*	(11,678)	(441,101)	(108,900)
24	Co-Curricular RIS, NMS, NHS	(15,000)	(456,101)	(93,900)
25	Technology	(25,000)	(481,101)	(68,900)
26	Tutors	(25,000)	(506,101)	(43,900)
27	Projects - RIS Sound -18K, Loading Dock -25K	(43,000)	(549,101)	(900)
28	Piano rental - moving up ceremony NMS	(900)	(550,001)	0
	Total Additional Adjustments	(316,081)		

Revised 6/3/16

Superintendent's Goals for the 2015-2016 School Year – August 2015

The 2015-2016 district goals are, once again, intended to represent the combined focus areas of the Newtown Board of Education and the Superintendent of Schools. The Superintendent of Schools work will also represent the district's cabinet, administrative team, and staff.

At the close of the 2014-2015 school year the superintendent and the Newtown Board of Education agreed that ongoing, measurable, and additional work should continue in the following areas:

January 2016 – Midyear Update:
This midyear reflection represents the collective work of my office, the Newtown Board of Education, the district's leadership team, and helping hands throughout the organization. This update comes to you with great pride and a continued commitment to provide optimal opportunities for all students all of the time.

May 2016 - Final Update

Instructional -

- A midyear review of the Grade K Spanish pilot program;

  Completed:
  Assistant Superintendent Jean Evans Davila, Head O' Meadow Principal Barbara Gasparine, and Grade K Spanish Teacher Marianne Grenier collaborated to review the pilot in terms of curriculum implementation, data gathering, and student progress. On November 17, 2015, the BOE was provided with a presentation to update the public on success of the Grade K Spanish program. A video clip was presented to demonstrate how the children learn in a total immersion environment and how the classroom teacher supports the learner between the weekly Spanish lessons offered to all kindergarten students.

  The pilot program will expand from grade k to grade K and 1 for the 2016-2017 school year.

- Grade 8/9 student transition for an in-depth examination of rigor and readiness for middle school youngsters moving forward to Newtown High School which will include research on a grade nine honors academy;

  Ongoing:
  NHS' Academic Officers and NHS guidance will meet their February 1, 2016, target date for the anticipated completion of the design of the model. The model, using existing resources to enhance opportunity, will be shared with the C and I Committee and with the Board of Education for understanding and endorsement. Upon approval, a letter will be drafted to explain the concept to all parents of incoming freshmen in February 2016. A Parent Forum will take place in late February 2016, with Academic Officers in lead roles presenting the model that will be available for the Class of 2020.

  Completed:
  The brochure was finalized, distributed, and launched to the incoming 2016-2017 grade nine class. The February forum was well received by both students and parents.

- Full day kindergarten and its effect on instructional change for primary grades due to an enhanced student readiness;

  Ongoing:
  Elementary school administration has assembled a team that represents K-4 teachers in all elementary buildings and they are engaged in conducting the review. C & I has reserved January 7, 2016, for a presentation to their subcommittee. This will be followed by a BOE presentation on January 19, 2016.

  Completed
  The January 19, 2016 presentation was an informative and well-received update to the Board of Education. The data and anecdotal information clearly illustrated the success of the full day kindergarten program.

- A continued examination and review of alternative programming at Newtown High School;

  Ongoing:
  Multiple meetings have taken place with NHS administration, alternative school leaders, and central office to review the present practice and to conceptually design a regional model which will be introduced to the Board of Education in March 2016. The first semester investigation has included offsite visits to districts that have successfully designed a regional regular education program.

  Ongoing / Conceptually Completed
  Due to the resignation of the former Director of Pupil Services it was important to temporarily hold on the March 2016 presentation in order to appropriately bring the new director to a point of comfort and understanding. In April 2016 it was determined that the district's transitional program is poised to expand to a regional opportunity as a tuition based $25,000 annual charge to sending districts. The work to move from local to regional has been completed by high school staff and central office administrators.

- Virtual Learning Academy (online student opportunity) as a continued resource and option for high performing students and for students in need of credit recovery and/or homebound instruction;

  Ongoing:
  Multiple meetings have taken place with the leadership of the NTIS guidance department, NHS administration, and central office to enhance the present practice which only includes limited credit recovery opportunities for a handful of students. Findings will be shared with the Board of Education (C and I) in April 2016 for an intended student launch in the summer of 2016.

  Ongoing
  The school board presentation has been moved to summer 2016 as continued work with program developers will be brought to close in June 2016. The investigation will be vetted through the BOE's Curriculum and Instruction Committee before being presented to the BOE.

- A K-12 chronology review of science;

  Ongoing:

  The assistant superintendent has met with math and science school leaders to outline the parameters for the review to the C & I Committee and the BOE. This comprehensive review will be shared with C & I and with the entire Board of Education in April/May of 2016.

  Completed

  A year-long study and an in-depth review were brought to the Board of Education in April 2016.

- Supporting and embracing the October 2015 decennial accreditation self-study of Newtown High School;

  Completed:

  NHS successfully hosted its decennial visit in October 2015. Prior to the NEASC visit the NBOE was briefed on the two year self-study at their September 2015 public meeting

- A K-8 program review centered on gifted and talented students will be brought to the Board of Education on or before December 2015

  Completed:

  Gifted and talented educators presented an update of the program on November 4, 2015. This expanded 2015-2016 program which is designed for highly capable K-8 students now includes evening informational programming for parents, student opportunities within an entire classroom setting, and an emerging online presence within the Newtown Board of Education website.

Facility –

- To work in partnership with the Public Building and Site Commission with the 2016-2017 Sandy Hook School opening ;

  Ongoing:

  A strong and collaborative partnership with the Public Building and Site Commission (Gino Faiella) has resulted in a school project that remains within budget, on time, and with an anticipated June 2016 certificate of BOE occupancy.

  Completed

  Sandy Hook Elementary School will open on time in August 2016 with an expected certificate of occupancy in June 2016.

- To work in partnership with the Public Building and Site Commission with the Newtown High School renovate-to-new auditorium project.

  Ongoing:

  A strong and collaborative partnership with the Public Building and Site Commission (Michelle Hiscavich, Gino Faiella, and Ron Bienkowski) has launched a successful beginning to this renovate-to-new project scheduled for March 2016.

  Ongoing

  The project has been a team approach to manage as hurdles have been many; however, the project in now appropriate scope is underway with demolition scheduled for June 2016.

- To bring successfully to close the summer of 2015 facility work with the Newtown High School world language lab and the enhancements to the Newtown High School Blue and Gold stadium (additional seating -- bleachers - away side)

  Completed:

  All work was completed for the return of students in August 2015.

- To continue the work of the 2014-2015 Facility Committee pertaining to enrollment and potentially a school closing;

  Commencing

  The formal launch to this work will take place at the Saturday, January 9 Board of Education retreat.

  Ongoing / Completed June 2016

  A weekly meeting has been underway for months with committee work on schedule for a June 2016 BOE presentation.

Partnerships –

- To remain active in:
  - Engaging and informing parents (*PTA Presidents' monthly meeting, attend PTO meetings, 6:30 a.m. open hour, community forums)*;

    Ongoing:

    Newtown Public Schools continues to offer a communication model to be replicated by schools across the country as the parent and community voice is held in high regard in multiple mediums.

    Complete

    The continued work with partnerships culminated with a first referendum pass of an operational plan that was embraced by school stakeholders.

  - The collaboration with safety officials (police / fire) and continue to facilitate the district's safety committee;

    Ongoing

    Newtown Public Schools has developed a safety protocol which could be replicated by districts across the country as detailed attention to security remains ongoing every day of the school year.

    Ongoing / Complete

    An essential component to the plan has been added as a strong partnership is soundly in place with the new Chief of Police.

  - The Central Connecticut State University administrative certification program (aspiring administrators);

    Completed:

    The NPS / CCSU partnership was successfully launched in September 2015.

- The ongoing climate and culture work with certified staff.

Ongoing

Reoccurring monthly meetings take place with both certified and non-certified staff resulting in enhanced communication, proactive problem solving, and a better understanding of how all decisions are consistently made centered on best for children.

Complete

The 2015-2016 climate and culture work should serve as a model across the country as best practice.

- To create parent advisory opportunities for shared understanding of present practice:
  - A parent advisory will be established at Newtown High School allowing parents to better understand co-curricular activities (athletics) and the governance of interscholastic programs.

Emerging

Organizational meetings have been held, a leadership executive board has been established, and the advisory committee has begun to define the scope of their work for this and subsequent school years.

Reconstituting

The advisory was launched in September and met regularly through the end of March. With the resignation of the current athletic director there is a temporary moratorium on the group with the expected re-start taking place shortly after the new hire.

In addition, new challenges because of local, regional, and federal circumstances, creates additional focus areas for the upcoming school year:

Board of Education – Long Term Strategic Planning: PK-12 Teaching and Learning

The Newtown Board of Education has gone through significant change since the completion of the present long term plan which was in place for the 2011-2012 school year. The plan will be reviewed, modified, and updated for board action on or before May, 2016.

Update: Long term planning will be launched at the January 9, 2016 retreat.

Ongoing / Complete

Under the direction of the assistant superintendent the committee findings will be brought to the Board of Education in June 2016.

Board of Education / Town – Long Term Capital Planning / Facility Planning

School and town officials continue to meet to better understand long term infrastructure needs for all town owned buildings. School administrators will work in partnership with town leaders to reach a sound understanding and agreement of next steps regarding renovation, rebuild, and consolidation. The work from this committee will be brought to the board at appropriate times throughout the new school year.

Update: The continued enrollment/facility study will be launched at the January 9, 2016 retreat.

Ongoing / Complete

Committee work will culminate with a June 2016 Board of Education presentation.

Board of Education / Town Consolidation of Services
Careful planning and definable steps must be developed and endorsed by staff and elected officials as we examine how the board of education staff will work most efficiently with the town and with the community. An update on this initiative will be brought to the school board in January, 2016.
Update: The superintendent has a scheduled meeting with the First Selectman in early January and will then update the Board of Education on definable next steps.
Ongoing / Complete
Joint committee work will be brought to respective boards in June 2016.

Pupil Services: Program Review
Challenges that all public schools face and unique challenges that are found within our district will prompt a program review focused on best practice pertaining to identification, programming, and staffing. The program review will be brought to the board of education on or before December 2015.
Completed:
Numerous special education reviews have been brought to the Board of Education as outplaced special education fiscal turbulence has resulted in a controlled spending plan for the remainder of this school year.

Fiscal Planning – 2016-2017
The 2016-2017 budget process looms to be very difficult work. The federal funding stream which was used to offset 1214 needs will create a funding cliff for budget planners. In addition, the *Affordable Care Act* will be problematic (although much more difficult to fund in 2018) as the federal legislation begins to impact local funding.
Ongoing:
The Superintendent's proposed plan for 2016-2017 was driven by 1214 continued needs, health insurance, special needs, and contractual obligations to all bargaining units. These four focus areas represent nearly the entire increase within the proposed operational plan.
Completed
Tuesday, April 26th - First referendum pass by +400 votes

Technology – Maintaining / Funding / Managing
Technology demands continue to grow throughout the district. A thorough examination of lease vs. purchase, technology support staff vs. volume of work, and reoccurring funds needed to maintain our present K-12 platform will be presented to the board of education on or before November 1, 2015.
Ongoing:
The Director of Technology will be sharing multiple updates on this issue within her January 2016 Board of Education proposed operational plan update.

Completed
Numerous reports by the district's Director of Technology have been shared in committee and with the board at large.

I anticipate the upcoming school year to be filled with great challenge and even greater success. Collectively, our 900 employees will stay focused on making a difference……..one youngster at a time.

Respectfully,
JE

NPS
Newtown Public Schools
Activity Accounts
Period Ending March 31, 2016

Hawley School
Acct# 729519990
Managed by: Secretary
Approved by: Principal
Current Balance: $5,473.08

Middle School
Acct# 729519974
Managed by: Secretary
Approved by: Principal
Current Balance: $84,888.00

Sandy Hook School
Acct# 729519931
Managed by: Secretary
Approved by: Principal
Current Balance: $13,270.15

High School
Acct# 729519624
Managed by: Secretary
Approved by: Principal
Current Balance: $382,231.07

Middle Gate School
Acct# 701053826
Managed by: Secretary
Approved by: Principal
Current Balance: $6,753.08

Custodial Account
Acct# 729516781
Managed by: Business Assistant
Approved by: Director of Business
Current Balance: $77,414.63

Head O'Meadow
Acct# 729519851
Managed by: Secretary
Approved by: Principal
Current Balance: $1,835.70

Continuing Education
Acct# 729519755
Managed by: Bookkeeper
Approved by: Director of Continuing Ed
Current Balance: $41,538.50

Reed Intermediate
Acct# 729519966
Managed by: Secretary
Approved by: Principal
Current Balance: $30,438.54

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DASHBOARD

OVERVIEW (HTTP://WWW.XQ... ERSCHOOL.ORG/ABOUT)

DISCOVER

DESIGN

SUBMIT
Closed

JUMPSTART GUIDE
(/PROJECTS/12393/JUMPSTART)

DEVELOP

SUBMIT
Closed

NEWTOWN HIGH SCHOOL OF INQUIRY & INNOVATIVE DESIGN EDIT

Created by Lorrie Rodrigue on 01/26/2016.

Click edit to give your school a name and to describe it for others.

VIEW YOUR TEAM > (/PROJECTS/12393/TEAM)

ORDER AN XQ KIT > (/PROJECTS/12393/KIT_ORDER)

PERMISSION SLIPS > (/PROJECTS/12393/PERMISSION_SLIPS/DEVELOP_PERMISSION_SLIPS)

Switch Projects
Newtown High School of Inquiry & Inr

YOUR MISSION:

design the future of high school education.

Click here (https://xqdocumentary.us.launchpad6.co to share a video of your experience with XQ. You may be contacted by independent filmmaker Lee Hirsch for inclusion in his documentary on XQ: The Super School Project.

Please note: your participation in the documentary will have no effect on an individual or team's eligibility or success in XQ: The Super School Project.

PROGRESS OVERVIEW

Here is an overview of your progress so far in the Super School Design Challenge. Complete all the work under Final Application for the final submission by May 23rd. See the **Next Steps** section below to get started.

PHASE ONE
Submitted

CONCEPT (/PROJECTS/12393/CONCEPT)

OUR CONCEPT (/PROJECTS/12393/CO...

APPLICATION SUMMARY (/PROJECTS/12393/SCHOOL_DESIGN_SUMMARY)

FINAL APPLICATION

DEVELOP (/PROJECTS/12393/DEVE

YOUR SCHOOL IN BRIEF (/PROJECTS/12393/SCHOOL_IN_BRIEF)

DISCOVER (/PROJECTS/12393/DISCOVER)

Our super school will be called:

Newtown High School of Inquiry and Innovative Design

A bold and compelling idea will be at the center of our school:

Newtown High School of Inquiry and Innovative Design embraces discovery and research, promotes the design of personalized learning pathways, and fosters resilient individuals who can readily adapt to adversity and change. Reinventing our high school in Sandy Hook, Connecticut will empower us to expand existing resources, re-evaluate current organizational structures, and cultivate new school and community partnerships. Newtown High School of Inquiry and Innovative Design will transform a good school into an inclusive, vibrant, and compelling learning organization that will foster challenging academic programming, deliberate and meaningful partnerships between staff and members of the community, strong relationships with all learners, and a dynamic, engaging environment.

Our concept focuses on learning labs and "maker spaces" that will give students an opportunity to apply their knowledge and increase depth of understanding across a wide array of rigorous academic experiences and career oriented pathways. Students will select both core academic disciplines, interdisciplinary learning opportunities, and career or entrepreneurial pathways to meet their individual needs and interests. Identifying student interests, passions, and capacities prior to arriving at our high school, the staff and administration will be able to guide students in selecting appropriate pathways in STEM (science, technology, engineering and math), language and literacy, business and entrepreneurships, as well as the performing arts.

Why can't students who want to engage in the culinary arts have opportunities to extend this throughout their high school career? Simply taking an elective course in this field is not adequate. How about the young high school learner who is interested in the performing arts? Simply joining the cast of a high school musical or dramatic production does not begin to adequately address this area of talent or passion. Thus, our new school would make these and other learning pathways an integral component of our academic program and provide relevant choices, high tech spaces, and meaningful partnerships for each of our student learners.

Newtown High School of Inquiry and Innovative Design is best illustrated in an outdoor mural design, which was completed and shared with the school-at-large and the greater community in the fall of 2015. This mosaic and paint graphic mural exemplifies with symmetry and simplicity the vibrant ideals that frame our concept. Students, many who often feel disenfranchised or isolated, decided to embark on a creative journey. This was not a task students were given. Neither was this a project given in class. Nonetheless, students were curious, were collaboratively inventive, researched ideas, and consulted with a local artist in the community to bring their innovative design to life. The hawk breaking through a barrier with talons flailing in the air represents the spirit and resiliency of Newtown students and their families. This independence, self-direction, and passion are the attributes we want to see in every learner in our new high school.

FALL MURAL.JPG

To ensure that our school truly serves the needs of our community, we plan to get input from young people by:

Having begun this process, we will continue to solicit input from our students through planned surveys and open dialogue conducted during our existing advisory periods. Advisory periods

allow time each day for students to make connections with staff, and this will promote student voice in school-related activities and new initiatives. In addition, student feedback will come from organized focus groups that will facilitate discussion and debate around the key aspects of our new vision and mission. As a means of extending opportunities to gather and consider input from our students, we plan on creating a school-wide advisory panel, including student representatives from across grades 9-12. Here we will have a chance to ask critical questions related to their hopes, dreams, and innovative ideas about a school community that will meet their academic, social, and emotional needs. Student leaders on the advisory panel will be able to develop key questions and conduct ongoing discussions with their peers during advisory periods at the onset of each school day.

STUDENTFEEDBACKWORDLE.JPG

To get insights into how we can prepare our students for postsecondary education and the future of work, we plan to:

Our goal is to reflect on critical insights from educators, local and national employers, higher education organizations, and other constituents about knowledge and student competencies through surveys, invitations to evening "think tank" community meetings, and specially-designed focus groups. For example, local employers and organizational leaders should work regularly with our students to offer advice, support students' future aspirations, and offer opportunities to engage in conversations that inspire and motivate. Our current structures will be used to accomplish this goal, which include the use of our School-to-Career Coordinator. We will work to solicit input from local and prospective employers, college and university personnel, and business and community organizations. While the State of Connecticut has embraced Common Core Standards, 21st Century skills and dispositions important for college and career will be identified and naturally embedded in the learning culture of our high school. For example, we will partner our students with local businesses and employers to conduct interviews and research, ensuring our students are active participants in the design of relevant and rigorous learning targets. In addition, hosting college fairs and broadening our connection with local universities will enhance opportunities for our students as the look to their futures. We also plan on working with a local consulting firm to obtain post-graduate information about our students' GPAs following their freshman year in college. This will provide us with valuable information about how well we are preparing our learners for college and beyond.

COLLEGECONNECTION.JPG

Our school will also build on the inspiring examples, research, and ideas of others:

We would have students read the Design and Data in Balance article as it addresses, on many levels, similar concepts we have in place currently. However, to realize these learning communities (or as we call partnerships) with greater integrity would require a reinvestment of resources and a potential change in our organizational structure (e.g., schedule and teams), as well as the more formalized uses of data to address our students' needs, both academic and social.

Additionally, we would share the module on Youth, Experience, and Aspirations since this focuses on soliciting the valuable insights from students regarding how they would like to shape their school in the future. The resources in this particular module emphasized students' investment in their own learning and creating pathways that would align with their own

aspirations and career goals. Our new school's vision embodies these beliefs about learning, and will ensure that students have the opportunity and resources to set goals, select areas of study, and design unique pathways that will ensure their academic achievement.

All the elements of our school will come together in powerful learning experiences for students:

Newtown School of Inquiry and Design will extend opportunities for real world application of knowledge through research and performance-based learning experiences. Our students will explore a variety of core academic and career-oriented learning pathways that promote a depth of understanding in areas that include math, science, and engineering; literacy and language; business and entrepreneurship; and the performing arts. Using the academic partnership model (teachers from several disciplines who share the same group of students), staff and students would be able to make powerful connections in these personalized learning communities that address the diverse needs of our learners.

While the concept of partnerships exist in small pockets within our school in pilot form, the advancement of these structures will transform the value of students' educational experiences - from those students who need support to those students who want independence and further enrichment. For example, students in a Science and Engineering pathway would be grouped based on their passion in that field, collaborate with their peers to solve problems that mimic concerns faced by engineers, meet with community members to cultivate deeper understandings around discipline-based concepts, and develop authentic presentations that demonstrate what they have learned along the way. Within the partnership model, students would be learning with peers who have similar interests, building strong bonds with their teachers, and working collaboratively as engaged participants in their own learning.

Through another pathway focused on language and literacy, students will be given the freedom to immerse themselves in language and culture, both within school and abroad. Our high school learners come from rural Connecticut backgrounds, and this often isolates them from a more global view of the world in which they live. Therefore, students will use digital tools and social media to interact with members of our "partner schools" in China, Spain, and France. While a small group of students participate in these experiences currently, this international exchange program would need to be expanded and enhanced if it is to become a major academic pathway. Virtual field experiences can expand student opportunities to make connections in multiple countries abroad, but most importantly, our funding would include bringing in speakers from the community to speak to students about the importance of learning multiple languages for business, finance, marketing and in other fields.

Students may also take part in a performing arts pathway. This is significant for us since we often lose students to private performing arts schools in the area. A renovation to our auditorium this spring has provided us with greater hope, since we have many talented and ambitious students who are interested in the field of performing arts. Our connection to the HOT (Higher Order Thinking) organization has prompted us to pilot a Unified Theater class through a State of Connecticut grant that involves a co-teaching model between a regular and special education teacher, which only funded this program for a year. Through this Unified Arts program, regular education students work with their disabled peers, and many have asked to continue this work in future courses. While these do not yet exist, a new pathway in this area would create another powerful learning experience not only for those interested in the performing arts but for our

student-leaders who enjoy the mentoring of their peers. Other courses in this pathway would include theater production, set building, stage and music, and acting.

Students will be encouraged to take ownership of their learning by designing the format and purpose of internships with local organizations and the connection this has to their identified pathway. Assessment of these learning experiences will include a self-reflection of their work and highlighting the influence it had on advancing their understanding of particular concepts and fields of study. Self-reflections may be presented in the form of personal essays, formalized oral presentations to their peers and teachers, social media marketing strategies, and other products that convey powerful stories of what students have learned and applied. Students will work collaboratively with their peers in labs and "maker spaces," to develop questions around identified concepts, clarify ideas, solve problems, and design creative responses, presentations, or products that exemplify what they have learned in classes, through research, and with their mentors within the local community. A more formalized junior/senior project presentation will be expected of every student attending Newtown High School of Inquiry and Innovative Design. These core experiences will be a direct link to what we already believe is essential for preparing learners for the world beyond high school.

UNIFIED THEATRE.MP4

BOE Executive Summary: Graphics Technology 1 & 2 Curriculum Revision

Part I: Basic Elements of Comparison

	Existing Curriculum	Revised Curriculum
Publication Date	The Graphics Technology program has been delivered using a draft curriculum written in 2011.	Request for Curriculum Council Approval: 04/19/2016 Request for BOE C&I Committee Approval: 05/10/2016 Request for BOE Approval: 06/07/2016 (Date of 2nd read)
Standards	The 2011 draft curriculum was based on the previous version of the CT Technology Education Standards which were in place.	Aligns with recently adopted CT Technology Education Content Standards Framework (2014)
Pacing	Determined by teacher of the course.	Curriculum includes Pacing Guide to indicate approximate number of weeks for instruction of each unit. This allows teachers a better environment for co-planning of shared experiences, resources, and development of common assessments for learning.
Curriculum Model	The 2011 draft was based on the "Understanding By Design" model.	Structured on the Concept-based Curriculum model. Includes all previous curriculum components of old model, but framed with a Conceptual Lens through which students learn new knowledge in the subject area (ex: Printers System of Measure fits within the Conceptual Lens of "Measurement). Guiding Questions ensure lessons are inquiry-based and Generalized Understandings point students and teachers to essential knowledge to be learned through each unit.
Learning Objectives	Several learning objectives included in each unit.	The updated curriculum conforms to current curriculum design practices that focus on fewer objectives and standards taught with greater depth.
Other	Numerous units, lesson plans, rubrics and teaching materials were created to supplement the 2011 draft, some of which carry over to the new curriculum. This has been, and continues to be, a content-rich and dynamic program.	Digitally published through the Atlas Rubicon platform. Accessible via internet for the public viewing, professional collaboration among teachers tasked with editing, revising, and adding supplemental components. Ensures an accurate and easily accessible curriculum archiving system.

David DeFeo
05-02-2016

PART II: SPECIFIC COMPARISON OF GRAPHICS TECHNOLOGY CONTENT AND INSTRUCTIONAL APPROACH

As is the case with each Technology Education program at Newtown High School, the curriculum design for each is unique and distinctive in terms of the technical instruction being delivered and the conceptual lens through which the course content is focused. Graphics Technology, for example, relies heavily on Design as a common thread through which the majority of student work is aligned. Conversely, a unit in Power Tech might be focused on the Nature of Electronics and Circuitry and the associated scientific principles found therein. The CT Technology Education Frameworks are very broad in scope and include many areas of instruction not offered at in Newtown (i.e., Manufacturing Technology). The programs that are delivered here in Newtown are designed for the specific needs of our students and are made to work within the facilities and systems that we have available to us. Each program is unique, and those offered here are as follows: Communication Technology, Design Technology, Transportation Technology and Information Technology. Graphics Technology courses at NHS draws heavily upon Communication, Design and Information Technology Content Standard Frameworks.

Throughout the Graphics Technology 1 and 2 curriculum units, there is emphasis on accuracy, neatness and attention to detail. These three ideas permeate the program, as the work that students create here involves a process of adding value to raw materials. At every step of the creative and production process, an idea must be communicated effectively, it must be expressed in a creative way using available design software and print technologies, and the work must be completed using some digital workflow system that is robust enough to serve the needs of approximately 150 students throughout the course of the year. This curriculum is robust enough to provide numerous skills to students for use in other classes they pursue here at NHS, and those same skills will be useful long after graduation from high school.

In each unit of study, students are asked to solve problems. They will encounter measuring systems predicated on a base 12 number system, and they will be asked to use industry standard software to create designs that are uniquely their own and produced in an organized, thoughtful, and methodical way. Students will operate equipment safely to produce the working materials found in industry, some of which require an understanding of physical and chemical properties of materials. Students also will explore career opportunities within this dynamic industry, and they will gain design experiences in which the principles and elements required can be applied to many design challenges that present themselves now and in the future.

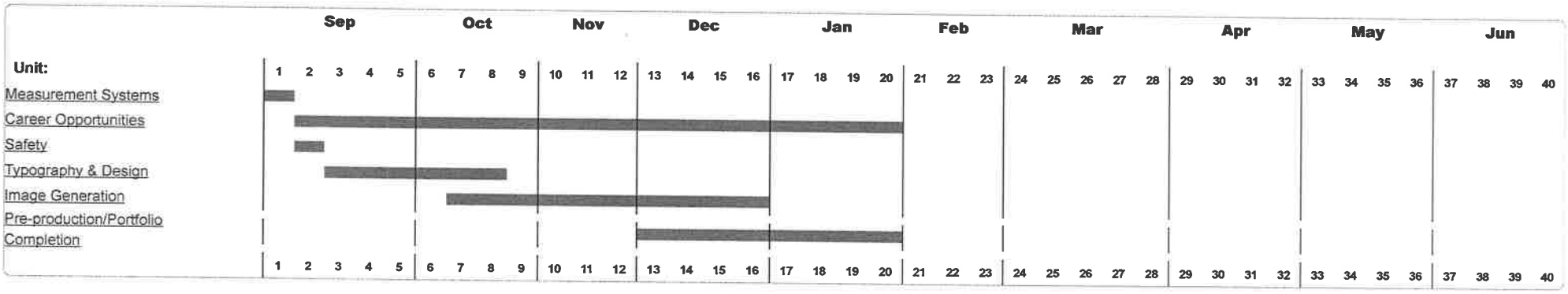
Students in this program will make things. They will learn through lecture, demonstration, and mostly through teacher-directed, hands-on activities. All students will complete the same projects, but no two will look the same.

David DeFeo
05-02-2016

Newtown Public Schools

Graphics Tech I

Collaboration



Atlas Version 8.1.1

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Newtown Public Schools
Graphics Tech I

Newtown High School > High School > F&AA: Technology > Graphics Tech I > Week 1

Measurement Systems

Collaboration

Enduring Understanding(s)/ Generalization(s)

Concept: Precision measurement

Enduring Understandings:

Accuracy, neatness, and attention to detail foster precision in the production of all working materials and finished products.

Essential Question(s)

What measuring systems are used in the Graphic Arts industry?

How does precision impact production and distribution?

Guiding Questions

Factual, Conceptual, Provocative

How can points & picas be explained- relative to an inch? (F)

How is type measured and what units are used? (F)

What is the default measuring system found in Industry Standard software? (F)

What tools are available to assist in linear and volume measurement? (F)

To what level of precision does an individual need to work and why? (C)

Why is an understanding of geometry important in this field? (C)

Why is an understanding of volume important in this industry? (C)

As a consumer, do you pay attention to accuracy, neatness, and attention to detail in the products you use or purchase? (P)

Standard(s)

Content and CCSS

CT: Technology Education

CT: Grades 9-12

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will properly read a "scale" and identify the fractional units that make up the major components of a ruler & line gauge using a base 12 system.

Students will measure and cut shapes to exact dimensions using a variety of

Communications Systems

CONTENT STANDARD 7: Communications Systems

- demonstrate the proper use of the terminology associated with electronic publishing, graphic arts and computers;

Engineering Design

CONTENT STANDARD 11: Engineering Design

- demonstrate an ability to complete a detail design for any given embodiment design;

CT: CTE: Technology Education (CS 2014)

CT: Grades 9-12

Graphic Design Technology

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

- GDT.08.09 Apply measurement ols and ratio analysis to image positoning in graphic works.

CT TE Standards-Graphics Design Tech.pdf

measuring systems.

Students will draw geometric shapes accurately using a variety of measuring systems.

Students will control software using a variety of measuring system to produce predictable results.

Students will complete design work to industry standards for distribution.

Students will need to recall previously learned material related to basic measure for both linear & volume measurements.

Students will measure various shapes using a "Line Gauge" with units called points & picas.

Students will apply new learning to predict, then execute the proper placement of text and graphics on a document.

Content/Topics

Critical content that students must KNOW

Measure, Draw geometric shapes, Control software using a variety of measuring systems to produce predictable results.

Complete design work using a base 12 measuring system.

Skills

Transferable skills that students must be able to DO

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

Core Learning Activities

• Using a line gauge, measure and draw shapes using Points and Picas.

• Using drafting tools, draw a series of angular lines spaced at 15° increments.

• Solve word problems that are centered around linear and volumetric measure.

• Identify all markings on a standard ruler and line gauge.

• Use software to create a name card to exact measure.

measure worksheet14.pdf

Resources

Professional & Student

Standard Ruler/Scale

Line Guage

E Scale

Measuring Cup

Graduate Cylinder/Beaker

Assessments (Titles)

Point System Mechanical
Formative: Visual Arts Project

This project involves the use of drafting tools and technique to create an accurate space on a rigid piece of paper that contains accurately drawn and cut paper shapes. The placement of these shapes requires real attention to detail, accuracy and neatness. This is commonly known as a "mechanical" in the graphic arts profession.

point system.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Geometry, Math, Engineering, Journalism.

Point System Mechanical rubric 2014.pdf

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Unit Planner: Career Opportunities
Graphics Tech I

Tuesday, May 3, 2016, 11:12AM

Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech I > Week 2 - Week 20

Last Updated: Sunday, April 24, 2016 by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

Enduring Understanding(s)/ Generalization(s)

Concept: Web based research process; career exploration and choice.

Enduring Understandings:

Career exploration takes place on a continuum, and the process can be internalized.

Essential Question(s)

What do I want to be when I grow up?

Guiding Questions

Factual, Conceptual, Provocative

What are the specific web resources that I'll need to use to learn about potential careers? (F)

Where can I find non-web information related to various careers? (F)

What are the different job titles typically found within this industry or field? (F)

How can I use web based research to identify potential career paths that may interest me? (F)

What elements of a job description are relevant to me as I choose a career path? (C)

How does your career choice impact the related preparation decisions and actions that you take? (C)

Is Graphics Technology a career path that I may want to consider? (P)

Standard(s)

Content and CCSS

CT: Technology Education
CT: Grades K-4
Career Awareness
CONTENT STANDARD 3: Career Awareness

research and report on a technological career;
CT: Grades 5-8
Problem Solving/Research Dev.
CONTENT STANDARD 4: Problem Solving/Research and Development

conduct an applied research project;
CT: CTE: Technology Education (CS 2014)
CT: Grades 9-12
Graphic Design Technology
GDT.03 Explore careers available in the field of graphic communications and the design industry.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will research career opportunities in graphics technology.

Students will organize this information following a prescribed format, and they can use this document to assist in decision making related to potential career paths.

Students will analyze data from multiple sources to create a document that may serve to guide future decision making.

GDT.03.01 Identify the certificates, diplomas, and degres available.
GDT.03.02 Compare and contrast carers in graphics and design, along with their education, training requirements, and salary ranges.
GDT.03.03 Identify the colege majors that are found in the area of graphics design and communication.
CT: CTE: Technology Education (PS 2011)
Grades 9-12
PS: Pre-Engineering Technology
F. Technology: Identify and demonstrate the use of various software programs used in the engineering field.
22. Identify available resources for researching problem solutions.
Copyright © 2002-2014 State of Connecticut.
CT TE Standards-Graphics Design Tech.pdf
Career Exploration Mini activity.pdf

Content/Topics

*Critical content that students must **KNOW***

Career exploration criteria

- Education/experience requirements
- Where the jobs are (region, state, city)
- Job Outlook
- Salary range
- Basic skills needed

Job Titles (include but not limited to)

- Multi-Media Artist
- Printing Machine Operator
- Technical Writer Desktop Publisher
- Graphic Designer
- Bindery Worker
- Art Director
- Web Designer Digital Press Operator
- Screen Printer
- Photographer

Skills:

- Internet Search using US Dept. of Labor http://www.bls.gov/ooh/
- Standard word processing skills using MS Word or Google Docs
- Printing

Skills

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Core Learning Activities

Research 11 job titles tied to Graphics Technology. Analyze the information and complete a word document detailing various criteria. Additional career paths may be explored predicated on areas of interest for each student.

Resources

Professional & Student

Web- US Dept. of Labor http://www.bls.gov/ooh/
Wikipedia, Google search

Assessments (Titles)

Career Exploration

Graduation Standards

Information Literacy

Interdisciplinary Connections

Counselor's Workshop career

Other written assessments Students use web resources to gather and analyze details related to a variety of careers withing the Graphic Arts industry. These career paths can be very creative (Graphic Designer) to very technical (Digital Press Operator). Career Exploration Mini activity.pdf	Problem Solving Spoken Communication Written Performance	exploration

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Unit Planner: Safety
Graphics Tech I

Tuesday, May 3, 2016, 11:13AM

Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech I > Week 2

Last Updated: Friday, March 18, 2016 by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

Enduring Understanding(s)/ Generalization(s)

Concept: Situational awareness and attentiveness

Enduring Understandings:

Harm to one's self, those around them, or to equipment in any lab or industrial setting can be avoided by following certain rules and by gaining an understanding of the nature of materials, processes and equipment.

Shared responsibility, situational awareness, and attentiveness will go a long way in protecting the student and class members from harm.

Essential Question(s)

How does the safe operation of equipment affect oneself and others?

Guiding Questions

Factual, Conceptual, Provocative

What are the work habits that promote safety? (F)

Will the materials and/or chemicals that I use cause personal harm if not handled properly? (F)

How should I familiarize myself with the workplace environment now and in my future? (F)

Why is the development of safe practices essential to continued success in a laboratory setting? (C)

Why is safe operation of equipment important not only to people but also equipment? (C)

Is the safe use of equipment a personal responsibility? (P)

Standard(s)

Content and CCSS

CT: Technology Education

CT: Grades 5-8

Materials & Processes

CONTENT STANDARD 6: Materials and Processes

demonstrate the appropriate selection and safe operation of basic hand and power tools;

CT: CTE: Technology Education (CS 2014)

CT: Grades 9-12

Building Construction

BC.02 Describe and demonstrate the procedures

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will come to understand safety considerations for each process or piece of equipment that they encounter.

Students will use their understanding on a continuum, making connections and applying prior learning to new situations.

Students will innately consider safe operation of equipment, as the consequences for not doing so can be significant.

related to workplace and job-site safety including personal protective equipment, machine safety, and material handling practices.

BC.02.01 Demonstrate safe material handling practices.

BC.02.02 Demonstrate and explain knowledge of workplace safety procedures.*(A2)

BC.03 Identify and describe the safe and appropriate use of various types of layout, hand and power tools and machinery used for building construction.

BC.03.01 Identify, use, and maintain the following measuring, layout, and marking tools steel rule, tape measure, combination square, sliding "T" bevel, and compass.*(B8)

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Content/Topics

*Critical content that students must **KNOW***

Students will safely use:
Industrial paper cutter
Solvents & inks
Printing equipment that employs heat and pressure

Skills

*Transferable skills that students must be able to **DO***

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Core Learning Activities

Safe use of materials, processes and equipment will be provided throughout each unit.

Resources

Professional & Student

Material Safety Data Sheets are available in hard copy and on the web.
Equipment and any potential hazards are labeled appropriately

Assessments (Titles)

safety test.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Science labs
Tech Ed. classes
Art classes where materials and solvents are used

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Unit Planner: Typography & Design
Graphics Tech I

Tuesday, May 3, 2016, 11:14AM

Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech I > Week 3 - Week 8

Last Updated: Sunday, April 24, 2016
by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

Enduring Understanding(s)/ Generalization(s)

Concept: Design principles, visual communication and message analysis, audience, typography

Enduring Understandings:
Application of the design principles leads to effective communication of the intrinsic message of a printed or digitally presented product.

Appropriate selection of type face and an understanding of the nature of typographic commands and options enables designers to communicate to the target audience.

Essential Question(s)

How does the audience of my message impact the creation of my design?

How can the design principles help to provide an easily understood message on a printed piece?

What is the message that needs to be communicated as I begin the design process?

Who is the audience?

Where will the message be viewed?

Guiding Questions

Factual, Conceptual, Provocative

What are the technical limitations for this project? (F)

What will the cost be to get the message delivered? (F)

Does type selection evoke the correct mood for the audience and message? (C)

Why are there several distinctly different steps involved in the design process? (C)

How does typeface selection impact the communication of my message? (C)

Does the knowledge of design principles impact your view and understanding of the media around you? (P)

Standard(s)

Content and CCSS

CT: Technology Education

CT: Grades 9-12

Problem Solving/Research Dev.

CONTENT STANDARD 4: Problem Solving/Research and Development

use research techniques to support design development;

CT: CTE: Technology Education (CS 2014)

CT: Grades 9-12

Graphic Design Technology

GDT.01 Discus developments and individuals relating to the history of the graphics and design industry and explore emerging trends and technologies.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will learn how to create technically proficient work that communicates effectively.

Students will become (relatively) proficient with state of the art software used internationally by graphic designers and production personnel.

GDT.01.01 Research technologies that advanced graphic design.

GDT.01.02 Describe past, present, and future styles in the graphic design field.

GDT.01.04 Describe the importance of graphic design's influence on society.

GDT.01.05 Identify persons with major contributions to the field of graphic design.

GDT.01.06 Identify and describe emerging trends and technologies.

GDT.04 Examine the profesional and ethical isues involved in the graphic design industries.

GDT.04.01 Identify basic copyright isues for graphic design industries to include understanding the use of Creative Commons copyright.

GDT.04.03 Explain ethics isues for the graphic design industries.

GDT.05 Identify and aply the elements of design.

GDT.05.01 Identify the aplications of color, line, shape, texture, size, and value in samples of graphic work.

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

GDT.05.03 Incorporate color, line, shape, texture, size, and value in student-generated graphic work.

GDT.05.04 Demonstrate the elements of design through manual sketching.

GDT.05.05 Demonstrate the elements of design through digital sketching.

GDT.06 Identify and apply the principles of design.

GDT.06.01 Analyze the principles of balance, contrast, alignment, rhythm, repetion, movement, harmony, emphasis, and unity in samples of graphic works.

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

GDT.07 Identify and apply the principles of typography.

GDT.07.01 Identify the anatomical components and qualites of type (i.e., x-height, ascenders, descenders, counters, etc.)

GDT.07.02 Construct graphic works utilzing and manipulating type.

GDT.07.03 Apply and adjust formating to type.

GDT.08 Identify and apply the principles of design to

layout.

GDT.08.01 Aply efective use of negative space, compositon, mesage structure, graphics, etc., to graphic works.

GDT.08.02 Create graphic works utilzing grids.

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

GDT.08.05 Demonstrate layout skils for digital media.

GDT.08.06 Explain the importance of consistency of design.

GDT.08.07 Explain the importance of usabilty.

GDT.08.08 Explain the importance of core mesaging.

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CT TE Standards-Graphics Design Tech.pdf

Content/Topics

*Critical content that students must **KNOW***

Design Elements & Principles: Line, Shape, Color & Texture; Balance, Movement, Emphasis & Unity

Thumbnail sketches, Rough layouts, Mechanical preparation

Use of the Point System

Classifications of type

Typography and related technology

Skills

*Transferable skills that students must be able to **DO***

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

Core Learning Activities

• Image Analysis- Brands of the World
• Design Principles and Elements Project- Major project that requires students to identify and collect multiple samples of design elements and principles as used in magazines.

Resources

Professional & Student

Web- Brands of the World-
http://www.brandsoftheworld.com/
Classroom Computers with the Adobe Creative Suite. (PhotoShop, InDesign, Illustrator)

escale1.pdf

Assessments (Titles)

Graphic Design Principles1415 project.doc
design rubric 12 V3.pdf
Brands of the World.pdf
GA1 type on a path.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Information Literacy

Interdisciplinary Connections

English (awareness of audience, purpose, and task).
Art

Unit Planner: Image Generation
Graphics Tech I

Tuesday, May 3, 2016, 11:15AM

Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech I > Week 7 - Week 16

Last Updated: Sunday, April 24, 2016 by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

Enduring Understanding(s)/ Generalization(s)

Concept: Typography, photography, image manipulation, scanning, desktop publishing, consumption, fair use.

Enduring Understandings:

Typographic, photographic, and other graphic images must be technically flawless in order to reproduce them for consumption.

Design and production personnel must adhere to trade customs and fair use laws.

Essential Question(s)

Why is original image quality so important?

Guiding Questions

Factual, Conceptual, Provocative

What is copyright infringement? (F)

What are Fair Use laws? (F)

How does a graphic artist produce working materials for each printing process? (F)

How is an image reproduced using current technology? (F)

Why is it critical to produce flawless copy when generating images to be used in various printing processes? (C)

How does one maintain high image quality throughout the production process? (C)

How does one recognize and respond to the limitations that impact production? (C)

Are Fair Use and copyright laws important or necessary? (P)

Standard(s)

Content and CCSS

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

CCSS: Grades 9-10

Writing

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will learn basic techniques in the creation of images for further reproduction.

Students will create original artwork and designs, and they will apply previously learned software skills as they produce final products/designs.

Students will continually gauge the effectiveness of their designs as they construct and manipulate various

with others. WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CT: Technology Education** **CT: Grades 9-12** **Technological Impacts** **CONTENT STANDARD 2: Technological Impacts** evaluate technologies based on their positive and negative outcomes; and **Problem Solving/Research Dev.** **CONTENT STANDARD 4: Problem Solving/Research and Development** develop several alternative design solutions to the same problem; use a communication technology to visualize a design idea; present a design idea using multimedia technology; **Communications Systems** **CONTENT STANDARD 7: Communications Systems** describe electronic publishing and give examples of this technology; demonstrate the proper use of the terminology associated with electronic publishing, graphic arts and computers; identify and describe component functions of a microcomputer electronic publishing system; apply accepted design principles of text and graphics to the layout of printed and electronically published materials; operate a scanner and digitize a video image using appropriate software; send and access information through a network; design and produce a video and multimedia production; export and import images in a variety of file forms. **CT: CTE: Technology Education (CS 2014)**	design elements to solve the problem at hand. As new software is learned, students will use the combined set of skills to better realize their ideas.

CT: Grades 9-12

Graphic Design Technology

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

GDT.10.01 Analyze diferences and apropriate aplications of vector-based and bitmap images.

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

GDT.10.03 Incorporate the use of image manipulation and ilustration software into final products.

GDT.10.04 Apply nondestructive image editng techniques such as layering and masking.

GDT.10.05 Practice using diferent selection tols and techniques to manipulate images.

GDT.11 Demonstrate aplication of media outputs.

GDT.11.01 Use apropriate resolution, compresion, and file formats for various media outputs including web, video, and print.

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

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CT TE Standards-Graphics Design Tech.pdf

Content/Topics

*Critical content that students must **KNOW***

Printer's system of measure
Design concepts- Elements & Principles
Fair use of copyrighted material
Adobe Creative Suite- InDesign, PhotoShop
File management- collecting and organizing image files
Printing non-standard paper sizes

Skills

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

• Desk Top Publishing (InDesign)
• Image Manipulation (PhotoShop)
• Computer generation of images (Illustrator).
• Working with pre-existing images
• Intro to Digital Photography
• Digital Slideshow (PhotoStory)
• Simple Animation (Flash)
• Technical Illustration (Google Sketch-Up)

Core Learning Activities

PhotoShop training packet 1

Resources

Professional & Student

InDesign Training packet 1 Google Sketch-up tutorials 1-4 Digital printing- small group memo pad	-Noble Desktop Training books- Adobe InDesign, PhotoShop, Fireworks, Flash, Illustrator. -Adobe Creative Suite- PhotoShop, InDesign, Illustrator,Fireworks, Flash -Google Sketch-up Training Materials- Web based

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
Image Generation Project Portfolio **Formative: Student Portfolio** Significant set of activities that provide opportunities to learn and create. This set of activities provides the foundation skill set for all future work being done in the program. Image Generation Project 1415a.pdf Perf assess stud handout photostory- defeo 041013.docx photostory performance task v2.docx photostory rubric v3 041013.docx	Information Literacy Problem Solving Spoken Communication Written Performance • Information Literacy • Problem Solving	

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Unit Planner: Pre-production/Portfolio Completion
Graphics Tech I

Tuesday, May 3, 2016, 11:16AM

Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech I > Week 13 - Week 20

Last Updated: Sunday, April 24, 2016 by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

Enduring Understanding(s)/ Generalization(s)

Concept: Practical application of newly acquired skills, craftsmanship, project management

Enduring Understandings:

Developing expertise in any area of work requires practice and experience.

Professionally finished products are produced using proper techniques and applying craftsmanship.

Essential Question(s)

As I gain experience, what inferences can I make about the nature of the materials that I'm working with?

Are there systems that I can employ that will make me more productive?

Do I gain advantages by working in a team?

Guiding Questions

Factual, Conceptual, Provocative

What are the techniques, elements of craftsmanship, and strategies a person can develop to build expertise and create finished products? (F)

How does experience improve one's skills? (C)

How is competency most easily achieved and demonstrated? (C)

Are there ways to innovate or improve the processes that we use and the products we make? (C)

Is expertise the result of a person's innate ability or their experience? (P)

Standard(s)

Content and CCSS

CT: CTE: Technology Education (CS 2014)

CT: Grades 9-12

Graphic Design Technology

GDT.12 Demonstrate aplication of media outputs.

GDT.12.01 Develop a workflow for a project.

GDT.12.02 Synthesize information colected from communications with various stakeholders.

GDT.12.03 Describe project management.

GDT.12.04 Create projects that define core message.

GDT.13 Identify and apply the design proces.

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

GDT.15 Identify and produce files utilizing different digital formats.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will internalize the use of our software to continuously grow the skill set needed to produce materials of value.

Students will apply the design principles and elements in a purposeful way using technology to realize their ideas. Technology will not impede the design process, but will support and enable it.

GDT.15.02 Create documents/images and demonstrate the abilty to save as digital files.

GDT.15.03 Demonstrate how to place scaned graphics/photos into an existing page layout program.

CT: CTE: Technology Education (PS 2011)

Grades 9-12

PS: Computer Aided Drafting and Design

D. Interpreting and Reading Blueprints: Identify various symbols to interpret and read blueprints.

18. Interpret basic views and dimensions in a working drawing.

20. Interpret drawings, pictures, and symbols.

PS: Video Production Systems

D. Production: Identify and describe the elements of production to effectively produce a production including various types of music and video formats.

22. Prepare graphics appropriate to project.

F. Computer Based Technology: Identify and demonstrate the use of various hardware and software programs used in the video production field for a variety of formats.

35. Identify and prepare images for appropriate output.

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CT TE Standards-Graphics Design Tech.pdf

Content/Topics

*Critical content that students must **KNOW***

Adobe Creative Suite
Printers
Heat Press operation
Computer operation and Network Storage

Skills

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Core Learning Activities

Complete the Image Generation Project Portfolio
Print to heat transfer material to make the T-Shirt
Bindery activities related to memo pad and coil bound book production

Image Gen Project 1516.pdf

Resources

Professional & Student

Noble Desktop Training books- Adobe InDesign, PhotoShop, Fireworks, Flash, Illustrator
Adobe Creative Suite- Adobe InDesign, PhotoShop, Fireworks, Flash, Illustrator

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
photostory performance task v2.docx photostory rubric v3 041013.docx Fireworks CS4 Sample.pdf	Information Literacy Problem Solving Spoken Communication Written Performance • Problem Solving	

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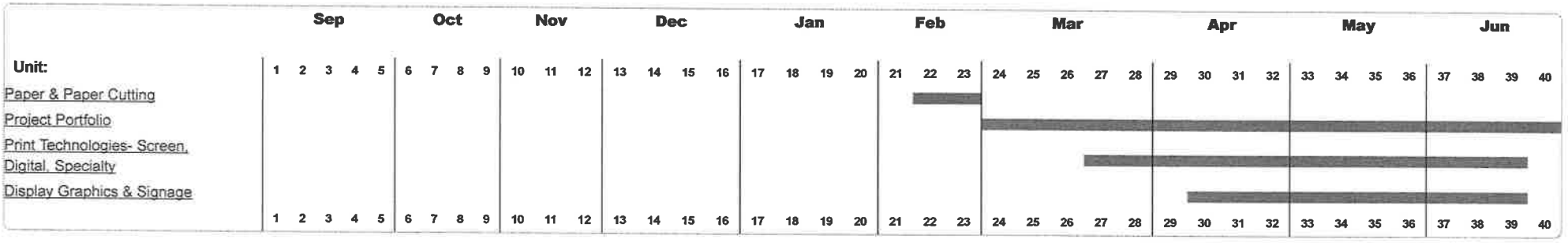
Newtown Public Schools

Graphics Tech II

Newtown High School > High School > F&AA: Technology > Graphics Tech II

Collaboration



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Unit Planner: Paper & Paper Cutting
Graphics Tech II

Tuesday, May 3, 2016 11:22AM

Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech II > Week 22 - Week 23

Last Updated: Friday, March 18, 2016
by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

Enduring Understanding(s)/ Generalization(s)

Concepts: Paper classification, manufacture, paper cutting, cost

Enduring Understandings:

Designers select paper based on product design and end use in order to maximize economies and limit waste.

Essential Question(s)

How does paper selection impact designs?

Guiding Questions

Factual, Conceptual, Provocative

How is paper made? (F)

How do the different paper types differ? (F)

How is paper weight determined? (F)

How does a paper's basis size relate to actual size? (F)

How can designers realize economies when planning for a print job? (C)

Can a designer take advantage of any waste that is produced and add value to it? (P)

Standard(s)

Content and CCSS

CT: Technology Education

CT: Grades 9-12

Materials & Processes

CONTENT STANDARD 6: Materials and Processes

list the techniques used to extract raw materials from the environment;

research, plan and participate in recycling activities;

Production Systems

CONTENT STANDARD 8: Production Systems

discuss the advantages of environmentally conscious manufacturing;

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to distinguish between text and cover weight papers.

Students will choose the appropriate size, weight and color paper for any given project.

Students will plan for cutting a large sheet of paper into a desired cut size, obtaining the highest yield from the full size sheet.

Students will safely operate the large paper cutter found in the Graphics Lab.

Students will plan so as to minimize waste.

Content/Topics

*Critical content that students must **KNOW***

Paper classifications
Coated papers
Bond
Offset
Vellum
Index
Text
Cover
Paper Grain & Folding
Paper: Basis weight, Basic size
Paper cutting and trimming

Skills

*Transferable skills that students must be able to **DO***

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

Develop a "feel" for this primary raw material.
Learn and demonstrate the proper use of an industrial paper cutter.

Core Learning Activities

2 Up Memo pads- cut to size by each student
Twist Pad project
Wish You Were Here postcard- Printed 2 sides, trimmed
Personal projects, academic class projects

Resources

Professional & Student

Assessments (Titles)

Paper Characteristics
Formative: Other written assessments
Web based research activity
Paper terms 1516.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Math- Computing Area/Yield

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Unit Planner: Project Portfolio
Graphics Tech II

Tuesday, May 3, 2016 11:23AM

Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech II > Week 24 - Week 40

Last Updated: Friday, March 18, 2016
by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

Enduring Understanding(s)/ Generalization(s)

Concept: Practical application of newly acquired skills, craftsmanship, project management

Enduring Understandings:

Developing expertise in any area of work requires practice and experience.

Professionally finished products are produced using proper technique and applying craftsmanship.

Essential Question(s)

Have I applied the basic elements and principles of design in all of the projects that I've designed and produced?

How can I relate the completion of this set of activities to my perception of the working world ahead of me?

Can and will I use the skills learned here in the future?

Guiding Questions

Factual, Conceptual, Provocative

When given a set of tasks that must be completed, how should one organize his or her approach and plan to meet the expectations? (F)

How do experiences within design, pre-production, production (print & digital imaging), and bindery and finishing operations develop expertise in the graphics/design technology field? (C)

How do time limits impact prioritizing work in order to meet responsibilities? (C)

Is it valuable to gauge the level of one's craftsmanship against industry standards? (P)

Why does craftsmanship matter? (P)

Standard(s)

Content and CCSS

CT: Technology Education

CT: Grades 9-12

Communications Systems

CONTENT STANDARD 7: Communications Systems

describe electronic publishing and give examples of this technology;

demonstrate the proper use of the terminology associated with electronic publishing, graphic arts and computers;

demonstrate skills in marketing printed products;

transfer information using laser transmission technology;

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will use software to control placement of text and graphics in a purposeful way.

Students will apply software skills to manage output of all working materials used to realize their design ideas.

Students will operate equipment to cut signage for use in display graphics.

Students will operate equipment to engrave images into a wide variety of materials (wood, stone, glass, paper, plastic, etc.).

Students will develop an understanding of and internalize the nature of these materials to control this highly specialized imaging technology.

generate a computer image of an object in 3D format;

render an object to include texture, density, lighting and rotational movement; and

export and import images in a variety of file forms.

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CT TE Standards-Graphics Design Tech.pdf

Content/Topics

*Critical content that students must **KNOW***

Design using: Adobe PhotoShop, InDesign, Illustrator & After Effects
Print using B&W and Color Laser
Cutting & Trimming
Screen Process Printing
Sign making
Laser Engraving
Facilities Care

Skills

*Transferable skills that students must be able to **DO***

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

Core Learning Activities

See the attached project portfolio

GA2 project portfolio2 2014e.pdf

Resources

Professional & Student

Students have access to all materials, processes,and equipment in the Graphics Lab.

Assessments (Titles)

font flag rubric.pdf
magazine cover rubric.pdf
Post Card rubric.pdf
Screen Printing Rubric.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving
- Written Performance

Interdisciplinary Connections

We are piloting a connection with "DECA" and Bus. Ed. to create products using laser engraving equipment to be sold in the school store. This is a component of the Innovation Grant that provided funding for this engraving equipment. Update... The learning curve for this equipment is fairly steep. We have met with a marketing class and we are going to develop a protocol to offer engraving of smart phone cases and enclosures.

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Unit Planner: Print Technologies- Screen, Digital, Specialty Graphics Tech II

Tuesday, May 3, 2016 11:24 AM

Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech II > Week 27 - Week 39

Last Updated: Friday, March 18, 2016 by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

Enduring Understanding(s)/ Generalization(s)

Concepts: Print technologies, digital imaging, producing complex designs for reproduction

Enduring Understandings:

Using print technology to place an image on any surface enables users to add value to raw materials.

Essential Question(s)

As I manage multiple projects, am I using the appropriate technology to give me the results that I'm looking for?

Is there a better way to get the results that I want?

Guiding Questions

Factual, Conceptual, Provocative

Is printing done to provide information, to communicate some message, or to embellish an otherwise static substrate? (F)

Which printing process should be used for a particular project or product? (F)

How much time should be allocated towards completion of a project? (F)

How does a designer determine if a design works for a given production process? (C)

Do designers need to consider spoilage during the design and production processes? (P)

Standard(s)

Content and CCSS

CT: Technology Education

CT: Grades 9-12

Problem Solving/Research Dev.

CONTENT STANDARD 4: Problem Solving/Research and Development

use a communication technology to visualize a design idea;

select appropriate technical processes and fabricate a prototype;

Communications Systems

CONTENT STANDARD 7: Communications Systems

describe electronic publishing and give examples of this

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will apply elements of design to fit a particular printing process.

Students will plan for printing and develop a course of action to move through to completion.

Students will have multiple opportunities to produce projects where practice yields expertise, self confidence and professional results.

technology;

demonstrate the proper use of the terminology associated with electronic publishing, graphic arts and computers;

apply accepted design principles of text and graphics to the layout of printed and electronically published materials;

send and access information through a network;

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CT TE Standards-Graphics Design Tech.pdf

Content/Topics

*Critical content that students must **KNOW***

Color and B&W Laser Printer operation for mass production
Post press operations- Cutting, folding and bindery.
Designing for Screen Printing
Preparing the "Translucency"
Screen Prep and Coating (photopolymer)
Exposing and Processing the screen
Prep for production- Screen Print Production
Heat Transfer Imaging to textiles
Foil Imaging to Textiles
Post Press cleanup & Reclaiming the screen

Skills

*Transferable skills that students must be able to **DO***

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

Core Learning Activities

Activities found within the Project Portfolio

GA2 project portfolio2 2014e.pdf

Resources

Professional & Student

Assessments (Titles)

Screen Printing Rubric.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

Art, Technology, Social Sciences

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Unit Planner: Display Graphics & Signage
Graphics Tech II

Tuesday, May 3, 2016, 11:26AM

Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech II > Week 30 - Week 39

Last Updated: Friday, March 18, 2016 by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

Enduring Understanding(s)/ Generalization(s)

Concepts:
Designing for legibility, informational and marketing value

Enduring Understandings:

Display graphics and signage have informational and marketing value.

Essential Question(s)

How do I produce a sign or graphic that conveys meaningful information and is valuable to the consumer?

Guiding Questions

Factual, Conceptual, Provocative

What processes, equipment, and materials can be used to create large graphics to inform, direct, and compel viewers? (F)

How does a designer determine what paper is the right choice when making an outdoor sign? (C)

How does the audience for a sign or display graphic impact design? (C)

How does the location in which a sign or display graphic will be consumed impact design? (C)

Is legibility important in the design process? (P)

Standard(s)

Content and CCSS

CT: CTE: Technology Education (PS 2011)

Grades 9-12

PS: Computer Aided Drafting and Design

A. Materials and Processes: Identify and describe the basic elements used in computer aided drafting and design.

4. Evaluate and select appropriate method of communication for a given problem.

PS: Pre-Engineering Technology

E. Teamwork: Explain the characteristics of an effective design team and the process.

20. Contribute to a team project.

PS: Video Production Systems

F. Computer Based Technology: Identify and demonstrate the use of various hardware and

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will design and create multiple stickers for personal use.

Students will measure and plan for placement of images to some substrate accurately.

Students will come to understand the physical nature or attributes of adhesive vinyls, substrates, and common tools through regular use.

software programs used in the video production field for a variety of formats.

33. Operate computer and related peripheral devices.

35. Identify and prepare images for appropriate output.

37. Describe various media options.

CT TE Standards-Graphics Design Tech.pdf

Content/Topics

*Critical content that students must **KNOW***

Understanding "Vector" graphics
Saving & Importing images into sign making software
Software usage
Trapping
Cutting Vinyl stock (output)
"Weeding" and applying cut vinyl to a substrate
Mounting to coro-plast, foamcore, glass or rigid pvc

Skills

*Transferable skills that students must be able to **DO***

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

Core Learning Activities

Create a 1 color sticker
Create a multi-color sticker/graphic with tight registration

Resources

Professional & Student

You-Tube video saved to a common folder on our school server

YouTube - Making a Sign Using a Roland Stika Cutter.avi

Assessments (Titles)

GA2 project portfolio2 2014e.pdf

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Interdisciplinary Connections

English, Social Sciences, Art, Technology

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