

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on July 30, 2015 in the council chambers,
3 Primrose Street, Newtown, Connecticut.

K. Alexander, Chair	J. Erardi
L. Roche, Vice Chair	R. Bienkowski (absent)
K. Hamilton, Secretary	8 Staff
D. Leidlein (absent)	20 Public
J. Vouros	2 Press
D. Freedman (absent)	
M. Ku	

Mr. Alexander called the meeting to order at 6:45 p.m.

MOTION: Mrs. Ku moved that the Board of Education go into executive session to interview the candidate for the Assistant Superintendent position and discuss a personnel item and invited Dr. Erardi and Jean Evans Davila. Mrs. Roche seconded. Motion passes unanimously.

Item 1 – Executive Session

The Board exited executive session at 7:25 p.m.

Item 2 – Pledge of Allegiance

Item 3 – Possible Vote on Items in Executive Session

MOTION: Mrs. Roche moved that the Board of Education appoint Jean Evans Davila Assistant Superintendent upon successful negotiation of her contract. Mrs. Ku seconded. Motion passes unanimously.

Mrs. Davila thanked the Board and stated that throughout the process the tone of the district was friendly, warm and inviting. She wants to be a part of this culture and is honored to work with Dr. Erardi.

Item 4 – Consent Agenda

MOTION: Mrs. Ku moved that the Board of Education approve the minutes of June 24, 2015, the monetary donations to Sandy Hook School and Hawley School, the child rearing leave of absence for Paige Hyman, the Newtown High School fall coaches, and the correspondence report. Mr. Vouros seconded. Motion passes unanimously.

Item 5 – Public Participation - none

Item 8 – New Business

NHS Band Truck Purchase:

Mrs. Pat Llodra spoke about the town funds which could be used to pay for the truck which is \$25,000 to be operated by the Newtown High School Band Parents Corporation. There is an undesignated account from the town which could provide \$17,540. There is also an undesignated account for the Board of Education donations to Sandy Hook School in the amount of \$7,460 which would pay for the balance of the truck.

Ms. Hamilton said the town would take care of the maintenance of the truck and bill back the band parents.

Mrs. Llodra said it would also come under the town's insurance.

Ms. Hamilton was concerned about people other than town employees would be driving the truck.

Mrs. Llodra stated we have the authority to authorize persons to drive the vehicles.

Mr. Vouros feels if we approve this we will begin to get calls from others looking for money.

Dr. Erardi said he became aware of this through Mrs. Llodra's conversation with Michelle Buzzi. He met with Mrs. Buzzi about the booster club inquiring on how to insure the truck. We anticipate a significant funding cliff at the close of this year so we would like the opportunity to hold onto this money.

Mrs. Ku also was concerned that other groups would want to have this money. We should discuss our philosophy on other possible expenditures of those funds.

Mr. Alexander would approve the \$7,460 for the purchase of the band truck.

MOTION: Mrs. Hamilton moved that the Board of Education approve the Special Appropriation of \$7,460 from the Schools and Children Accounts of the Sandy Hook Special Revenue Fund for the NHS band truck. Mrs. Roche seconded.

Mrs. Roche was uncomfortable with the way this has come to us and has difficulty approving it at this time. We should look at other options for this money.

Mr. Alexander said if this is not approved it would go back to the Board of Selectman.

Ms. Hamilton said the band parents do very well raising money. The donated money has been in an account for a long time. She hoped the parents who lost children would approve of this expenditure and feels we should go ahead with it.

Dr. Erardi feels the Board would be wise to have an open discussion about the use of the money in the undesignated account.

Mrs. Ku and Mr. Vouros feel the band is deserving but wonders if there are other groups to consider as well.

Mr. Alexander supports using the money for the truck.

Mrs. Roche said there are a lot of other good programs to support also and some don't have any funding. She cannot approve at this time but will keep them on the list.

Dr. Erardi said we can't run the band program without the band parents and the money they raise. This comes as a time sensitive request. This is a good cause about children. He asked if the Board would hold the \$7,460 from what is in that account.

Mr. Alexander said we still have other accounts under our control and decisions should be based upon what we might have to do in the future.

Vote: 2 ayes, 3 nays (Mrs. Roche, Mr. Vouros, Mrs. Ku) Motion fails.

Mr. Alexander stated this would be moved to the Board of Selectman.

Item 6 – Reports

Chair Report: Mr. Alexander sat in on the interviews for architects for the high school auditorium project and there were many good ideas. Public Building & Site moved their recommendation to the Board of Selectman. He sent out the liaison selection for next year to connect Board members with schools and set up monthly meetings with the chair of the Board of Finance and Legislative Council which will begin in October.

Superintendent's Report:

Dr. Erardi's report includes his goals and objectives for the August agenda, a list of 2015-2016 PTA presidents, a list of annual reports for the Board, and the high school auditorium project timeline. The daycare program is active with enrollment and will use two classrooms in the Reed School. The elementary schools will have an afterschool chess program. He spoke about the AFT presentation in Washington where the work of the climate and culture committee was addressed.

Mr. Vouros questioned the location of the concerts and plays.

Dr. Erardi said the present timeline will have our spring musicals on site. The problem will be in 2016.

Committee Reports:

Ms. Hamilton said there was a CIP discussion this morning with the next meeting being held August 4 at 8 AM.

Mrs. Ku said there will be a Curriculum and Instruction meeting August 10. There was a town facilities meeting held also to discuss the Police Department, Children's Adventure Center and the fire house.

Item 7 – Old Business

Spark Initiative:

MOTION: Mrs. Ku moved that the Board of Education approve the Spark initiative including Dr. Richman's research proposal as presented. Mrs. Roche seconded.

Dr. Erardi said he is convinced that this community is blessed with the skills and vision of Dr. Richman to create the absolute safest school environment. He is certain his actions are for the good of all. Judy Blanchard is here to share her feelings on how this will move forward.

Mrs. Blanchard supports Dr. Richman's vision. There are three levels of intervention. Level one is what all children will receive in the classroom. Level two is when there needs to be more intervention and level three is an intense level of intervention. We are developing a program to identify our tier reports and student needs. A district-wide committee is working on that. To do this right we need to engage all of the schools. We should start out having this committee see how we can implement this program in the district. We need a process to engage the key players to understand the program.

Dr. Erardi hoped this would be adopted. It talks about no cost to the district, enhancing student opportunities and working directly with the researcher. He continues to encourage Dr. Richman that the Newtown Public Schools is very interested in his work.

Ms. Hamilton said the proposal seems very intense and is worried that it is a lot of testing and how it fits in with second step.

Mrs. Blanchard said with Second Step there is a need to assess students. The process we use right now is not working very well. We are not using pre and post testing. We placed four counselors in the elementary schools and are working on how to use the assessment. She would like to see this start at the third and fourth grade levels.

Dr. Erardi said Second Step is a grant-funded program. The four counselors are beginning to understand the Zoo U program. They feel this program will enhance an existing program. Mr. Vouros asked how well this is helping us identify students that potentially have a tremendous amount of confusion regarding themselves, their life, family life, their outlook on life and internal well being.

Mrs. Blanchard said this assessment program will help us with internalized behaviors. Dr. Erardi said that what Mr. Vouros stated is the brain research study Dr. Richman speaks about.

Dr. Richman stated that social emotional skills are the most important things to be taught which you have with Second Step. The program will pick up areas of concern. Spark is all about parent involvement. We want an assessment that takes the burden off of teachers.

Ms. Hamilton asked about privacy for the data to never be linked back to students. Dr. Richman said federal laws mandate how you do a study. Before you can begin a study there needs to be a federal review board involved.

Mrs. Roche asked what the pilot program looked like. Mrs. Blanchard said that would have to be determined by a committee separate from the research piece.

Dr. Erardi said the motion is to empower the administration to be thoughtful and reasonable to implement the program. This would be a pilot for the 2015-2016 school year. We need to continue the ongoing conversation on research and pilot the program in the appropriate grade levels.

MOTION: Mrs. Ku moved to amend the motion to approve a pilot of the Spark initiative including further discussion of Dr. Richman's research proposal. Mrs. Roche seconded.

Mr. Vouros suggested this be presented to the Curriculum and Instruction Committee. Dr. Erardi said it makes a lot of sense to have the first community conversation around social and emotional learning. Motion passes unanimously.

Student Discipline:

MOTION: Mr. Hamilton moved that the Board of Education approve the NHS Student Substance Abuse Code of Conduct. Mr. Vouros seconded.

Dr. Erardi said this applies to all activities. Motion passes unanimously.

Dr. Erardi said Mr. Simon is putting contracts in place to share with the Board.

School Based Health Clinic Policy 5141.29:

MOTION: Mrs. Ku moved that the Board of Education approve the School Based Health Clinic Policy 5141.29. Mr. Vouros seconded. Motion passes unanimously.

Series 2000 Administration Policies:

MOTION: Mrs. Ku moved that the Board of Education approve the Series 2000 Administration Policies. Mrs. Roche seconded.

Mrs. Ku said there are qualifications listed for the director of business but none for the superintendent, assistant superintendent or principals.

Ms. Hamilton said those are policies 3121 for the superintendent, 2132 for the assistant superintendent and 2133 for principals.

Dr. Erardi said these are all statutory.

Ms. Hamilton said we can list the statute in each policy as a reference.

MOTION: Mrs. Ku moved to amend the motion to include the State Statute that addresses the qualifications for principals, assistant superintendents and the superintendents in policies 2131, 2132 and 2133. Mrs. Roche seconded. Motion passes unanimously.

Item 8 – New Business (continued)

First read of the grade 5 and 6 social studies curriculum, K-4 physical education curriculum and the K-12 Curriculum Development Guide:

Dr. Erardi said staff members were here to answer any questions.

Mrs. Ku was impressed with the work that went into them.

Mr. Vouros said we should be very proud of the work done on these curricula. Social studies will be the first K-12 that will be completed.

Reed School teachers Gael Lynch, Maura Drabik, Val Pagano and Sara Strait spoke about the curriculum changes.

Laura Cooper, Middle Gate physical education teacher spoke about the PE curriculum.

Mrs. Ku said curriculum development is on a five-year cycle.

Ms. Hamilton asked to see the schedule.

2015-2016 Educator Evaluation and Support Plan:

MOTION: Mrs. Roche moved that the Board of Education approve the 2015-2016 Educator Evaluation and Support Plan. Mr. Vouros seconded.

Dr. Erardi recognized the work of Anne Uberti and the partnership letter sent forward from Linda Gejda and Tom Kuroski. There were some minor but important changes.

Mrs. Uberti thanked the committee. The plan has a high level of support for teachers to grow. Motion passes unanimously.

Non-resident Tuition:

MOTION: Ms. Hamilton moved that the Board of Education approve the non-resident tuition rate of \$16,900 for the 2015-2016 school year. Mrs. Roche seconded.

Dr. Erardi said this amount represents our per pupil expenditure for this year.

Motion passes unanimously.

Healthy Food Certification:

Motion: Ms. Hamilton moved that the Board of Education pursuant to section 12-215f of the Connecticut General Statutes, hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education will not meet said standards during the period of July 1, 2015 through June 30, 2016. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

Mrs. Ku seconded.

Motion passes unanimously.

Item 9 – Public Participation – none

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

Item 10 - Adjournment

The meeting adjourned at 10:00 p.m.

Respectfully submitted:

Kathryn Hamilton
Secretary

July 29, 2015

Dear Dr. Erardi,

Please approve the enclosed check for the use of recess equipment.

Best,


Christopher Moretti

GROSS AMOUNT	DEDUCTIONS	NET AMOUNT	CHECK DATE	CHECK #
575.00	0.00	575.00	06/08/2015	2225709
PLEASE PROVIDE CHECK #, VENDOR #, AND SAP DOCUMENT # WHEN WRITING OR CALL TARGET (612) 307-9208				* Withholding Tax Amount

REMOVE DOCUMENT ALONG THIS PERFORATION

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Target Corporation
PO Box 1296
Minneapolis, MN 55440-1296

Wells Fargo Bank NA
Van Wert, OH

DATE
06/08/2015

56-382
412

CHECK NO.
2225709

9600138673

NET AMOUNT

*\$575.00

PAY FIVE HUNDRED SEVENTY-FIVE AND 00/100

TO THE
ORDER
OF

HAWLEY ELEMENTARY SCHOOL
ATTN PRINCIPAL
29 CHURCH HILL RD
NEWTOWN, CT 06470

THIS CHECK IS VOID IF NOT CASHED WITHIN 150 DAYS



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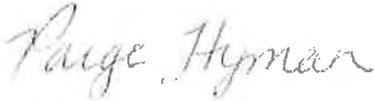
June 25, 2015

Dr. Joseph Erardi
3 Primrose Street
Newtown, CT 06470

Dear Dr. Erardi,

I am expecting my second child on or around August 26, 2015. Beginning August 24, 2015, I would like to take a leave of absence to care for my newborn. I plan to use my accumulated sick time as well as three personal days for the first twenty-four school days ending on September 29, 2015. After this time, I would like to use my remaining FMLA leave time to extend my leave until November 25, 2015. I plan to return to my position at Newtown High School on Monday, November 30, 2015 immediately following the Thanksgiving break. Thank you for your attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Paige Hyman".

Paige Hyman
Newtown High School
Mathematics Department
hymanp@newtown.k12.ct.us

cc: Lorrie Rodrigue
Karen Sherman
Suzanne D'Eramo

NEWTOWN HIGH SCHOOL
FALL COACHES ROSTER 2015
UPDATED 7/21/15

NAME/STEP	SPORT/COACH RETURNING OR NEW HIRE
SUSAN BRIDGES 3	CHEERLEADING--- RETURNING
CHERYL STENZ 3	DANCE TEAM----RETURNING
MARC KENNEY 3	GIRLS SOCCER----- RETURNING
LAURA MCLEAN 3	J.V. GIRLS SOCCER---RETURNING
MARY KATE FAHY 1	FRESHMAN GIRLS SOCCER—NEW COACH
BRIAN NEUMEYER 3	BOYS SOCCER----RETURNING
MIKE DYER 3	J.V.BOYS SOCCER----RETURNING
TOM BRANT 3	FRESHMAN BOYS SOCCER— RETURNING
TOM CZAPLINSKI 3	GIRLS VOLLEYBALL----RETURNING
	J.V. GIRLS VOLLEYBALL
LISA BURBANK 3	FRESHMAN GIRLS VOLLEYBALL---RETURNING
ROBERT GAUVIN 3	GIRLS SWIM----- RETURNING
RYAN CUTLER 3	ASST. GIRLS SWIM---RETURNING
DOUG RUSSELL 3	GIRLS CROSS COUNTRY-- RETURNING
CARL STRAIT 3	BOYS CROSS COUNTRY-- RETURNING
CHARLOTTE MANOS 2	ASSISTANT CROSS COUNTRY-VOLUNTEER LAST YEAR
STEPHANIE PAPROSKI 3	FIELD HOCKEY- RETURNING
KATHY DAVEY 3	J.V. FIELD HOCKEY—RETURNING
JEN HUETTNER 3	FRESHMAN FIELD HOCKEY— RETURNING
STEVE GEORGE 3	FOOTBALL----RETURNING
BOB PATTISON 3	ASST. FOOTBALL----RETURNING
IAN SUTER 2	J.V. FOOTBALL-- RETURNING
CARL PATERNOSTER 3	FRESHMAN FOOTBALL-- RETURNING
NICK TARANTINO 3	FRESHMAN FOOTBALL---FORMER VOLUNTEER
LISA IRVING	DIVE COACH

VOLUNTEER COACHES

TYLER TARANTINO	FOOTBALL
JOHN MARCUCILI	FOOTBALL
COREY FISHER	FOOTBALL
MIKE KEARNS	FOOTBALL
CAITLIN DELOHERY	CHEERLEADING
LORI ROHRBACHER	CHEERLEADING
HENRYK TERASZKIEWICZ	VOLLEYBALL
KELLY TERASZKIEWICZ	VOLLEYBALL
CHRIS HOAGLAND	BOYS SOCCER

BOE Communications Report, 7/30/2015
 Kathy Hamilton, Board of Education Secretary

From	Date	Description
Eric Schmidt	6/2/2015	Possible HOM Closure
Sue Murray	6/2/2015	School Closing discussion
Rebecca Carnes	6/2/2015	News for Newtown Articles Hawley Closing FL Man Confronts BOE
Brian and Kylee Gioiele	6/3/2015	School closing comment
Wayne Addressi	6/3/2015	Closing Hawley The economic effect
Heather Symes	6/4/2015	School concerns
Jennifer and Edward Kaufmann	6/4/2015	Possible Plan to Close Hawley
Diane Vertucci	6/4/2015	Closing a Newtown School
Amanda Roggenbauer	6/5/2015	School Closing Enrollment Report
Dan & Shari Wright	6/5/2015	Missing from analysis
Rebecca Carnes	6/6/2015	Parents Form Group to Save Hawley School from Closing News for Newtown CT
Jodie Adolfson	6/7/2015	Please save our schools a letter from concerned parent and resident
Joe and Theresa Diaspro	6/8/2015	Save our Schools
Lisa Carella-Ashla	6/8/2015	Hawley School Closure Potential
Lisa Petrovich	6/9/2015	IMPORTANT Possible Hawley School Closing
Toni Miraldi	6/9/2015	Feedback on the school closure proposal
Glen White	6/9/2015	Opposition to closing of Hawley Elementary school
Dan & Shari Wright	6/10/2015	Two other points
Brandy Jacobs	6/10/2015	Hawley School
Lisa and Joe Jackson (2)	6/10/2015 6/11/2015	Hawley School
Dione Sordi	6/11/2015	Mental Health Information
Jessica Kenny	6/11/2015	Answer to your question
Heather Symes	6/11/2015	I am grieving
Steven Elde	6/11/2015	Timing Implications of Closing Hawley School for the 2016-2017 School Year
John Brackett (3)	6/11/2015 6/13/2015 6/14/2015	June 9th Hawley School Closing Proposal QA
Ana Wight	6/12/2015	Follow up on Hawley
Melissa Singlak	6/12/2015	Hawley School Closing GE Community Center
Heather Symes	6/13/2015	We wish to make you whole
Erin Arcario	6/14/2015	School Closing
Natalie Decatur	6/14/2015	Concerns Regarding Potential Closing Of Hawley School
Elise Beasley	6/14/2015	Hawley
Gregory Stevenson	6/15/2015	BOE June 2 School Closing
Lynn Edwards	6/15/2015	BOE meeting location

BOE Communications Report, 7/30/2015
 Kathy Hamilton, Board of Education Secretary

From	Date	Description
Jean Klein	6/15/2015	School Closing
Jennifer Grogan	6/15/2015	School Closing
Jennifer Kelly	6/15/2015	SOS transitions
Sheri LeRow	6/15/2015	Proposed Grade Configuration Changes to the Newtown School District
Sheri LeRow	6/15/2015	Hawley School
Jennifer and Edward Kaufmann	6/15/2015	Proposed Grade Configuration Changes for the Newtown School District
Lisa Jackson	6/15/2015	Save Our Schools
Jodie Adolfson	6/15/2015	If I were the Superintendent what would I do
Vicki Sheskin	6/15/2015	Thoughts on the possible closing of Hawley School
Michele Assante	6/15/2015	School Closing
Harmony Verna	6/16/2015	Save our Schools
Aaron Carlson	6/16/2015	WE AREN'T NEWTOWN
Bill Beasley	6/16/2015	Newtown schools
Heather Symes	6/17/2015	If I were the Superintendent
Judit DeStefano	6/17/2015	Trauma Trigger
Sherry Chapman	6/17/2015	Proposed Grade Configuration Changes to the Newtown School District
Erin Arcario	6/17/2015	Thank You
Kathy Geckle	6/17/2015	Major Decision for the Board of Ed
Karen Wojtowicz	6/17/2015	Hawley School
Melissa Leyva	6/17/2015	My Hawley Story
Charles Rio	6/18/2015	Do not close our schools
Allison and Kevin Boughan	6/18/2015	Concerns on school closing
Dione Sordi	6/18/2015	Further Concernshink
Jennifer and Edward Kaufmann	6/18/2015	Hawley Matters to Our Children
Lorene and Rich Colonel	6/18/2015	Hawley closing
Aaron Cox	6/19/2015	What would I do
Aaron Carlson	6/19/2015	Newtown Safe School Climate Surveys
Kym Camputo	6/19/2015	Save our Schools
Sydney Adolfson	6/19/2015	Please don't close our school
Michael and Laura Brennan	6/19/2015	Hawley School
Tracey Trado	6/19/2015	Closing Hawley
Leigh Libero	6/19/2015	Information Regarding Possible School Closing
Chuck Mindenhall	6/19/2015	Please understand
Rebecca Mindenhall	6/19/2015	Keeping Hawley School
Carol Ann Davis	6/19/2015	Hawley School and the Newtown Poetry Project
Pete Dimico	6/19/2015	Newton School Closing
Andy Stubbs	6/19/2015	Save Newtowns Priceless Gem

BOE Communications Report, 7/30/2015
 Kathy Hamilton, Board of Education Secretary

From	Date	Description
Ryan Clancy	6/19/2015	Do Not Close Hawley School
Dominique Clancy	6/19/2015	My Response to Dr Erardi's question
Kevin Brennan	6/19/2015	Its one thing being in a school Its another thing being in a gift Kevin Brennans Hawley Story
Lydia Elizabeth Cox	6/20/2015	from a Hawley 2nd grader
Curt Symes	6/20/2015	Hawley School a Newtown Seniors View
Kimberley Burns 2	6/20/2015	Something to reconsider in regards to closing a school
Mary E. Burnham	6/21/2015	Please please take the time to listen to this PLEASE
Sheri LeRow	6/22/2015	Newtown Schools Enrollment Predictions
Sarah Hemingway	6/22/2015	Hawley School
Keith Alexander	6/22/2015	Brymer report
Michael & Laura Brennan	6/22/2015	Enrollment considerations regarding Newtown Schools facility requirements
Soledad Akbas	6/22/2015	SOS
Susan Chung	6/22/2015	2015 School Climate Study
Jennifer and Edward Kaufmann	6/22/2015	Enrollment Projections
Veronika Farago	6/22/2015	Dear Newtown Board of Education and Administration
Kristen Bonacci Aaron Carlson Chris Gardner	6/23/2015	SOS
David DeStefano	6/23/2015	Save Hawley
Susan Chung	6/23/2015	Enrollment Projects too unclear to warrant closing a school
Casey Ragan	6/23/2015	Song about Hawley
Jodie Adolfson	6/23/2015	SOS Petition Comments 1100 signatures
Joe and Theresa Diaspro	6/23/2015	Please keep our schools open
Amy Shortlidge Cox	6/23/2015	Letter Detailing Opposition to Proposed Hawley Closure 4th grade at Reed is a BAD idea and other points
Chris Gardner	6/24/2015	Dr Melissa Brymer
Chris Gardner	6/24/2015	Watch those property values dive
Kinga Walsh	6/24/2015	Questions on school closing specific to BoECentral Office
Kinga Walsh	6/24/2015	Please consider a public meeting of all three boards/councils regarding the school closing issue
Nancy White	6/24/2015	Hawley-a divided community
Mandi Poseno	6/24/2015	Hawley School Represents More
Heather Symes	6/24/2015	Passion
Marabeth Pereira	6/24/2015	My Perspective
Kinga Walsh	6/24/2015	policy considerations

BOE Communications Report, 7/30/2015
 Kathy Hamilton, Board of Education Secretary

From	Date	Description
Ryan Clancy	6/24/2015	Thank you
Renee Wilson	6/25/2015	SOS
Aaron Carlson	6/25/2015	Stronger and Focused NPS
Melissa Leyva	6/25/2015	Thank you
Judit DeStefano	6/25/2015	Thank you
Susan Chung	6/25/2015	Thank you and my promise to you
Bernard & Sarah Findley	6/25/2015	Thank you
Pat Llodra	6/25/2015	Feedback for Newtown BoE and Superintendent
Soledad Akbas	6/25/2015	Thanks
Lisa Carella-Ashla	6/25/2015	Gratitude
Jennifer Kaufmann	6/25/2015	Thank you
Michael A. Brennan	6/25/2015	Note of thanks to the Board of Education
Sherry Chapman	6/25/2015	Thank you
Kathy Geckle	6/25/2015	Thank you
Erin Arcario	6/25/2015	Exit 9
Pat Llodra	6/25/2015	Tuesday SHS topping ceremony
Lorene and Richard colonel	6/25/2015	Thank you
Kelly Glista	6/26/2015	Hartford Courant Inquiry
Karyn Holden	6/26/2015	Comments Shared at June 24th BOE Meeting
Catherine Kost	6/26/2015	Thank you BOE
Kinga Walsh	6/27/2015	BOE SUBSTANCE ABUSE CHANGES
Kristen Bonacci	7/4/2015	HS Auditorium
Judy Blanchard	7/10/2015	SPARK Report
Wolfgang Halbig	7/12/2015	THIS IS YOUR 72 HOUR NOTICE TO RESPOND
Wolfgang W Halbig	7/17/2015	CT FOIA REQUEST FROM THE NEWTOWN SCHOOL BOARD
Kinga Walsh	7/18/2015	BOE SUBSTANCE ABUSE CHANGES
Wolfgang W Halbig	7/19/2015	Intentionally violating the CT FOIA LAWS again
Wolfgang Halbig (2)	7/25/2015	How does my local WKMG 6 have this report 17 days after the Sandy Hook School Shooting
Casey Ragan	7/27/2015	Kathy Hamilton

Grades 3 & 4
PE Curriculum

**Unit: Gymnastics
Grades 3 & 4**

Essential Question

What different ways can the body move given a specific purpose?

Guiding Questions

1. What is proper climbing technique?
2. What does my body need to do to stay balanced?
3. How do I tumble safely?
4. How do I jump and land safely?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-1 Demonstrates changes in speed during straight, curved, and zigzag pathways in dynamic situations (e.g. cartwheels, round offs, tumbling, jumping and landing)

Modifications:

Most Complex (MC): With verbal prompts, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

Less Complex (LC): With verbal prompts and visual cues, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

Access (A): Using verbal prompts and visual cues, the student will recognize change in speed in dynamic situations.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: balancing and climbing).

Modifications:

Most Complex (MC): With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

AW-2 Experiment with new physical activities.

Modifications:

Most Complex (MC): Using verbal prompts, the student will experiment with new physical activities.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice new skills.

Access (A): Using physical manipulation, the student will engage in new activities

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

Most Complex (MC): Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in all activities.

Access (A): Using physical manipulation, the student will participate in activities.

Instructional Strategies

The following instructional strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Skill modeling
- Individual practice at stations
- Class discussion

Assessment Task

Demonstrate proper climbing technique, safe tumbling, balancing, jumping and landing.

- See attached Grade 3 & 4 rubric scoring sheet for gymnastics

Timeline:

4 classes

21st Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

-Teaching Developmental Gymnastics (University of Texas Press, 1990)

Garland O'Quinn, Jr.

Unit: Golf
Grades 3 & 4

Essential Question

What do I need to know to play golf?

Guiding Questions

3. What do I need to know to demonstrate proper putting technique?
4. What do I need to know to demonstrate proper chipping technique?
5. What do I need to know to demonstrate proper driving technique?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: chipping, putting and driving [striking], etc.).

Modifications:

Most Complex (MC): With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games.

Modifications:

Most Complex (MC): The student will identify strategies for simple games with verbal prompts.

Less Complex (LC): The student will play simple games with verbal prompts and visual cues.

Access (A): The student will engage in simple games with peer pairing and physical manipulation.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

Most Complex (MC): Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in all activities.

Access (A): Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

Access (A): With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Class discussion

Assessment Task

Demonstrate basic skills necessary to play golf.

See attached grade 3 & 4 rubric scoring sheet for golf.

Timeline:

6 classes

21st Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.greatactivities.net

- First Tee Golf Program Handbook

**Unit: Adventure Games
Grades 3 & 4**

Essential Question

How do I work within a group and problem solve?

Guiding Questions

1. Was I a productive member of my group?
2. Did my contribution have a positive impact on the group?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: use of scooters, ropes, hoops, cones, mats).

Modifications:

Most Complex (MC): With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

Most Complex (MC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Less Complex (LC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Access (A): With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

AW-2 Experiment with new physical activities.

Modifications:

Most Complex (MC): Using verbal prompts, the student will experiment with new physical activities.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice new skills.

Access (A): Using physical manipulation, the student will engage in new activities.

Responsible Personal and Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

Most Complex (MC): Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in all activities.

Access (A): Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

Access (A): With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal on cooperative and competitive settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will work in a positive manner.

Access (A): With peer pairing and teacher initiation, the student will engage in activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Class discussion

Assessment Task

Work consistently and cooperatively with group.

Grade 3 & 4 Rubric scoring sheet for adventure games.

Timeline:

6 classes

21st Century Skills:

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

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.pa.org

-Adventure Curriculum for Physical Education (Elementary School)

Jane Pannicucci and Nancy Stratton Constable

-No Props, Great Games with No Equipment (Project Adventure Inc., 2005)

Mark Collard

-Team Building Challenges (Human Kinetics, 1995)

Daniel Midura and Donald Glover

**Unit: Basketball
Grades 3 & 4**

Essential Question

What do I need to know to play basketball?

Guiding Questions

1. How can I dribble a ball and maintain control?
2. What do I need to know to demonstrate proper shooting technique?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: Form shooting, lay-up shooting, dribbling, passing).

Modifications:

Most Complex (MC): With verbal prompts the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

Most Complex (MC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Less Complex (LC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Access (A): With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

Access (A): With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice – station work
- Pairs practice
- Lead-up games
- Class discussion

Assessment Task

Demonstrate dribbling, shooting skills necessary to play basketball.

See attached grade 3 & 4 rubric scoring sheet for basketball.

Timeline:

6 classes

21st Century Skills:

- Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.

Teacher Resources:

- Teacher created warm-ups and activities
- Internet sources
 - www.PECentral.org
 - www.pe4life.org
 - www.humankinetics.org
 - www.greatactivities.net
- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
- Great Activities Newsletter. The Great Activities Publishing Company

**Unit: Fitness
Grades 3 & 4**

Essential Question

What do I need to know to be fit?

Guiding Questions

1. What is my current level of fitness?
2. How can I maintain and/or improve my current level of fitness?
3. Did my activity choices cause a change in my fitness?
4. Did I achieve my fitness goal?

Standards with Objectives for the Unit

Physical Fitness: Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of fitness.

PF-1 Measure and record changes in aerobic capacity, muscular strength, and muscular endurance using state mandated fitness tests.

Modifications:

Most Complex (MC): Using verbal prompts, the student will measure and record changes in aerobic capacity, muscular strength and muscular endurance using state mandated fitness tests.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate in fitness testing

Access (A): With physical manipulation, the student will move a variety of muscle groups.

PF-2 Meet the health standard for each of the state-mandated fitness tests.

Modifications:

Most Complex (MC): Using verbal prompts, the student will meet the *Health Standard* for each of the state mandated fitness tests.

Less Complex (LC): Using verbal prompts and visual cues, the student will recognize physical activity.

Access (A): With verbal assistance and visual cues, the student will recognize physical activity.

PF-3 List and define the components of physical fitness.

Modifications:

Most Complex (MC): Using verbal prompts, the student will list and define the components of physical fitness.

Less Complex (LC): Using verbal prompts and visual cues, the student will identify pictures displaying activities depicting components of physical fitness.

Access (A): With verbal assistance and visual cues, the student will recognize physical activity.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-2 Experiment with new physical activities.

Modifications:

Most Complex (MC): Using verbal prompts, the student will experiment with new physical activities.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice new skills.

Access (A): Using physical manipulation, the student will engage in new activities

AW-3 Understand the five recommended behaviors for a healthy lifestyle:

1. Being physically active everyday.
2. Eating fruits and vegetables everyday.
3. Less than one hour per day of TV, videogames and computer.
4. Drinking non-sugar beverages.
5. Getting 8-11 hours of sleep each night.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding of the five recommended behaviors for a healthy lifestyle.

Less Complex (LC): Using verbal prompts and visual cues, the student will match pictures of recommended behaviors for a healthy life style.

Access (A): Using physical manipulation, the student will engage in activities.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

Most Complex (MC): Using verbal prompts, the student will accept responsibility for one's own performance without blaming others.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in all activities.

Access (A): Using physical manipulation, the student will participate in activities.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Individual Practice
- Small group practice
- Pairs practice
- Class discussion

Assessment Task

Identify health-related standards for aerobic endurance, muscular strength, muscular endurance and flexibility. (ongoing)

Performance Assessment:

Standard or Objective Assessed: The student will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of fitness.

Performance Task

Students will:

- Assess current fitness level.
- Write specific goals for improving fitness.
- Identify strategies that they are going to implement to achieve these goals.
- Participate in the Third Generation Connecticut Physical Fitness Assessment.
- Set achievable goals based on fitness assessment results.

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Based upon recent completion of the fitness assessment, students will write a minimal two paragraph reflection that includes fitness scores and plans for improving or maintaining fitness. Modified writing scoring rubric attached.

Performance Standard that represents mastery:

Passing all the 4 health related fitness components based on the CT State Physical Education Assessment.

Timeline:

- September-October: Fitness training
- October-November: Fitness training, administer 3rd generation CT Physical Fitness Assessment, set goals for improved/increased health related fitness.
- December-April: Fitness training
- April-May: Fitness training, administer 3rd Generation CT Fitness Assessment
- May-June: Fitness training, student reflection of goal attainment.

21st Century Skills:

- Works independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

-Connecticut State Department of Education – 3rd Generation Physical Fitness Assessment

4th GRADE FITNESS TEST REFLECTION

	1 - Developing	2 - Meeting Standard	3 - Exceeding Standard
Organization <i>Does the story make sense?</i>	<ul style="list-style-type: none"> Identifies at least one fitness strength or area of improvement Sets a general goal May include a fitness plan for improvement 	<ul style="list-style-type: none"> Identifies at least one fitness strength Identifies at least one fitness area where they would like to improve Sets an appropriate goal Includes a fitness plan for improvement 	<ul style="list-style-type: none"> Analyzes all four parts of the fitness test and identifies strengths and areas of improvement Sets an appropriate goal that includes a timeline for implementation Includes a detailed fitness plan for improvement OR a plan to maintain their current fitness level
Craft/Idea Development <i>How does the story develop from beginning to end?</i>	<ul style="list-style-type: none"> Sentences make sense Writes so the reader understands most parts Some parts of the plan are logical and are sequential 	<ul style="list-style-type: none"> Writing flows throughout the piece mostly without reader assumptions. Most parts of the plan are logical and are sequential 	<ul style="list-style-type: none"> Writing flows clearly from one idea to another without reader assumptions. All parts of the plan are logical and the sequence is appropriate.
Conventions <i>Is there evidence of proofreading strategies and application?</i>	<ul style="list-style-type: none"> High frequency words and phonetically regular words are correct Content area words are spelled incorrectly Applies rules of capitalization (beginning of a sentence) Applies rules of punctuation (end of a sentence) Attempts paragraph structure 	<ul style="list-style-type: none"> High frequency words and phonetically regular words are correct Most content area words are spelled correctly Applies rules of capitalization (e.g. beginning of a sentence, names) Applies rules of punctuation (end of a sentence and commas in a series) Uses paragraph structure by indenting or spacing. 	<ul style="list-style-type: none"> High frequency words and phonetically regular words are correct All content area words are spelled correctly Uses appropriate capitalization and punctuation throughout Uses paragraph structure by indenting
	Clarity		
	Spelling/Mechanics		

**Unit: Floor Hockey
Grades 3 & 4**

Essential Question

What do I need to know to play floor hockey?

Guiding Questions

1. What do I need to know to demonstrate proper dribbling technique?
2. How do I pass to a moving target?
3. What do I need to know to demonstrate proper shooting technique?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-1 Demonstrate changes in speed during straight, curved and zigzag pathways in dynamic situations. (e.g. dribbling, moving without the puck, spacing.)

Modifications:

Most Complex (MC): With verbal prompts, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

Less Complex (LC): With verbal prompts and visual cues, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

Access (A): Using verbal prompts and visual cues, the student will recognize change in speed in dynamic situations.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: shooting, dribbling, and passing).

Modifications:

Most Complex (MC): With verbal prompts, the student will perform a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

Most Complex (MC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Less Complex (LC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Access (A): With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

Most Complex (MC): Using verbal prompts, the student will accept responsibility for one's own performance without blaming others.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in all activities.

Access (A): Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

Access (A): With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will work in a positive manner.

Access (A): With peer pairing and teacher initiation, the student will engage in activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Class discussion
- Lead-up games

Assessment Task

Demonstrate basic skills necessary to play floor hockey.

Grade 3 & 4 Rubric scoring sheet for floor hockey.

Timeline:

4 classes

21st Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.greatactivities.net

-The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)
Guy Bailey

-The Best of Great Activities (Great Activities Publishing Company, 1994)

-Great Activities Newsletter. The Great Activities Publishing Company

**Unit: Football
Grades 3 & 4**

Essential Question

What do I need to know to play football?

Guiding Questions

1. How can I hike a ball to a quarterback?
2. What do I need to know to demonstrate proper throwing and catching technique?
3. How do I pass to a moving target?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-1 Demonstrate changes in speed during straight, curved and zigzag pathways in dynamic situations. (e.g. defensive cover [shadowing], evading defense, spacing,)

Modifications:

Most Complex (MC): With verbal prompts, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

Less Complex (LC): With verbal prompts and visual cues, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

Access (A): Using verbal prompts and visual cues, the student will recognize change in speed in dynamic situations.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: Throwing, catching, kicking and passing).

Modifications:

Most Complex (MC): With verbal prompts the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

Most Complex (MC): The student will identify strategies for simple games with verbal prompts.

Less Complex (LC): The student will play simple games with verbal prompts and visual cues.

Access (A): The student will engage in simple games with peer pairing and physical manipulation.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

Most Complex (MC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Less Complex (LC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Access (A): With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

Access (A): With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will work in a positive manner.

Access (A): With peer pairing and teacher initiation, the student will engage in activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice/station work
- Pairs practice
- Class discussion
- Lead-up Games

Assessment Task

Demonstrate basic skills necessary to play football.

Grade 3 & 4 Rubric scoring sheet for football.

Timeline:

4 classes

21st Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.greatactivities.net

- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
- Great Activities Newsletter. The Great Activities Publishing Company

**Unit: Jump rope
Grades 3 & 4**

Essential Question

What different ways can the body move given the specific purpose of jumping rope?

Guiding Questions

1. What do I need to know to successfully jump a self-turned rope?
2. What do I need to know to successfully jump a partner turned rope?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: jumping tricks for self-turned or long rope).

Modifications:

Most Complex (MC): With verbal prompts, the student will perform a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

AW-2 Experiment with new physical activities.

Modifications:

Most Complex (MC): Using verbal prompts, the student will experiment with new physical activities.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice new skills.

Access (A): Using physical manipulation, the student will engage in new activities

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

Most Complex (MC): Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in all activities.

Access (A): Using physical manipulation, the student will participate in activities.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will work in a positive manner.

Access (A): With peer pairing and teacher initiation, the student will engage in activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Individual Practice
- Class discussion

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Assessment Task

Demonstrate proper jumping of self-turned and long rope.

See attached Grade 3 & 4 rubric scoring sheet for jump rope.

Timeline:

4 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.heart.org

American Heart Association

**Unit: Lacrosse
Grades 3 & 4**

Essential Question

What do I need to know to play lacrosse?

Guiding Questions

1. How can I cradle a ball and maintain control?
2. What do I need to know to demonstrate proper throwing and catching technique?
3. What do I need to know to demonstrate proper scooping technique?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: cradle, scoop, catch and throw).

Modifications:

Most Complex (MC): With verbal prompts, the student will perform a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

Most Complex (MC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Less Complex (LC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Access (A): With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

Access (A): With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will work in a positive manner.

Access (A): With peer pairing and teacher initiation, the student will engage in an activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice

- Pairs practice
- Lead-up Games
- Class discussion

Assessment Task

Demonstrate throwing, catching, cradling and scooping skills necessary to play lacrosse.

Grade 3 & 4 Rubric scoring sheet for lacrosse.

Timeline:

4 classes

21st Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Teacher Resources:

- Teacher created warm-ups and activities
- Internet sources
 - www.PECentral.org
 - www.pe4life.org
 - www.humankinetics.org
 - www.greatactivities.net
- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
- Great Activities Newsletter. The Great Activities Publishing Company

**Unit: Soccer
Grades 3 & 4**

Essential Question

What different ways can the body move given a specific purpose to play soccer?

Guiding Questions

1. How can I dribble a ball and maintain control?
2. What do I need to know to demonstrate proper kicking technique?
3. How do I pass to a moving target?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-1 Demonstrate changes in speed during straight, curved and zigzag pathways in dynamic situations. (e.g. moving to open spaces, defensive cover [shadowing])

Modifications:

Most Complex (MC): With verbal prompts, demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

Less Complex (LC): With verbal prompts and visual cues, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

Access (A): Using verbal prompts and visual cues, the student will recognize change in speed in dynamic situations.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: throw-ins, kicking, trapping).

Modifications:

Most Complex (MC): With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

Most Complex (MC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Less Complex (LC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Access (A): With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

Most Complex (MC): Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in all activities.

Access (A): Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

45

Most Complex (MC): Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

Access (A): With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Lead-up games
- Class discussion

Assessment Task

Demonstrate basic skills necessary to play soccer.

See attached grade 3 & 4 rubric scoring sheet for soccer.

Timeline:

6 classes

21st Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Teacher Resources:

- Teacher created warm-ups and activities
- Internet sources
 - www.PECentral.org
 - www.pe4life.org
 - www.humankinetics.org
 - www.greatactivities.net
- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
- Great Activities Newsletter. The Great Activities Publishing Company

**Unit: Softball
Grades 3 & 4**

Essential Question

What do I need to know to play softball?

Guiding Questions

1. What do I need to know to demonstrate proper batting technique?
2. What do I need to know to demonstrate proper throwing and catching technique?
3. What do I need to know to demonstrate proper base running technique?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: throwing, catching, batting [striking], etc.).

Modifications:

Most Complex (MC): With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games.

Modifications:

Most Complex (MC): The student will identify strategies for simple games with verbal prompts.

Less Complex (LC): The student will play simple games with verbal prompts and visual cues.

Access (A): The student will engage in simple games with peer pairing and physical manipulation.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

Most Complex (MC): Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in all activities.

Access (A): Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

Access (A): With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Lead-up Game
- Class discussion

Assessment Task

Demonstrate basic skills necessary to play softball.

See attached grade 3 & 4 rubric scoring sheet for softball.

Timeline:

6 classes

21st Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.greatactivities.net

-The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)

Guy Bailey

-The Best of Great Activities (Great Activities Publishing Company, 1994)

-Great Activities Newsletter. The Great Activities Publishing Company

**Unit: Track & Field
Grades 3 & 4**

Essential Question

What different ways can the body move given a specific purpose in track and field?

Guiding Questions

1. What is proper running form?
2. What is the proper technique for the relay?
3. What is the proper technique for throwing?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-1 Demonstrate changes in speed during straight, curved and zigzag pathways in dynamic situations.

Modifications:

Most Complex (MC): With verbal prompts, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

Less Complex (LC): With verbal prompts and visual cues, the student will demonstrate change in speed during straight, curved and zigzag pathways in dynamic situations.

Access (A): Using verbal prompts and visual cues, the student will recognize change in speed in dynamic situations.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: running, baton passing, javelin throw).

Modifications:

Most Complex (MC): With verbal prompts the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

AW-2 Experiment with new physical activities.

Modifications:

Most Complex (MC): Using verbal prompts, the student will experiment with new physical activities.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice new skills.

Access (A): Using physical manipulation, the student will engage in new activities.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

Most Complex (MC): Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in all activities.

Access (A): Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

Access (A): With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Individual practice
- Small group practice
- Class discussion

Assessment Task

Demonstrate mature running pattern, proper techniques for relay and throwing.

See attached grade 3 & 4 rubric scoring sheet for track & field.

Timeline:

4 classes

21st Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

-Track and Field Fundamentals for Teacher and Coach (Stipes Publishing Company, 1971)

John Powell

**Unit: Volleyball
Grades 3 & 4**

Essential Question

What do I need to know to play volleyball?

Guiding Questions

1. What do I need to know to demonstrate proper serving technique?
2. What do I need to know to demonstrate proper hitting technique?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2 Perform a variety of skills and apply combinations of non-locomotor, locomotor and manipulative skills. (e.g.: serving and hitting).

Modifications:

Most Complex (MC): With verbal prompts, the student performs a variety of skills and applies combinations of non-locomotor, locomotor and manipulative skills.

Less Complex (LC): With verbal prompts and visual cues, the student will perform a variety of locomotor, non-locomotor and manipulative skills.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor and manipulative skills.

MS-3 Participate in a variety of modified games, developmentally appropriate tasks and activities, creative movement, dance and play.

Modifications:

Most Complex (MC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Less Complex (LC): With verbal prompts, the student will participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Access (A): With physical manipulation, the student will participate in a variety of developmentally appropriate tasks.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Understand that practicing activities increases specific skill competence.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate understanding that practicing activities increases specific skill competence.

Less Complex (LC): Using verbal prompts and visual cues, the student will practice skills.

Access (A): Using physical manipulation, the student will participate in activities.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Accept responsibility for one's own performance without blaming others.

Modifications:

Most Complex (MC): Using verbal prompts, the student will accept responsibility for his/her performance without blaming others.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in all activities.

Access (A): Using physical manipulation, the student will participate in activities.

RB-2 Demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will demonstrate etiquette and good sportsmanship in a variety of physical activity settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will participate positively in a variety of physical activity settings.

Access (A): With peer pairing and teacher initiation, the student will engage in a variety of physical activity settings.

RB-3 Will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Modifications:

Most Complex (MC): Using verbal prompts, the student will work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive settings.

Less Complex (LC): Using verbal prompts and visual cues, the student will work in a positive manner.

Access (A): With peer pairing and teacher initiation, the student will engage in activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Lead-up Games
- Class discussion

Assessment Task

Demonstrate bumping, setting and serving skills necessary to play volleyball.

See attached grade 3 & 4 rubric scoring sheet for volleyball.

Timeline:

4 classes

21st Century Skills:

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

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.greatactivities.net

-The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)

Guy Bailey

-The Best of Great Activities (Great Activities Publishing Company, 1994)

-Great Activities Newsletter. The Great Activities Publishing Company

NEWTOWN PUBLIC SCHOOLS
Curriculum Development Guide

Adopted by the BOE:

K-12 Curriculum Committees (ELA, Mathematics, Social Studies, Science) and those writing curriculum in other areas, are educators representing district stakeholders. The committees coordinate the district curriculum, identify and solve problems related to instruction in the content area, and make recommendations for professional development. Curriculum Committees as coordinated by the Assistant Superintendent discuss a district timeline for curriculum development.

The **District Curriculum Council** is made of district representatives reflecting different content areas, levels, and expertise in district training.

The K-12 Curriculum Committee or a subcommittee from building/grade level will:

1. Identify **what we know** about the existing curriculum from multiple perspectives
 - a. Collect input from teachers, students, and/or parents
 - b. Analyze any data available, such as student grades and achievement testing
 - c. Discuss what is effective about the curriculum and what needs improvement
2. Reformulate or affirm **what we believe**
 - a. Study national trends and state mandates
 - b. Look at exemplary curriculum
 - c. Develop a brief belief or mission statement for the particular content area to:
 - i. Show what we believe is important, and
 - ii. Focus and align K-12 curriculum and instruction.
3. Identify **what we want** in standards, essential understandings, content and skills by grade or by course and professional development
 - a. The K-12 Curriculum Committee will review and revise the standards, essential understandings, content and skills based on feedback from major stakeholders.
 - b. Review curriculum on a five-year cycle
 - c. Advise the district on the provision of on-going in-service related to curriculum initiatives for teachers.

The steps of the Curriculum Writing and Implementation Process are:

1. Develop the curriculum document (see Curriculum Document Guideline) complete with
 - a. Suggested and common performance assessment tasks and rubrics
 - b. Suggested and common resources for teachers and students
2. Present first to the appropriate Curriculum Committee or colleagues for feedback and recommendation to the District Curriculum Council (If it is not adopted, return to the Content Area Curriculum Committee with suggestions and/or concerns)
3. Present to the District Curriculum Council for recommendation to the BOE Curriculum and Instruction (C and I) subcommittee

4. Present to the BOE C and I subcommittee for recommendation to the full BOE for adoption
 - a. if approved, implement
 - b. if not approved return for revising
5. Implement the curriculum district wide
 - a. Provide systematic, planned, ongoing in-service for teachers related to curriculum initiatives.
6. Monitor the curriculum through data about student performance and modify as needed

NEWTOWN PUBLIC SCHOOLS

Curriculum Document Guideline

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to INSPIRE EACH STUDENT TO EXCEL in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community.

We accomplish this by creating an unparalleled learning environment characterized by:

- *High expectations*
- *Quality instruction*
- *Continuous improvement*
- *Civic responsibility*

Newtown Public Schools takes a concept-based approach to teaching and learning. This approach, developed by Dr. H. Lynn Erickson and her colleagues, has similar components to the *Understanding by Design* model, developed by Dr. Grant Wiggins and Dr. Jay McTighe. Newtown curriculum documents will contain elements of both models, which complement each other.

A quality curriculum

- provides a clear focus for teaching and learning to ensure equity/consistency of learning opportunities for all students;
- communicates expectations for each grade or class to students, parents, and teachers;
- provides for continuity of instruction from grade to grade and class to class that ensures continuous improvement/growth/learning, and
- guides assessment of student learning.

In order to reach this goal, all Newtown curriculum documents will include the district mission and a clear structure as outlined below.

- **Conceptual Lenses** are the broad organizing concepts under consideration in a unit of study
- **Generalizations/Enduring Understandings**
Generalizations are two or more concepts stated as a relationship. Generalizations are conceptual understandings that transfer to other situations, through time, and across cultures they are:
 1. Universal
 2. Timeless
 3. Abstract

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Enduring understandings:

1. Frame the big ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills;
 2. Transfer to other fields as well as adult life;
 3. “Unpack” areas of the curriculum where students may struggle to gain understanding or demonstrate misunderstandings and misconceptions;
 4. Provide a conceptual foundation for studying the content area, and
 5. Frame as declarative sentences that present major curriculum generalizations and recurrent ideas.
- **Essential Questions** are concepts in the form of questions focusing on key elements of curriculum that are used to guide students to uncover the concepts or principles of the content area.
 - **Principles** are pivotal ideas that students can uncover. (Example: Not everything that is published is accurate or true.)
 - **Guiding Questions** are factual, conceptual and provocative questions that guide students to discover the generalizations.
 - **CT Core & Content Standards** define the knowledge and skill areas that are important for all students to master. They describe what we want students to know and be able to do by the end of a course of study in this field. Standards are developed with awareness of state framework documents and national standards for that content area.
 - Each unit must contain CT Core Standards (CCSS) and discipline-specific standards (i.e. for Social Studies CT C3 Frameworks)
 - **Objectives** provide the focus of instruction for the grade level or course and lead to mastery of the standards for a particular content area.
 - **Objectives will reflect higher levels of thinking** rather than focus on general memorization of facts. Unit objectives need to represent depth of knowledge (DOK) and Anderson’s taxonomy
 - **Unit Objectives need to be limited in number** so that they can be revisited often enough to ensure mastery for all students, by unit’s end, as well as allowing ample time to incorporate materials related to student interests and to tie learning to their life experiences.
 - **Content/Topics** are the critical content that students must know related to the discipline under study.
 - **Content-specific and 21st Century Skills**
 - Skills specific to the content area being studied that students will practice or master throughout the course of the unit of study.
 - One or two of the following 21st Century Learning Expectations should be referenced in each curriculum document:
 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/Tasks** provide students with an opportunity to demonstrate what they know and can do. A task can be an activity paired with observational checklists or records, written or spoken performance, or a project, where tasks will incorporate an opportunity for students to use a variety of their intelligences. Core activities are those that ALL students engage in. If a list of suggested learning activities is presented, the **CORE** learning activities should be bold-faced.
 - **Resources** include a list of the professional resources that teachers need to implement the curriculum, and resources that students need to master the standards.
 - **Professional Resources**
 - Sample curriculum maps or timelines that integrate objectives with content material and illustrate when they will be taught
 - Either a list of suggested activities or model units
 - Extension activities that provide opportunities for differentiated instruction and force students to go deeper in their learning
 - Two or three excellent references that will be supplied by the district
 - Suggestions for coordinating with parents
 - **Student Resources** will be shown as either mandatory or optional.
 - District adopted textbooks (see textbook adoption materials)
 - Supplementary materials that are universal (such as a book of readings, a science kit, or a list of math manipulatives)
 - Reference materials (Such as District MLA Citation handbook)
 - **Assessment(s)** include a combination of formative and summative assessments that measure student growth.
 - **Performance assessments** will be used to determine how well students have mastered the standards and can apply the learning for this grade level or course. Performance Assessments will include one or more tasks and a performance standard.
 - **Performance Standard** (rubric). The performance standard defines specifically the level of performance that represents mastery. This standard can be represented by a score requirement on a standardized test, by a mastery criteria (such as 3 of 4 correct), or by an analytical rubric that shows multiple criteria. An ongoing effort to collect exemplars (samples of scored student work) will exist at the building/grade/course level as references for teachers
 - **NHS Graduation Standards** (see program of studies)
 - ✓ The graduation standards are school-wide rubrics that address Written, and Spoken Communication, Information Literacy and

Problem Solving. All NHS graduates must meet standard on these rubrics as a requirement for graduation.

- **Interdisciplinary Connections** will be added into all Newtown curriculum documents in all content areas by incorporating objectives from other areas where they fit naturally and logically. Curriculum writers will review reading, writing, information literacy, problem-solving, self-directed learning, and technology objectives to see which objectives are appropriate to incorporate into the new or revised document for reinforcement and application in a different setting.

Resources

Erickson, H. Lynn, and Lanning, Lois A. *Transitioning to Concept-based Curriculum and Instruction: How to Bring Content and Process Together*, Thousand Oaks, CA: Corwin Press, 2014. Print.

Erickson, H. Lynn. *Stirring the Head, Heart, and Soul: Redefining Curriculum, Instruction, and Concept-based Learning*, Thousand Oaks, CA: Corwin Press, 2008. Print.

Erickson, H. Lynn. *Concept-based Curriculum and Instruction for the Thinking Classroom*, Thousand Oaks, CA: Corwin Press, 2007. Print.

Lanning, Lois A. *Designing a Concept-based Curriculum for English Language Arts*, Thousand Oaks, CA: Corwin Press, 2013. Print.

“Six Critical Skills that Form the Foundation for 21st Century Success”: Education Connection (Jonathan Costa). 2009. Print.

Wiggins, Grant and J. McTighe. *Understanding by Design*, Alexandria, VA: ASCD, 2005. Print.

Addendum

This section includes examples of each part of the structure of the curriculum documents for the district.

From Global American History II grade 8

Conceptual Lens:

- Conflict and Compromise

Generalizations/Enduring Understandings:

- In order for a nation to thrive, its government must be willing to address controversial issues to benefit the common good.

Essential Questions

- How did domestic and foreign events challenge the first two presidents?

Guiding Questions

- (Factual) What controversies did the new nation need to address?
- (Conceptual) Why do nations need to address controversial issues?
- (Provocative) Why do controversial issues tear governments apart?

Content-specific and 21st Century Skills

- CCSS Reading History 6-8.1—Cite specific textual evidence to support analysis of primary and secondary sources.

Objectives

- Describe the decisions made by George Washington & Congress that established precedents in America.

Content/Topics

- Domestic and foreign policy

21st Century and Content-specific Skills

- Compare information about a historical event using a variety of primary sources

Core Learning Activities/Tasks

- Write and/or perform a short skit demonstrating the challenges that a new leader faces.

Resources

- American History text (Teacher's Edition)

Assessments—Common Formative

- **Performance Assessment**
 - In a given written format, explain how the Louisiana Purchase changed the country.
 - **Performance Standard**
 - A properly supported claim is evident
 - **NHS Graduation Standards**
 - Not applicable in 8th grade

Interdisciplinary Connections

- Students will write a journal entry from the British point of view

From English I grade 9

Conceptual Lens:

- Valuing self and others

Generalizations/Enduring Understandings:

- Understanding author's purpose in both fiction and non-fiction helps a reader understand the core message of the work.

Essential Questions

- What is theme?

Guiding Questions

- (Factual) How do we come of age through experience?
- (Conceptual) What influences a decision?
- (Provocative) What are the consequences of silence?

CT Core & Content Standards

- CCSS Reading Literature 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives

- Students will summarize a story by identifying key components in order to develop an effective understanding of the text.

Content/Topics

- Textual evidence

Content-specific and 21st Century Skills

- Effectively apply the analysis, syntheses, and evaluative process that enable productive problem solving.

Core Learning Activities/Tasks

- "Forcing readers to read carefully"

Resources

- Flash Fiction—"A Moment in the Sun Field" by William Brohaugh

Assessments—Summative

- **Performance Assessment**
 - Write a personal narrative to Essential Question with reflection of choices on POV, narrator.
 - **Performance Standard**
 - Ideas are clearly and fluently expressed.
 - **NHS Graduation Standards**
 - Written Performance Graduation Standard

Interdisciplinary Connections

- Cite Support

Planning for and Executing Curriculum Work

The assistant superintendent's office is responsible for supporting the revision of curriculum. This work is influenced by the needs of the district as articulated through k-12 curriculum committee work, building/department requests and other forms of feedback.

During the budget process, curriculum leaders submit requests for the following year that are to be considered for inclusion in the assistant superintendent's budget. Requests are made using a designated form in the budget development packet.

There are several ways to schedule curriculum writing including release time and/or extra work hours. For planning purposes, the following figures based on past experience may guide requests and/or decisions but it must be noted that these are only guidelines. There is a continuum of revision to be considered, the number of people involved in the project and the length of the course.

As of 2015-16, curriculum writers must be trained in concept-based model unless the training is waived by the assistant superintendent.

Total revision (ex. rewrite in concept-based format; new standards adoption)

Full-year course 100 hours

One semester course 50 hours

Curriculum update

Full year course 40 hours

One semester course 20 hours

Newtown Public Schools
Evaluation and Support Plan
2015-2016



Teacher

Submitted to SDE: May 15, 2015
Second Submission: June 2015

Newtown Board of Education
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INTRODUCTION

Growth and learning for all is of paramount importance to The Newtown Public Schools. This plan represents the balance of high expectations and high level of support to reach those expectations.

Through a long-term, collaborative effort that included all stakeholders, an instrument was created that reflected our commitment to clearly defined expectations; an emphasis on reflection, feedback, and discussion; input in the evaluation process from students, parents, and peers; and a focus on improving student learning.

PROFESSIONAL GROWTH PLAN BELIEFS

Student Learning

We believe that all students will excel in a rigorous environment with targeted outcomes that reflect the unique needs of every learner.

We believe that education is a shared responsibility that requires persistence and effort of students, teachers, parents, and community.

Teaching

We believe that teachers have a responsibility to challenge students to take appropriate learning risks, to inspire students to take ownership of their learning, and to provide a variety of opportunities to support student learning both within and beyond the classroom.

We believe that continuous improvement requires critical reflection, peer collaboration, investment in student growth, and the courage to change.

Professional Growth Plan

We believe that the Professional Growth Plan should meet the needs of all teachers and supervisors through clear indicators of effective professional practice, multiple measures of teaching and learning, shared accountability for student performance, and meaningful discourse among practitioners.

We believe that the systemic implementation of the Professional Growth Plan inspires and supports continuous improvement, provides opportunities for professional growth and leadership, and promotes excellence in teaching and learning.

OVERVIEW

All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Learning.

1. **Teacher Practice:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - (a) Observation of teacher performance and practice (40%) as defined in the Connecticut Framework for Teacher Evaluation and Support which articulates four domains and eighteen components of teacher practice.
 - (b) Completion of teacher action steps toward achievement of parent feedback school-wide goal (10%) based on information obtained through the previous spring administration of the Comprehensive School Climate Inventory.

2. **Student Learning:** An evaluation of teacher contributions to student academic progress, at the classroom and school level. This focus area is comprised of two categories:
 - (a) Student growth and development (45%) as determined by the outcome of a teacher's student learning objectives (SLOs), measured by Indicators of Academic Growth and Development (IAGDs).
 - (b) Completion of teacher action steps toward achievement of student feedback school-wide goal (5%) based on information obtained through the previous spring administration of the Comprehensive School Climate Inventory.

	Components	Composition of Goal	Outcome Determined By
Teacher Practice Indicators (50%)	Performance and Practice (40%)	Teacher chooses an area within his/her teaching on which to focus and reflect upon practice. Previous input from evaluator can help determine that focus.	Evaluator's observations and ratings based on the Newtown Public Schools Domains of Good Teaching
	Parent Feedback (10%)	School-wide parent goal set by administrator based on outcomes of previous year's spring <i>Comprehensive School Climate Inventory</i> © (or comparable survey)	Evidence of completed teacher action steps
Student Learning Indicators (50%)	Student Learning Objective(s) (45%)	1-4 mutually agreed upon Student Learning Objectives (SLOs)	If 1 SLO, at least 2 (IAGDs) are required. If more than one SLO, at least 1 IAGD is required per SLO.
	Student Feedback (5%)	School-wide student goal set by administrator based on outcomes of previous year's spring <i>Comprehensive School Climate Inventory</i> © (or comparable survey)	Evidence of completed teacher action steps

Components That Determine Annual Teacher Summative Rating

Annual summative ratings are aligned to one of four performance designations: Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

- Exemplary – Substantially exceeding indicators of performance
- Proficient – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below Standard – Not meeting indicators of performance

“Performance” is determined by progress towards mutually agreed upon indicators and demonstrated through presentation of evidence.

DEFINITION OF COMPONENTS

Teacher Practice Indicators

The Teacher Practice Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

- Performance and Practice, which counts for 40%
- Parent Feedback, which counts for 10%

Component #1: Performance and Practice (40%)

The Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development need and to tailor support to meet those needs.

Evaluators will use the *Newtown Domains of Good Teaching Rubric* for teachers and the *Student and Educator Support Specialist (SESS) Practice Framework - CCT Rubric for Effective Service Delivery 2015*.

Observation Process

Over the course of a school year, each teacher should be observed through both formal and informal observations as defined below.

- **Formal:** Scheduled in-class observations that are at least 30 minutes in duration and are followed by a post-observation conference, and include written and verbal evaluator feedback
- **Check-ins:** Informal observations, typically unannounced, that are at least ten minutes in duration and are followed by written evaluator feedback. Post-conference for a Check-In may be held at the request of the teacher or evaluator.
- **Reviews of practice:** Non-classroom observations that include but are not limited to: observations of Professional Learning Community (PLC) meetings, observations of coaching/mentoring other teachers, reviews of student work or other teaching artifacts.

PLEASE NOTE: Reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation or review of practice.

All observations must be followed by feedback within a timely manner. In general, it is expected that feedback occur within 5 business days.

Pre- and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional in certain phases of the plan.

Post-conferences provide a forum for reflecting on the observation against the *Newtown Domains of Good Teaching Rubric* or *SESS Rubric* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within five business days.

All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. However, certain aspects of the observation process lend themselves to specific domains. Classroom observations generally provide the most evidence for Domains 2 and 3, Pre- and Post-Conferences for Domains 1 and 4 and Reviews of Practice for Domain 5.

Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and formative ratings on observed indicators of the appropriate rubric;
- Commendations and recommendations on observed practice as related to the rubric;
- Next steps and supports to improve teacher practice;
- Follow-up, if necessary.

Performance and Practice Focus Area

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and will guide observation and feedback conversations throughout the year. Focus areas may be school-wide or grade-specific focus areas aligned to a particular indicator (i.e. Indicator 3b. *Discussion and Questioning Techniques*).

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are *not* explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Performance and Practice component.

Component #2: Parent Feedback (10%)

Feedback from parents will be obtained annually and be used to help determine the remaining 10% of the Teacher Practice Indicators.

The process for determining the parent feedback rating includes the following steps:

1. Each school will administer the *Comprehensive School Climate Inventory* © (developed by the National School Climate Center) each spring. Data will be aggregated at the school level.
2. Administrator(s) will determine several school-level parent goals based on the survey feedback, and other related data;
3. The teacher will identify action steps that will help the school meet one of the school targets.
4. Evaluator and teacher will measure progress on identified action steps; and
5. Evaluator will determine a teacher's summative rating, based on four performance levels.

Performance Levels:

The Parent Feedback Rating reflects the degree to which a teacher successfully reaches his/her parent goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

Exceeded (4) – All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.

Met (3) – All of the action steps identified in the goal-setting process have been fully implemented.

Partially Met (2) – All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.

Did Not Meet (1) – Few or none of the action steps identified in the goal-setting process have been implemented.

Student Learning Indicators

Student Learning Indicators are designed to measure a teacher's impact on student growth and development. Teachers will develop student learning objectives and identify the means by which those objectives will be measured. Two components comprise this category:

- Student Learning Objective(s), which counts for 45%
- Student Feedback, which counts for 5%

Component #3: Student Learning Objective(s) (SLOs)

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student progress or mastery.

SLOs will serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. SLOs may be developed in consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The steps of the SLO development process are described in detail below.

Step 1: Review the Data

This first step in this process begins with reviewing school/district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of data to review:

- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- Student scores on previous state standardized assessments
- Results from other standardized and non-standardized assessments
- Previous grades in same/similar content area
- Results from diagnostic assessments
- Artifacts from previous learning
- Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- Conferences with students' families
- Individual Educational Plans (IEPs) and/or 504 plans for students with identified disabilities

It is important that the teacher understands both individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

Step 2: Set the SLO

SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. An SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning, at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

Examples of SLOs:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
11th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
8th Grade English/ Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Step 3: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. If a teacher chooses to create one SLO, he/she must include at least two IAGDs. If more than one SLO is created, then each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and an additional IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. If a standardized assessment is not available in a specific content area, the teacher will measure the SLO using non-standardized assessments for their IAGDs.

The process for assessing student growth using multiple indicators of academic growth and development must be developed through mutual agreement by each teacher and their evaluator at the beginning of the year (or mid-year for semester courses).

First half (22.5%) of the IAGD:

One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. For the other half (22.5%) of the indicators of academic growth and development, a minimum of 1 non-standardized indicator must be used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.) and a maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute-resolution procedure. NOTE: For the 2015-16 academic year, the required use of state test data is suspended, pending federal approval.

For the other half (22.5%) of the IAGDs:

- a maximum of one additional standardized indicator, if there is mutual agreement;
- a minimum of one non-standardized indicator

Standardized assessment is characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. **What evidence/measure of progress will be examined;**
2. **What level of performance is targeted; and**
3. **What proportion of students is projected to achieve the targeted performance level.**

IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the initial examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> ▪Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better. ▪ Students who scored a 2-4 will score 8 or better. ▪Students who scored 5-6 will score 9 or better. ▪Students who scored 7 will score 10 or better. <p><i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i></p>
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<p>By May 30:</p> <ul style="list-style-type: none"> ▪90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	<p>By May 15:</p> <ul style="list-style-type: none"> ▪80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> ▪27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ▪40 students who score 30-49 will increase by 15 points. ▪10 students who scored 0-29 will increase by 10 points. <p><i>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i></p>
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> ▪ Grade 1- Expected outcome- Level 14-16. ▪ Grade 2- Expected outcome- Level 22-24. <p><i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</i></p>

Step 4: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- Baseline data used to determine SLOs and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 5: Submit SLOs to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

Step 6: Monitor Students Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year, and particularly during the Mid-Year Conference with Evaluator. SLOs can be adjusted during the Mid-Year Conference if there is a substantial change from when the SLOs were set, such as a change in teaching assignment or a significant shift in the student population. Any changes to the SLOs must be mutually agreed upon by the evaluator and the teacher.

Step 7: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the data management software system, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each IAGD.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that learning going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4) - All or most students met or substantially exceeded the target(s) contained in the indicator(s).

Met (3) - Most students met the target(s) contained in the indicators within a few points on either side of the target(s).

Partially Met (2) - Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.

Did not Meet (1) - A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one IAGD, the evaluator may score each indicator separately and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

If there is only one SLO, the final rating is the outcome for that SLO. If more than one SLO was created, the final rating is an average of their two (or more) SLO scores. For example, if one SLO was “Partially Met” for a rating of 2, and the other SLO was “Met” for a rating of 3, the Student Growth and Development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the Student Growth and Development rating will be shared in advance of and discussed with teachers during the End-of-Year Conference.

Averaged Domain-Level Score

SLO 1 2

SLO 2 3

Student Growth and Development Rating 2.5

PLEASE NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher’s student growth and development rating will be based only on the results of the second SLO. However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher’s final summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

Component #4: Student Feedback (5%)

Feedback from students will be obtained annually and be used to help determine the remaining 5% of the Student Learning Indicators.

The process for determining the student feedback rating includes the following steps:

1. Each school will administer the *Comprehensive School Climate Inventory* © (developed by the National School Climate Center) each spring. Data will be aggregated at the school level.
2. Administrator(s) will determine several school-level student goals based on the survey feedback and other relevant data;
3. The teacher will identify action steps that will help the school meet one of the school targets.
4. Evaluator and teacher will measure progress on identified action steps; and
5. Evaluator will determine a teacher’s summative rating, based on four performance levels.

The Student Feedback Rating reflects the degree to which a teacher successfully reaches his/her student goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

Exceeded (4) – All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.

Met (3) – All of the action steps identified in the goal-setting process have been fully implemented.

Partially Met (2) – All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.

Did not Meet (1) – Few or none of the action steps identified in the goal-setting process have been implemented.

SUPPORT AND DEVELOPMENT

When paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to, and support, exemplary practice.

Process

Evaluators and learners will participate in three conferences during the school-year. The purposes of the conferences are to assist the learner in setting rigorous but attainable goals, provide appropriate feedback and support (including additional learning opportunities), and reflect on how learning was impacted by the teacher’s actions.

1. Goal-setting Conference (by October 31): Review of goals and action plans, recommendations and

- mutually agreed upon adjustments to goals and action plans if warranted.
2. Mid-Year Conference (by February 15): Reflection, review of progress on goals and action plans, opportunity for revisions of strategies or approach(es) and mutually agreed upon adjustments to goals and action plans if warranted.
 3. End-of-Year Conference (within 15 days of the last day of school): Teacher Self-Assessment and Reflection; Recommendations and Commendations and Final Summative Rating provided by evaluator determined by June 30th which can be adjusted by September 15th if needed.

Evaluation-Based Professional Learning

Newtown teachers will identify their professional learning needs in mutual agreement with his/her evaluator based on conversations throughout the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Recommendations or requests for professional development will be accommodated through the use of several district resources. Newtown educators will have access to at least one online vendor (e.g. BloomBoard) to offer online professional learning. In-house professional development will be offered for new district initiatives. The district will support attendance at professional organization workshops and regional conferences. The district Professional Learning Committee will develop and administer surveys to determine professional development needs across the district and organize in-district presentations (including technology integration, etc.)

Improvement and Remediation Plans

If a teacher's performance is rated as developing or below standard, it signals the need for the administrator (or evaluator) to create an individual teacher improvement and remediation plan. The plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

- Identify resources, support and other strategies to be provided to address documented deficiencies
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

The Newtown Teacher Growth Plan further delineates the steps of this process in the Intensive Supervision Phase, developed according to district philosophy and legislative requirements.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in building confidence in the Teacher Growth Plan and in building the capacity of all teachers. Examples of such opportunities are: observation of peers; mentoring early-career teachers; leading Professional Learning Communities; and focused professional development based on goals for continuous growth and development.

ANNUAL ORIENTATION PLAN

High-quality teaching is imperative for student success. Newtown Public Schools are committed to supporting the professional growth of its educators in order to promote excellence in teacher practice as measured by research-based indicators identified with student success. As a learning community focused on continuous improvement for all, the district recognizes the importance of on-going review of classroom practice. District-wide conversations about teaching and learning must include a common understanding of best practice.

The Newtown Teacher Growth Plan identifies levels of teaching performance and supports educators in attaining higher levels of practice. In order to achieve a culture of continuous improvement and the attainment of district goals, each educator must understand and adhere to the beliefs and process of the professional growth plan.

Current Staff

An overview of the Newtown Teacher Growth Plan will be presented to all teachers by principals at the first or second faculty meeting of the school year. Highlighted components of the educator professional growth plan will include plan beliefs, terminology, phases, and levels of performance.

New Staff

All new staff will attend a one-week induction experience during the month of August. In addition to various topics relevant to district orientation, the NPS Teacher Growth Plan and educator responsibilities are an important part of the agenda. Each staff member will be trained in and familiarized with the NPS Teacher Growth Plan.

Annual Induction

At the onset of each school year, each certified staff member, with his/her evaluator, will review the appropriate phase that will direct his/her professional experience for the school year.

EVALUATOR PROFICIENCY

All evaluators of Newtown certified staff must be trained in the Newtown Teacher Growth Plan. There will be an annual training session(s) held each summer. During the school year, evaluators will regularly engage in calibration exercises. There will be an annual calibration performance activity. There will be an understanding of how rubrics are being used during observations so evaluations look the same and certified staff receives similar feedback.

If an evaluator does not demonstrate competency, the superintendent will develop a plan for the evaluator to achieve competency. Newtown evaluators will employ professional development opportunities, possibly including CT State Department of Education training, in addition to instructional rounds, and professionally-produced videos of classroom lessons to continually develop and improve evaluator feedback to teachers.

PHASES OF TEACHER GROWTH PLAN

Introduction

The Newtown Public Schools Teacher Growth Plan recognizes that there are stages of development in the career of an educator. At different levels, different types and amount of support are needed, and some performance expectations (e.g. team participation) vary. Each level – Induction Phase, Professional Growth Phase, Developing Growth Phase and Intensive Supervision Phase – includes a clear description of performance expectations, a timeline for events, and a list for teachers and evaluators to easily keep track of required elements.

Implementation

All teachers will be observed a minimum of 3 (two) times, depending on their associated phase, and will include a combination of formal, informal, announced and unannounced observations, as indicated in the table below.

Phase	Definition of Phase	Formal In-Class Observations	Check-ins (Informal, In-class Observations)	Review of Practice* (Non-Classroom Observations)
Induction Phase	All first and second year teachers in NPS	A minimum of 3; two of 3 include a preconference and all include a post conference	A minimum of 1	None required
Professional Growth Phase	Teachers in Year 3 or beyond with a Proficient or Exemplary rating in the previous year	A minimum of 1 formal in-class observation no less frequent than every 3 years	A minimum of 1 in the year of a formal observation; a minimum of 3 if in all other years	One per year
Intensive Supervision Phase	Teachers in Year 3 or beyond with Developing or Below Standard rating in the previous year.	A minimum of 3; two of 3 to include a preconference and all to include a post-conference	A minimum of 1 to include post-observation conference	One per year

Induction Phase

Who: All teachers who are new to the Newtown Public Schools will enter the Induction Phase and remain in this phase for two years.

Support: All new teachers will be assigned a primary evaluator and a district mentor (who will also serve as the TEAM mentor for those in TEAM) who will help clarify and model behavior that is consistent with the Newtown Public Schools Teacher Growth Plan and the Connecticut Common Core of Teaching. All teachers will participate in the Newtown Public Schools new teacher induction program within one year of hire.

Focus: Collaboration with formal and informal mentors, evaluator(s), and team(s) to develop their skills as a Newtown Public Schools' teacher.

Process: Teachers will complete goals and submit them to their evaluator for approval by October 10. Prior to October 31, teachers in the Induction Phase will meet with his/her evaluator for the Goal-Setting Conference to review and finalize goals. The conference will result in an agreement between the evaluator and educator on at least three (3) goals: a minimum of 1 SLO with 2 IAGDs, action plans for 1 Parent Goal and 1 Student Feedback Goal. It is strongly recommended that teachers in Induction Phase opt to develop one (1) SLO with two (2) IAGDs in addition to the parent and student feedback goals. Following the conference, the finalized goals will be approved by the evaluator and signed-off by the teacher.

Observations: Induction Phase teachers will be evaluated with a minimum of three Formal Observations and at least one Check-In (informal in-class observations) during each year of this phase. Feedback from all observations will be based on the Newtown Domains of Good Teaching Rubric and the foundational skills in the Connecticut Common Core of Teaching standards.

Formal Observations: Induction Phase teachers will have three Formal Observations. A Formal Observation is a scheduled in-class observation lasting at least 30 minutes. Two of these observations will be completed before February 1. A third observation will occur by March 15.

Prior to *two* Formal Observations, the teacher will complete the Pre-Observation Form and share it with his/her evaluator prior to the Pre-Observation Conference. The Pre-Observation Conference will be held to provide information about the learning goals and strategies for the class. At the same time, the conference will determine the focus of the observation. The need for a Pre-Observation Conference for all subsequent observations will be determined by the evaluator.

Post-Observation Conferences will be held to reflect on and discuss the achievement of the goals. Prior to this conference, Induction Phase teachers will complete and share the Post-Observation Reflection Form with their evaluator. Feedback from the observation will be shared by the evaluator within ten school days of the Post-Observation Conference. If needed, additional formal and informal observations may be scheduled by the evaluator.

Check-ins: Induction Phase teachers will have at least one Check-In. A Check-In is an unannounced in-class observations lasting at least ten minutes. At least one Check-In must be completed by April 1. The evaluator will provide timely feedback to the learner for Check-Ins. A post-conference may be requested by either the evaluator or teacher following a check-in. **NOTE:** Check-Ins may take place prior to the Goal-Setting Conference.

Peer Observations: The Induction Phase teacher will conduct at least two (2) visits to classrooms of teachers in his/her team, grade level, or subject area (not including visits to mentor's classroom), complete a reflection of the observed lesson (Peer Observation Teacher Reflection), and discuss it with his/her mentor.

Mid-year Conference: Induction Phase teachers will have a Mid-Year Conference with his/her evaluator before February 15. The purpose of this conference is for the teacher and evaluator to engage in a reflective discussion focused around the following topics: progress on SLOs, progress on Parent and Student Goal action plans, areas of strength, areas of potential growth and means of additional support, if needed. This is also an opportunity for revisions of strategies and mutually agreed upon adjustments of student learning goals, if warranted.

Professional Expectations: All Induction Phase teachers are expected to participate in Professional Learning Communities (PLCs) with his/her team as associate members. Attendance and participation at all meetings is expected, but the Induction Phase teachers will have responsibility for only the needs of his/her classroom.

End-of-Year Conference: Induction Phase teachers will complete the End-of-Year Teacher Self-Assessment and Reflection Form prior to the End-of-Year Conference and share it with their evaluator. Following a review of the End-of-Year Teacher Self-Assessment and Reflection Form, the evaluator will complete the Final Rating Summative Worksheet. The Final Rating Summative Worksheet will be shared with the teacher in advance of the End-of-Year Conference so that they may review it ahead of time. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary and mutually agreed upon adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so. Using the End-of-Year Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary through the Recommendations/Commendations section. The evaluator must include agreed upon Next Steps for any indicators rated below Proficient on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needing improvement.

Induction Phase Chart

By October 10*	Goal-Setting Form shared with evaluator
By October 31	Goal-Setting Conference with evaluator
Before January 1	Peer Observation #1 (includes discussion with mentor)
Before February 1	<p>Formal Observations #1 and #2</p> <p>Before the Lesson:</p> <ul style="list-style-type: none"> • Complete and share the Pre-Observation Form and Supporting Documents prior to Pre-Observation Conference • Pre-Observation Conference with evaluator <p>After the Lesson:</p> <ul style="list-style-type: none"> • Complete and share the Post-Observation Lesson Reflection Form • Share any additional Supporting Documents with evaluator • Post-Observation Conference with evaluator • Evaluator Feedback shared with teacher
Before February 15	<p>Mid-Year Conference</p> <ul style="list-style-type: none"> • Share Supporting Documents (data and evidence related to goals) with evaluator prior to conference • Be prepared to discuss suggested questions for Conference
Before March 15	<p>Formal Observation #3</p> <p>Before the Lesson:</p> <ul style="list-style-type: none"> • Complete and share the Pre-Observation Form and Supporting Documents prior to Pre-Observation Conference • Pre-Observation Conference with evaluator <p>After the Lesson:</p> <ul style="list-style-type: none"> • Complete and share the Post-Observation Reflection Form • Share any additional Supporting Documents with evaluator • Post-Observation Conference with evaluator • Evaluator Feedback shared with teacher
Before April 1	<p>At least one Check-In by evaluator</p> <ul style="list-style-type: none"> • Feedback shared by evaluator within 5 days • Post-Check-In Conference if requested by either teacher or
Prior to End-of-Year Conference	<p>Share Supporting Documents (data and evidence related to goals) with evaluator</p> <p>Complete and share End-of-Year Teacher Self-Assessment and Reflection</p> <p>Review Final Summative Worksheet shared by evaluator</p>
Before April 1	End-of-Year Conference (may be satisfied by mid-year conference by consent of teacher and evaluator)
Before April 15	<p>Receive and review End-of-Year Evaluator Feedback</p> <p>Share Teacher Comments (optional)</p>
Before June 1	Peer Observation #2 (includes discussion with mentor)
Before June 1	Share Additional Supporting Documents (end-of-year data and additional evidence related to goals) completed

*Check-ins may take place prior to October 10th

Note: Dates may be adjusted at the direction of the NPS to make up for school days missed due to closures.

Professional Growth Phase

Who: Teachers who are in their third year or beyond with a Proficient or Exemplary rating in the previous year.

Support: All teachers will be assigned a primary evaluator who will help monitor and support professional practices that are consistent with the Newtown Public Schools Teacher Growth Plan and the Connecticut Common Core of Teaching. Teachers will continue to collaborate with Professional Learning Communities at the school and/or district level.

Focus: To promote ongoing professional growth that will build Newtown Public Schools' capacity to improve student achievement.

Process: Teachers will complete goals and submit them to their evaluator for approval by October 10. Prior to October 31, teachers in the Professional Growth Phase will meet with his/her evaluator for the Goal-Setting Conference to review and finalize goals. The conference will result in an agreement between the evaluator and educator on at least three (3) goals: a minimum of 1 SLO with 2 IAGDs, action plans for 1 Parent Goal and 1 Student Feedback Goal. Following the conference, the finalized goals will be approved by the evaluator and signed-off by the teacher.

Observations: Professional Growth Phase teachers will be evaluated with a minimum of one Formal Observation no less frequently than once every three years and a minimum of one Check-In and one Review of Practice every year. Feedback from all observations will be based on the Newtown Domains of Good Teaching Rubric and the foundational skills in the Connecticut Common Core of Teaching standards.

Formal Observations: Professional Growth Phase teachers will have a minimum of one Formal Observation no less frequently than once every three years. A Formal Observations is a scheduled in-class observation lasting at least 30 minutes. Formal Observations will be scheduled to take place prior to April 1.

Prior to a Formal Observation, the teacher will complete and share the Pre-Observation Form. Pre-Observation Conferences will be held at the request of either the teacher or the evaluator, but are not mandatory.

Post-Observation Conferences will be held to reflect on and discuss the observation. Prior to this conference, Professional Growth Phase teachers will complete and share the Post-Observation Reflection Form with their evaluator. Feedback from the observation will be shared by the evaluator within ten school days of the Post-Observation Conference. Additional Formal Observations may be scheduled at the request of the evaluator.

Check-ins: Professional Growth Phase teachers will have at least one Check-In in years in which a Formal Observation is conducted; there will be at least three Check-Ins in all other years. Check-Ins are typically unannounced in-class observations lasting at least ten minutes. At least one Check-In will occur prior to December 1st, if no Formal Observation is scheduled to take place. Otherwise, all Check-Ins must occur by May 15th. The evaluator will provide timely feedback to the learner for check-ins. A post-conference may be requested by either the evaluator or teacher following a check-in. **NOTE:** Check-Ins may take place prior to the teachers submitting goals.

Reviews of Practice:

A Review of Practice is a non-classroom observation that may be made while a teacher is participating in duties other than teaching. Examples include, but are not limited to, participation in a team meeting or PLC, parent meeting, parent-teacher conferences, PPTs, review of student work or other teaching artifacts.

Mid-Year Conference:

Professional Growth Phase teachers will have a Mid-Year Conference with his/her evaluator before February 15. The purpose of this conference is for the teacher and evaluator to engage in a reflective discussion focused around the following topics: progress on SLOs, progress on Parent and Student Goal action plans, teacher's role as a member of a PLC, teacher's professional contributions to the school and/or district, areas of strength and areas of potential growth. This is also an opportunity for revisions of strategies and mutually agreed upon adjustments of student learning goals, if warranted.

Professional Expectations:

It is expected that Professional Growth Phase teachers will participate in regular, scheduled conversations about student achievement with PLCs, evaluators, or teacher leaders.

Teacher contributions will be demonstrated by participation in the following: TEAM Mentor, informal mentor, reflection paper reviewer, peer coach, classroom visits, peer observations, lesson study, national board certification, school or district committees, cooperating teacher, professional development presenter, curriculum writing, or other activities that contribute professional development of the organization.

Teachers will meet the supervision requirements of their appropriate professional organization.

End-of-Year Conference

Professional Growth Phase teachers will complete the Teacher Self-Assessment and Reflection Form prior to the End-of-Year Conference and share it with their evaluator. Following a review of the Teacher Self-Assessment and Reflection Form, the evaluator will complete the Final Rating Summative Worksheet. The Final Rating Summative Worksheet will be shared with the teacher in advance of the year end conference so that they may review it prior to the conference. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary and mutually agreed upon adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so. Using the Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary through the Recommendations/Commendations section. The evaluator must include agreed upon Next Steps for any indicators rated below Proficient on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needing improvement.

Professional Growth Phase Chart

By October 10*	Goal-Setting Form shared with evaluator
By October 31	Goal-Setting Conference with evaluator Goals reviewed and approved by evaluator Goals signed-off on by teachers following Conference
By December 15	One Check-In by evaluator (in Year with no Formal Observation) <ul style="list-style-type: none"> • Feedback shared by evaluator within 5 days • Post-Check-In Conference if requested by either teacher or evaluator
Before February 15	Mid-Year Conference <ul style="list-style-type: none"> • Share Supporting Documents(data and evidence related to goals with evaluator prior to conference • Be prepared to discuss suggested questions for Conference
Before March 1	Review of Practice <ul style="list-style-type: none"> • Observation • Feedback shared by evaluator within 5 days
Before April 1	Formal Observation (if scheduled) Before the Lesson: <ul style="list-style-type: none"> • Complete and share the Pre-Observation Form and Supporting Documents prior to Pre-Observation Conference • Pre-Observation Conference with evaluator, if requested After the Lesson: <ul style="list-style-type: none"> • Complete and share the Post-Observation Reflection Form • Share any additional Supporting Documents with evaluator • Post-Observation Conference with evaluator
Before May 15	Remaining Check-Ins (total # dependent upon whether a Formal takes place) <ul style="list-style-type: none"> • Feedback shared by evaluator within 5 days • Post-Check-In Conference if requested by either teacher or evaluator
Before June 10	End-of-Year Conference Before the Conference: <ul style="list-style-type: none"> • Complete and share the Teacher Self-Assessment & Reflection Form • Evaluator completes and shares the Final Summative Worksheet During the Conference: <ul style="list-style-type: none"> • Final Rating Summative Worksheet is reviewed; mutually agreed upon adjustments may be made
Before the Last day of School	<ul style="list-style-type: none"> • Evaluator completes and shares Evaluator End-of-Year Feedback • Teacher signs-off on Conference

*Check-Ins may take place prior to October 10th

Note: Dates may be adjusted at the direction of the NPS to make up for school days missed due to closures.

Intensive Supervision Phase

Who: The district must provide a plan of individual educator improvement and remediation for educators whose performance is developing or below standard OR for any educator experiencing performance problems, designed in consultation with such educator and his/her exclusive bargaining representative.

Support: Primary evaluator, other district professionals or members of the school-based or district team

Focus: The purpose of the Intensive Supervision Phase is to provide support and assistance to help teachers meet the district's teaching standards. Teachers will be assigned to this level by their primary evaluator to correct identified performance problems. The Intensive Supervision Phase requires an Intensive Supervision Action Plan that addresses the specific performance problems of an individual teacher, clarifies performance expectations, and provides support in order to help the teacher address a pattern of performance problems. The Intensive Supervision Phase offers structure, clarity of purpose, and the needed support in order to help the teacher meet the mission, beliefs and goals of Newtown along with the Connecticut Common Core of Learning, Common Core of Teaching, and the K-12 Curriculum Goals and Standards. The Intensive Supervision Phase will be implemented for a period of 45 school days and may be extended for an additional 45 school days. The extension of the Intensive Supervision Phase, upon evaluator determination, will be based upon progress toward performance expectations. The plan should match the needs of the individual teacher, the school, and the district.

Prior to the initiation of the Intensive Supervision Phase, the primary evaluator will provide written notification to the teacher of specific areas of concern, resources available to the teacher to address these concerns, and a clearly defined timetable. Failure to correct the performance deficit(s) will result in placement on the Intensive Supervision Phase.

Process:

Component I: Definition of the Problem

The primary evaluator identifies the standard or standards the teacher is not meeting and for each standard describes the specific problem. Performance problems may include, but are not limited to: deficient knowledge of students, content, or pedagogy; poor lesson development, instruction, or assessment techniques; ongoing classroom management difficulties; ineffective or insufficient participation in PLCs; inability to exhibit adequate professional practice; poor attendance; survey results; or deficiencies in other aspects of the Connecticut Common Core of Teaching/job description.

For each problem, the evaluator will describe in writing the data that was used to verify the problem. Sources may include, but are not limited to: teacher observation, parent or student reports, student learning data, examination of teaching materials, poor attendance, repeated tardiness, continued lack of attention to deadlines, or being non-responsive to requests for information. The teacher may review this written summary and submit a written response to be included in his or her personnel file.

Component II: Intensive Supervision Action Plan

The teacher designs an Intensive Supervision Action Plan in collaboration with the evaluator. The plan will clearly outline the desired outcome(s) or behavior(s) and the intervention strategies designed to address the problem. The Intensive Supervision Action Plan will be in place for 45 school days.

The Intensive Supervision Action Plan will include:

- Clear statement of deficit(s)

- Record of assistance provided to date
- Statement that the teacher has the right to submit a written response for inclusion in personnel file
- Timeline
- Objectives
- Source(s) of evidence of improvement
- Resources and support

The Intensive Supervision Action Plan objectives will be clear, specific, and in response to a pattern of behavior outlined by the evaluator in the written summary. An objective will be written for each identified problem or the Connecticut Common Core of Teaching Standard(s) that is (are) identified as deficient. The evaluator, with input from the teacher, will determine the number of objectives to be addressed simultaneously. If the defined period of the Intensive Supervision Action Plan includes the end of the school year, the plan will include a teacher reflection, an end-of-year conference, and a written summative evaluation.

For each standard in need of improvement, the teacher and evaluator will outline the data or evidence of improvement that needs to be collected. Multiple data sources will need to be collected in order to demonstrate evidence of improvement. Other professionals, such as central office staff, content specialists, department heads, and other teachers may be called upon at the request of the teacher or evaluator to provide assistance.

For each standard in need of improvement, the teacher and evaluator will identify appropriate resources and support. These supports might include, but are not limited to: peer support, professional development, professional reading, peer observations, reflective journal, videotaping of lessons, etc.

The final written Intensive Supervision Action Plan will be provided to the teacher. Copies will be provided to the Superintendent for the teacher's personnel file, and to the evaluator.

In the event that the teacher and evaluator cannot agree on the specific steps of the Intensive Supervision Action Plan, each teacher or evaluator will prepare an Intensive Supervision Action Plan and will meet within 3 school days in a final attempt to reach a collaborative agreement. If no agreement is reached, a team consisting of the teacher and a representative of the teacher's choice, the evaluator and a representative of the evaluator's choice, and the Superintendent or Assistant Superintendent will convene within 5 school days to determine the specific steps of the Intensive Supervision Action Plan.

Component III: Evaluation

Upon the end of the established timeline, the evaluator will write an Intensive Supervision Action Plan Evaluation indicating whether the teacher has met the plan's objectives and outlining the next steps in the teacher's evaluation process. There are four possible judgments:

- A. The problem is satisfactorily addressed and the teacher returns to the Professional Growth Phase.
- B. The problem has been partially addressed, but the Intensive Supervision Action Plan needs to be continued with some modifications.
- C. The initial problem is addressed, but there are other areas that need to be addressed, thus requiring a new Intensive Supervision Action Plan.
- D. Little to no improvement has been noted, and the evaluator must decide on the next steps that may include more intensive assistance or termination.

Prior to all formal observations, the teacher will complete the Pre-Observation Form. For formal observations, a pre-observation conference will be held to provide information about the learning goals and strategies for the class. At the same time the conference will determine the focus of the observation. For both formal and informal observations, a post-observation conference will be held to reflect on and discuss the achievement of goals. Prior to each conference, teachers on the Intensive Supervision Phase will complete the Post-Observation Lesson Reflection form to be shared with their evaluator. Written Post-Observation Reports will be submitted to the teacher on the day of the post-observation conference.

Additional formal and informal observations may be conducted at any time throughout the intensive supervision phase.

Intensive Supervision Phase Chart

Any time during school year	Written notification of potential placement on Intensive Supervision Phase including: <ul style="list-style-type: none"> • documentation of identified deficits • suggested resources for support
30 days after notification of potential placement on Intensive Supervision	Written notification of change of evaluation phase to Intensive Supervision if needed
Before 5 school days into the Intensive Supervision Phase	Finalize Intensive Supervision Action Plan (done collaboratively by teacher and evaluator)
Within 10 school days into the Intensive Supervision Phase	Formal observation #1 <ul style="list-style-type: none"> • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 20 school days into the Intensive Supervision Phase	Formal observation #2 <ul style="list-style-type: none"> • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 30 school days into the Intensive Supervision Phase	Formal observation #3 <ul style="list-style-type: none"> • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 45 school days into the Intensive Supervision Phase	Decision by evaluator whether or not to extend Intensive Supervision for additional 45 days

EVALUATION COMMITTEE/CONFLICT RESOLUTION

The right of appeal is a necessary component of the evaluation process and is available to every professional educator at any point in the evaluation process. It is expected that most disagreements will be resolved informally between the evaluator and the teacher. The purpose of the appeal process is to secure fair solutions to problems or disagreements, which from time to time may arise. Problems may be related to procedural concerns within the evaluation process., such as where the evaluator and the teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan. An appeal will not be considered if it relates only to the content or substance of the evaluation. An appeal must relate directly to specific areas, sections, and/or procedures of the Professional Growth Phase or Intensive Supervision Phase.

If the need for an appeal occurs, the teacher must submit a written appeal request to the Assistant Superintendent. The Assistant Superintendent will contact the evaluator and teacher within five (5) school days of receiving the appeal to arrange an Appeal Committee review. The Appeal Committee will schedule a joint meeting with both the evaluator and teacher within ten (10) school days of the receipt of the appeal.

When an appeal is submitted to the Assistant Superintendent, the following will occur:

- A. An Appeal Committee (3 members) will be formed by the Assistant Superintendent. The teacher will select one member, the evaluator will select one member and a mutually-agreed upon third member will be selected. If the teacher and evaluator cannot mutually agree on a third member, the third member will be appointed by the superintendent. A Chairperson of the Appeals Committee will be appointed.
- B. The Appeal Committee will meet with the evaluator and teacher. Both parties will have the opportunity to present concerns.
- C. Following the Appeal Committee meeting, the Appeal Committee will reach consensus regarding recommendations. The Chairperson of the Appeal Committee will prepare written recommendation(s) and present the recommendations in writing to both parties within five (5) school days of the decision.
- D. If consensus is not reached by the members of the Appeals Committee, the superintendent of schools will decide the outcome.

[Type text]

FORMS

Goal-Setting Form (1 OF 2 pgs.)

Student Learning Objectives*

Please respond to the following prompts for each SLO:

Student Learning Objective (SLO)

What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?

Standards and Learning Content

What are the standards connected to the learning content?

Baseline Data

What is the baseline data related to this SLO? How does the data support the SLO?

Indicators of Academic Growth and Development (IAGDs)/Growth Targets (Must have two if only one SLO)

What are the quantitative targets that will demonstrate achievement of the SLO?

Student Population

Who are you going to include in this objective? Why is this target group selected?

Interval of Instruction

What is the time period that instruction for the SLO will occur?

Progress Monitors

How will you measure progress of the SLO?

Instructional Strategies

What methods will you use to meet this SLO? What professional learning or supports will you need to achieve this SLO?

[Type text]

[Type text]

Goal-Setting Form (2 OF 2 pgs.)

Student Feedback

Student Feedback Goal

What is the school-wide goal set by the building administrator in response to data from the Safe School Climate Survey?

Action Steps

What steps will you take to help achieve this goal for our school?

Evidence

What types of evidence will you collect to substantiate you fulfilled the steps identified?

Parent Feedback

Parent Feedback Goal

What is the school-wide goal set by the building administrator in response to data from the Safe School Climate Survey?

Action Steps

What steps will you take to help achieve this goal for our school?

Evidence

What types of evidence will you collect to substantiate you fulfilled the steps identified?

Performance and Practice Focus Area

Reflecting on your previous experience and evaluations, chose an area within your professional practice that you would like to further develop. Share why you have selected this as a focus area, including how improvement will lead to greater student achievement. Please describe what types of support you will need, including any professional development you would like to pursue.

***The Goal-Setting Conference will be signed off by both the teacher and evaluator.**

[Type text]

[Type text]

Pre-Observation Form

The Pre-Observation Form must be completed and shared with the evaluator prior to the Pre-Observation Conference. If there is no Pre-Observation Conference scheduled, it must be shared in advance of the actual observation.

Lesson Objective(s):

List the instructional objective(s) of this lesson.

Content Alignment

Explain how the objective(s) align with the CCSS, CCT and/or district curriculum.

Differentiation

Describe how differentiation of instruction has been incorporated into your lesson plan. (To help, Newtown's Taxonomy is provided in Appendix A)

Assessment

Describe how you will know if your students achieved the stated objective(s) of the lesson.

Instructional Strategies

How will you know if students have achieved the lesson objective(s)?

Focus Area(s) for Observation

List anything that you would like the evaluator to look for during the observation. This may be tied to instructional practice focus areas established in the beginning of the year.

[Type text]

Post-Observation Reflection Form (Teacher)

This reflection should be completed by the teacher and shared with the evaluator prior to the Post-Observation Conference.

As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?

If you made changes or adjustments during your lesson, what were they and what led you to make them?

To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Upload student work or assessments from the lesson prior to the Post-Conference.)

In our pre-conference we discussed students requiring differentiated instruction. Briefly describe what you observed about the performance of the students for whom the instruction was differentiated.

What have you learned from this lesson or others that will impact your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently and why?

Post-Observation Reflection Form (SESS)

This reflection should be completed by the teacher and shared with the evaluator prior to the Post-Observation Conference.

As you think about the observed area of professional practice (Ex: classroom lesson, social skills group, coping skills group), which strategies were most effective in helping students progress? What evidence is there that supports your conclusion?

If you made changes or adjustments during the observed area of professional practice, what were they and what led you to make them?

To what extent were the intended outcomes achieved? What evidence supports your conclusion? (Upload supporting documents if applicable)

{ ONLY APPLICABLE IF A LESSON WAS OBSERVED }

Briefly describe what you observed about the performance of students for whom you differentiated instruction.

What have you learned from this observed area of professional practice that will impact your planning/approach for the future - either in terms of your professional skills or in addressing student needs? In reflecting on the observed area of professional practice would you do anything differently and why?

Post-Observation Evaluator Feedback

Evaluator will complete this form following the Post-Observation Conference.

Commendations/Recommendations:

Text box for Response.

Next Steps:

Text box for Response.

Share with Teacher

Mid-Year Conference

In preparation for the Mid-Year Conference, evaluators should review the goals and objectives set at the beginning of the year, evidence from prior observations and/or reviews of practice, as well as any supporting documents shared by the teacher. They will then refer to the following conversation starters (for each component of the evaluation) to decide which questions are most appropriate. These questions will guide the discussion during the Mid-Year Conference; therefore, teachers should come prepared accordingly. Questions can be edited, deleted or added in order to make the Conference more meaningful. A scripting box is available for the evaluator to either type directly into while conducting the Mid-Year Conference or to complete following the Conference. Information from the Conference can be tagged. Evaluators should review any artifacts or self-assessments that the learner has provided ahead of time and decide which questions are most appropriate. *No rating is provided at this time.*

45% Student Learning Objectives

- How are students progressing toward the IAGDs you've set for their learning this year?
- What evidence/data do you have to support your thinking about student progress?
- Are some students demonstrating more progress than others?
- Tell me what we have to celebrate. What might explain the successes you've documented?
- Tell me about your challenges. What might explain slower progress than you expected?
- As you look toward the end of the academic year, are the growth targets that you set at the beginning of the year attainable?
- Based on your current review of student progress, what are your plans for achieving your goals by the end of the year?
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

40% Performance and Practice

- Tell me about your learning relative to your performance and practice area of focus.
- Are you working with a colleague(s) to develop and/or expand instructional strategies? Can I connect you with someone who may be able to offer additional guidance (e.g. special education teacher, ELL teacher, library media specialist, counselor etc.).
- What are you learning about your practice that is helping you to grow as a teacher? Have you shared your new learning with your colleagues?
- Let me share some of my observations with you. Let's talk about how I can assist you in making progress in your focus area.
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

10% Parent Feedback

- As you review your action steps for the parent feedback goal, what strategies/actions have you put into place that you expect to positively influence the school-wide goal?
- What evidence have you gathered to support your progress toward your parent feedback goal?
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

5% Student Feedback

- As you review your action steps for the student feedback goal, what strategies/actions have you put into place that you expect to positively influence your expected outcome
- What additional supports and professional learning do you need to ensure that you are successful with your students?

Text Box for Scripting

Mid-Year Teacher Reflection (Optional)

Part I. Student Learning (45%)

Using the data you have collected so far, reflect on your students' progress towards the goals you established at the beginning of the year.

Text box for response.

Describe what progress you made in your performance and practice focus area(s) and what supports would better enable you to make further progress going forward. Samples of evidence may be uploaded in Supporting Documents.

Text box for response.

Part III. Parent Feedback (10%)

Describe completion of the action steps for the Parent Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

Text box for response.

Part IV. Student Feedback (5%)

Describe completion of the action steps for the Student Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

Text box for response.

Share with Evaluator

Additional Evaluator Feedback (Optional)

Text Box for Scripting

End-of-Year Teacher Self-Assessment and Reflection Form

Part I. Student Learning (45%)

As you work on this section, you may find it helpful to open a new tab with the SLOs and IAGDs you set at the beginning of the year so you can refer to them. To do this: 1) Right click (2-finger click on Mac) your name in the black bar at the top of the page and select "Open Link in New Tab" 2) Scroll down and click the yellow sticky that says "Ready to plan your goals or SLOs?" 3) Click "Student Learning Objectives" at the top of the page.

Results of each SLO indicator (IAGD) with evidence

Provide your overall self-assessment of whether each SLO indicator (IAGD) was met (based on the results of your identified IAGD). Use the ratings: Did not meet, Partially met, Met, Exceeded or Does not apply. Upload evidence in Supporting Documents.



Describe what you did that produced the results for each SLO indicator (IAGD). Describe what you learned and how you will use the results going forward. Samples of evidence may be uploaded in Supporting Documents.



Describe what progress you made in your performance and practice focus area(s) throughout the year and what supports would better enable you to make further progress going forward. Samples of evidence may be uploaded in Supporting Documents.

Part III. Parent Feedback (10%)

Describe completion of the action steps for the Parent Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

Part IV. Student Feedback (5%)

Describe completion of the action steps for the Student Feedback component that you cited at the beginning of the year. Describe how your actions helped produced positive outcomes or resulted in achievement toward a specified goal. Upload evidence in Supporting Documents.

Text box for response.

When you are ready, click the gear icon in the black bar above, select What's been shared?, and select Share next to Self-Assessment to make your responses visible to your observer.

***The End-of-Year Conference will be signed off by both the teacher and evaluator.**

End-of-Year Conference

Text box for scripting.

End-of-Year Evaluator Feedback Form

Part I. Final Rating Summative Worksheet

Evaluators will complete the Final Rating Summative Worksheet and share it with the teachers in advance of the end of year conference. Teachers will have the opportunity to review the worksheet prior to the conference. During the conference, the evaluator will go through the worksheet with the teacher and make any necessary adjustments. The worksheet will be finalized at the conclusion of the conference. If the teacher would like to include additional comments, there will be a place for him/her to do so.

Part II. EOY Evaluator Feedback Form

Using the EOY Evaluator Feedback Form, the evaluator will include information that extends beyond the final rating summary. The evaluator will include specific recommendations and suggested next steps for any indicators rated below Proficient on the Newtown Domains of Good Teaching Rubric and/or any other area(s) that have been identified as needing improvement. Recommendations and next steps should be discussed and agreed upon with the teacher during the End-of-Year Conference.

Commendations/Recommendations:

Next Steps:

End-of-Year Teacher Comments (Optional)

Check-Ins

Text Box for Scripting

Review of Practice

Text box for scripting

Newtown Domains of Good Teaching

Domain I – PLANNING AND PREPARATION

- Knowledge of Students – The teacher demonstrates understanding of students’ prior knowledge, as well as students’ overall skills, knowledge, language proficiency, learning and special needs. Content instruction is at an appropriate level and is differentiated.
- Knowledge of Content/Pedagogy – The teacher possesses an appropriate level of content knowledge and understanding of the structure of the discipline. The teacher understands prerequisite relationships, can anticipate student misconceptions and develops effective strategies to overcome those misconceptions.
- Designing Coherent Instruction – The teacher uses district-approved materials. Units, lessons, and learning tasks are coherent and relevant. Students are engaged in the work of the discipline, have the opportunity to think critically and creatively, solve problems, and make real-world, career, or global connections.
- Designing Appropriate Assessment – The teacher selects and prepares diagnostic formative, progress monitoring, and summative assessments.

Domain II – CLASSROOM ENVIRONMENT

- Creating a responsive and respectful classroom environment – The teacher cultivates respect and rapport, teacher to student, student to teacher, and student to student. Behavioral expectations are clear and explicitly stated. The classroom environment is responsive to and respectful of students with diverse backgrounds, interests, and performance levels.
- Sharing Accountability and Responsibility – The teacher promotes student engagement in the learning process by sharing accountability with the students.
- Classroom Management (formerly Support Positive Behavioral Choices to Maximize Learning Opportunities) – The teacher appropriately manages, monitors, and adjusts instructional groups, transitions, materials and supplies, volunteers and paraprofessionals, physical space, use of resources, and class routines.

Domain III – INSTRUCTION

- Repertoire, Activities, and Assignments – The teacher orchestrates highly effective strategies, materials, and groupings to engage and motivate the students.
- Instructional Materials/Resources – The teacher uses technological and digital resources strategically.
- Expectations for Learning – The teacher shows students exactly what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work.
- Discussion Techniques – The teacher encourages use of active learning strategies such as purposeful discourse and/or inquiry-based learning. The teacher demonstrates adept questioning and discussion techniques.
- Engagement, student roles, student participation – The teacher demonstrates willingness to vary student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students.
- Differentiation – The teacher uses differentiated instruction as well as flexible groupings and creative use of instructional materials to support students with learning difficulties, disabilities, gifts, and talents.
- Structure, Pacing, Nimbleness – The teacher deftly adapts lessons to exploit teachable moments, correct misunderstandings, and to respond to student performance and engagement.
- Quality of Questioning – The teacher uses questioning techniques that encourage high-level cognitive activity among students and that capture the complexity of student learning across the hierarchy of cognitive skills.
- Communication – The teacher will support student progress by communicating academic and behavioral performance expectations and results with students, families, and other educators.
- Support – The teacher assists in the identification of students in need of additional support or evaluation and makes the necessary referrals. The teacher assists in the development and implementation of individualized plans. (cont’d)

Domain III – INSTRUCTION (cont'd)

- Clarify, Explanation of Content, Use of Oral and Written Expression – The teacher uses clear and explicit oral and written language in communicating content, directions, procedures, and formats.
- Tenacity, Persistence – The teacher demonstrates tenacity and persistence in following up with struggling students.

Domain IV – ASSESSMENT

- Monitoring of Student Learning – The teacher uses a variety of assessments that align with the learning objectives and which value the diversity of the ways in which students learn. The data thus collected will be used to monitor student progress, identify areas for reteaching, and plan future instruction.
- Feedback – The teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive.
- Analysis/Reflection – The teacher works with colleagues to analyze and chart assessment data, draw conclusions, reflect on practice, and adjust teaching.

Domain V – PROFESSIONAL RESPONSIBILITY

- Continuous Improvement – The teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning.
- Collaboration – The teacher collaborates with colleagues, administrators, students, and families, to positively affect school climate, student learning, instructional strategies, curricula, individual student success plans, and post-secondary and career exploration. The teacher is an active and contributing member of a Professional Learning Community.
- Communication – The teacher proactively communicates with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher understands the legal rights of students with disabilities, their families, within the intervention, referral, and individualized educational plan process. The teacher uses communication technology in a professional and ethical manner, in keeping with school and district regulations.
- Conduct – Teachers conduct themselves as professionals in accordance with Connecticut's Code of Professional Responsibility for Educators. The teacher demonstrates honesty, ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher's regular attendance on student achievement.

RUBRICS

INTRODUCTION

The Newtown Public Schools define effectiveness as the ability to produce a desired outcome. In order to measure effectiveness in teaching, the committee started with the task of researching available teacher evaluation tools. The goal was to decide on a common language and understanding of effective instruction, and a valid and reliable method of evaluating teachers. The most well developed rubrics included Charlotte Danielson's (2007), Kim Marshall's (2010) and the Connecticut Common Core of Teaching (2010). The committee chose rubric strands from these three sources that best matched the Newtown belief system. A subcommittee organized all the strands into "Newtown's Vision of Good Teaching Domains." The rubric subcommittee developed rubrics using the three resources to facilitate teacher evaluation, promote teacher reflection on the domains and stimulate conversation about practice.

Subsequently, the State Department of Education provided rubrics for districts to use in measuring the effectiveness of student and educators support services (SESS) personnel. These rubrics are used for special education teachers, psychologists, school counselors, OT/PT and speech and language pathologists. Appendices B and C contain alternative evaluation materials for SESS personnel.

Domain I – Planning and Preparation

	Exemplary	Proficient	Developing	Below Standard
Knowledge of Students	Teacher displays extensive and subtle understanding of individual students’ skills, knowledge, language proficiencies and special needs. Content instruction is at an appropriate level and is highly differentiated.	Teacher displays understanding of individual students’ skills, knowledge, language proficiencies and special needs. Content instruction is at an appropriate level and is differentiated.	Teacher displays limited understanding of individual students’ skills, knowledge, language proficiencies and special needs, but displays knowledge only for the class as a whole. Whole class content instruction is at an appropriate level but not necessarily differentiated.	Teacher displays little or no understanding of individual students’ skills, knowledge, language proficiencies and special needs. Content instruction is not at an appropriate level and/or differentiated.
Knowledge of Content/Pedagogy	Teacher possesses extensive content knowledge and an understanding of the scope and sequence. Teacher understands prerequisite relationship and can anticipate student misconceptions developing effective strategies to overcome those misconceptions.	Teacher possesses content knowledge and an understanding of the scope and sequence. Teacher understands prerequisite relationships and can respond to student misconceptions developing effective strategies to overcome those misconceptions.	Teacher possesses limited content knowledge but does not demonstrate an understanding of the scope and sequence.	Teacher had little or no content knowledge and does not demonstrate an understanding of the scope and sequence.
Designing Coherent Instruction	Teacher effectively uses district-approved units and materials. Lessons and learning tasks are coherent and relevant. Students are engaged in the work of the discipline, have the opportunity to think critically and creatively, solve problems and make real-world, career or global connections.	Teacher uses district-approved units and materials. Lessons and learning tasks are coherent. Students are engaged in the work of the discipline. Students have some opportunity to think critically and creatively and to solve problems.	Teacher generally uses district-approved units and materials. Lessons and learning tasks are evident but may lack coherence.	Teacher does not effectively use district-approved units and materials. Lessons and learning tasks are not coherent.
Designing Appropriate Assessment	Teacher designs and prepares diagnostic, formative, performance, and summative assessments which include student reflection on learning.	Teacher selects and prepares diagnostic, formative, performance, and summative assessments which include student reflection on learning.	Teacher inconsistently selects or prepares diagnostic, formative, performance, and/or summative assessments.	Teacher does not effectively select or prepare diagnostic, formative, performance, and/or summative assessments.

Domain II – Classroom Environment

	Exemplary	Proficient	Developing	Below Standard
Creating a Responsive and Respectful Classroom Environment	Teacher cultivates high levels of respect and rapport: teacher to student, student to teacher, and student to student. Behavioral expectations are clear and explicitly stated. The classroom environment is highly responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher cultivates respect and rapport: teacher to student and student to teacher. Behavioral expectations are stated. The classroom environment is responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher attempts to cultivate respect and rapport: teacher to student and student to teacher. Behavioral expectations are inconsistent. The classroom environment is somewhat responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher does not provide an environment that cultivates respect and rapport. Behavioral expectations are not clear and explicitly stated. The classroom environment is not responsive to or respectful of students with diverse backgrounds, interests and performance levels.
Sharing Accountability and Responsibility	Teacher consistently promotes student engagement and creates an environment where students take primary responsibility for their learning.	Teacher promotes student engagement and shares responsibility for the learning process with students.	Teacher attempts to promote student engagement in the learning process.	Teacher does not promote student engagement in the learning process.
Classroom Management	Teacher seamlessly manages, monitors, and adjusts transitions, all instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher manages, monitors, and adjusts transitions, most instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher inconsistently manages, monitors, and adjusts transitions, instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher does not consistently manage, monitors and adjust transitions, instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.

Domain III – Instruction for Active Learning

	Exemplary	Proficient	Developing	Below Standard
Instructional Techniques	Teacher strategically uses research based best practices and materials including technological and digital tools for instruction. The teacher consistently differentiates instruction and utilizes flexible groupings to support all students with learning difficulties, disabilities, gifts, and talents.	Teacher consistently uses best practices and materials including technological and digital tools for instruction. The teacher differentiates instruction and utilizes flexible groupings to support most students with learning difficulties, disabilities, gifts, and talents.	Teacher inconsistently uses best practices and materials including technological and digital tools for instruction. The teacher occasionally differentiates instruction and utilizes flexible groupings to support students with learning difficulties, disabilities, gifts, and talents.	Teacher does not use best practices and materials including technological and digital tools for instruction. The teacher rarely differentiates instruction or utilizes flexible groupings to support students with learning difficulties, disabilities, gifts,
Discussion and Questioning Techniques	Teacher strategically uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson’s Taxonomy. Students make unsolicited contributions pertinent to discussions.	Teacher uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson’s Taxonomy.	Teacher occasionally uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson’s Taxonomy.	Teacher does not use active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson’s Taxonomy.
Instructional Communication	Teacher consistently and extensively uses clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher shows students specifically what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work. Teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive.	Teacher uses clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher shows students what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work. Teacher provides appropriate feedback.	Teacher attempts to use clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher attempts to show students what is expected. Teacher provides general feedback.	Teacher does not use clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher does not show students what is expected. Teacher does not provide feedback.
Engaging Students in Learning	Teacher skillfully varies student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students. Students are highly engaged in learning and make meaningful contributions to the success of the class.	Teacher demonstrates willingness to vary student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students. Students participate in classroom discussions and activities.	Teacher ineffectively varies student and teacher roles. Student participation is minimal or non-substantive.	Teacher does not vary student and teacher roles. Students are disengaged.
Flexibility and Responsiveness	Teacher deftly adapts lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher demonstrates tenacity and persistence in following up with all struggling students.	Teacher adapts lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher follows up with struggling students.	Teacher attempts to adapt lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher inconsistently follows up with struggling students.	Teacher does not adapt lessons or follow up with struggling students.

	Exemplary	Proficient	Developing	Below Standard
Monitoring Student Learning	Teacher selectively administers a variety of assessments that align with the learning objectives and which value the diversity of ways in which students learn. Assessment data from multiple sources is used to monitor student progress, identify areas for re-teaching, and inform future instruction.	Teacher administers a variety of assessments that align with the learning objectives. Assessment data from multiple sources is used to monitor student progress, identify areas for re-teaching, and inform future instruction.	Teacher administers assessments that may or may not align with the learning objectives. The data collected is ineffectively used to inform future instruction.	Teacher does not effectively administer assessments to monitor student progress and/or inform future instruction.
Feedback	Teacher supports student progress by explicitly and consistently communicating academic and behavioral performance expectations and results with all students, families, and other educators. Teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive to students.	Teacher supports student progress by communicating academic and behavioral performance expectations and results with students, families, and other educators. Teacher provides appropriate feedback to students.	Teacher supports student progress by inconsistently communicating academic and behavioral performance expectations and results with students, families, and other educators. Teacher provides general feedback to students.	Teacher does not provide feedback on student academic or behavioral performance with students, families, and other educators. Teacher does not provide feedback to students.
Analysis, Reflection and Support	Teacher works with colleagues to analyze and chart assessment data, draw conclusions, reflect on practice, and adjust instruction. Teacher assists in the identification of students in need of support or evaluation, makes the necessary referrals, and assists in the development and implementation of individualized plans	Teacher individually analyzes and charts assessment data, draws conclusions, reflects on practice, and adjusts instruction. Teacher assists in the identification of students in need of support or evaluation, makes the necessary referrals, and assists in the development and implementation of individualized plans	Teacher collects and reflects on assessment data. Teacher implements goals and objectives of individualized plans.	Teacher does not collect and/or reflect on assessment data or instructional practice. Inconsistently implements goals and objectives of individualized plans.

Domain V – Professional Responsibility and Teacher Leadership

	Exemplary	Proficient	Developing	Below Standard
Continuous Improvement	Teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning. Teacher shares expertise with colleagues.	Teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning	Teacher displays limited reflection and self-evaluation and occasionally participates in professional development.	Teacher does not reflect or self-evaluate and participates in limited professional development.
Collaboration	Teacher collaborates with colleagues, administrators, students, and families to positively affect school climate and student learning, e.g., instructional strategies, curricula, and individual student success plans. The teacher is an active and contributing member of a Professional Learning Community both at the school and district level.	Teacher collaborates with colleagues, administrators, students, and families, to positively affect school climate and student learning. The teacher is an active and contributing member of a Professional Learning Community.	Teacher occasionally collaborates with colleagues, administrators, students, and families, to positively affect school climate and student learning. The teacher is a member of his/her Professional Learning Community.	Teacher rarely collaborates with colleagues, administrators, students, and families, to affect school climate and student learning. The teacher is not a contributing member of his/her Professional Learning Community.
Communication	Teacher proactively communicates with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher regularly uses communication tools professionally and ethically in keeping with district regulations.	Teacher communicates in a timely manner with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher uses communication tools professionally and ethically in keeping with district regulations.	Teacher inconsistently communicates with students and families. The teacher communicates in an ethical and professional manner. The teacher inconsistently follows district communication regulations.	Teacher rarely communicates with students and families. Communication with students and families may or may not be in an ethical and professional manner, and/or does not follow district communication regulations.
Conduct	Teachers conduct themselves as role models and professionals in accordance with Connecticut’s <u>Code of Professional Responsibility for Educators</u> . The teacher demonstrates ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher’s regular attendance on student achievement.	Teachers conduct themselves as professionals in accordance with Connecticut’s <u>Code of Professional Responsibility for Educators</u> . The teacher demonstrates ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher’s regular attendance on student achievement.	Teachers conduct themselves as professionals in accordance with Connecticut’s <u>Code of Professional Responsibility for Educators</u> .	Teacher does not consistently conduct him/herself in accordance with Connecticut’s <u>Code of Professional Responsibility for Educators</u> .
Contributions	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement at the district and building level.	Is a positive team player and contributes ideas, expertise, and time to improve the climate and learning environment of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.

SESS RUBRIC

Common Core of Teaching (CCT) Rubric for Effective Teaching Student and Educator Support Specialists (SESS)

PLACEHOLDER:

SDE 2015-16 Version of SESS Rubric

APPENDIX A

Introduction to Rating Scale

(from SEED)

Evaluation and Support System Overview

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus is comprised of two categories:
 - a. Observation of teacher performance and practice (40%) as defined in Newtown's good vision of teaching Domains, which articulates the five domains of teacher practice.
 - b. *Parent (10%)* on teacher practice that is informed by surveys.
2. Student Learning Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - a. Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs).
 - b. Student feedback (5%) as determined by student surveys.

Scores from each of the four categories will be combined (using the template in the next section) to produce a summative performance rating of Exemplary, Proficient, Developing, or Below Standard. The performance levels are defined as: Exemplary: substantially exceeds indicators of performance; Proficient: Meeting indicators of performance; Developing: Meeting some indicators of performance but not others; Below Standard: Not meeting indicators of performance.

Effective vs Noneffective

Novice teachers shall generally be deemed "effective" if the educator receives at least two sequential "proficient" ratings, one of which must be earned in the fourth year of a novice teacher's career. A "below standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of "developing" in year two and two sequential "proficient" ratings in years three and four. The superintendent may offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect. Any novice teacher not meeting the "effective" criteria described above shall be considered "ineffective."

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential "developing" ratings or one "below standard" rating at any time. A post-tenure teacher shall otherwise be deemed "effective".

Rating Scale

				<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Value</i>	<i>Subtotal</i>	<i>Factor</i>	<i>Final</i>
				4	3	2	1				
Teacher Practice	10%	Parent Feedback	Progress toward goal on Parent Survey	Exceeded goal	Met goal	Partially met goal	Did not meet goal			0.2	
	40%	I	Knowledge of Students	4	3	2	1			0.16	
		I	Knowledge of Content/Pedagogy	4	3	2	1				
		I	Designing Coherent Instruction	4	3	2	1				
		I	Designing Appropriate Assessment	4	3	2	1				
		II	Creating a Responsive and Respectful Classroom Environment	4	3	2	1			0.16	
		II	Sharing Accountability and Responsibility	4	3	2	1				
		II	Classroom Management	4	3	2	1				
		III	Instructional Techniques	4	3	2	1			0.16	
		III	Discussion and Questioning Techniques	4	3	2	1				
		III	Instructional Communication	4	3	2	1				
		III	Engaging Students in Learning	4	3	2	1				
		III	Flexibility and Responsiveness	4	3	2	1				
		IV	Monitoring Student Learning	4	3	2	1			0.16	
		IV	Feedback	4	3	2	1				
		IV	Analysis, Reflection and Support	4	3	2	1				
		V	Continuous Improvement	4	3	2	1			0.16	
		V	Collaboration	4	3	2	1				
V	Communication	4	3	2	1						
V	Conduct	4	3	2	1						
V	Contributions	4	3	2	1						
Student Learning	45%		Progress toward Student Learning Outcome (SLO) goal 1	4	3	2	1			0.9	
			Progress toward Student Learning Outcome (SLO) goal 2	4	3	2	1				
	5%	Student Feedback	Progress on Student Feedback Action Steps	Exceeded goal	Met goal	Partially met goal	Did not meet goal			0.1	

Teacher Practice Rating Table		Student Learning Rating Table	
Teacher Practice Points		Student Learning Points	
1.00-1.40	Below Standard	1.00-1.40	Below Standard
1.41-2.40	Developing	1.41-2.40	Developing
2.41-3.40	Proficient	2.41-3.40	Proficient
3.41-4.00	Exemplary	3.41-4.00	Exemplary

SESS Rating Scale

			Exemplary	Proficient	Developing	Below Standard	Subtotal	Factor	Final	
			4	3	2	1				
Teacher Practice	10%	Pt. Feedback	Progress on Parent Feedback Action Steps	Exceeded goal <input type="checkbox"/>	Met goal <input type="checkbox"/>	Partially met goal <input type="checkbox"/>	Did not meet goal <input type="checkbox"/>		0.2	####
	40%	II a	Promoting a positive climate					#DIV/0!	0.16	####
		II b	Promoting student engagement							
		II c	Promoting appropriate standards of behavior							
		II d	Promoting efficient routines							
		IIIA	Planning service delivery is aligned with standards					#DIV/0!	0.16	
		III b	Planning assessment and prevention/intervention							
		III c	Selecting appropriate assessment and							
		IV a	Delivery of services					#DIV/0!	0.16	
		IV b	Leading students to construct new learning through							
		IV c	Monitoring Student Learning							
		V a	Formative and summative assessments for learning					#DIV/0!	0.16	
		V b	Assessment criteria and feedback							
		V c	Comprehensive data analysis, interpretation, and							
		VI a	Engaging in growth to impact service and st. progress					#####	0.16	
		VI b	Collaborating to develop and sustain prof. learning envt.							
		VI c	Communicating and collaborating with peers and							
VI d	Conducting oneself as a professional									
Student Learning	45%	Student Performance		All or most students met or substantially exceeded the target(s) contained in the indicators.	Most students met the target(s) contained in the indicators within a few points on either side of the target.	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.			####
			Progress toward Student Learning Outcome (SLO) goal 1					#DIV/0!	0.9	
			Progress toward Student Learning Outcome (SLO) goal 2							
5%	St. Feedback	Progress toward goal on Student Survey	Exceeded goal <input type="checkbox"/>	Met goal <input type="checkbox"/>	Partially met goal <input type="checkbox"/>	Did not meet goal <input type="checkbox"/>		0.1		

Teacher Practice Rating Table		Student Learning Rating Table	
Teacher Practice Points		Student Learning Points	
1.40	Below Standard	1.40	Below Standard
2.40	Developing	2.40	Developing
3.40	Proficient	3.40	Proficient
4.40	Exemplary	4.40	Exemplary

Teacher Practice Related Indicators (50%)

1. Performance and Practice (40%): A summative rating based on the rubrics for professional practice is developed by averaging ratings for each indicator within the domains.
2. Parent Feedback (10%): The Parent Feedback rating reflects the degree to which a teacher successfully reaches his/her parent goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

4	Exceeded the goal	All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.
3	Met the goal	All of the action steps identified in the goal-setting process have been fully implemented.
2	Partially met the goal	All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.
1	Did not meet the goal	Few or none of the action steps identified in the goal-setting process have been implemented.

Student Learning Related Indicators:

1. Student Learning Objective(s) (45%): A summative rating based upon Indicators of Academic Growth and Development (IAGDS).

4	All or most students met or substantially exceeded the target(s) contained in the indicators.
3	Most students met the target(s) contained in the indicators within a few points on either side of the target.
2	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
1	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

2. Student Feedback (5%): The Student Feedback rating reflects the degree to which a teacher successfully reaches his/he Student Goal. This is determined through a review of evidence provided by the teacher and application of the following scale:

4	Exceeded the goal	All of the action steps identified in the goal-setting process have been fully implemented, as well as additional actions that are realized throughout the school year as potentially having a positive effect on the school target.
3	Met the goal	All of the action steps identified in the goal-setting process have been fully implemented.
2	Partially met the goal	All of the action steps identified in the goal-setting process have been partially implemented, or some of the action steps have been fully implemented.
1	Did not meet the goal	Few or none of the action steps identified in the goal-setting process have been implemented.

Final *Teacher Practice* Rating is calculated by multiplying each subcategory average rating by a weighting factor and summing the products. The final Teacher Practice rating is converted from a numerical score using the following table:

Teacher Practice Rating Table	
Teacher Practice Points	
1.00-1.40	Below Standard
1.41-2.40	Developing
2.41-3.40	Proficient
3.41-4.00	Exemplary

Final *Student Learning* Rating is calculated by multiplying each subcategory average rating by a weighting factor and summing the products. The final Student Learning rating is converted from a numerical score using the following table:

Student Learning Rating Table	
Student Learning Points	
1.00-1.40	Below Standard
1.41-2.40	Developing
2.41-3.40	Proficient
3.41-4.00	Exemplary

The Summative Rating is established using the Teacher Practice rating, the Student Learning rating, and the Summative Rating Matrix (next page).

Summative Rating Matrix

The Newtown Professional Growth Plan for 2015-16 utilizes the SEED summative rating matrix shown below.

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		<i>Teacher Practice Related Indicators Rating</i>			
		4	3	2	1
<i>Student Outcomes Related Indicators Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

APPENDIX B

Anderson's Taxonomy

1. **Remembering:** Retrieving, recalling, or recognizing knowledge from memory.
 - Producing definitions, facts or lists, or recite or retrieve material.
2. **Understanding:** Constructing meaning from different types of functions – written or graphic
 - Interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining
3. **Applying:** Carrying out or using a procedure
 - Executing or implementing
 - Learned material is used in products, like models, presentations, interviews or simulations.
4. **Analyzing:** Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to the overall structure or purpose.
 - Actions like differentiating, organizing, and attributing and being able to distinguish between components
 - Illustrated by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.
5. **Evaluating:** Making judgments based on criteria and standards.
 - Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation.
6. **Creating:** Putting elements together to form a coherent or functional whole
 - Reorganizing elements into a new pattern or structure through generating, planning, or producing.
 - Requires putting parts together in a new way or synthesize parts into something new; a different form or new product.

Newtown's Taxonomy of Learning Domains

Creating	Can the student create a new product or point of view?	Assemble, Compose, Construct, Design, Develop, Formulate, Invent, Plan
Evaluating	Can the student justify a stand or decision?	Assess, Argue, Conclude, Critique, Defend, Judge, Select, Support
Analyzing	Can the student distinguish between the different parts?	Appraise, Compare, Criticize, Deconstruct, Discriminate, Examine, Experiment, Question, Test
Applying	Can the student use the information in a new way?	Demonstrate, Edit, Illustrate, Interpret, Model, Operate, Process, Solve, Use
Understanding	Can the student explain ideas or concepts?	Classify, Describe, Discuss, Locate, Recognize, Summarize, Paraphrase, Report, Select, Translate
Remembering	Can the student recall or remember the information?	Define, Duplicate, Identify, List, Recite, Reproduce, State

APPENDIX C

Responsibility for Evaluation of Certified Personnel

Position	Primary Responsibility	Cooperative Responsibility
Classroom Teacher, Instructional Specialist, Reading Consultant, School Counselors	Principal, Assistant Principal	Principal, Assistant Principal, Department Chairperson, Director of Music, Director of Guidance
Special Education Teacher, School Psychologist, Speech Therapist, Social Worker, Pupil Services Personnel	Director of Pupil Services, Special Education Supervisor	Principal, Assistant Principal
Department Chairperson	Principal, Assistant Principal	Principal, Assistant Principal
Assistant Principal	Principal	
Principal, Director of Pupil Services	Superintendent, Assistant Superintendent	Superintendent, Assistant Superintendent
Assistant Superintendent	Superintendent	
Superintendent	Board of Education	

APPENDIX D

Connecticut Code of Professional Responsibility for Educators

Regulations of Connecticut State Agencies Section 10-145d-400a

(a) PREAMBLE

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The Code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

(b) Responsibility to the Student:

(1) The professional educator, in full recognition of his or her obligation to the student, shall:

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of worthy, positive goals;
- (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
- (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
- (I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (J) Create an emotionally and physically safe and healthy learning environment for all students; and
- (K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the Profession:

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

- (A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
- (B) Uphold the professional educator's right to serve effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Engage in professional learning to promote and implement research-based best educational practices;
- (F) Assume responsibility for his or her professional development;
- (G) Encourage the participation of educators in the process of educational decision-making;
- (H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
- (I) Encourage promising, qualified and competent individuals to enter the profession;
- (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- (M) Promote and maintain ongoing communication among all stakeholders; and
- (N) Provide effective leadership to ensure continuous focus on student achievement.

(d) RESPONSIBILITY TO THE COMMUNITY

- (1) The professional educator, in full recognition of the public trust vested in the profession, shall:
 - (A) Be cognizant of the influence of educators upon the community-at-large; obey local, state and national laws;
 - (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
 - (C) Promote the principles and ideals of democratic citizenship; and
 - (D) Endeavor to secure equal educational opportunities for all students.

(e) RESPONSIBILITY TO THE STUDENT’S FAMILY

- (1) The professional educator in full recognition of the public trust vested in the profession, shall:
 - (A) Respect the dignity of each family, its culture, customs, and beliefs;
 - (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
 - (C) Consider the family’s concerns and perspectives on issues involving its children; and
 - (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

- (f) The professional educator, in full recognition of his or her obligation to the student, shall not:
 - (A) Abuse his or her position as a professional with students for private advantage;
 - (B) Discriminate against students;
 - (C) Sexually or physically harass or abuse students;
 - (D) Emotionally abuse students; or
 - (E) Engage in any misconduct which would put students at risk; and
- (g) The professional educator, in full recognition of his or her obligation to the profession, shall not:
 - (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
 - (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
 - (C) Misrepresent his, her or another’s professional qualifications or competencies;
 - (D) Sexually, physically or emotionally harass or abuse district employees;
 - (E) Misuse district funds and/or district property; or
 - (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and
- (h) The professional educator, in full recognition of the public trust vested in the profession, shall not:
 - (A) Exploit the educational institution for personal gain;
 - (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
 - (C) Knowingly misrepresent facts or make false statements.

* Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

(i) Code revision

This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Stefan Pryor
Commissioner of Education

Diane D. Ullman
Interim Chief Talent Officer

Nancy L. Pugliese
Chief, Bureau of Educator Standards and Certification

The Newtown Public School District is committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. The Newtown Public School District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Newtown Public School District does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Newtown Public School District's nondiscrimination policies and practices should be directed to:

Title IX, Title VI and Section 504

Mrs. Catherine Goralski

3 Primrose Street, Newtown, CT 06470

203-426-7600

(Coordinator for matters related to Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973)

Summary of Changes to Teacher Growth Plan 15-16

Previous Plan	Changes	Rationale
Multiple phases and cycles (more than 6 in previous version) depending on what year in Newtown	Streamlined to 3 phases – Induction, Professional Growth, and Intensive Supervision; Eliminates cycles	The number of phases and cycles were confusing to teachers and evaluators and made it difficult to keep track of components. Streamlining eases the process for all.
Mandatory 2 Student Learning Objectives (SLOs) with at least 2 Indicators of Academic Growth and Development	Flexibility to choose a minimum of 1 SLO with 2 IAGDs or 2 SLOs with 1 IAGD to a maximum of 4 SLOs with associated IAGDs	Provides opportunity for teachers to focus one specific target learning while at the same time allows flexibility for teachers to choose to do more
3 Mandatory Check-Ins (Informal Classroom Observation) for all, even if a Formal Observation was completed	If in the year of a Formal Observation, one Check-In will be required; minimum of three Check-Ins in all other years	Allows for discretion of evaluator to conduct a formal observation with fewer check-ins and shifting time to be used with teachers needing more support
Midyear Conference required with written teacher reflection and written evaluator feedback	Midyear Conference will consist of a guided professional conversation between teacher and evaluator along with documented evidence. There will be a place for notes to be taken during the conference, as well as to record optional teacher and evaluator comments	Feedback from teachers and evaluators (survey administered in May) indicated that the value of the Midyear Conference was in the professional discussion; writing up the outcome of the meeting, in most cases, was redundant and unnecessarily time consuming
The forms did not always match the language or intention of the changes that have occurred over time to the plan	All forms have been properly aligned to the plan and will be set up accordingly in BloomBoard	Eliminates confusion and streamlines the process for all
	Sections were added to provide additional clarity to requirements of plan (i.e. How to develop an SLO/IAGD)	Feedback demonstrated that teachers were still confused over value of the process as well as the steps; clearer explanation should help address some of these concerns

Newtown Public Schools

Non-Resident Tuition Rate

2015-2016

	Approved 2007-08	Approved 2008-09	Calculated 2009-10	Calculated 2010-11	Calculated 2011-12	Calculated 2012-13	Calculated 2013-14	Calculated 2014-15	Recommended 2015-16
Board of Education Approved Operating Budget	\$62,885,158	\$66,031,044	\$66,314,928	\$67,194,734	\$67,971,427	\$68,355,794	\$71,045,304	\$71,345,305	\$71,587,946
Board of Education Approved Debt Service* Capital & Non-Recurring Fund	\$5,257,479	\$6,339,954	\$7,320,164	\$12,653,201	\$5,718,157	\$5,313,418 \$200,000	\$5,203,835	\$5,448,870	\$5,136,338
Total Approved Operations & Debt Service	\$68,142,637	\$72,370,998	\$73,635,092	\$79,847,935	\$73,689,584	\$73,869,212	\$76,249,139	\$76,794,175	\$76,724,284
Projected Enrollment for School Year	5,688	5,655	5,585	5,390	5,351	5,200	4,961	4,786	4,543
Tuition Charge = Operations & Debt divided by Enrollment	\$11,980	\$12,798	\$13,184	\$14,814	\$13,771	\$14,206	\$15,370	\$16,046	\$16,888
Approved Tuition Rate (Rounded)	\$12,000								
Approved Tuition Rate (Rounded)		\$12,800							
Calculated Tuition Rate (Rounded)			\$13,200	\$14,800	\$13,800	\$14,200	\$15,400	\$16,000	
Recommended Tuition Rate (Rounded)									\$16,900

Tuition Income Received	\$19,400	\$16,077	\$14,400	\$12,800	\$8,000	\$9,110	\$16,439	\$44,000	
Tuition Income Estimated									\$44,000
Non-Employee Receipts	\$5,606	\$1,400	\$1,777	\$0	\$0	\$0	\$0	\$16,000	

Employee Rate @ 25%	\$4,000	\$4,225
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*From End of Year ED001 Report, 2013-14, 2014-15 and 2015-16 from the Town Finance Office.
 Variance from original 2007-08 and 2008-09 debt service used due to final End of Year School report.

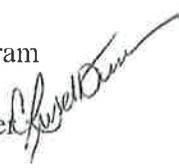
BOE Policy No. 7-106
 ...tuition to be determined annually by the BOE...



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Superintendents of Schools
Participating in the National School Lunch Program

FROM: Charlene Russell-Tucker, Chief Operating Officer 

DATE: June 11, 2015

SUBJECT: 2015-16 Healthy Food Certification (HFC) Statement

This memo summarizes the requirements for submitting the annual HFC Statement to the Connecticut State Department of Education (CSDE). It also provides information on the Connecticut Nutrition Standards and HFC resources.

Annual HFC Statement

Section 10-215f of the Connecticut General Statutes (C.G.S.) requires that each local board of education or governing authority for Connecticut public school districts participating in the National School Lunch Program (NSLP) must **take action annually** to certify whether all food items sold to students **will or will not** meet the Connecticut Nutrition Standards. Public school districts include all regional educational service centers (RESC), the Connecticut Technical High School System, charter schools, interdistrict magnet schools and endowed academies.

Under C.G.S. Section 10-215b, districts that certify for the healthy food option must follow the Connecticut Nutrition Standards (see page 2) for all food items sold to students separately from a reimbursable breakfast or lunch. These food items include food offered for sale to students at all times in all schools and from all sources including, but not limited to, school stores, vending machines, school cafeterias and any fundraising activities on school premises. Districts that opt for HFC receive 10 cents per lunch, based on the total number of reimbursable lunches (paid, free and reduced-price) served in the district's NSLP in the prior school year.

The HFC application materials are available on the CSDE's Application Forms for Healthy Food Certification Web page. Additional guidance, resources and a PowerPoint presentation on the application procedures are also available. Interested school districts should review these materials and meet with the appropriate individuals responsible for the school food service program, school stores, vending machines, culinary arts programs and fundraising activities to ensure that all criteria will be followed.

All public school districts participating in the National School Lunch Program must complete the HFC Statement – *Addendum to Agreement for Child Nutrition Programs* (ED-099). Districts that certify for the healthy food option must also complete the District Contact and Information Sheet. **Given the delayed notification regarding the HFC process for school year 2015-16, and the required approval by local boards of education, the CSDE has extended the July 1, 2015, HFC application deadline to September 30, 2015.** However, districts are encouraged to submit their approved HFC Statement as soon as possible. These forms must be returned to the

Connecticut State Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education, 25 Industrial Park Road, Middletown, CT 06457.

Interschool Agreements for HFC Schools

A public school or district (recipient site) that receives meals under contract from a HFC district (providing sponsor) can choose to certify for the healthy food option and follow the Connecticut Nutrition Standards. This must be indicated on the interschool agreement between the recipient site and the providing sponsor district. In order for the sponsoring district to receive HFC payments for any recipient sites, the interschool agreement must be submitted to the CSDE by **August 15, 2015**. The interschool agreements for school year 2015-16 are available on the CSDE's Forms for School Nutrition Programs Web page.

Connecticut Nutrition Standards (CNS)

A summary of the CNS is available in the CSDE's handout, *Summary of Connecticut Nutrition Standards for Foods in Schools*. Additional information on the Connecticut Nutrition Standards is available on the CSDE's Connecticut Nutrition Standards Web page. The CSDE's Healthy Food Certification Web page provides numerous resources to assist districts with implementing HFC including:

- Questions and Answers on Connecticut Statutes for School Food and Beverages;
- Fundraising with Food and Beverages;
- Requirements for Food and Beverages in Vending Machines;
- Requirements for Food and Beverages in School Stores; and
- Ensuring District Compliance with Healthy Food Certification.

State Beverage Requirements

As a reminder, the beverage requirements of C.G.S. Section 10-221q **apply to all public schools**, regardless of whether the district certifies for the healthy food option under C.G.S. Section 10-215f. This includes all public school districts, interdistrict magnet schools, charter schools, endowed academies and the Connecticut Technical High School System. Additional information on the beverage requirements is available on the CSDE's Beverage Requirements Web page.

If you have any questions or need additional information, please contact Susan Fiore at 860-807-2075 or susan.fiore@ct.gov or Teri Dandeneau at 860-807-2079 or teri.dandeneau@ct.gov.

CRT:sff

cc: Dr. Dianna R. Wentzell, Commissioner of Education
School Food Service Directors
Business Managers

Connecticut State Department of Education
Addendum to Agreement for Child Nutrition Programs (ED-099)
Healthy Food Certification Statement

Section 1 – Background

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards (hereinafter, Connecticut Nutrition Standards) for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the Connecticut Nutrition Standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

Section 2 – Certification Statement

▶ ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the _____ and
(Name of the Board of Education or Governing Authority)

pursuant to Section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, *(select appropriate box)*

will *(must complete Sections 3 and 4 on page 2)*

will not *(sign below and return form)*

meet said standards during the period of **July 1, 2015 through June 30, 2016**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or
Governing Authority**

Signature: _____
(Signature of the Authorized Representative) *(Printed Name of the Authorized Representative)*

Title (Superintendent of Schools, President or Chairperson of the Board)

Date of Authorization

Section 3 – Exemption Statement

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, *(select appropriate box)*

will

will not

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

(Name of the Board of Education or Governing Authority)

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2015 through June 30, 2016.**

**Local or Regional Board of Education or
Governing Authority**

Signature: _____

(Signature of the Authorized Representative)

(Printed Name of the Authorized Representative)

Title (Superintendent of Schools, President or Chairperson of the Board)

Date of Authorization

FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE

Connecticut State Department of Education

Signature: _____

(Signature of State Agency Representative)

Kathy Demsey

(Printed Name of State Agency Representative)

Chief Financial Officer

Title

Date

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.

Administrative Report

Thursday, July 30th

1. **Superintendent's Goals and Objectives** (Attachment #1)

2. **2014-2015 Parent Leaders** (Attachment #2)

3. **Annual Reports** (Attachment #3)

4. **Auditorium Project Update** (Attachment #4)

5. **NPS Staff Daycare – Update**

6. **Elementary School Enrichment – After School Chess Program**

7. **AFT: Washington, D.C. Wednesday, July 15th** (Attachment #5)
“Transforming the State of Your Union”

Joseph W. Board
7/30/15

Superintendent's Goals for the 2015-2016 School Year

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:

Instructional -

- A midyear review of the Grade K Spanish pilot program;
- 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;
- Full day kindergarten and its effect on instructional change for primary grades due to an enhanced student readiness;
- A continued examination and review of alternative programming at Newtown High School;
- 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;
- A K-12 chronology review of science;
- Supporting and embracing the October 2015 decennial accreditation self-study of Newtown High School
- A K-8 program review centered on gifted and talented students will be brought to the board of education on or before December 2015

Facility -

- To work in partnership with the Public Building and Site Commission with the 2016-2017 Sandy Hook School opening ;
- To work in partnership with the Public Building and Site Commission with the Newtown High School renovate-to-new auditorium project.
- 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)
- To continue the work of the 2014-2015 Facility Committee pertaining to enrollment and potentially a school closing;

Partnerships –

- To remain active in:
 - Engaging and informing parents (*PTA Presidents' monthly meeting, attend PTO meetings, 6:30 a.m. open hour, community forums*);
 - The collaboration with safety officials (police / fire) and continue to facilitate the district's safety committee;
 - The Central Connecticut State University administrative certification program (aspiring administrators);
 - The ongoing climate and culture work with certified staff.
- 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.

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.

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.

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.

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.

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.

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.

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

PTA Presidents 2015-2016

Hawley School	Kristen Bonacci 12 Meridian Ridge Drive Newtown, CT 06470 203-364-9390 Cell 203-994-3042 mjb0327@aol.com	
Head O'Meadow School	Melissa Beylouni 7 Stonewall Ridge Road Newtown, CT 06470 203-270-0598 203-733-4711 melen1969@aol.com	
Middle Gate School	Jennifer Sterling 9 Jacobs Lane Newtown, CT 06470 203-304-1515 Cell 301-346-4891 jennifersterling.ct@gmail.com	
Sandy Hook School	Julia Crisci 39 Russett Road Sandy Hook, CT 06482 203-304-1515 Cell 914-527-0500 julia_crisci@yahoo.com	Sue Shortt 11 Cherry Street Sandy Hook, CT 06482 203-364-0164 203-841-6864 sshortt@charter.net
Reed Intermediate School	Tracey Jaeger 3 Honey Lane Sandy Hook, CT 06482 203-270-3968 Cell (203)417-2047 traceyjaeger@sbcglobal.net	
Newtown Middle School	Tracey Jaeger 3 Honey Lane Sandy Hook, CT 06482 203-270-3968 Cell (203)417-2047 traceyjaeger@sbcglobal.net	Jennifer Taylor 6 Chimney Swift Drive Sandy Hook, CT 06482 Home & Cell 203-241-5360 jennifertaylor1837@gmail.com
Newtown High School	Maggie Conway 10 Stonegate Drive Sandy Hook, CT 06482 203-426-4774 Cell (203)313-4081 ctconway@charter.net	

Annual Reports Required by the Board of Education

Policy	Report	Due
0200 – Goals of District	Strategic Plan developed and evaluated	Every Five Years
0200 – Goals of District	Newtown Board of Education and Superintendent will develop, publish and evaluate district goals.	Yearly
1220 – Citizens’ Advisory Committees	The Board shall review existing advisory committees, membership and committee goals for the year.	Yearly - October BOE Meeting
1230 – Booster Clubs/Organizations	The parent organization or booster club must provide to the Board a complete set of financial records or detailed treasurer’s report.	Annual
1230 – Booster Clubs/Organizations	A copy of the constitution and bylaws shall be forwarded to the Superintendent or his/her designee. Along with a list of officers.	Annual
Policy 1314 and 1324 – Fund-Raising and Solicitation	Each principal shall develop and maintain a list of all approved fund-raising activities and report all activities to the Superintendent. The Superintendent will furnish the BOE with an up-to-date listing of all fund-raising activities being conducted by the school division.	
Policy 2131 – Superintendent of Schools	Keep the Board informed of all changes in curriculum.	Continuing Basis
Policy 2131 – Superintendent of Schools	Prepare and present the Board an annual budget. Ensure regular reports are made to the Board on the status of the budget.	Continuing Basis
Policy 2137 – Athletic Director	End of Year review will be submitted to the Board at the end of the year.	Annual
Policy 2232 – Annual Report	The Superintendent in conjunction with the BOE Secretary shall submit to the BOE an annual written report about the schools system for the preceding year and identify concerns or issues that should become priorities for a school district improvement plan.	Annual – on or before the last first scheduled September BOE Meeting
Policy 2250 – Monitoring of Product and Process Goals	Comprehensive plan in concert with the NPS Strategic Plan for monitoring the progress of the schools in achieving product goals and process goals	
Policy 2400 – Evaluation of Superintendent	Performance report by a majority of the full membership of the BOE	Annual
Policy 2400 – Evaluation of Superintendent	The Superintendent shall present the BOE a self-evaluation report	Annual on or about May 15
Policy 2400 – Evaluation of Superintendent	Annual written performance report prepared by the BOE perception of the extent of accomplishment of Superintendent job targets	Annually prior to June 30
Policy 3100 – Budget/Budgeting System	The Superintendent will present to the BOE a budgetary plan for the school system for the next fiscal year	Annually

Annual Reports Required by the Board of Education

Policy 3113 – Setting Budget Priorities	The BOE will establish budget priorities for the new fiscal year.	October 1 st
Policy 3121 – Approval of the Budget/Delivery to Fiscal Authority	The BOE shall submit to the BOF an itemized estimate of expenditures proposed for maintenance of Town public schools and an itemized estimate of all revenue other than Town appropriations to be received by the BOE for use during the next fiscal year.	February 14th
Policy 3160 – Budget Procedures and Line Item Transfers	The BOE shall prepare an itemized estimate of its budget each year for submission to the BOF and Legislative Council for review and appropriation.	
Policy 3160 – Budget Procedures and Line Item Transfers	Budget report shall be prepared in the same format as the annual object detail budget showing each major object code line item, the appropriate budget amount, transfers, expenditure to date, encumbered amounts and current balance.	Monthly and Year-End (August)
Policy 3160 – Budget Procedures and Line Item Transfers	The Director of Business will recommend to the Board an unexpended amount to be placed into the non-lapsing education account.	Annually Before August 31st
Policy 3160 – Budget Procedures and Line Item Transfers	The BOE will forward a request to transfer unexpended funds from the previous year's budgeted education appropriation to the non-lapsing education account.	Annually Before August 31st
Policy 3171.1 – Non-Lapsing Education Fund	The Non-Lapsing Education Fund will be audited annually.	Annually
Policy 3231 – Medical Reimbursement for Special Education Students	The BOE will provide written notification to student's parents/guardians before accessing the student's benefits/insurance.	Annually
Policy 3240 – Tuition Fees	BOE will review and establish tuition fees.	Annually
Policy 3250 – Materials/Service Fees, Charges	The Superintendent shall review fees established for all equipment and facility rentals, admissions to athletic or extracurricular events, field trips/excursions and other related fees that may be assessed.	Yearly on or about July 1
Policy 3280 – Gifts, Grants and Bequests	A list of supplies and equipment contributed primarily for school use shall be reported to the BOE by the Superintendent's Office.	Annually
Policy 3280.1 – Grants	Summary of approved grants, their value and timeframe shall be presented to the BOE.	Fiscal year-end
Policy 3290 – Grants and Other Revenue	As part of budget preparation the Superintendent shall report on the status of all state and federal grants and programs, including the financial status of each program including a recommendation to continue, modify or discontinue each program.	Annually

Annual Reports Required by the Board of Education

Policy 3293.1 – Authorization of Signature	The BOE will annually renew authority to execute agreements, to apply for grants or to sign other documents as may be necessary in the normal course of the school system's business.	Annually by July 1st
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TOWN OF NEWTOWN

PUBLIC BUILDING AND SITE COMMISSION

NEWTOWN HIGH SCHOOL AUDITORIUM PROPOSED PROJECT TIMELINE

June 23, 2016

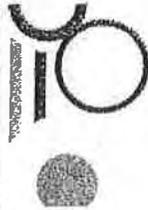
DATE	ACTIVITY	COMMENTS
June 5	AE RFQ Posted on Town Website and State DAS Portal	
June 12	AE Site Walk-Thru	3pm, NHS Auditorium
June. 25	Qualifications Packages Due	1pm, to Purchasing Dept.
June 26 – July 6	Review all submissions	PBSC (and invited BoE reps) review all qualifications packages at the Municipal Center
July 7 Special PBSC Meeting	Special PBSC Meeting -- Determine interview short list	Discuss individual evaluations and consensus on interview list
July 8	Notify Interview Short List	Schedule interview times and create written notification letters
Week of July 20	Architect Interviews	Interviews at 9am, 10:15am, 11:30pm, and 2:00pm
July 28 PBSC Meeting	Approve final recommendation for submission to the Purchasing Authority	
August 1 – August 17		Contract Execution by Town Attorney
Sept. 8 & Sept. 14	BoS and BoF approve contracts	Alternate dates: 8/17 & 8/27
Sept. 15 – Sept. 30	Facilities Conditions Assessment	
Sept. 15 – Dec. 28	Design Phase(s) inc. Programming	
Nov. 17 – Dec. 1	Design Phase Cost Estimate	Provide to PBSC by Dec. 8
Dec. 22 PBSC Meeting	Review and Approve	Final scope and cost estimate review
Dec. 28 – April 8	Construction Documents Phase	
Feb. 1 – Feb. 16	CD Phase 90% Cost Estimate	Provide to PBSC by Feb. 24
March 8 Special PBSC Meeting	Review and Approve	Final CDs and cost estimate review
March 9 – April 8	State OSF Review and Approval	Possible need to retain 3 rd -party review for same time period
April 12 Special PBSC Meeting	Authorize GC/CM Bidding	After State approval
April 13 – May 10	Bid Phase	
May 24 PBSC Meeting	Approve GC/CM recommendation for submission to the Purchasing Authority	
May 25 – June 17		Contract Execution by Town Attorney
June 6 & June 16	BoS and BoF approve contracts	
June 20, 2016	Construction Start	Immediately after 2016 Graduation

AFT TEACH

2015 CONFERENCE

Together educating America's children

July 13-15, 2015 • Washington, D.C.



Join us for

TEACH 2015

Reclaiming the Promise: Your Voice Matters

July 13-15, 2015

This conference will bring together thousands of educators, union leaders, administrators, activists, and civic and community leaders from all over the country for high-quality workshops, overviews of innovative work, exciting demonstrations of the latest educational technology, thought-provoking keynote speakers and much more.

Visit www.aft.org/teach to:

- **Tell us your story; your voice matters!** We know many of you work tirelessly for your students, communities and union. We want to hear about your efforts and highlight them throughout the conference and beyond. Nominate yourself or a colleague and share how that person's voice and efforts are making a difference.
- Find details on **more than 100 workshops and mini-plenary sessions**, on topics such as safe and welcoming schools, teacher evaluation, advocating for public education, equity, professional practices, collaboration and community schools.
- Learn about the **free Pre-TEACH events co-sponsored with EdSurge** and register.
- Explore the **tentative schedule**.
- **Register online**—discounts are available to early registrants until June 11;
- **Sign up** for updates, and more!

- A RESOLUTION PROVIDING FOR A SPECIAL APPROPRIATION IN THE AMOUNT OF \$25,000 TO BE FUNDED FROM THE SANDY HOOK SPECIAL REVENUE FUND FOR A N.H.S. BAND TRUCK TO BE OPERATED BY THE NEWTOWN HIGH SCHOOL BAND PARENTS CORPORATION(NHSBPC).
 - Undesignated Account 1-133-11-000-5800-4014 for \$17,540.
 - \$13,832 is unappropriated funds
 - \$ 3,708 is available from funds appropriated for summer camp security. This activity was paid out of a grant (thus available).
 - Schools Account 1-133-11-000-5800-4015 for \$4,465.
 - Amounts appropriated in this account have to be approved by the BOE.
 - Children Account 1-133-11-000-5800-4017 for \$2,995.
 - Amounts appropriated in this account have to be approved by the BOE.

The Newtown High School Band Parents Corporation (NHSBPC) is a 501(c)(3) organization incorporated in 1977 to support the various Band and Color Guard programs at Newtown High School. This includes performances at venues throughout Connecticut, Massachusetts, New York, New Jersey, Pennsylvania and Maryland, and involves support activities such as chaperoning, transportation, truck rentals, event coordination, equipment loading, delivery, setup, and breakdown for all competitions, and designing and building props for indoor and field shows. Activities run year-round in support of Fall Marching Band and Guard, Winter Guard, and Winter Percussion programs, in which approximately 150 Newtown students participate annually.

The NHSBPC raises funds annually to support these programs, through participation fees and a variety of fundraising activities. Annual expenditures are in excess of \$150,000, of which approximately \$10,000 annually is for transportation expenses. Balancing the costs necessary to enable extremely high caliber programs with the financial impact on students and their families is a major focus of the NHSBPC. As a result, acquisition of a truck instead of regular rentals has been a long-standing goal of the organization, providing many advantages to the parents and students in the Band and Color Guard programs at Newtown High School. These advantages include:

- Reduction of annual operating costs, allowing student participation fees to be held as low as possible.
- Ability to permanently fit out the loading compartment to speed the loading and unloading process.
- Easier pickup and late-night drop-off for parent volunteer drivers.
- Ability to proudly showcase Newtown High School through custom logos on the truck.

Vehicle will be a Town vehicle; insured by the Town; administered by the Town; operated by the (NHSBPC).

TOWN OF NEWTOWN
SANDY HOOK SPECIAL REVENUE FUND DETAIL
6/29/2015

13,832 BOS
 4,465 BOE
 2,995 BOE
 3,708 BOS

 25,000

ACCOUNT DESIGNATION:

UNDESIGNATED				<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>			
	1	50,000	SCHOOL POLICE SECURITY OVERTIME *			
	1a	(50,000)				
	2	8,400	ADD'L TRAINING & STAFF (2) - SUMMER DAY CAMP	5,011	3,389	
	3	36,677	SECURITY - SUMMER DAY CAMP	24,271	12,406	
	4	50,000	EDUCATION IT CONTRACTED SERVICES	50,000	-	
	5	5,000	NYA FOUNDATION CONTRIBUTION	5,000	-	
	6	34,217	BOE ADDITIONAL VIDEO SURVEILLANCE EQUIPMENT	34,217	-	
	7	25,000	INSURANCE DEDUCTIBLE FOR LIBRARY	25,000	-	
	8	774	MEMORIAL PLAYGROUND	774	-	
	9	5,000	LOOK BOOK	4,900	100	
	10	15,000	MARKETING PLAN FOR TICK BORNE DISEASE	481	14,519	
<u>193,900</u>		<u>180,068</u>		<u>149,654</u>	<u>30,414</u>	<u>13,832</u>

SCHOOL PROJECT FACILITATOR / CONSULTANT				<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>			
20,000	1	20,000	NEW SANDY HOOK SCHOOL FACILITATOR	10,082	9,918	-

SANDY HOOK SCHOOL				<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>			
	1	60,000	NEW SANDY HOOK SCHOOL FACILITATOR	60,000	-	
	2	65,000	PRECONSTRUCTION SERVICES FOR NEW SCHOOL	51,691	13,309	
	2a	(65,000)	RECLASSSED TO CAPITAL PROJECT	(51,691)	(13,309)	
<u>175,385</u>		<u>60,000</u>		<u>60,000</u>	-	<u>115,385</u>

MENTAL HEALTH ADVISOR				<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>			
50,000	1	50,000	MENTAL HEALTH ADVISOR	50,000	-	-

VICTORY GARDEN FENCE				<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>			
9,400	1	9,400	VICTORY GARDEN FENCE	9,400	-	-

SCHOOLS				<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>			
4,465		-		-	-	4,465

CHILDREN				<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>			
2,995		-		-	-	2,995

PARKS				<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>			
2,500	1	2,500	DICKINSON PLAYGROUND PROJECT	2,500	-	-

* REIMBURSED BY GRANT

\$3,708 available

TOWN OF NEWTOWN
SANDY HOOK SPECIAL REVENUE FUND DETAIL
6/29/2015

ACCOUNT DESIGNATION:

PLAYGROUND				<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>			
23,315	1	23,315	DICKINSON PLAYGROUND PROJECT	23,315	-	-
MEMORIAL						
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>	<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
133,413		-		-	-	133,413
POLICE						
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>	<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
20,401	1	20,371	POLICE PROTECTIVE VESTS	20,371	-	30
FIRE						
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>	<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
235		-		-	-	235
FIRST RESPONDERS						
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>	<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
52,924	1	3,629	POLICE PROTECTIVE VESTS	3,629	-	↓
	2	11,914	POLICE OPERATIONS	5,713	6,201	
	3	15,543	FIRE OPERATIONS	15,542	1	
	4	15,542	AMBULANCE OPERATIONS	15,543	(1)	
		<u>46,628</u>		<u>40,427</u>	<u>6,201</u>	<u>6,296</u>
SANDY HOOK MEMORIAL SIDEWALK						
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>	<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
183,264		193,005	MEMORIAL SIDEWALK (ADD'L RECEIPTS PLEDGED)	189,135	3,870	(9,741)
OTHER						
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>	<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
131,853	1	22,749	OTHER ITEMS (ITEMIZED IN LOG BOOK)	20,351	2,398	↓
	2	100,000	DICKINSON PLAYGROUND PROJECT	100,000	-	
		<u>122,749</u>		<u>120,351</u>	<u>2,398</u>	<u>9,104</u>
GRAND TOTALS						
<u>RECEIPTS</u>	<u>#</u>	<u>APPROPRIATED</u>	<u>DESCRIPTION</u>	<u>EXPENDED</u>	<u>UNEXPENDED</u>	<u>UNAPPROPRIATED</u>
<u>1,004,049</u>		<u>728,036</u>		<u>675,235</u>	<u>52,801</u>	<u>276,014</u>

UNEXPENDED = APPROPRIATED - EXPENDED
 UNAPPROPRIATED = RECEIPTS - APPROPRIATED

* REIMBURSED BY GRANT

- A RESOLUTION PROVIDING FOR A SPECIAL APPROPRIATION IN THE AMOUNT OF \$50,000 TO BE FUNDED FROM THE SANDY HOOK SPECIAL REVENUE FUND "UNDESIGNATED" ACCOUNT FOR THE PURPOSE OF INFORMATION TECHNOLOGY CONTRACTED SERVICES.

EDUCATION CENTRAL OFFICE DISCUSSIONS, WITH PEARSON INC., LED UP TO A DONATION OF \$50,000 TO THE TOWN OF NEWTOWN. INITIALLY PEARSON WAS WILLING TO PROVIDE DIRECT SERVICES TO THE SCHOOL DISTRICT. THEY DECIDED, HOWEVER, TO PROVIDE A MONETORY DONATION. THE KNOWLEDGE OF THIS DONATION RESULTED IN DIRECT BUDGET CUTS TO I.T. CONTRACTED SERVICES. THIS IS EVIDENT IN THE SUPERINTENDENT'S RECOMMENDED BUDGET ADJUSTMENTS IN THE BOE BUDGET DOCUMENT. THE \$50,000 DONATION FROM PEARSON ENDED UP IN THE "UNDESIGNATED" ACCOUNT BECAUSE OF THE WORDING OF THE COVER LETTER ACCOMPANYING THE DONATION.

- A RESOLUTION PROVIDING FOR A SPECIAL APPROPRIATION IN THE AMOUNT OF \$34,217 TO BE FUNDED FROM THE SANDY HOOK SPECIAL REVENUE FUND "UNDESIGNATED" DONATIONS ACCOUNT 1-133-11-000-5800-4014 FOR THE PURPOSE OF PROVIDING ADDITIONAL VIDEO SURVEILLANCE EQUIPMENT AND THE ASSOCIATED LABOR NEEDED TO MEET THE ADDITIONAL SECURITY SYSTEM REQUIREMENTS FOR HAWLEY, HEAD O'MEADOW, REED INTERMEDIATE AND NEWTOWN MIDDLE SCHOOL THAT FELL OUTSIDE THE SCOPE OF WORK OF THE DONATED SOLUTION.

NEW BUSINESS:

Discussion and possible action:

1. **Resolution:** Selectman Rodgers moved the resolution: A RESOLUTION PROVIDING FOR A SPECIAL APPROPRIATION IN THE AMOUNT OF \$25,000 TO BE FUNDED FROM THE SANDY HOOK SPECIAL REVENUE FUND FOR A N.H.S. BAND TRUCK TO BE OPERATED BY THE NEWTOWN HIGH SCHOOL BAND PARENTS CORPORATION(NHSBPC) and also moved to waive the reading of the resolution in its entirety. (Att.) Selectman Gaston seconded. Scott Reiss and Andrew Buzzi were present to discuss the band truck. Band programs run year round. Currently three trucks are rented each weekend to transport people and musical equipment. The truck that is being considered has low mileage and is expected to last many, many years. The band represents Newtown locally and also travels to the Meadowlands Stadium and Annapolis to compete. The vehicle will be owned and insured by the town; a list of authorized operators will be filed with the insurance company. The execution of this appropriation is dependent on the Board of Education. Selectman Rodgers moved to amend the motion to include the resolution is contingent upon the Board of Education approving funding as outlined in the materials provided. (Att.) All in favor.
2. **Resolution:** Selectman Rodgers moved the resolution: RESOLUTION PROVIDING FOR A SPECIAL APPROPRIATION IN THE AMOUNT OF \$80,000 FOR THE DESIGN, ENGINEERING AND CONSTRUCTION OF CHURCH HILL ROAD SIDEWALK IMPROVEMENTS AS AUTHORIZED IN THE CAPITAL IMPROVEMENT PLAN (2015-16 to 2019-20) AND AUTHORIZING THE ISSUANCE OF \$80,000 BONDS OF THE TOWN TO MEET SAID SPECIAL APPROPRIATION AND PENDING THE ISSUANCE THEREOF THE MAKING OF TEMPORARY BORROWINGS FOR SUCH PURPOSE and also moved to waive the reading of the resolution in its entirety. (Att.) Selectman Gaston seconded. Mr. Benson was present to explain the project went over budget because DOT changed the scope of the project, which increased the height and length of the stonewall, exposed a manhole; also Aquarion Water had to put a water line beneath the sidewalk. It was a difficult project to monitor as it was privately funded. Funds identified in the CIP for sidewalk projects will be used. All in favor.
3. **Resolution:** Selectman Gaston moved the resolution: RESOLUTION PROVIDING FOR A SPECIAL APPROPRIATION IN THE AMOUNT OF \$375,000 FOR THE PLANNING, DESIGN, ENGINEERING, RENOVATION AND CONSTRUCTION OF ADDITIONS TO THE SANDY HOOK SUB-STATION AS AUTHORIZED IN THE CAPITAL IMPROVEMEN PLAN (2015-16 to 2019-20) AND AUTHORIZING THE ISSUANCE OF \$375,000 BONDS OF THE TOWN TO MEET SAID SPECIAL APPROPRIATION AND PENDING THE ISSUANCE THEREOF THE MAKING OF TEMPORARY BORROWINGS FOR SUCH PURPOSE and also moved to waive the reading of the resolution in its entirety. (Att.) Selectman Rodgers seconded. This has been in the CIP for five years, moving up each year. It has been fully vetted though the appropriate boards. All in favor.
4. **Resolution:** Selectman Rodgers moved the resolution: RESOLUTION PROVIDING FOR A SPECIAL APPROPRIATION IN THE AMOUNT OF \$975,000 FOR THE ACQUISITION AND REPLACEMENT OF VARIOUS FIRE APPARATUS AS AUTHORIZED IN THE CAPITAL IMPROVEMENT PLAN (2015-16 to 2019-20) AND AUTHORIZING THE ISSUANCE OF \$975,000 BONDS OF THE TOWN TO MEET SAID SPECIAL APPROPRIATION AND PENDING THE ISSUANCE THEREOF THE MAKING OF TEMPORARY BORROWINGS FOR SUCH PURPOSE and also moved to waive the reading of the resolution in its entirety. (Att.) Selectman Gaston seconded. This item has also been in the CIP and fully vetted. All in favor.



(/)

Welcome (/)

Fall Band and Guard (/fall-band-and-guard.html)

Schedule (/schedule.html)

Calendar (/calendar.html)

Marching Band (/marching-band.html)

Color Guard (/color-guard.html)

Winter Guard (/winter-guard.html)

Winter Percussion (/winter-percussion.html)

Parent Board (/parent-board.html)

Merchandise (/merchandise.html)

Photographs and Videos (/photographs-and-videos.html)

Bandbooks and Band Credits (/bandbooks-and-credits.html)

FAQ (/faq.html)

Donate (/donate.html)

Contact Us (/contact-us.html)

Directions (/directions.html)

Newtown High School (<http://newtown.nhs.school.esk.net/>)

Parent Board

NHSBPC: What is it?

It stands for the Newtown High School Band Parents Corp., our official name. We are the parents and booster support group for the various Band and Color Guard programs at Newtown High School. We are members of the USBands, and we also compete in selected Musical Arts Conference (M.A.C.) events throughout Connecticut, New York, New Jersey, Pennsylvania and Maryland.

What do we do?

- Provide chaperones for competitions and trips
- Coordinate transportation and truck rentals
- Coordinate banquets, trips, etc.
- Load, deliver, setup and breakdown equipment at practices and competitions
- Coordinate all fund raising activities
- Design, procure materials and build props for field shows
- Provide refreshments for practices, band camp and picnic

The bottom line: We support and assist the various Band/Color Guard Programs in any way that we can and ... WE ENJOY IT!!!!

When do we meet?

We typically meet on the third Wednesday of every month. Meetings typically start at 7:30pm at Newtown High School. Watch email or web site for confirmed time and room assignments.

How do we communicate?

- Monthly meetings as noted above
- Buddy System - New parents are assigned "Parent Buddies", to guide them through their first season
- Email
- On the Newtown High School Marching Band and Guard website
- Musical Arts Conference (MAC) website
- USBands Website

2015-2016 Executive Board

July 30, 2015

Comments by Melissa Brymer, Ph.D., Psy.D.

UCLA/Duke University National Center for Child Traumatic Stress

NPS Recovery Advisor

Spark Program

Dear Laura

Thank you for your request for me to provide some answers to your questions so you can make a decision on the proposed Spark Program. I know you requested that Judy Blanchard and I work independently. However, she was part of initial meetings with key stakeholders which were critical for me to learn about. Judy also has a long history of bringing curriculum into NPS which is not my expertise. I needed to understand aspects of the program from her educational perspective. Thus, it was important for us to discuss the proposal together and to share what questions we were both receiving as it relates to this program. As a researcher and a clinician, I bring a different lens which complements Judy's competencies. Thus, I have read Judy's report and I plan not to duplicate what she has outlined but address those aspects that pertain to my expertise.

When examining the proposal, there were three separate components: 1) the assessment piece; 2) the skills building virtual scenes; and 3) the research study. The program being proposed for K through 4th grade is called Zoo U. The program for 5th to 8th grade is called Halls of Heroes. To gain more clarity on these three components, I spoke with Dr. Melissa DeRosier, who is the Chief Executive Officer of the 3C Institute on July 27th. 3C Institute are the creators of both of these programs. She has worked with several members of my National Child Traumatic Stress Network, including creating the online course for CBITS (a Tier II trauma intervention that was brought into NPS through the SERV program) and is currently developing the Bounceback online course (another Tier II trauma intervention that was brought into NPS through the SERV program). I mention this as I was able to evaluate her work on other projects. My colleagues mentioned that Dr. DeRosier and her team have high quality standards and can accommodate to their client's needs. I found this to be true when we spoke.

Phase1: Assessment Component

The assessment component has two elements. The first is the interactive computer software program that measures a student's social skills level. The social skills addressed are Impulse Control, Communication, Cooperation, Social Initiation, Empathy, and Emotional Regulation. The second is the Quiz Show, which is the research component. This is taking traditional psychological assessment tools and making them computer-based. Dr. DeRosier reported that the first component takes 20 minutes to complete. With the addition of the Quiz show, the total time is approximately 45 to 60 minutes.

Dr. DeRosier reported that the Zoo U assessment has been fully tested on children aged 7 to 12 years old. The one published paper (gone through independent peer review) was on 3rd and 4th graders (<http://www.hindawi.com/journals/ahci/2012/654791/>). However, a white paper (https://www.3cisd.com/_static/cccisid/uploads/files//2b_zoou_white_paper_final_formatted_nov_201

4.pdf) described that there were three additional field studies. The field studies from the white paper determined the scoring algorithms for the age 7-9 and 10 -12 bands. Specifically, after a student completes the assessment, it will be determined if the student is needing to Develop that Skill, Proficient in Skill (age-appropriate knowledge), or is Advanced. The white paper highlights that the assessment helps to identify potential bullies, however there is no specifics on how they obtained these figures.

For the K and first graders, Dr. DeRosier reported that they are actively completing this research. This past spring, they conducted research on children as young as age 3. They wanted to examine whether young children can navigate the software. They found that if every text is read aloud and they simplified the assessment, 5 year olds were able to navigate the software but 3 and 4 yr olds had a problem with the mechanics. They have decided that they will not go below 5 and that students in these two grades will not have to go through as many scenes. They are currently creating the algorithm for this band. Then all bands will be based on grades to make it easier for school systems. There is no pre and post-intervention data currently for this age range.

Phase II: Skills-Building Component

For Zoo U, there is currently no published data. There is a limited study summarized in the white paper mentioned above (white paper means it has not gone through an independent peer review) that included 47 children aged 7-11. Some of the children went through the skills-building component (treatment) and the others were placed on a waitlist. The participants were recruited nationally, which means that they did not use a school setting to conduct research. I did not discuss this study with Dr. DeRosier. However, I examined the summary statistics tables in the white paper. The results showed that there was not significant change pre and post intervention on all skills (Communication, Cooperation, and Empathy did not show significant change) based on the Social Skills Behavior Inventory which she created. Based on the Achieved Learning Questionnaire, which is a 36-item that measures children's literacy across six social-emotional domains, there was not a significant difference between the treatment group and the waitlist group on Impulse Control and Social Initiation but there was for the other four skills and overall. As the program is in the development phase, it needs to be explored what modifications were done to the computer games to increase significance.

For Halls of Heroes, although the program is to help students transition to middle school, Dr. DeRosier indicated that this program is appropriate for 5th to 8th graders. Dr. DeRosier reported that the program is complete in beta form. This means that the game has been created but the automated reporting is not complete. There is no current published data.

In terms of rolling out Zoo U and Halls of Heroes, Dr. DeRosier indicated that the skills-building components could be rolled out as planned as a Tier 1 or as a Tier 2 intervention (for those students who are needing to develop their skills further) .

When I asked whether there are specific roll out plans for how to integrate Zoo U/Halls of Heroes with the Second Step program, Dr. DeRosier indicated that they have had initial meetings that went well with the Committee on Children. However, they have not worked on specifics as they were awaiting

approval. This means that there is no direction for how and when to introduce each of the Zoo U/Halls of Heroes materials with the Second Step lessons currently.

At this point in the conversation, we discussed whether this program is ready to move forward as planned, and if not, what was a realistic modification. Dr. DeRosier was very receptive to modifying the proposal. She did indicate that Phase 1 (Assessment) was easier to implement. It could be used as an evaluation tool for the Second Step program. There is minimum training of teachers needed. She did acknowledge that Phase 2 should be postponed until at least January.

Areas that need to be explored further:

1. The full agreements between parties. Both Committee for Children and 3C Institute are for-profit companies. Phase 1 (assessment component) does not appear to violate any intellectual property or copyright issues as Second Step does not have its own assessment. However, Phase 2 (the skills-building component) may have intellectual property and copyright infringements. The BOE should request that an MOU between the two organizations be submitted outlining how they have agreed their materials can be used by the other parties and what are the current agreements. BOE employees should not be part of these negotiations in case there are any legal problems at a later date.
2. There needs to be more specifics on budget. This program proposes to integrate 3C Institute programs with Committee for Children program. However, budget only supports 3C Institute. It needs to be confirmed if Committee for Children staff are willing to participate in implementation issues at no cost. There also needs to be support for NPS. An employee will be needed to assist with implementation and sustainability of the program. Another employee will have to assist with the gathering of data from student records and collecting of consent forms.
3. Implementation planning is essential. For the program to be rolled out successfully, there needs to be guidelines on what is the timeframe that assessment has to be completed (all students within two weeks for example), when first lesson with Second Step will need to be delivered, when and how to integrate the Halls of Heroes/Zoo U scenes, when is it appropriate to do follow up assessment (100 days does not make sense for Second Step program). Thus a working group needs to be formed with both organizations, Assistant Superintendent, and other members of the Curriculum committee. The working group will also require a member from Pupil Services to make sure that students with accommodations are considered. Dr. DeRosier was willing to invest this time, if approval was granted.
4. Implementation in successive years. As these programs are just newly created and launched, the field studies have only tested students who have received the program once. However this project is proposing that students receive this program every year. This means that incoming Kindergarteners will get Zoo U five times and Halls of Heroes four times. There is no current data on how the additional implementations change students satisfaction and improve skills. Second Step curriculum has different curriculum for each grade level. It is not clear how the 3C Institute programs will grow alongside the student's growth. This does not mean that 3C Institute has not considered these issues, they just have to be explored with them further.

Research Study

As my conversation with Dr. DeRosier went to current readiness and potentially modifying the proposal, this had clear implications for the research study. To conduct a randomized controlled study, other elements would be needed. A research study would need active parental consents and a plan for those students that were opted out. These consents should be submitted to the BOE for review and approval. A research study would need to go through an IRB and the proposal and approval should be submitted to the BOE. There needs to be more communication to parents about the research study, how the data would be used, and informational meetings conducted so that parents can ask questions about the study. As this has not happened yet, it would not be recommended to push the research component at this time. However, there is no reason why this option can't be explored for a future year. Dr. DeRosier agreed that the study could be done in later years.

As I am a researcher and I believe that it is important to capture data to help inform whether what we are doing is making a difference or is effective, we did discuss what would be reasonable option for this year. Dr. DeRosier did mention she would only recommend the research component for 2nd grade and higher. There are two instruments that she would recommend for the Quiz Show. The first is a Social Self-Efficacy survey, which includes 10-items. This is a well-established measure by Ollendick and Schmidt (1987). I have used this instrument in several studies and it is easy to administer. The second is a 4-question survey on Growth Mindset. She was going to send me this instrument but I have not received it yet. She would also like to collect grades and absenteeism/tardiness records on the students.

In terms of student identification protections, she did say that a key can be set up so that students can enter assessments and skill-building scenes without entering their names. A NPS employee would keep the list identifying the student with the key. For student record information, a NPS employee would have to gather data and provide information to 3C institute using the key.

In summary: These 3C Institute programs are just being created and refined. The research is active but there is limited published data currently. The assessment component has been tested mostly on 3rd and 4th graders. The Kindergarten and First grade algorithms are just being created. The Halls of Heroes is only in Beta version and the electronic reporting is still being created. With that said, I understand the Spark leadership excitement with this project. There are progressive elements worth exploring further and the technology elements to foster skill development is novel. What needs to be discussed as a BOE, is whether these programs should be first piloted in the community or with select classrooms (3rd graders) or as a Tier II intervention. Refining implementation will allow more time for implementation issues to be worked out, agreements between companies to be addressed, trainings to be organized and conducted properly, and parent informational meetings to be held. It should be noted that I did receive several calls and had conversations with parents about this proposal before I had received this request by the Board. All conversations were concerns about the program and the research. For this program to be successful, Spark leaders need to help facilitate and engage parents on understanding the program better. I did find Dr. DeRosier willing to adapt the proposal so that it can be conducted successfully and in a meaningful way. There are many positive elements to this program that are worth exploring.

From: Judy Blanchard, Recovery Project Director
To: Newtown Board of Education
Date: July 10, 2015

Thank you for this opportunity to address questions regarding the Spark initiative for the Newtown Public Schools. As you know from Jeremy Richman's presentation to you on May 19, Spark has created a vision, part of which is to empower Newtown's children and families with social and emotional skills to foster a more healthy, resilient and peaceful community. Implementing this plan involves both the school and community. Below are questions posed by Laura Roche regarding the school based portion of the Spark initiative and my responses to those questions. Included in those responses are links to various sites that will give more detailed information. Attachments are also included with this email that give specific background information.

1) What exact Spark programs are being implemented in the classroom?

The proposal by Spark is to implement Zoo U in the elementary grades (K-4) and Hall of Heroes in intermediate and middle school (5-8). Both programs are computer based. Additionally, a high school social emotional curriculum is being explored.

The Zoo U assessment tool (Phase I) is an interactive computer based software program that walks children through 6 scenes each taking 8-12 minutes to complete (total administration time is approximately 1 hour). Assessment reports can then be generated for each student in the 6 domains (communication, cooperation, emotional regulation, empathy, impulse control, and social initiation), for each class, or for the entire grade. Through this assessment tool students in need of additional practice or more intensive interventions can be identified.

The tutoring component (Phase II) is comprised of 30 interactive computer based scenes, five scenes in each of the above domains, which take approximately 10 – 20 minutes per scene to complete. The student progresses through these scenes, with each level becoming more complex. A student needs to perform at an 80% mastery level to progress to the next scene.

From www.3ctechnologies.com/games:



Geared toward third and fourth graders for use in a classroom, **Zoo U** is an exciting research-based, interactive online game that assesses children's social skills as they explore a variety of scenarios in a virtual school setting, adjusting the difficulty level in response to the player's performance.

Zoo U collects data on the player's every move and transforms this information into easy to read, graphical reports showing the player's relative social skill level in six key areas,

including emotion regulation, empathy, and impulse control. The program assesses students' initial skill levels as well as their progress.

From <https://www.3cisd.com/what-we-do/serious-games/>:

Zoo U Phase I

This interactive social skills assessment program is designed to enhance elementary students' social literacy as well as track their progress toward specific social goals. Meeting these goals helps children more easily establish and maintain positive peer relations, which research has shown is closely tied to academic success. Failure to develop such relationships can lead to academic, behavioral, and emotional problems.

In Zoo U, students navigate social situations with other characters in an engaging virtual school for zookeepers in training. Zoo U focuses on six core social skills: impulse control, empathy, initiation, communication, cooperation, and emotion regulation.

The program assesses students' initial social skill level as well as their progress. Zoo U scaffolds difficulty levels and pedagogical assistance for personalized assessment and learning.

Phase II

3C Institute is currently developing a Zoo U social skills intervention to complement the Zoo U assessment.



Hall of Heroes (in development)

Hall of Heroes provides individualized social skill development to prepare students for the transition to middle school by building six critical skills: impulse control, communication, cooperation, social initiation, empathy, and emotion regulation. These skills are essential to navigating the particular social situations students face during this transitional period.

Students' gameplay performance is continually monitored. Performance data are available to school staff, making Hall of Heroes an excellent addition to schools using Positive Behavior Interventions and Supports because it incorporates evidence-based practices for social skills monitoring and data-driven decision making.

Through engaging graphics, an adaptive social learning environment, and real-time feedback about students' progress, Hall of Heroes holds the potential for significant and lasting impact on students' social skills and, in turn, their academic, social, and behavioral adjustment in middle school.

2) What is the research behind these programs?

Zoo U

The assessment tool of Zoo U (Phase 1) is well researched and shown to be an effective means of assessing social/emotional learning in six domains: communication, cooperation, emotional regulation, empathy, impulse control, and social initiation. The program was designed for grades 3 and 4, and has been tested for children ages 8-12.

<http://www.hindawi.com/journals/ahci/2012/654791/>

The tutoring tool of Zoo U (Phase II) has one limited research study and shows promise.

Research for the Hall of Heroes program, designed for 5th grade students, is currently being developed.

<https://www.3cisd.com/what-we-do/research-studies/>

3) How do the above feel about our community being used in a research study?

My first concern is for the validity of a study using Newtown. Many initiatives have been developed in Newtown post 12/14. Many stem from a social/emotional response to violence and promote pro-social behaviors and values. The researchers are confident that the influence of these many initiatives in our community will not influence the accuracy and validity of their research study.

My second concern is regarding the process of gathering the research data: parental notification and opt-out, who will have access to the student's information, will the student information be identifiable. I have been assured that these details will be fully addressed prior to a formal commitment to the research.

Additionally, the middle school staff will be beginning the full implementation of the Second Step curriculum for the first time in the 2015-2016 school year. Adding the Hall of Heroes program at the same time may be problematic as it requires additional class time and teacher training. If the research program is implemented, I would recommend limiting it to elementary and intermediate grades at the present time.

4) Have other districts used these programs?

I requested a listing of schools currently using the program(s) as well as districts that we could contact for additional information.

According to Jessica Berlinski, Chief Impact Officer of Personalized Learning Games, the programs distributor, Zoo U was launched in late Spring 2015 and the following schools are using the assessment and skill building game:

4 schools in Sacramento USD in CA
4 elementary schools and 2 middle schools in Spartanburg, SC
2 schools in Bay City, FL
1 middle school in Pasco County, FL

Contact information can be supplied upon request.

5) How does this project fit with existing curriculum?

The Second Step program, produced by The Committee for Children, is currently taught in grades Pre-K through 6, and will be implemented at NMS during the 2015-16 school year. There are approximately 22-30 lessons per grade level, plus additional weekly practice activities. At the HS, SEL (social emotional learning) is part of the health curriculum, but is not a stand-alone program. Link Crew, a school based mentoring program, aligns with Second Step to put learned skills into action.

The creators of Zoo U and Hall of Heroes have been working with The Committee for Children to more closely align the programs. There is some difference in terminology, but the basic concepts are similar. The assessment tool coincides well with the Second Step program. The Phase II modules are in the process of being aligned more closely.

At present, no additional high school social/emotional curriculum/program has been identified by Spark to augment the existing health curriculum and Link Crew program.

6) What is the Spark programs entire request? And do we feel this is appropriate for our district at this time?

See Attachments: *What We Imagine, What We Will Do; SHS Grant Attachment v7 with supporting docs*

<http://www.gamesandlearning.org/2014/12/14/on-newtown-anniversary-a-call-to-use-video-games-to-encourage-empathy/>

7) What is being asked of our staff to roll out this program?

The proposal from Spark requests that staff administer the assessment tools (45-60 minutes) at the beginning of the year to students in K-8, followed by each student completing the thirty 10-20 minute modules in the first 100 days of school (or the first semester), followed by a re-administration of the assessment. Staff will need to be trained in administering the 3D programs,

and in creating and using the assessments. Concurrently, the staff will be teaching the Second Step lessons which occur about weekly throughout the year.

The Education Connection (EDCONN) has received a three year grant from the Department of Education to establish a comprehensive, cohesive continuum of elementary school-based counseling services in our elementary schools to “cultivate and sustain a school climate that supports the capacity of all students to develop meaningful relationships with teachers and peers; be resilient; develop social emotional, cognitive, behavioral, and moral competencies; be engaged both socially and academically; believe in themselves and their futures, and feel comfortable, safe and secure in their school environment.” Currently in year two, a guidance counselor has been placed in each elementary school to execute this initiative by supporting the implementation of the Second Step program, provide in-classroom coaching, strengthen the home-school connection, and provide on-going assessment of student psych-social and emotional needs. The counselors are beginning to assess students’ needs using DESSA (a social/emotional measurement scale). If implemented, the Zoo U assessment tool would replace the DESSA.

8) Who would be teaching this to our staff?

On site teacher training would be provided by Zoo U trainers.

9) Where is this research going to be used?

The research will be used by Spark and 3D to measure the social/emotional impact of implementing the Zoo U, Hall of Heroes, and Second Step programs. Spark plans to use the results of this research study to develop “Spark Communities” nationally and internationally.

10) Can parents opt out?

Parents will be notified of the research study and will be able to opt out. It has yet to be determined if this will be a passive or active consent process.

11) I am concerned parents are going to be very upset that their children are going to be tested for their social/ emotional state and then that research will be used for what?

Parents will be fully informed regarding the research and the use of data, who will have access, etc. These details are still to be determined.

12) Are we the right district to start this? We are not in the place, as a community, to be guinea pigs.

In June Spark offered a two day training led by the developers of Zoo U and Hall of Heroes and the CEO of The Committee for Children (Second Step) to train community members to become ambassadors of social/emotional teaching in Newtown. I attended day one, which was an in depth introduction to Zoo U, as did the EDCONN counselors and a Sandy Hook teacher. Looking at the program separate from the research proposal, the counselors and teacher felt that the assessment capacity of the games would be advantageous in identifying needs of individual students as well as classes. The current assessment tool, DESSA, is time consuming and relies on the teacher or counselor to observe behaviors and complete a form for each child. The computer based assessment is more accurate, objective, and produces individual and classroom reports. In addition, the follow up scenarios could be used in a number of ways: as homework to engage families in the learning and support of pro-social behaviors, and as a Tier II or III resource for students who require additional support.

<http://personalizedlearninggames.com/how-to-use-our-games/>

I am also concerned about cost.

The initial start –up cost of the programs and training will be covered by Spark. Costs to the district in subsequent years are estimated to be \$9,000, as projected below.

Item	Price per Student	Total Students ¹	Cost
Zoo U: New entering Kindergarten students	\$7	235	\$1,645
Zoo U: New 1st-4th graders	\$7	40	\$280
Hall of Heroes: New entering 5th Graders	\$7	345	\$2,415
Hall of Heroes: New 6th-8th Graders	\$7	30	\$210
Hall of Heroes: Upgrade 6th-8th Graders²	\$2	1,225	\$2,450
On-site Training, June 2015			\$1,500
Travel for On-site Training			\$500

¹estimated total number of students based on the Newtown 2014-2015 school year census

²This is a one-time fee for students who participate in Hall of Heroes during the pilot year to upgrade to the full game.

See attachment: *SHS Grant Attachment v7 with supporting docs*

<http://personalizedlearninggames.com/zoo-u-pricing/>

I heard there were grants written to have the Spark program funded. Can the board see a copy of all the grants written by the Spark Program. The board needs to better understand what is being requested.

See attachments: *SHS Grant Attachment v7 with supporting docs; SHS Foundation additional questions*

The Spark grant was provided to me by Rob Accomando. After receiving the grant, the potential funders asked follow up questions. At Rob's suggestion, I have copied those questions and his responses in the second referenced attachment.

Has the Spark program gone through the Curriculum and Instruction committee prior to coming to the board?

Not at this time



What We Imagine.

We imagine children with joyful self-confidence able to freely express themselves and connect with kindness and compassion.

We imagine young adults with calm, disciplined minds and accepting hearts, passionately committed to their individual and cooperative potential, who faithfully act with kindness, compassion and courage.

We imagine adults feeling profound peace and empowerment, living lives deeply rich in meaning, connection and love, serving as role models of wisdom, integrity and compassion.

We imagine coming together with passion, intelligence and great humility seeking only a way to quietly contribute to the beauty of the world we imagine, and freely sharing with others so that they too may imagine.

We imagine that we have power to change the world.

What We Will Do.

We will train our children with social and emotional skills both in our schools and in their mentored, extracurricular activities using techniques and tools scientifically proven to develop these skills.

We will measure our children's social and emotional skill development over time, and continually work to improve our efforts based on the results we achieve.

We will train our young adults with social and emotional skills, brain health awareness, self and interdependent mastery skills, and incentivize them with scholarship, public recognition and career opportunity to apply what they have learned for the benefit of themselves and others.

We will train our families with social and emotional skills, brain health awareness, self and interdependent mastery skills, and inspire them to use these skills to live compassionate, connected and meaningful lives.

We will develop a clear and simple process for other inspired communities to model so that they can lead others to their full potential and pay forward the knowledge, compassion and support we will offer.

We will change the world.



How We Will Do It.

We're going to train it. We're going to prove it works. And then we're going to help others do it too.

Spark will leverage the best the world has to offer in the areas of Brain Health Science, 21st Century Leadership Skills, and Compassion-Centered Solutions and Strategies to train our children, young adults and families in these concepts to foster a more healthy, resilient and peaceful community.

In our elementary, intermediate and middle schools, we will expressly endorse and actively support the continued development of the previously implemented Second Step Program (i.e., skills for learning, empathy, emotion management and problem solving), by training our children's present and future extra-curricular coaches, teachers and mentors in the use and application of these same principals in their respective areas of focus, allowing all points of instructive contact with our children to essentially speak the same language. We will further support this training with fun, interactive computer software from Personalized Learning Games proven to assess and improve social and emotional learning skills. These video games will not only help teach Second Step principals, but will automatically increase the complexity of the social and emotional challenges presented as the child's related skills develop and improve. Additionally, we will design and implement a related skills assessment test, which will establish the baseline skill-set at the start of the school year and measure our children's related skill development at specific intervals over time. Additionally, these results will be compared to a similar community not engaged in such training to scientifically determine the efficacy of our efforts.

In our high school, we will train our young adults in the principals of 7 Habits of Effective People for Teens (or comparable SEL program), 21st Century Leadership Skills, Brain Health Science and Compassion-Centered Solutions and Strategies, and provide mentoring opportunities for those children who wish to leverage their training to spearhead initiatives designed to further the Spark Mission, especially as applied to the disenfranchised and suffering in our communities. We will additionally seek and secure scholarship, award and opportunity commitments from colleges, universities and other organizations to further incentivize real-world application of these skills and the fulfillment of Spark's and the Avielle Foundation's Missions.

In our communities, we will train families in principals the 7 Habits of Effective People for Families (or comparable SEL program), 21st Century Leadership Skills, Brain Health Science and Compassion-Centered Solutions and Strategies through the formation and facilitation of integration / support groups (i.e., iGroups) and the production of a regular lecture and discussion series, which will include insight and strategies from thought leaders in the fields of Brain Health, 21st Century Leadership Skills, and Compassion from around the world – open to the public.

We will develop a comprehensive, step-by-step guide to be leveraged by any community who is inspired by Spark. When requested, we will actively partner with such communities to help each implement a Spark Program to achieve similar results, allowing them to leverage all of our experience, know-how and support.

Sandy Hook School Foundation

The Avielle Foundation Spark Project Grant Request April 30, 2015

Contact Information

- Name, telephone and email address

Jeremy Richman, PhD (619) 384-1832 Jeremy.Richman@aviellefoundation.org	Robert Accomando, Esq. (203) 426-5555 Rob.Accomando@aviellefoundation.org
---	--
- Organization name, address, telephone number, fax number, website address, date founded (if applicable)

The Avielle Foundation
41 Berkshire Rd
Sandy Hook, CT 06482
Tel. (203) 304-1733 (Business)
(619) 384-1832 (Cell)
Fax (203) 426-5588
Website: www.aviellefoundation.org
Founded: 12/17/2012
- Organization tax identification number (if applicable)

Tax ID: 46-1864791

Request Summary

- Project title, start and end dates

Spark Project
Start: June 2014
End: No set end date / continuing
- Who will benefit

The portion of the Spark Project concerning the funding requested will benefit Newtown children from kindergarten through 8th grade. The broader Spark mission will benefit the entire community through three targeted constituencies: children, young adults and families.

Project Details

- Need that the project addresses

The Sandy Hook Advisory Commission's final report argues for increased attention to social and emotional learning (SEL), noting in relevant part:

"Social-emotional learning must form an integral part of the curriculum from preschool through high school. Social-emotional learning can help children identify and name feelings such as frustration, anger and loneliness that potentially contribute to disruptive and self-destructive behavior. It can also teach children how to employ social problem-solving skills to manage difficult emotional and potentially conflictual situations."

The Spark Project, which predates the report, is intended to address need for social-emotional learning on a comprehensive, community-wide basis.

- **Current project objectives and how they will be met**

The portion of the Spark Project concerning the funding requested is focused on developing and assessing social and emotional skills in Newtown children from kindergarten through 8th grade as further detailed herein. The broader Spark mission is focused on developing social and emotional skills, compassion strategies and solutions, and brain health for the entire community through three targeted constituencies: children, young adults and families. Spark will leverage the best the world has to offer in the areas of Brain Health Science, 21st Century Leadership Skills, and Compassion-Centered Solutions and Strategies to train our children, young adults and families in these concepts to foster a more healthy, resilient and peaceful community.

In our elementary, intermediate and middle schools, we will expressly endorse and actively support the continued development of the previously implemented Second Step Program (i.e., skills for learning, empathy, emotion management and problem solving), by training our children's present and future extra-curricular coaches, teachers and mentors in the use and application of these same principals in their respective areas of focus, allowing all points of instructive contact with our children to essentially speak the same language.

We will further support this training with fun, interactive computer software from **Personalized Learning Games** (www.personalizedlearninggames.com) proven to assess and improve social and emotional learning skills. We will further support this training with computer software in the form of fun and interactive video games designed to improve social and emotional learning skills. These video games will not only help teach Second Step principals, but will automatically increase the complexity of the social and emotional challenges presented as the child's related skills develop and improve. The requested grant will directly support the acquisition and implementation of this software. *See Social Skills Assessment Through Games: The New Best Practice*

Additionally, with the help of the **3C Institute** (www.3cisd.com), we will design and implement a related skills assessment test, which will establish the baseline skill-set at the start of the school year and measure our children's related skill development at specific intervals over time. Additionally, these results will be compared to a similar community not engaged in such training to scientifically determine the efficacy of our efforts. The requested grant will directly support the development of the assessment test, its implementation in all Newtown elementary, intermediate and middle schools, along with the comparison school system. *See Spark Initiative Pilot Research Methods (5)*

In our high school, we will train our young adults in the principals of 7 Habits of Effective People for Teens (or similar SEL program), 21st Century Leadership Skills, Brain Health Science and Compassion-Centered Solutions and Strategies, and provide mentoring opportunities for those children who wish to leverage their training to spearhead initiatives designed to further the Spark Mission, especially as applied to the disenfranchised and suffering in our communities. We will additionally seek and secure scholarship, award and opportunity commitments from colleges, universities and other organizations to further incentivize real-world application of these skills and the fulfillment of Spark's and the Avielle Foundation's Missions.

In our communities, we will train families in principals the 7 Habits of Effective People for Families (or similar SEL program), 21st Century Leadership Skills, Brain Health Science and Compassion-Centered Solutions and Strategies through the formation and facilitation of integration / support groups (i.e., iGroups) and the production of a regular lecture and discussion series, which will include insight and strategies from thought leaders in the fields of Brain Health, 21st Century Leadership Skills, and Compassion from around the world – open to the public. The requested grant is not intended to support the Spark Project's objectives described in this paragraph.

We will develop a comprehensive, step-by-step guide to be leveraged by any community who is inspired by Spark. When requested, we will actively partner with such communities to help each implement a Spark Program to achieve similar results, allowing them to leverage all of our experience, know-how and support. The requested grant is also not intended to support the Spark Project’s objectives described in this paragraph.

• **Project timeline**

Target Time	Summary
May 19, 2015	Spark / Second Step Meeting with the Newtown Board of Education
June 18 and June 19, 2015	Spark Leadership Team’s SEL Training: “Train the Trainers”
July 2015 and each quarter moving forward	Spark Leadership Team / Trainers train extracurricular coaches and mentors: “Points of Contact Training”
Week of August 10, 2015	Dr. Erardi’s Keynote “Kick Off” at 2015 School Year Orientation Event
Week of August 17, 2015	<ul style="list-style-type: none"> • Second Step Refresher for Newtown Teachers • Zoo-U Teacher Training • Hall of Heroes Teacher Training • Research Methods overview with Newtown Teachers
August 26, 2015	Newtown school begins classes
Week of September 8, 2015	<ul style="list-style-type: none"> • Newtown Students complete baseline survey testing (software based). • Newtown Students complete Zoo U / Hall of Heroes assessments (6 scenes) • Comparison school system conducts baseline testing (software based). • Comparison school conducts Zoo U / Hall of Heroes assessments (6 scenes)
September 17, 2015 through January 22, 2016	<ul style="list-style-type: none"> • Newtown Students complete Zoo U / Hall of Heroes skills building scenes (30 scenes – 8 hrs. approx.) • Comparison school system does business as usual.
Week of January 25, 2016 (i.e., 100 th school day)	<ul style="list-style-type: none"> • Newtown Students complete 2nd Zoo U / Hall of Heroes assessments (6 scenes) • Comparison school conducts Zoo U / Hall of Heroes assessments (30 scenes)
April through May, 2016	<ul style="list-style-type: none"> • Newtown Students complete follow-up survey testing (software based) • Newtown Students complete Zoo U / Hall of Heroes assessments (6 scenes) • Comparison school system conducts follow-up testing (software based) • Comparison school conducts Zoo U / Hall of Heroes assessments (6 scenes) • Collect school records • Provide and collect parent evaluations. • Collect teacher DESSA reports. • Provide and collect “Points of Contact” evaluations.
July 2016	Complete analysis of results and produce report of findings.
August 2016	Consider and implement improvements based on results / findings

• **Method(s) of communication used to support this project**

Communication used to support this project will begin with the Spark Leadership Team, consisting of community leaders who will be reaching out to members of our community directly, through their own circles of influence (see Spark Leadership Team List) as well as public notices through the Newtown Bee, local organization news letters and the like as employed by the various civic and religious groups in Newtown. Additionally, communication to the Newtown School Board will occur through direction presentation by the Spark Leadership Team on the date noted in the Project Time Line; updates to the School Board will be provided by Dr. Joe Erardi who is also a member of the Spark Leadership Team. Communication with the Newtown Teachers will also occur through Dr. Erardi and Judy Blanchard, MS, CPP, Recovery Project Director, Newtown Public Schools, Co-chair Newtown Prevention Council. Dr. Erardi will also be responsible for communication with representatives from the comparison school system. Communication with the PTA will occur through Tracey Jeager, PTA President. Communication with all extra curricular “points of contact” will occur through Spark Core Team Leader, Curtis Urbina, Head Coach, Newtown Youth Wrestling Association and various members of the Spark Leadership Team, as directed.

- **Project Budget**
 - Zoo U / Hall of Heroes \$24,235 See *Avielle Newtown Estimate dated March 31st 2014*
 - Research Study \$167,304 See *Research Cost Breakdown*
 - Total: \$191,539

- **Requested amount**
 - \$191,539

- **Total project budget**

The Spark Project is not only broad in that it encompasses action across the entire Newtown Community, it is dynamic and continues to broaden and evolve. Therefore, an overall budget for the project is presently unknown.

- **Detailed project budget including a description of how the funds will be spent and how the request amount was determined**

See *Research Cost Breakdown*

- **List donors amounts contributed to this specific project, any in kind donations (if applicable)**

There are no other donors contributing the portion of the Spark Project that is the subject of this grant request at this time.

- **Organization's IRS 501(c)3 tax designation letter (if applicable)**

See *Avielle Foundation-v14.pdf*

- **Organization's 990 or 990-PF federal tax return (if applicable)**

See *TAF 2013 990-revised-ocr.pdf*

- **Organization's current audited financial statement (if applicable)**

n/a

Grant Evaluation

- **If this project was previously funded by the Sandy Hook School Foundation, a brief report on the results of the grant (i.e. amount of funding, what was accomplished, challenges encountered, and corrective actions taken)**

n/a

- **Project deliverables and expected outcomes**

See *Spark Initiative Pilot Research Methods (5)*

- **Assessment strategies that will be used to measure the project's success (e.g., surveys, reflection statement)**

See *Spark Initiative Pilot Research Methods (5)*

- **Sustainability plan – the steps that will be taken to ensure the future success of the proposed project beyond the completion of Sandy Hook School Foundation funding (e.g., future financial support, staff requirements, continued community interest)**

Sustainability is one of the fundamental pillars of the Spark Project concept. One of the most important steps we have taken to ensure the sustainability of the effort is to model the same compassionate and cooperative leadership traits we seek to develop in our children. We have done that by fully and selflessly collaborating across the spectrum of community and academic leaders active both pre and post 12/14. See *Spark Leadership Team List attached*. The Spark Leadership Team is a non-exclusive and ever expanding group of committed individuals that has continued to

add new, courageous community members seeking only to quietly lend a hand to the beauty we imagine for our children and the community we love. These are individuals who have stood with the community in the most difficult days, and remained vigilant in their respective efforts to make a positive difference in this community. They are the backbone of the Spark Project's sustainability. The old adage remains our mantra: "many hands make light work," and we are proud to have some of the best hands in our circle.

Moreover, the "train the trainer" model that we are employing to train our children's present and future extra-curricular coaches, teachers and mentors (i.e., "points of contact") in the use and application of these same principals in their respective areas of focus, leverages the same people who are already committed to our children's well-being and development on a volunteer basis. The SEL training we will provide those coaches and mentors, present and future, will be undertaken by the Spark Leadership Team free of charge, on a quarterly basis, indefinitely.

Additionally, the cost of the software component is a small fraction of the one year research study itself, which constitutes the bulk of this grant request. On an ongoing basis (i.e., 2016-2017 school year forward), the cost of Zoo U / Hall of Heroes software is negligible; only \$7 per additional student in the Newtown School District on a net basis. See Avielle Newtown Estimate Subsequent Years attached. In other words, unless the total number of K-8 students in Newtown Schools increases dramatically from the 2015-2016 school year, there will be no additional costs associated with the software element moving forward. Importantly, the Zoo U and Hall of Heroes software includes a stealth skills assessment component, which can be leveraged by the District to provide regular updates on students' SEL skill development and progress on an on-going basis. So the need to conduct additional, larger scale studies may not be apparent for years to come, and can be assessed as the program continues to develop and evolve. Importantly, the Spark Program was designed to dovetail with the existing Second Step Program; one that had already been implemented in Newtown Schools in K-6, and which will include Newtown Middle School (i.e., 7th and 8th grades) in 2015-2016. It is, therefore, as sustainable as the Second Step Program itself.

Attachments:



Mission:

The mission of the Avielle Foundation is to prevent violence and build compassion in communities by fostering brain science research, community engagement, and education. The Foundation will do so by directing resources to support:

1. Breakthrough neuroscience research, bridging behavioral and biochemical sciences, and making the neurosciences a prestigious and lucrative life endeavor.
2. Community-based education initiatives and programs which empower youth, parents, teachers, health care providers, and law enforcement to advocate for brain health in themselves and others and foster connectivity.

Introduction:



Avielle Rose Richman was one of twenty-six children and educators tragically killed at Sandy Hook Elementary School in Newtown, CT on December 14th, 2012. Avielle's parents, Jennifer and Jeremy, are infinitely heart broken, and like so many of you, want to bring about changes to stop a tragedy such as this from happening to any community — ever again.

The Avielle Foundation has been created to honor their loving daughter — along with all the others who have fallen victim to senseless violence — by truly understanding what leads someone to engage in such harmful behavior. We're working closely with world leaders in two vital areas: Brain health research and community building.

Objective #1: Research – Understand the Underpinnings in the Brain That Lead to Violence

Too little is known in the field of brain health in regard to what drives violent behaviors. Clearly something is wrong with a person capable of such atrocities as mass murder. We seek a better understanding of the biological and environmental factors associated with the pathologies underlying these behaviors. Once a deeper understanding has been established, we can apply these insights to educate, not only healthcare providers, but the everyday citizen about how to identify the signs and symptoms of someone troubled and how to responsibly advocate for those at risk of violent behaviors. We can develop and put into practice innovative policies to facilitate appropriate preventative and interventional strategies such as counseling, education, and novel therapeutics.



Objective #2: Education – Knowledge is Power and Empowering

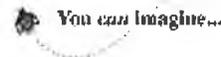
Jennifer and Jeremy instilled this open-minded, open-hearted philosophy in Avielle because they know a strong community is one where every member belongs and is a valuable contributor —regardless of ethnicity, beliefs, political views, lifestyle, or social ideologies. In such communities, individuals don't feel ostracized, stigmatized, bullied, or alienated, and the propensity to act in desperate, destructive, or violent ways is diminished or eliminated. Citizenship in a community goes beyond fitting in — it comes with responsibility.



In all the Avielle Foundation does, it's our belief that we must understand the biological and environmental factors that impact the brain, leading to malevolent behaviors. We are helping to build communities where all individuals are included, given a contributing role, and kept safe. Most importantly we are educating ourselves and others with our brain health findings in order to dispel fears of seeking help and to

facilitate rational and effective treatment interventions. We feel that knowledge is not just power, it is empowering and have come up with the slogan "Violence: Understand it to end it." We must take action to ensure what happened to Avielle does not happen again. Ultimately, this will be done by making the invisible visible.

The Avielle Foundation, Inc || PO Box 686, Newtown, CT 06470 || (Ph) 203-304-1733
www.aviellefoundation.org || EIN 46-1864791



Spark Initiative Pilot Research Budget

Timeframe June 2015 through August 2016 (14 months)

Total Costs = \$167,304

Cost Breakdown

Personnel Costs (\$98,372)

- Research Lead, Dr. Melissa DeRosier (all hours provided at no cost)
- Research Coordinator, Dr. Ashley Craig (1248 hours)
- Research Assistant, Mary Yannayon (1560 hours)
- Technical Assistance & Data Quality Assurance, Mike Baldwin (728 hours)
- Data Collection Software Support, Ian Coleman (520 hours)

Data Collection Related Expenses (\$46,986)

- Web security certificates and FERPA-compliant server storage space for approximately 6,000 total students across Newtown and Comparison schools and associated Newtown teachers, parents, and community points-of-contact
- Online survey creation and deployment
- IRB submission and approval expenses to ensure protection of human subjects

Research Related Expenses (\$18,622)

- Research (e.g., paper, folders, envelopes), computer (e.g., toner, flash drives), and software (e.g., statistical package updates) supplies needed to conduct the research
- Communication expenses (e.g., telephone, webex, mailing costs)

Travel Costs (\$3,324)

- Travel for Dr. DeRosier between RTP, NC to Newtown for research training, coordination, and reporting purposes (up to three trips and 6 days total)

Spark Program Pilot Research Methods

Pilot Research Design

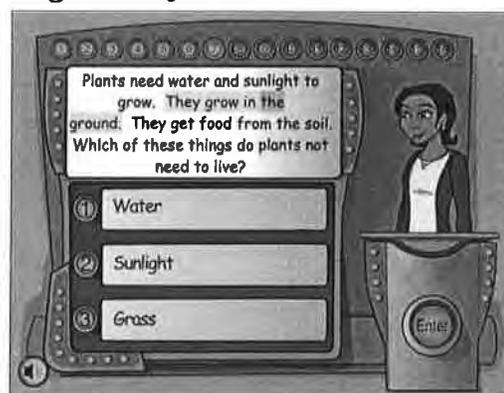
Data will be collected for all K-8th grade students in the Newtown School District and a comparable control school district (i.e., similar size and demographics). The outcome areas to be assessed are listed in **Table 1**. Data will be collected with all students (in Newtown and comparison schools) according to the following schedule:

- At baseline, mid-point, & follow-up: Students will complete the game-based social emotional skills assessment using Zoo U (for K-4th graders) and Hall of Heroes (“HoH”) (for 5th-8th graders). This game-based assessment assesses the student’s current level of social and emotional skills in six areas (communication, cooperation, impulse control, emotion regulation, social engagement, and empathy). For both Zoo U and HoH, this assessment will be completed in approximately 20 minutes.
- At baseline & follow-up: The *Quiz Show* survey assessment software (see **Figure 1**) will be integrated into the Zoo U/HoH software for students in a seamless fashion so that students can complete (a) the 10 item social self-efficacy survey; (b) the 19 item loneliness and social satisfaction survey; (c) the 10 item social interaction survey; (d) the 30 item social emotional literacy survey; and (e) the 40 item school climate survey. See the **Appendix** for copies of these standardized surveys which have each been successfully used in prior research studies with K-8th grade students. Students will complete the multiple choice, true/false, and slider bar items for these surveys using the *Quiz Show* user interface which incorporates Universal Design principles for assessment, including text-to-speech, to minimize literacy demands. The *Quiz Show* user interface has been used with students with and without learning challenges with excellent engagement by students and high data quality. Completion of all survey items is expected to take between 45 to 60 minutes. Students can complete surveys over multiple sessions and longer times will be required for younger participants.

Table 1. Outcome areas to be assessed

Student Assessment Metrics	School Records
Social Emotional Skills	Demographics
Social self-efficacy	Days present & absent from school
Loneliness & social satisfaction	Office referrals, suspensions, expulsions
Quality of social interactions	Grades
School climate	Standardized test scores

Figure 1. Quiz Show user interface



NAME	EMAIL	AFFILIATION
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Jennifer Hensel	hensel.jenn@gmail.com	The Avielle Foundation
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Rob Accomando	rob.accomando@aviellefoundation.org	My Sandy Hook Family Fun
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Suzy DeYoung	suzydeyoung@aol.com	Sandy Hook Promise / Recc
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Catherine Galda	catga@charter.net	Recovery & Resiliency Tear
Jennifer Barahona	jbarahona@nshcf.org	Newtown-Sandy Hook Corr
Susanne Navas	susanne.navas@aviellefoundation.org	The Avielle Foundation
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Megan Tessitore	mtessitore@gmail.com	Head O Meadow, School Cc
Judy Blanchard	blanchardj@newtown.k12.ct.us	Recovery Project Director, I



March 31, 2015

Jeremy Richman
Founder
Avielle Foundation
41 Berkshire Rd
Sandy Hook, CT 06482
619-384-1832

Dear Dr. Richman: Please find below the itemized estimated license and training fees for Zoo U and Hall of Heroes for the Newtown school district following the initial 2015-2016 pilot year. Please note that student licenses do not expire such that once a student is assigned an account, that student may continue to access and use the personalized learning game without need for renewal. Therefore, there are no fees for students who participate in the pilot for use of that game in subsequent years. Additional licenses will be needed for new students to use of Zoo U and Hall of Heroes (such as new kindergarten students and students who move into the school system) and for students that graduate from Zoo U to Hall of Heroes (entering 5th graders). The table below displays the estimated total cost for subsequent years. In addition, there will be a one-time fee in the second year of the SPARK initiative for entering 6th through 8th grade students to upgrade from the beta version of Hall of Heroes to the full game software (cost reduced for beta version during pilot year).

Item	Price per Student	Total Students ¹	Cost
Zoo U: New entering Kindergarten students	\$7	235	\$1,645
Zoo U: New 1st-4th graders	\$7	40	\$280
Hall of Heroes: New entering 5th Graders	\$7	345	\$2,415
Hall of Heroes: New 6th-8th Graders	\$7	30	\$210
Hall of Heroes: Upgrade 6th-8th Graders²	\$2	1,225	\$2,450
On-site Training, June 2015			\$1,500
Travel for On-site Training			\$500

¹estimated total number of students based on the Newtown 2014-2015 school year census

²This is a one-time fee for students who participate in Hall of Heroes during the pilot year to upgrade to the full game.

Sincerely,

Melissa DeRosier
Chief Scientific Officer
derosier@3csid.com

919-677-0102, ext. 511

Additional questions from the Sandy Hook School Foundation after receiving grant application:

Our board met and reviewed your proposal. Below are questions that came up during our discussion. If you could answer these at your earliest convenience, we then will reconvene to re-evaluate your proposal.

1) You provided a clear vision for the future of the Spark Project. Can you also provide a brief description of where it all originated? Your request states that the Spark Project predates the SH Advisory Commission report. When did it start? What was the catalyst? Is it a part of a larger organization or is this unique to Newtown?

The idea was an evolution of several ideas, conversations and experiences stemming from the events of 12/14 all focusing on how to best address "root cause" in broad-based, sustainable ways. Curtis Urbina and Rob Accomando had a unique experience as part of the Newtown Youth Wrestling Association community with a teenaged wrestler and mentor, Jack Wellman. Jack overcame his own personal sadness experienced after suffering a serious sports related injury in the Fall of 2012 (a feeling exacerbated by the events of 12/14) by helping coach and connect with young children through the sport of wrestling. Jack's story was amazing to watch for those of us fortunate enough to experience first-hand the effect he had on our kids. However, the universality of the simple message it taught and the value of the skills he effortlessly employed was inspiring to others as well, and earned him Sports Illustrated's Sports Kid of the Year Award. See <http://www.sikids.com/blogs/2013/12/05/sportskid-of-the-year-2013-jack-wellman>; see video at <https://www.youtube.com/watch?v=ZrWvWgkcc2g>.

Importantly, it was Jack's empathetic leadership and social-emotional skills that made him such an incredibly effective peer mentor. His ability to connect with others – both children and adults -- recalled a day when children were not so tied to their electronic devices and seemingly had a more acute sense of others' emotions and how to interact with gentle self-confidence and compassion; how to build trust. We thought, if there were more kids with Jack's skills focused on connecting with other children in the community, especially kids that are more socially isolated, there would be far fewer events of violence to self and others. Recognizing the good it did for Jack, we thought that similar efforts would also go a long way to channeling the sadness and anxiety some of our children feel into the positive emotions we experience when we selflessly care for others. We thought if we could teach these same skills in an effective and sustainable way to all the good people in our community who were already devoting their time and energy to our kids on a volunteer basis – coaches, mentors, etc. – and dovetail that instruction with similar efforts in our schools, religious institutions and other community organizations, we would have a far more profound positive effect on our children and community. We could essentially layer SEL instruction and exposure in a more uniform way, building on the similar efforts of others over a long period of time. This uniform SEL instruction would essentially follow each child year after year from mentor to mentor, regardless of what extra-curricular activity the child became engaged, from T-ball to the high school chess club and every mentored activity in between. We thought we could both help create and help connect a lot more kids like Jack, and really begin to develop profound feelings of optimism and hope in our community by the united efforts of our own hands.

The idea of teaching these skills to children on a community-wide basis through their coaches and mentors was shared with Jeremy Richman, PhD, founder of The Avielle Foundation and close personal friend, during an informal weekly meeting of Newtown/Sandy Hook dads we call "Blue Sky." We quickly realized that the idea was completely congruent with much of the latest research on brain health, which suggests that "protective factors" such as self-mastery (i.e., developed executive control, high self-esteem, empathy, collaborative skills, etc.) and the ability to develop and maintain healthy, supportive relationships are critical to maintaining brain health and thus would help prevent violence to self and others. Moreover, we also quickly realized that the idea was completely congruent with The Avielle Foundation's core missions: to understand the biological and environmental factors that impact the brain leading to malevolent behaviors, and also build communities where all individuals are included, given a contributing role, and kept safe. Based on the understandings of brain pathologies, molecular, genetic - behavioral diagnostics can be developed. These behavioral diagnostics facilitate the key component of early detection of those at-risk of violent and aggressive behavior. The application of these insights to prevent aggression and violence is the next step, and community engagement is essential. Simply put, this is what getting to "root cause" looks like, and it really does "take a village" if we intend to do it right.

Since those early conversations, the idea has evolved to include more layers of SEL and compassion training and assessment. Importantly, it continues to evolve and strengthen as more good ideas are offered by Spark Leaders, community members, parents, teachers and professionals and experts within the SEL space. As far as we know, there is no other SEL building effort that is as comprehensive and coordinated as the Spark Program, nor one that seeks to assess the efficacy of its efforts in a clinical, evidence-based fashion to inform improvements over time. With the tragedy that has occurred comes a great responsibility to protect our children and an equally great opportunity to serve as a powerful example of how to address senseless violence in all its forms with intelligence, compassion, and collaboration, so – yes – it is unique to Newtown. For now.

2) How will the Spark Project - specifically the Personalized Learning Games and related assessment test - differ from our existing Second Step program at the K-6 level, and other existing programs (ex. high school mentoring program)? Do you see the content filling an existing gap? If so, what gap is that?

K – 8: First, it is important to note that the SEL content being taught as part of the Second Step Program and that being taught through Personalized Learning Games is 100% aligned. However, Personalized Learning Games software enhances the Second Step Program in two ways, closing two critical functional gaps:

1. The ability to assess and monitor progress of Second Step SEL skill building in real time.
2. The ability to personalize instruction of Second Step content for each student.

First, the games include pre, mid and post assessments of the SEL skills Second Step aims to teach, as well as provide snapshots of student progress to teachers and counselors throughout to ensure growth is on track. The game-based assessments (hidden to the student within gameplay) are also formative; meaning that in addition to providing teachers and counselors with ongoing, real-time data on the student, they guide them to tailored lessons and activities designed to specifically meet the needs of the student. This guidance increases teachers' and counselors' ability to support students where they need it most. Moreover, the games offer the teacher an objective comparison to their own subjective SEL assessments, allowing for either a more well-supported argument for developmental next steps, or a more careful consideration of the student's case in the event of inconsistent assessment data.

The software also personalizes instruction of Second Step SEL teaching. All students learn at different paces. We can enhance students' ability to learn, as well as practice social emotional skills through safe, virtual environments. Research shows that personalized learning tailored to the individual student's strengths and needs results in greater learning for that student. There is a limit to which Second Step, which is delivered at the classroom level, can be tailored to any individual student. By combining Second Step classroom instruction with the individualized practice environment provided through the games, we can achieve significantly greater social and emotional learning for our students.

High School: There is a related program for the high school called, "Link Crew," which links every freshman to an upper classman with the intention of creating relationships and collaboration throughout the course of the year. The skills learned in the K-8 Second Step program (NB: grades 7 and 8 starting Second Step in the 2015-2016 school year) are transferred into practice in the Link Crew program. The effectiveness of the Link Crew program is determined by feedback from freshman, upper class leaders, program advisors, and school staff. The Spark Leadership team is currently working with Judy Blanchard and Dr. Erardi to consider a formal SEL program akin to Second Step for the High School, and that due diligence is ongoing.

3) Do you expect that the Personalized Learning Games will become part of the K-8 curriculum - either as part of Second Step or independent? If so, have all the necessary parties (Board of Education / Curriculum & Instruction Committee, Newtown Publis Schools Recovery Project Director, Newtown Public Schools Principals, Second Step, Personalized Learning Games, 3C Institute) communicated and collaborated to ensure they are aligned and can be integrated?

The two software platforms developed by Personalized Learning Games that teach and assess SEL, Zoo U (K-6) and Hall of Heroes (7-8), will be part of the curriculum. As noted above, they will serve as tools to assess - in real time - and individualize instruction of the Second Step Program.

So far, we have presented the vision for the Spark Program to Dr. Erardi and most recently the Board of Education, and the feedback has been extremely positive. Additionally, we have collaborated closely with Judy Blanchard, who is a Spark Leadership Team Member herself, and have even agreed to include the following key individuals in the SEL "train the trainers" event on June 18th and 19th to ensure that there is close collaboration and congruency between all the efforts and players now and moving forward: (Judy's note: others invited, these attended)

EdConn counselors: Melissa Arsenault, Kimberly Laiso, Megan McKee, Laurie Drum

While we are aware that each of Newtown's K-8 principals have been advised of the Spark Program generally and the SEL "train the trainers" event specifically, our point of contact to the Newtown School System's teachers and principals is Dr. Erardi who has been included at every stage in this process. Importantly, the Spark Leadership Team includes and has been informed by three active Newtown teachers: Michelle Toby (Newtown High School), Julie Shull (Reed Intermediate) and Amy Taylor (Sandy Hook School).

4) Did you consider a pilot implementation before a full district wide roll out? Why / why not?

A pilot implementation was rejected early in the process. As teachers, parents and community members, we feel strongly that all children in Newtown - where children are statistically at much greater risk of suffering emotionally given the trauma many have lived through - should be given the needed protective supports to help them thrive socially and emotionally. The goal of this initiative is to have every child at every touch point equipped with these critical life skills. Ensuring that we effectively build SEL skills in each child requires knowing what each child's unique social and emotional strengths and needs are, how to meet those needs, the ability to monitor progress to ensure growth. The feedback the assessments will provide will be critical for effective development and refinement of our related community-wide efforts over the long term. Moreover, the Personalized Learning Games software is scientifically proven to work. We felt strongly that excluding any child, especially considering the recommendations of the Sandy Hook Advisory Commission's report, would be irresponsible.

5) Are you building in an opt out feature for the research study? Why / why not?

Yes, parental consent is always required to allow external researchers to collect and analyze student data (as it will be for the EdConn grant already being conducted in Newtown Schools.) Schools often use "passive consent" for a system wide research project, such as the one we are proposing. However, this is totally up to the school system, which may prefer "active consent." The difference is best described as follows: Passive Consent: Only requires a parent's signature if the answer is "no," so if the form is not returned, it is assumed the answer is "yes." Active Consent: There are two check boxes on the form ("yes" and "no") and the parent must sign and return the form to indicate their preference; if they do not return the form, it is assumed to be a "no" answer.

It is important to note that all students will still be able to participate in the curricular aspects of the SEL instruction regardless of parental consent for the research activities, but data would be collected and analyzed by 3C Institute only for those students with parental consent for the research (passive or active).

6) This grant request is strictly for funding to support the Personalized Learning Games, related assessment test / data analysis and research, and administrative costs - and the SHS Foundation is the only source you have approached for funding. Why haven't you pursued any other sources of funding?

The Avielle Foundation approached SHS Foundation for this funding because we felt it was the most appropriate organization to partner with in this important work. Like TAF and the Spark Project, the SHS Foundation is a local, grass-roots organization made up of community members directly impacted by the events of 12/14, with all the solemn seriousness and heart-felt commitment inherent in that fact. Additionally, based on our reading of the SHS Foundation's mission, it is difficult to imagine a more congruent endeavor. A perfect fit.

As we explained in a previous exchange, the SHS Foundation cannot provide funding to any organization for a school-based program that has not yet been vetted and approved by all required parties (Board of Education, NPS Recovery Project Director, School Principals & Teachers). That said, with your responses to these questions, we can better evaluate the viability of your proposal.

NHS Student Substance Abuse Code of Conduct

The Newtown Board of Education recognizes the serious societal problem of substance abuse and the implications this has for our students in the Newtown Public School System. In partnership with families and other local institutions, our schools play a significant role in the early detection of substance abuse, the protection of children from the use, promotion and sale of alcohol and controlled substances and the improper use and sale of prescription drugs.

All students are subject to Newtown Board of Education policies, Newtown High School administrative policies, disciplinary actions and suspension or removal from co-curricular activities for the possession, use, dispensing, sale or distribution, aid in the procurement or under the influence of any of the following:

- Alcohol
- Illicit Drugs
- Mood Altering or Controlled Substances
- Stimulants
- Anabolic Steroids
- Hormones or Analogues
- Diuretics
- Performance Enhancements
- Any substance purported to be a restricted substance

A student that is under the influence of or in possession of drugs and/or alcohol during school, on school grounds or during school activities, will be excluded from all school related co-curricular activities for a period of (60) sixty calendar days. If the 60-day period is not concluded by the end of the school year, the remaining days will resume at the start of the next school year.

If such student engages in any prohibited activity listed above **off school grounds**, at any time, seven days a week, regardless of whether or not prohibited conduct occurs during the student's actual participation in the activity or whether other school-related disciplinary action has occurred, the student will be excluded from all school related co-curricular activities for a period of (60) sixty calendar days. If the 60-day period is not concluded by the end of the school year, the remaining days will resume at the start of the next school year.

A student whose conduct off school grounds is in violation of the substance abuse policy and is seriously disruptive of the educational process shall be subject to severe disciplinary action, up to and including expulsion from school. In accord with Newtown High School policies and expectations, this is applicable to all co-curricular activities sponsored by the school.

Participation in high school activities is a privilege, not a right. The Newtown Board of Education, Newtown Administrators and NHS Athletic Department are committed to achieving an environment free of substance abuse in our schools. While this goal cannot be achieved by the school district alone, regardless of funding, staff ability or program development, the Newtown High School Administration will provide students with preventive and intervention

support and education. The family, church, community health services, mental health and treatment facilities and concerned citizens must play a role if our goal is to be accomplished. We support sharing approaches and programs with other districts and institutions and recognize that these problems neither begin at the school door nor end at the district's boundaries. The solutions to the difficult problems of substance abuse need to be approached by society as a whole.

A sample policy to consider.

Students

Student Health Services

School Based Health Clinic

The Newtown Board of Education (Board) endorses the placement of a School Based Health Clinic (SBHC) in some District schools. The SBHC model of health care is comprised of on-school site health care delivery by an interdisciplinary team of health professionals which can include primary care and mental health clinicians. The staff, consisting of a nurse practitioner, clinical social worker and medical assistant, shall work in cooperation with the school staff and community providers.

The mission of the SBHC is to promote the wellbeing and development of children and their families by giving priority to the unmet needs of children lacking physical, emotional, and intellectual care and nurturing. (Alternate: The mission of the SBHC is to help students learn about health practices that promote their wellbeing through an emphasis on prevention and early identification and treatment of physical and mental health conditions.

The placement of a school based health center in the middle school offers the convenience of having adolescents receive health care at the school, eliminating barriers to such care as transportation, and the lack of available or convenient appointments. The Board supports the goal of the SBHC to provide the health care that allows the child/adolescent to maximize their school experience. The SBHC, licensed by the Department of Public Health, is not the same as the school nurse's office. However, the SBHC staff and school nurse will work together to provide coordinated, comprehensive health services to students.

The School Based Health Center at Newtown Middle School:

- Is a fully licensed primary care facility providing a range of physical and mental health services, located within the school;
- Combines medical care and counseling along with health education and reinforcement of a healthy lifestyle;
- Provides additional services that work in collaboration with doctors and mental health providers in the community and is not intended to replace the family's primary care provider;
- Directs its services at, but not limited to, students who do not have access to a family doctor or whose families have little or no health insurance; and
- Provides services at no out-of-pocket costs to the family.

The medical and mental health services provided at the SBHC shall include, but are not limited to, the following:

- Diagnosis and treatment of acute and chronic illnesses;
- Physical examinations;

Students

Student Health Services

School Based Health Clinic (continued)

- Immunizations;
- Health education (nutrition, fitness) including presentation to classes
- Individual, group and family counseling (anxiety, depression, peer and family relationships, academic issues, behavioral problems, eating disorders etc.)

In order to access the services of the SBHC, the student's parent/guardian must sign the School Based Health Centers Permission Form (Form #2) and complete the Medical History form (Form #3). Services will not be provided to students unless these requirements are fulfilled. All students enrolled at the school site may use the SBHC regardless of income or health care coverage.

The confidentiality of all health information that identifies students and the treatment and services provide to them shall be maintained **separately from academic records. School Staff shall not have access to medical records of students maintained at the SBHC unless written permission is given by a student's parent or legal guardian.** (See Form #1-Notice of Privacy Practices)

(cf. 5125.11 - Health/Medical Records HIPAA)

(cf. 5141 – Student Health Services)

(cf. 5141.21 – Administering Medication)

(cf. 5141.22 - Communicable/Infectious Diseases)

(cf. 5141.25 – Students with Special Health Care Needs/Food Allergy)

(cf. 5141.3 - Health Assessments and School Programs)

(cf. 5141.31 - Physical Examination for School Programs)

(cf. 5141.33 – Health Records)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.5 - Suicide Prevention)

(cf. 6142.1 - Family Life and Sex Education)

Legal Reference: Connecticut General Statutes
 10-203 Sanitation.
 10-204a Required immunizations.
 10-204c Immunity from liability
 10-205 Appointment of school medical advisors.
 10-206 Health assessments, as amended by PA 07-58 and PA 11-179.
 10-206a Free health assessments.
 10-207 Duties of medical advisors, as amended by P.A. 12-198.
 10-208 Exemption from examination or treatment.
 10-209 Records not to be public.
 10-210 Notice of disease to be given parent or guardian.
 10-212 School nurses and nurse practitioners.
 10-212a Administration of medicines by school personnel.
 10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of 10-217a Health services for

Students

Student Health Services

School Based Health Clinic (continued)

Legal Reference: (continued)

children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

19a-630 (10) Definitions. "Health Care Facilities"

38a-472e Health insurer. Requirements re offer to contract with a school-based health care center.

Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

**Reed Intermediate School
Grade Five
Social Studies Curriculum**



**Cultures of the
Western Hemisphere**

March, 2015

Our Mission:

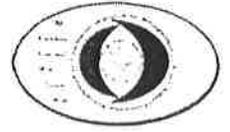
To educate students in the conceptual understandings of world cultures in order to promote acceptance, tolerance and understanding.



Unit Planner: Establishing a Culture: Unity and Diversity

Social Studies 5^{CC}

Thursday, April 9, 2015, 2:04PM



Reed Intermediate School > 2014-2015 > Grade 5 > Social Studies > Social Studies 5 > Week 1 - Week 9

Last Updated: Today by Gael Lynch

Drabik, Maura; Hull, Jonathan; Lynch, Gael; Strait, Sara

Enduring Understanding(s)/ Generalization(s)

Conceptual Lens: Unity and Diversity

1. The population of our school community is made up of unique individuals.
2. Social studies, including history and geography, gives us information that helps us understand the world and its people.
3. Culture consists of the beliefs, customs, laws, art and ways of living that a group of people share.
4. Government is a structure that works to unify, organize, and support a diverse group of people.

Essential Question(s)

- What rules and guidelines will we put in place to make decisions and manage ourselves this year?
- How does the role of government play out in the daily lives of individuals?
- How do geographers think?

Guiding Questions

Factual, Conceptual, Provocative

Bend 1: Creating a Group Identity

- What is your ethnic background? (Factual)
- What is the meaning of unity and diversity? (Factual)
- What beliefs/values drive me to perform at my personal best level? (Conceptual)
- Why is it important to be tolerant of people's differences? (Provocative)

Bend 2: Developing a Structure for Unity

- What principles of belief did the Founding Fathers have to come to agreement upon to form a more perfect union? (Conceptual)
- How can we model our own class government upon a system of beliefs? (Provocative)

Bend 3: Thinking like a Geographer

- What are the five themes of geography? (Factual)
- What makes each region of the US unique? (Conceptual)
- Why is it important to understand how people in other regions live and think? (Provocative)

Standard(s)

Content and CCSS

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Reading: Informational Text

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

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft and Structure

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

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CT: Social Studies Frameworks (2015)

CT: Grade 5

Dimension 2: Geography

Human Population: Spatial Patterns and Movement

GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.

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Students will:

- Identify their own ethnic/cultural background and draw upon information related to their own past history to express their understandings to others.
- Create an ancestry tree, demonstrating visually who they are and where they've come from as they arrive, like immigrants, at Reed Intermediate School.
- Develop and write a Personal Mission Statement based on their beliefs and values.

- Create class/cluster rules through discourse and debate.
- Elect a cluster representative to school government, mirroring the democratic process.
- Identify the steps that lead to a bill becoming a law.
- Compare and contrast the rights and responsibilities of a citizen.
- Create a class Mission Statement &/or debate and discuss critical values for the group this year.

- Identify and explain the five themes of geography.
- Create a summary about a region of the US, identifying its landforms, climate, products, natural resources, and culture.
- Create short presentations to demonstrate factors that make each US region unique (Physical Geography, Natural Resources, Products/Industries, and Cultures).

Content/Topics

Critical content that students must KNOW

Geography:

Five Themes: Location, Place, Region, Human/Environmental Interaction, Movement

Hemispheres, Latitude & Longitude, Continents, Oceans

Movement and Migration, Push/Pull Factors

Map Types: Physical, Political, Thematic

Charts and Graphs in Geographic Study

History:

Bill of Rights

Skills

Transferable skills that students must be able to DO

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

<p>Constitution</p> <p>Founding Fathers</p> <p>Government:</p> <p>Democracy</p> <p>Citizen/Citizenship</p> <p>Bill vs. Law</p> <p>Representatives</p> <p>Culture:</p> <p>Unifying factors</p> <p>Diverse beliefs</p> <p>Cultural Traits</p> <p>Identity</p>	
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Core Learning Activities

Bend 1-Creating a Group Identity (9 days)

Essential Questions:

What rules and guidelines will we put in place to make decisions and manage ourselves this year?

1. View "Culture: What is it?" United Streaming (student note-taking) 1 day
2. Sitti's Secrets (or comparable book): Identify the features of culture and then relate them to your own life (1 day)
3. Ancestry Graph; page 84 in text: We the People: One Country, Many Cultures (1 day)
4. Work in teams to identify and discuss beliefs and values through The Ideal School Project. What do you hope or believe the perfect school can be like? (2-3 days)
5. Forming personal ideals/beliefs and values by writing Mission Statements. Class and individual Mission Statement packet saved in teacher share and under Assessments below. (2 days)

Bend 2- Developing a Structure for Unity (7 days)

Essential Questions:

How does the role of government play out in the daily lives

Resources

Professional & Student

Social Studies-Western Hemisphere and Europe, Houghton Mifflin

Second Step: Skills for Academic and Social Success: Committee for Children

US Regional Studies saved in teacher share

Various Read-alouds--*Home of the Brave* by Katherine Applegate,

Wonder, by RJ Palacio and *Sitti's Secrets* by Naomi Shihab Nye

Web Connections:

Brain pop, Britanica for Kids, World Book Students, Web Path Express

Schoolhouse Rock: How a Bill Becomes a Law

United Streaming: From Sea to Shining Sea: Regions of the US

of individuals?

1. Read-aloud (on-going in Reading/Language Arts: *Home of the Brave*)
2. The Rights and Responsibilities of a Citizen:
Reading/discussion; pgs. 86-88 in text (1-2 days)
3. The US Government: How Our Government is formed
(include activities related to Constitution Day)--pages 89-91
in text (2 days)
4. School Elections: Selecting a Candidate and Voting as a
right and responsibility
5. How a bill becomes a law (Schoolhouse Rock) and pgs.
92-93 text (1-2 days)
6. How laws support our citizens: Debate and discourse for
the purpose of the development of class rules/and class
mission statements (see Responsive Classroom/Second
Step) (1 day)

Bend 3- Thinking Like a Geographer (9 days)

Essential Questions:

How do geographers think?

1. The Five Themes of Geography (3 days)
2. Model one regional study, perhaps New England,
demonstrating the practice of highlighting, scanning
questions prior to reading, and summarizing for the purpose
of expressing what's most important. U.S. Regional Studies
packet saved in teacher share. (2-3 days)
3. In groups, develop US Regional Scrapbook (a brief
informational booklet). This is to be done using a jig-saw
approach, with groups of students studying different regions
and sharing in a presentation format. (3 days)

 [Ideal School Project-Teacher.docx](#)

 [Ideal School Project-2.doc](#)

 [Culture Video Guide and Quiz.pdf](#)

 [Family Culture Survey.pdf](#)

 [What is Culture-Sitti's Secrets \(pg. 1\).pdf](#)

 [What is Culture-Sitti's Secrets \(pg. 2\).pdf](#)

 [Global Closet Homework.doc](#)

 [Research & Notetaking Rubric.docx](#)

Assessments (Titles)

Mission Statements
Formative: Self Assessment

Graduation
Standards

Information Literacy

Interdisciplinary
Connections

Students will develop ideals through discussion and collaboration with work team partners that will guide their performance in both group and individual forums throughout the year. They will then express these ideals in written form and reflect on their mission statement throughout the year.

 [Mission Statements-Scan.pdf](#)

**US Regional Presentation
Formative: Oral Report**

Students will research and report on a region of the US in a presentation team format.

**US Citizenship: Rights,
Responsibilities and Benefits
Expository Essay**

Students will compare and contrast the rights and responsibilities, as well as the benefits of a US Citizen.

 [AMERICAN CITIZENSHIP
Assessment.docx](#)

 [The US in Regions-Performance
Assessment, GRASP.docx](#)

 [OralRubric-US Regions.pdf](#)

 [United States Department of Tourism-
DOK Questions to Consider-Edited
Version.docx](#)

Problem Solving
Spoken Communication
Written Performance

- Problem Solving

Students will identify problems/solutions in a group dynamic, developing guidelines for themselves (Mission Statements) and rules to live by for their class/cluster.

Language Arts--

Identity development through poetry

Mission Statements--craft and sentence develop

Speaking and Listening--discourse and debate

Art & Music-

Norman Rockwell Paintings

Arlo Guthrie



Newtown Public Schools
Social Studies 5



Reed Intermediate School > Grade 5 > Social Studies > Social Studies 5 > Week 10 - Week 18

Last Updated: Today by Gael Lynch

The American Migration: Beliefs and Values Unfold

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual Lens: Beliefs and Values

1. The natural wealth of a region influences its development and culture.
2. Many factors influence the movement of people from one region to another.
3. Democratic governments receive their power from their citizens.
4. Economic decisions are made by individuals and/or governments.
5. A nation's cultural identity is based on the beliefs and values of its people.

Essential Question(s)

- What ideas, events, conflicts, and resolutions shaped the beliefs and values of our new nation?
- What were the results of the movement West?
- Which event of this time period was most significant? Why?

Guiding Questions

Factual, Conceptual, Provocative

Bend One: The Wants and Needs of a New Nation

- What factors contributed to the migration of people in the US in the nineteenth century? (Factual)
- What beliefs and values or changing needs can cause people to voluntarily choose to leave their native region? (Conceptual)
- How did America's geography and natural resources contribute to changes in the prosperity of its people? (Provocative)
- Does migration always improve one's life? Why? (Provocative)

Bend Two: Troubles in a Growing Nation

- What troubles did the new nation experience during this time period? (Factual)
- What were the perspectives of the conflicting groups, the pioneers and the native people? (Conceptual)

Bend Three: Results of a Growing Nation

- What were the results of the movement West? (Factual)
- How can history help a culture to evaluate mistakes once they are made? (Conceptual)
- How can the progress of one group impede the progress of another? (Provocative)
- How were Canadian populations affected by the American migration west? (Provocative)

Standard(s)

Content and CCSS

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will--

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Reading: Informational Text

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

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Writing

Research to Build and Present Knowledge

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

- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CT: Social Studies Frameworks (2015)

CT: Grade 5

Dimension 2: History

Perspectives

- HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

Causation and Argumentation

- HIST 5.9 Explain probable causes and effects of events and developments.

- Interpret short, appropriately leveled readings associated with each of the topics with a partner in class.
- Engage in multiple readings for the purpose of following a series of guided questions for discourse.
- Analyze information based on the guided/essential questions.
- Express their understandings through discourse and debate.
- Create a short diary entry, chronicling the events of the day, told from a pioneer, Native American, or participant in the Corps of Discovery, for example.
- View short film clips designed to support student understanding through re-enactment.
- Analyze artwork/photography from this period of migration.

Content/Topics

Critical content that students must KNOW

- Louisiana Purchase
- Thomas Jefferson
- Napoleon
- Lewis and Clark
- Sacajawea
- Corps of Discovery
- Erie Canal
- Trail of Tears
- Oregon Trail &/or the California Gold Rush
- Transcontinental Railroad

Skills

Transferable skills that students must be able to DO

Core Learning Activities

This unit is an integrated unit with the Language Arts/Reading curriculum.

Unit= 14 Days

Bend One: The Wants and Needs of a New Nation (5 days)

Essential Question:

What ideas, events, conflicts, resolutions shaped the beliefs and values of our new nation?

- ** Begin Mentor Text: *Who Settled the West?* by Bobbie Kalman
- ** Prepare word wall with upcoming domain-specific vocabulary to be taught in unit. (expansion, destiny, exploration, innovation, injustice, manifest, nation building, pioneer, migration, compromise)

Resources

Professional & Student

- Social Studies-Western Hemisphere and Europe, Houghton Mifflin
- Mentor Text--*Who Settled the West?* by Bobbie Kalman
- Web Connections:
- Brain pop, Britanica for Kids, World Book Students, Web Path Express
- United Streaming

 Westward Expansion Resources.docx

1. Overview of the movement West-lesson plan attached. Pictures for lesson are saved on teacher share. (1 day)
2. Louisiana Purchase- lesson plan attached (1 day)
3. Lewis and Clark- lesson plan attached (1 day)
4. Erie Canal- lesson plan attached (1 day)
5. Selected student readings from resources saved on teacher share. (2 days)

Bend Two: Troubles of a Growing Nation (4 days)

Essential Question:

What ideas, events, conflicts, and resolutions shaped the beliefs and values of our new nation?

1. Centers (Images, Maps, Reading, Media) (4 Days)
- Center materials saved on teacher share

Bend Three: Results of a Growing Nation (5 days)

Essential Questions:

What were the results of the movement West?

Which event of this time period was most significant? Why?

Use selected reading/ video clips for the purpose of inquiry:

1. Oregon Trail (1 day)
2. Trail of Tears (1 day)
3. Transcontinental Railroad (1 day)
4. Debate (either whole class or small group): (1 day)

Which event of this time period was most significant? Why?

5. After debate, students will write a draft of a persuasive essay on this topic. (This will be used as a pre-assessment for the persuasive writing unit.) (1 day)

** Students will select a topic of interest from this time period to further research. They will write a research-based informational book in Language Arts class. See Unit Two in the Reading and Writing Curriculum.

-  Grade 5 SS Unit 2- Westward Expansion Lesson 1 (1).docx
-  Louisiana Purchase Lesson 2.docx
-  Louisiana Purchase Materials.pdf
-  Lesson Plan-The Explorations of Lewis and Clark.docx
-  Brain Pop Handout.pdf
-  Lewis and Clark Map.pdf
-  Lewis and Clark Reading Handout.docx
-  Erie Canal Lesson 4 version 2.docx
-  Center Reflections.docx
-  Images Center.docx
-  Art Interpretation Rubric.docx
-  Research & Notetaking Rubric.docx
-  Primary source Center.docx

Assessments (Titles)

The American Story: An Informational Book

Graduation Standards

[Information Literacy](#)
[Problem Solving](#)

Interdisciplinary Connections

Language Arts and Reading:

Extended Essay

Students will create an informational book on a topic connected to this time period. This will culminate their work in research teams, reading and discussing different aspects of this time period with 'just right' books at a grade 3-5 level. They are asked to break their work down into three sub-topics, with headings for each, and will be asked to demonstrate some thinking beyond the text, with a conclusion that pulls the ideas together and drives their reading home to their reader.

 Westward Expansion Rubric.docx

Debate: Most Significant Event
Summative: Oral Report

Students will prepare a debate answering:
 Which event from this time period was the most significant and why?
 Students will complete a graphic organizer to plan their debate.
 Debates could be done as a whole class activity or in a small group setting.

 Bend Three Assessment Organizer.pdf
 Bend three assessment rubric.pdf

Spoken Communication
Written Performance

• Written Performance

Students will convey information in written form about America's Story of expansion, and how the culture and the nation was changed forever as a result.

Student will read and research a topic related to Westward. Expansion using appropriately leveled resources, working in teams to develop their understandings.

Students will craft an essay, with an introduction and conclusion and a minimum of three body paragraphs to explain one aspect during this time period.

Art and Music (Exploration through Centers):

American Migration Artwork
 Bruce Springsteen: 18 miles on the Erie Canal
 Arlo and Woody Guthrie



Newtown Public Schools
Social Studies 5



Reed Intermediate School > Grade 5 > Social Studies > Social Studies 5 > Week 19 - Week 28

Last Updated: Today by Gael Lynch

The Latin American Story: Cooperation and Conflict

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual Lens: Cooperation and Conflict

- A region's landforms, bodies of water, and climate offer a wide range of natural resources which affect daily life, both past and present.
- Early civilizations can affect the culture developed over time.
- A civilization's ability to succeed is affected by its natural resources and its relationships with other countries.
- The culture of a region is a reflection of its ethnic diversity, history, daily life and customs.

Essential Question(s)

- What were the contributions of the first inhabitants of Latin America?
- How did geography influence the Aztec, Inca, and Mayan civilization?
- How does colonization impact native cultures?
- How have ancient civilizations and colonization impacted Latin American countries today?

Guiding Questions

Factual, Conceptual, Provocative

Bend One: Building Background of Ancient Civilizations--Mayan, Aztec and Inca

- How did geography influence the Aztec, Inca, and Mayan civilization? (Conceptual)
- How has the physical geography influenced Latin America's history? (Conceptual)

Bend Two: The Impact of Colonization on Native Cultures.

- Who colonized native lands in Latin America? Why? (Factual)
- What impact did colonization have on Latin American cultures? (Conceptual)
- What caused the Latin American colonies to fight for independence? (Conceptual)

Bend Three: Latin America Today

- What factors influence the climate of Latin America? (Factual)
- What evidence of ancient cultures and colonization can be seen in Latin America today? (Factual)
- How is civilization's ability to succeed affected by its natural resources and its relationships with other countries? (Conceptual)
- In what way is the culture of a region demonstrated through its ethnic diversity, history, daily life and customs? (Conceptual)
- How has the geography of Latin America effect its economy/natural wealth? (Conceptual)

Standard(s)

Content and CCSS

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Capacities of the Literate Individual

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

- They come to understand other perspectives and cultures.

Reading: Informational Text

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

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Writing

Research to Build and Present Knowledge

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

- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- trace and explain the unifying features for each of the three ancient Latin American cultures: Aztec, Mayan and Inca.
- describe how geography influenced the Aztec, Mayan, and Inca civilizations.
- analyze how colonization impacted the ancient civilizations of Latin America.
- apply their understandings of colonization and explain the causes and effects of the Latin American quest for independence.

Content/Topics

Critical content that students must KNOW

Complex Societies and Civilizations
 Economy
 Natural Resources
 Colonization
 Explorers
 Indigenous People
 Incas, Aztecs, Mayans
 Settlement
 Conflict vs. Cooperation
 Revolution
 Republic
 Democracy
 Parliament
 Dialects/Languages
 Temperate Climate

Skills

Transferable skills that students must be able to DO

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

Students will do the work of historians for a great deal of this unit, following a bit of initial lecture, reading and video clips. The expectation is that they will work through centers with guided discovery and teacher mentorship.

Core Learning Activities

Bend One: Building Background of Ancient Civilizations--Mayan, Aztec and Inca (9 Days)

Essential Questions:

What were the contributions of the first inhabitants of Latin America?
 How did geography influence the Aztec, Inca, and Mayan civilization?

- 1) Create an anticipatory mindset, using the TCRWP 'Anticipation Guide Related to Latin America (in the appendix). *The statements in this guide should be used to guide instruction throughout the unit. (1st day)
- 2) Use mini-lesson/lecture format, whole class read-aloud, and United Streaming video clips to build background knowledge. (1st day)
- 3) Center-based Instruction (Center options: students rotate through four centers over 2-4 days depending on how much class time is allotted, or content of centers can be taught whole class over the course of 2-4 days, with more materials needed in that case)-includes 4 TCRWP centers, developed by fifth grade team.

Resources

Professional & Student

- *True Book Series, by various authors
- *You Wouldn't Want to Be...series by various authors
- *History News: The Aztec News by Phillip Steele
- *Machu Picchu: The Story of the Amazing Incas and Their City in the Clouds (Wonders of the World Book) by Elizabeth Mann
- *Aztec News: Invaders Flee City!, by Philip Steele

***FOR TEACHERS ONLY--to develop and deepen their own background information, Latin American Revolutions: Crash Course in World History #31; by John Green (link below)

**For Teachers (possibly with students)--Recommend pre-screening, and showing in short segments to allow the unit to flow. A demonstrated history with scenes from today in the backdrop to create the dynamic between the old and the new.

Map Study Center, Non-fiction Reading Center, Artwork and Architecture Center, Artifact Center. (4 days)

4) Collect and Introduce a Word Wall of specific content vocabulary as the Unit/Bend unfolds. (Tier II vocabulary words to teach: ancient, civilization, colony, revolution, republic, democracy, parliament, dialects, temperate, grassland, region, inhabitant, restructuring.)

5) Administer Assessment of Bend One. Use Response Rubric to score. (1 Day)

Bend Two: Developing the Learning--The influences of systems upon how a new territory is colonized/settled. The impact of colonization on native cultures. (8 days)

Essential Question:

How does colonization impact native cultures?

1) Develop background knowledge through mini-lecture (see page 10), guided note-taking, referencing individual student maps to trace colonization and support understanding. (1 day)

2) Centers: Maps, Non-fiction Reading, Analysis of Artwork and Architecture, Artifacts

The focus of these centers is on the colonists and conquistadors, comparing to the original

native cultures. (4 days)

3) Mini-lesson/Instructional Lecture accompanied by short video clips-- Conquistadors--How and why they sought to conquer the world, and specifically the ancient cultures in this region. Start writing long in preparation for the next day's grand discussion. (1 day)

4) (Students will complete written comments in preparation for the grand discussion.) Grand Discussion--Referring to notes and their writing, students will discuss the impact of colonization on native cultures, with comparison to what was learned in Westward Expansion and how native cultural groups were affected in the US. This work will be done in small group with teacher acting as facilitator, assessing students' ability to articulate their thinking in the group. (1 day)

5) Closure: The Road to Independence-Powerpoint/short lecture related to the various ways in which the Latin American Countries came to become independent. Quick visual clip, demonstrating the changes and how they occurred in Latin America's quest for independence: Colonial History of South America, one minute, twenty seconds. (1 day)

Bend Three: Latin America Today (7 days)

Essential Question:

How have ancient civilizations and colonization impacted Latin American countries today?

1.) Latin America today--students will explore the Regional Atlas in the text, comparing and contrasting the populations, wealth and education of countries in this region, also identifying the countries on a map with its landforms and natural resources. (1 day)

2) Map Assessment. (1 day)

3) Independent/facilitated study: Students will select a country for the purpose of delving deeper into the past and present day culture in one Latin American country, taking the stance of a visitor returning from that country. (4 days researching/note-taking)

(Researching, gathering and analyzing relevant information will be completed in school. Suitcases will be finalized at home.)

4) Celebration Day: Students will present their country, highlighting important points from their suitcase project to inform other students. (1 day)

 <https://www.youtube.com/watch?v=ZBw35Ze3bg8>

 <http://www.bing.com/videos/search?q=Mayan%20Inca%20Aztec%20History&qs=n&form=QBVR&pq=mayan%20inca%20aztec%20history&sc=2-24&sp=1&sk=#view=detail&mid=993272AF6555DBF36D64993272AF6555DBF36D64>

 Latin America Bend One Lesson Plans.docx

 LA Bend One Artwork Architecture Center PPT.pptx

- Lat. Am. Bend One note taking sheet Artwork Center.docx
- 📎 LA Bend One Artifact Center PPT.pptx
- 📎 Note taking page for Artifact Center Bend One.docx
- 📎 Latin America- Bend One- Map Center.pptx
- 📎 Note taking page for MapCenter Bend One.docx
- 📎 Lat. Am. Bend One Nonfiction Rdg Center.docx
- 📎 Note taking page for nonfiction reading Center Bend One.docx
- 📎 Research & Notetaking Rubric.docx
- 📎 Center Reflections.docx
- 📎 Lat. Am Bend One Assessment Rubric.pdf

Assessments (Titles)

**Historians Write to Learn
Extended Essay**

Bend One Assessment:

Students will review their notes and reflections to develop and deepen one or two central ideas about the development of the Mayan, Inca and Aztec cultures in Latin America.

The Impact of Colonization on Native Cultures

Other oral assessments

Bend Two Assessment:

Students will discuss/debate the impact of colonization upon the native cultures of Latin America. As they talk, they should be prepared

- to prove their thinking,
- to provide evidence from both the videos or the information from their center-based notes.
- to connect to previous notes and discussions related to the native populations in the US.

**Latin American Suitcase Project
Summative: Exhibition**

Students will select a country for the purpose of delving deeper into the past and present day culture in one Latin American country, taking the stance of a visitor returning from that country. (4 days researching/note-taking)
Students will be expected to

- research
- gather and analyze relevant information
- present

Graduation Standards

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

- Spoken Communication

Students will debate the topic of colonization and the impact on the lives and cultures of native cultures with accuracy, clarity and authority with others in study/research team formats.

Interdisciplinary Connections

Language Arts and Reading:

This unit will impact students' abilities to form an opinion/stake a claim and justify their thinking through discussion (verbal rehearsal) followed by writing.

Visual Arts and Music:

Students will be exposed to Latin American folklore, visual arts, architecture of ancient civilizations, and music both past and present.

Center-based Learning:

- Art/Architecture Study
- Geography-Map Study
- Language Arts-Listening, Viewing and Speaking collegially with grade level partners

<p> Latin_America_Assessment-Bend_One-Write Long.docx</p> <p> Latin American Suitcase Project.doc</p>		
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Latin America Today: Creating Change

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual Lens: Creating Change

- Daily life differs from one place to another in the Western Hemisphere.
- Differences in employment, education, and freedoms and rights can affect how people live.
- Lack of equality affects the lives of people and deserves attention and action.
- One individual can affect change to shift the level of equality in a community.

Essential Question(s)

- How does where people live affect their access to jobs, education, and the right to be represented equally?
- How does inequity affect a community?
- How can we make a difference in the world when it comes to employment, education, and voting rights?

Guiding Questions

Factual, Conceptual, Provocative

Bend One: Understanding Access

- What types of data can provide us with information to evaluate the quality of peoples' lives? (Factual)
- How can studying the images of people in the Western Hemisphere reveal the story of how they live? (Conceptual)

Bend Two: Creating Equal Access in Latin America

- How might you compare the information from studying one map/group of statistics with the information from another map/group of statistics? (Factual)
- For what purposes do you think the different maps/statistics were created? (Factual)
- What value do these maps seem to have when studying equality among nations? (Conceptual)
- What kind of emotions does the specific data/information gathered generate? (Conceptual)
- How can studying maps, statistics and images help us to weigh the level of equality in how people live in various communities? (Provocative)

Bend Three: Making a Difference in Latin America

- What organizations serve people's disparate needs in the world? (Factual)
- How can an organization match its services to specific groups in need? (Conceptual)
- How can one person join the cause to bring equal resources to others in our world? (Provocative)

<p>Standard(s) <i>Content and CCSS</i></p> <p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 5</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <p>Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <ul style="list-style-type: none"> • SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 	<p>Objective(s) <u>Bloom/ Anderson Taxonomy / DOK Language</u></p> <p>Students will</p> <ul style="list-style-type: none"> • explore specific instances where inequality exists in Latin American nations • compare the effect that this inequality exists in various communities. • ponder solutions to problems of access. • collaborate and engage others in social action by presenting a problem of inequality and recommending possible solutions.
<p>Content/Topics <i>Critical content that students must KNOW</i></p> <p>famine diversity homogeneity symbolic economics development equality/inequality ancestors resources access suffrage equity/inequity employment illiteracy literacy scarcity abundance overabundance</p>	<p>Skills <i>Transferable skills that students must be able to DO</i></p>

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Core Learning Activities

Unit = 11 days

Bend One: Understanding Access (2-3 days)

Essential Question:

How does where people live affect their access to jobs, education, and the right to be represented equally?

(In advance: Prepare word wall for teaching of domain-specific vocabulary: famine, diversity, economics, development, ancestors, resources, suffrage, inequity, illiteracy, literacy)

1. Lesson One- Understanding Access (lesson plan attached) (1 Day)
2. Lesson Two- Investigating a series of issues related to over-abundance/scarcity of resources in this region through centers. (lesson plan attached) (1-2 days)

Bend Two: Creating Equal Access in Latin America (4 days)

Essential Question:

How does inequity affect a community?

1. Student Immersion in a Social Action Study(1 Day)
Read Aloud stories of individuals who have taken courageous, innovative steps to improve access to resources. (Karen Towers- Latin America and Caribbean Bureau or Save the Children)
2. In small groups, pick employment, education, or voting rights to study in detail. Research and respond to discussion questions. (3 days)

Bend Three: Making a Difference in Latin America (3-4 Days)

Essential Question:

How can we make a difference in the world when it comes to employment, education, and voting rights?

1. Make a poster or other visual representation of their case study. (1-2 days)
2. Present poster/ visual to class a summary of the group's questions, concerns and social action plan. (1-2 days)

 Research & Notetaking Rubric.docx

 Center Reflections.docx

 Western Hemisphere Today Lesson 1.docx

 Western Hemisphere Today Lesson 2.docx

Resources

Professional & Student

Books:

My Librarian is a Camel by Margriet Ruurs

The Child in Latin America: Health, Development and Rights by Ernest J. Bartell

South America by Libby Koponen

A La Rueda, Rueda: Traditional Latin American Folk Songs For Children by Mirna Y. Cabrera & Martha E. Esquenazi

Possible Read-aloud: *Esperanza Rising*, by Pam Munoz Ryan

Websites:

www.worldbank.org

www.worldbypmap.org/LiteracyRates.html

www.un.org/en/documents/udhr/

www.ohchr.org/EN/HRBodies/Pages/UniversalHumanRightsIndexDatabase.aspx

www.YouthforHumanRights.org

world.bymap.org/LiteracyRates.html

<https://www.google.com/search?q=latin+America+pictures>

<http://www.worldbank.org/en/news/feature/2012/10/03/empleo-perspectiva-as-america-latina-2012T>

<https://newsela.com/> News and Current events with leveled reading.

Assessments (Titles)

Problems and Possible Solutions in the Western Hemisphere Exhibition

Students will work with a partner to create a poster, diorama, or digital display, highlighting a problem with its causes in the Western Hemisphere today. They will articulate it to a small group and offer possible

Graduation Standards

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

- Information Literacy

Students will access three sources as references and cite them using an MLA format.

Interdisciplinary Connections

Arts and Images:

Student Gallery Walk and Center-based Inquiry

Language Arts: Speaking, Listening, Note-taking and Presenting

solutions wit a call to action to those that visit their site.

-  A CALL TO ACTION.docx
-  Oral Presentation Rubric- Western Hemisphere Today.pdf
-  Poster Rubric- Creating Change.pdf

Reed Intermediate School
Grade Six
Social Studies Curriculum



Cultures of the
Eastern Hemisphere

March, 2015

Our Mission:

To educate students in the conceptual understandings of world cultures in order to promote acceptance, tolerance and understanding.

**Reed Intermediate School
Social Studies Curriculum Synopsis
Grade Five**



Our Mission:

To educate students in the conceptual understandings of world cultures in order to promote acceptance, tolerance and understanding.

Unit One: Unity and Diversity

Culture:

Building a Class Culture, introduction to the concept of culture

Setting Individual and Class Goals

Governing Ourselves: Class Missions/Rules

Civics:

How we are governed: The Rights and Responsibilities of a Citizen

The importance of laws; how a bill becomes a law

Thinking Like a Geographer:

Building Background Knowledge of the US, using the five themes of geography
(conducting a mini-research project, taking notes, and sharing findings with others)

Unit Two: Beliefs and Values

American Migration—How an Established Culture Changes and Grows

Culture:

The Problems of Growth and Immigration

The President's Response: Louisiana Purchase

History/Movement—Thinking like a Historian

How and why citizens take risks for a better life—push/pull factors

Lewis and Clark—the daring efforts of a small group informs the understandings of a nation

The cause and effects of history in the making: how native populations are affected by change

Unit Three: Cooperation and Conflict

Latin America—Understanding the Gifts of Ancient Populations

Culture—thinking like an archeologist/museum curator

Inquiry-based study of the three native populations

How artifacts (art, sculpture, architecture—remnants of a population) accompanied by historical readings can inform understanding

History/Movement—Thinking like a Historian/a Geographer

How colonization/immigration changes the lives of established cultures

Tracing the parallels to our own nation

Thinking like a Geographer—

Conducting small research project to grow in the understanding of one

Latin American nation, using the five themes of geography

Sharing our Understandings: Instructing others in short presentations

Unit Four: Change

Latin America Today—Evaluating the Gifts and Disparities in our World

Culture—How does a country grow and prosper

Inquiry/Research—Using current news stories, pictures and documents to inform our understandings in the world

Discussion/Debate—Can we change outcomes, what changes are worthy of our efforts

World Citizens—Citizenship in Action

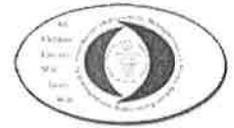
Becoming Informed--Conducting small research projects

Call to Action: articulating our understandings of prosperity/disparity in our world



Unit Planner: Global Society Social Studies 6

Tuesday, April 28, 2015, 3:43PM



Reed Intermediate School > 2014-2015 > Grade 6 > Social Studies > Social Studies 6 > Week 2
- Week 9

Last Updated: Saturday, April 25, 2015 by Maura Drabik

Drabik, Maura; Lynch, Gael; PaganoHepburn, Valerie; Strait, Sara

Enduring Understanding(s)/ Generalization(s)

CONCEPTUAL LENS: Unity and Diversity

1. *Regional populations are made up of different cultures, each of which is based on common beliefs, customs and traits.*

2. *Members of a global society recognize diversity in others.*

Essential Question(s)

1. What are the elements of culture that make it unique?
2. What are the advantages and disadvantages of a diverse culture?
3. Why is it important to understand the concepts of diversity before studying world regions?
4. How do the Five Themes of Geography connect to the study of our world?
5. What lessons can we learn from studying prejudice throughout our history?

Guiding Questions

Factual, Conceptual, Provocative

1. Populations of Cultures:

- F: What are the Five Themes of Geography?
- F: What factors influence the development of culture?
- F: What common elements make up a society?
- F: How do changing cultures influence each other?
- C: How are the Five Themes of Geography used to analyze the common features within the world's diverse cultures?
- C: What is culture?
- P: Is globalization good for everyone? Why?
- P: Do you think the effects of outsourcing are positive or negative on the Global economy? Why?

2. Recognizing diversity in others:

- F: What is a stereotype?
- F: What are some examples of prejudice throughout history?
- F: What examples of cultural diversity can you identify in your community?
- C: What makes a people unique?
- C: How do you recognize a stereotype? What prevents people from accepting differences?
- P: How can the diverse elements of a global population benefit a society?

Standard(s)

Content and CCSS

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

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

CCSS: Grades 6-8

Reading: History/Social Studies

Craft and Structure

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

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Writing

Text Types and Purposes

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

WHST.6-8.1. Write arguments focused on discipline-specific content.

CT: Social Studies Frameworks (2015)

CT: Grades 6-7

Dimension 2: History

World Regional Studies

Change, Continuity and Context

HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.

Dimension 2: Geography

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

Global Interconnections

GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

Dimension 4: Communicating Conclusions & Taking Informed Action

World Regional Studies

INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

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1. Examine the format of our Grade 6 textbook, Exploring Our World.
2. Identify the Five Themes of Geography and connect the themes to one country.
3. Create a context of understanding for key vocabulary related to the topics of unity and diversity.
4. View media and read selected texts to identify examples of prejudice both in history and in today's world.
5. View media and read selected text to develop an understanding of globalization.
6. Take a stance to support or oppose globalization in today's world.

Content/Topics

Critical content that students must KNOW

Unity and Diversity as related to:

Geography: Five Themes: Location, Place, Region, Movement, Human Environmental Interaction; Absolute and Relative Location; Imports and Exports

Human and Cultural Geography: Globalization; Outsourcing; Cultural diffusion;

Emigration and immigration; Developing vs. industrialized countries

Valuing Self and Others: Ethnicity, bias, prejudice, discrimination, stereotype, traditions, customs, ancestry, bigotry and multiculturalism;

Discrimination against a group: Native Americans, Holocaust, Slavery, Detention of Japanese Americans, for example.

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Core Learning Activities

- Mission Statements to be written within this unit in the cluster.
- Establish Pen Pals, if possible.
- **Diversity Vocabulary Lessons:**
 - What is diversity? Discussion.
 - Brainstorm examples, vocabulary, etc.
 - Introduce Vocabulary List: stereotype, bias, bigotry, racism, cultural identity, acceptance, tolerance, etc
 - People Tags Lesson
 - Stereotype Busters
 - Time Journal (EOW pg 100-101) Discuss world diversity
- **Five Themes of Geography Lessons:**
 - Five Themes of Geography Video (United Streaming- 17 min)
 - EOW pg.15
 - Reading Essentials (pgs.1-3)
 - Optional Activity to supplement: What are the Five Themes of Geography? (EOW p. 15) "Oh the Places You'll Go" Project (5 themes – on teachershare)

Steps to the optional activity:

1. Book Walk through EOW on sample country to understand elements of the text.

Resources

Professional & Student

Professional-

- EOW Chapter 3
- Five Themes of Geography video and packet (RIS Library)
- Stereotype Busters Game (Teachershare)
- People Tag Activity (Teachershare)
- Vocabulary List (Teachershare)
- Mission Statements (Teachershare)
- Oh The Places You'll Go by Dr. Suess

Student-

- Exploring Our World
- pics4learning.com
- lonelyplanet.com
- nationalgeographic.com
- Britannica Online and World Book Online

2. Choose a country from the EOW
3. Take notes for each of the five themes from text or alternate resource (i.e., Britannica Online)
4. Introduce appropriate websites for pictures.
5. Computer Lab or laptops- for typing and pictures
6. Create graphic organizer from Dina Zikes *Reading and Study Skills Foldables*.
7. Use information learned about selected country and compare/ contrast to the USA using the Five Themes of Geography.

Global Culture Lessons:

- What is culture?(EOW p. 83)
- Global Product Hunt (possible at-home activity)
- Read Ch 3, Sec 2 EOW (and take notes)
- Read p. 89 "Global Culture" and discuss "Time Perspectives: Exploring world issues" pgs. 77 – 81
- *Optional*-Show Spotlight Video (EOW Resources) on Bhutan becoming globalized (found in disc menu under title "Global Cultures")
- *Optional*- View United Streaming "Thomas Freidman: Outsourcing" video clips/ or "Koppel on Discovery: The People's Republic of Capitalism: Joined at the Hip" video clips
- Read "You Decide" (EOW pgs. 90-91)
- How do changing cultures influence each other?
- What are the Pros and Cons of living in a Global Society? For ourselves? For others in our world?

Assessments (Titles)

Test on Vocabulary & Examples from History

Summative: Written Test

- What common elements make up a society?
- What makes a people unique?
- What are the advantages and disadvantages of a diverse culture?
- What is a stereotype?
- How can stereotyping be dangerous?
- What are some examples of prejudice throughout history and even today?
- What lessons can we learn from recognizing prejudice?

Graduation Standards

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

Interdisciplinary Connections

INFORMATION LITERACY

Access and Evaluate Information

- Use table of contents, index or alphabetical list
- Recognize how information is organized
- Select information from a variety of sources.

LITERACY

- Locate and identify countries of the world and the importance of globalization.

- Why is it important to understand the concepts of diversity before studying world regions?

OPTIONAL ASSESSMENT FOR THEMES OF GEOGRAPHY:

Formative: Visual Arts Project

OPTIONAL ASSESSMENT FOR THEMES OF GEOGRAPHY:

- Show through a flipbook or another visual project:
- What similarities does your selected country have to the USA?
- What differences does your selected country have compared to the USA?
- What are the Five Themes of Geography and how do they apply to the country that you researched?

ASSESSMENT FOR GLOBALIZATION LESSONS

Formative: Other oral assessments

ASSESSMENT FOR GLOBALIZATION LESSONS:

Choose a side and defend:

- Do you think the effects of outsourcing are positive or negative on the Global economy? Why?

SUMMATIVE ASSESSMENT FOR GLOBAL SOCIETY UNIT:

Summative: Written Test

SUMMATIVE ASSESSMENT FOR GLOBAL SOCIETY UNIT:

- C: What is culture?
- F: How do changing cultures influence each other?
- C: How are the Five Themes of Geography used to analyze the common features within the world's diverse cultures?
- P: Is globalization good for everyone? Why?
- P: Do you think the effects of outsourcing are positive or negative on the Global economy? Why?
- What are some of the advantages and challenges

- Clarify vocabulary and phrases
- Compose journal, reader's response (expository) essay, persuasive writing with teacher support.

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set personal goals with increasing independence, incorporating teacher guidance, and rubrics.
- Independently develop and carry out a plan to achieve goals.

that we face as a
multicultural society?

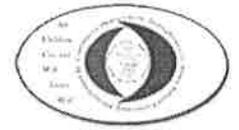
[<< Previous Year](#)



Unit Planner: South Asia's Ideals

Social Studies 6

Tuesday, April 28, 2015, 3:44PM



Reed Intermediate School > 2014-2015 > Grade 6 > Social Studies > Social Studies 6 > Week 10 - Week 17

Last Updated: Today by Maura Drabik

Drabik, Maura; Lynch, Gael; PaganoHepburn, Valerie; Strait, Sara

Enduring Understanding(s)/ Generalization(s)

CONCEPTUAL LENS :Beliefs and Values

1. Geographic factors, as well as people's beliefs and values, can influence where people settle.
2. Beliefs and values can influence how people interpret the past, present, and plan for the future.
3. One person can make a positive difference on the trajectory of a region.

Essential Question(s)

- 1.What are the geographic factors that influenced where people settled on the subcontinent of Asia?
- 2.What are the key cultural factors related to beliefs and values that have influenced the evolution of the South Asian countries?
- 3.Why is it important to understand the role of religion in this region?
- 4.What lessons can we learn from how Gandhi helped to create change in India and the world?
- 5.How do the Five Themes of Geography connect to the study of Asia?

Guiding Questions

Factual, Conceptual, Provocative

1. What physical features might draw people to a region? Why?

- F: How does the landscape of southern India differ from that of northern India?
- F: What is a subcontinent?
- F: What three mountain chains stretch across South Asia?
- C: Why do you think a large percentage of India's people live in the Ganges Plain?
- P: What beliefs and values cause people to consider landforms holy?

2. How did religion play a part in the settlement of South Asia?

- F: What are the main beliefs of Hinduism, Buddhism and Islam?
- F: What is one way in which all three religions are the same/ different?
- F: What influence does religion have on the culture of South Asia?
- C: How is religion a unifying force in this region?
- C: How do religion, beliefs and practices influence people's lives?

3. How did Gandhi help create change in India?

- F: What is a caste system?
- F: How did South Asia come to be dominated by the British?
- C: What are some positive and negative changes that resulted from British rule in India?

- P: What impact did Gandhi have on the region?
- P. How has Gandhi's non-violent approach influenced others?

Standard(s)

Content and CCSS

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

CCSS: Grades 6-8

Capacities of the Literate Individual

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

They build strong content knowledge.

∨ [Show details](#)

They build strong content knowledge.

They come to understand other perspectives and cultures.

∨ [Show details](#)

They come to understand other perspectives and cultures.

Reading: History/Social Studies

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

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing

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

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CT: Social Studies Frameworks (2015)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Read and label a map of South Asia and identify landforms, bodies of water and countries on the subcontinent
2. Create a timeline describing the history of South Asia and share in a small group (include ancient history, British rule, Gandhi, new nations, and conflict)
3. Construct a chart to compare and contrast the guiding beliefs, rites of passage, celebrations/festivals, places of worship and the founders of Hinduism, Buddhism and Islam.
4. View media and read text focusing on the history of the British occupation of India.
5. Demonstrate an understanding of Gandhi's effect on India and the world.

CT: Grades 6-7

Dimension 2: History

World Regional Studies
Change, Continuity and Context

HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.

Dimension 2: Geography

World Regional Studies
Geographic Representations: Spatial Views of the World

GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

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Content/Topics

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

Beliefs and Values as related to:

Geography: Settlement, isolation, population density, subcontinent, Northern mountains, Ganges River, pollution

Economics: taxes, boycott, cottage industries, outsourcing

Culture: arranged marriages, festivals and ceremonies, caste system, holy places

Religions: Islam, Hinduism, Buddhism.

History/ Government: civil disobedience, British rule, formation of India and a separate Pakistan, Gandhi's impact on the region

Skills

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

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

Core Learning Activities

Geographic factors influence where people settle.

- Intro to Asia (KWL)
- Study of four regions: East, South, Southeast, Southwest (mapping activity)
- Connect Five Themes of Geography to

Resources

Professional & Student

Professional –

- EOW teacher resource kit Chapters 16, 17, 18
- World Religion books (i.e. What Do We Know About Buddhism?)

knowledge of Asia

- View, take notes, discuss and write in response to: "World Geography Asia and the Pacific" (United Streaming, use first section Overview of Asia (5:41 minutes)
- Supplemental Videos: "Asia's Global Influence" (US, 50 min) or "Asia: Tradition and Culture" (US, 55 min.)
- Regional Atlas activity (EOW p 442-450)
- Read and share current event from this region. (optional)

Read and research: EOW Chapter 16, Sec 1 or Reading Essentials Workbook Pages (for purposes of student differentiation):

F: What is a subcontinent?

F: How does the landscape of southern India differ from that of northern India? (Answer: p 458)

F: What three mountain chains stretch across South Asia?

C: Why do you think a large percentage of India's people live in the Ganges Plain? (Answer: p 458)

P: What physical features might draw people to a region? Why?

Geography is used to interpret the past, present, and plan for the future.

- Using chapter 17 section 1, jigsaw important dates in small groups.
- Create a timeline describing the history of South Asia and share (including ancient history, birth of Hinduism and Buddhism, British rule, Gandhi, new nations, conflict)
- Read/discuss "Pakistan" + "Bangladesh" Reading Essentials CH 18-2
- Why was the country of Pakistan created?
- Why was the country of Bangladesh created?
- How has religion influenced the culture of South Asia?

- Read "Modern South Asia" EOW pages 476-478. Class discussion/note taking on the caste system, British rule and Gandhi's emergence in India

- What is a caste system?
- How did South Asia come to be dominated by the British?
- What are some positive and negative changes that resulted from British rule in India?
- Watch video on Gandhi (United Streaming- 6:09 min.) or read *Gandhi* by Demi or view website:

- Illustrated Dictionary of Religions
- Faces: The Real India (magazine)
- Going to School in India (video)
- *Gandhi* by Demi
- United Streaming videos

Student –

- EOW page 8 World Atlas: Religions map
- EOW page 85: Major World Religions Chart
- World religion videos (library)
- World nations videos (library)
- Time for Kids
- Junior Scholastic Kids Discover- Ancient India

Assessments (Titles)

World Geography Asia and Pacific Video Quiz

Formative: Other written assessments

How do the Five Themes of Geography connect to the study of Asia?

World Geography Asia and the Pacific Quiz (United Streaming)

Mapping South Asia

Formative: Visual Arts Project

What are the geographic factors that influenced where people settled on the subcontinent of Asia?

Differentiate in color and label map of South Asia

Students will identify countries, major landforms and surrounding bodies of waters in South Asia: Northern and southern mountain ranges, Rivers, Deccan Plateau, Ganges Plain, Thar desert, etc.

Succient Timeline of South Asia's History

Formative: Other Visual Assessments

1. Create a timeline describing the history of South Asia and share in a small group (include ancient history, British rule, Gandhi, new nations, and conflict)

Comparative Study of World Religions in South Asia

Summative: Visual Arts Project

- What are the key cultural factors related to beliefs and values that have influenced the evolution of the South Asian countries?
 - Why is it important to understand the role of religion in this region?
1. Construct a chart to compare and contrast the guiding beliefs, rites of passage, celebrations/

Graduation Standards

Information Literacy

Problem Solving

Spoken Communication

Written Performance

Interdisciplinary Connections

COMMUNICATION AND COLLABORATION

Communicate Clearly

- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

INFORMATION LITERACY

Access and Evaluate Information

- Uses content specific tools and on-line web tools to support learning
- Select information from a variety of sources.

LITERACY

- Composes to explain & inform
- Uses a graphic organizer
- Clarifies vocabulary and phrases
- Composes journal, reader's response (expository) essay, persuasive writing with teacher.
- Compare & contrast prior knowledge with new information
- Put information into his/her OWN words

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Sets personal goals with increasing independence, incorporating teacher guidance, and analytic rubrics.
- Reflect on process using rubric

festivals, places of worship and the founders of Hinduism, Buddhism and Islam.

Gandhi's Effect on India and the World

Summative: Expository Essay

What lessons can we learn from how Gandhi helped to create change in India and the world?

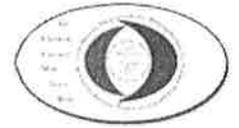
Students will respond to the following question using information from the text, from class debate/discussions and from readings/videos, as well as from their own optional research: Describe how Gandhi helped create change in India. How effective was Gandhi's leadership?

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Unit Planner: Africa and Its People Social Studies 6

Tuesday, April 28, 2015, 3:45PM



Reed Intermediate School > 2014-2015 > Grade 6 > Social Studies > Social Studies 6 > Week
18 - Week 26

Last Updated: Today by Maura
Drabik

Drabik, Maura; Lynch, Gael; PaganoHepburn, Valerie; Strait, Sara

Enduring Understanding(s)/ Generalization(s)

CONCEPTUAL LENS : Dependence, Independence, Interdependence

1. All living things are dependent on one another and their surroundings for survival.
2. Independence presents both opportunities and challenges.
3. The characteristics and movement of people (interdependence) impact the region's environmental and human interactions.

Essential Question(s)

1. How are all living things dependent on their surroundings for survival?
2. How does independence present both opportunities and challenges?
3. How does interdependence impact a region's human/environmental interaction?
4. How has intolerance affected the continent of Africa?
5. How do the Five Themes of Geography connect to the study of Africa?

Guiding Questions

Factual, Conceptual, Provocative

1. How are all living things dependent on their surroundings for survival?

- F: Where are the rainforests in Africa?
- F: Why is survival difficult in Northern Africa?
- C: What impacts the survival of animals and people in a region?
- P: What changes need to happen in order to ensure the survival of the African rainforest?

2. How does independence present both opportunities and challenges?

- F: What were several of the effects that resulted from European rule in Africa?
- F: What African countries won their independence from Europe in the 1900's?
- C: Was European rule positive or negative for the people of Africa? Why?
- C: What conditions allowed for the white-run government to keep control in South Africa for so long?
- P: Why have some countries in Africa adapted to independence better than others?
- P: Why does a country's independence present both opportunities and challenges?

3. How does interdependence impact a region's human/environmental interaction?

- F: How do the people of this region interact with their environment? How does the environment

	<p>effect the people?</p> <ul style="list-style-type: none"> • C: How can disease disrupt the economy of a nation? • C: How did the taking of slaves impact the people of Africa? • P: What effect does globalization have on Africa?
<p>Standard(s) <i>Content and CCSS</i> CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 CCSS: Grades 6-8</p> <hr/> <p>Capacities of the Literate Individual</p> <p>Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language</p> <p>They build strong content knowledge. √ Show details They build strong content knowledge.</p> <p>They come to understand other perspectives and cultures. √ Show details They come to understand other perspectives and cultures.</p> <p>Reading: History/Social Studies</p> <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CT: Social Studies Frameworks (2015) CT: Grades 6-7</p> <hr/> <p>Dimension 2: Geography</p> <p>Human-Environment Interaction: Places, Regions, and Culture</p> <p>GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and</p>	<p>Objective(s) <i>Bloom/ Anderson Taxonomy / DOK Language</i></p> <ul style="list-style-type: none"> • Interprets charts, diagrams and illustrations using Regional Atlas in EOW • Locate and identify major political and geophysical regions • Choose resources to obtain information • Classify and organize information • Create a plan • Develop thesis statement with teacher support • Support thesis with main ideas, relevant details and appropriate technical vocabulary specific to content • Compose a research based persuasive or explanatory essay about a topic of concern in Africa.

different from one another.

Global Interconnections

GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

Dimension 3: Evaluating Sources & Using Evidence

World Regional Studies

INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

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Content/Topics

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

Dependence/ Independence/ Interdependence as related to:

History: Slave trade, European rule, colonization, independence, apartheid

Geography: Five Themes; deserts, rivers, mountains

Economics: environmental issues, depletion of the rain forest, subsistence farming,

diamonds/ gold/ oil, natural resources, hydro-electric power, need for water, dry farming

Culture: poverty, urbanization vs. rural life, disease, malnutrition, life expectancy

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.

Core Learning Activities

Initial activities to develop background information:

- KWL of Africa
- Map Comparison: Africa (Political and geographic features-Regional Atlas)

F: Where are the rainforests in Africa?

F: Why is survival difficult in Northern Africa?

Using the demographics on EOW page 366-371, answer the following questions using reader's response rubric:

1. If you could choose one place to live in Africa, using

Resources

Professional & Student

Professional-

- EOW teacher edition Chapters 13-15
- United Streaming Video and teacher resources
- Kids Discover- Ancient Egypt
- Kids Discover- Ancient Kingdoms
- Leopards of Zanzibar (video)
- African Wildlife (video)
- The Great Rift Valley (video)
- [A Long Walk to Water](#)
- [Independent Investigation Method](#) by Cindy Nottage & Virginia Morse

the demographics, where would you live, and why?

2. If you could help a country be more successful, using the demographics, what country would it be and why?

- View United Streaming *Regions of the World: Africa* Video (39 minutes)

C: What impacts the survival of animals and people in a region?

P: What changes need to happen in order to ensure the survival of the African rainforest?

Give follow-up quiz on Part 1 and Part 2 of the video

Ch 14 "History and Government"

- Read p 397-398 "European Contact"
- Brainstorm essential questions for that section
- Read p 398-399 "Independence"
- Students write essential questions for section
- Read p 400-401 "Apartheid"
- Write essential questions.

F: What were several of the effects that resulted from European rule in Africa?

F: What were several of the challenges that resulted from the 1900s when many African countries won their independence in Africa?

C: What conditions allowed for the white-run government to keep control in South Africa for so long?

P: Was the European rule a good thing or a negative for the people of Africa? Why?

Research based essay:

Begin a research based persuasive or explanatory essay (or information book i.e. TCRWP) about a topic of concern for past or present day Africa.

-Whole Class: Write sample essential questions.

(Suggestion: Integrate with LA class)

- Intro to "What is an essential question?"
- Students pre-search Chapters 13-15 for topics of interest and read
- Write essential questions for the topic of their choice
- Share questions whole group
- Conference to select one question (and its subtopics)
- IIM- Steps to Taking Note/facts

Student-

- Exploring Our World
- Britannica Online and World Book Online
- Various texts within the Reed LMC collection

- IIM- Citing Sources lesson
- Library: research, mini-lessons directed toward note-taking, using/ evaluating a reliable source.
- Complete graphic organizer
- Write essay (computer lab or laptops are needed)
- Presentation Day to share

Assessments (Titles)

Comparative African Country Study

Formative: Other written assessments

Using the demographics on EOW page 366-371, answer the following questions: (Use open-ended response reading checklist to score)

1. If you could choose one place to live in Africa, where would you live, using the demographics, and why?
2. If you could help a country be more successful, using the demographics, what country would it be and why?

African Video Quiz

Formative: Written Test

Regions of the World: Africa Video Quiz

Students view and then respond to questions, followed by discussion and evaluation of response in class.

Research-based Essay

Summative: Expository Essay

STUDENT GENERATED
ESSENTIAL QUESTION MUST
CONNECT TO ONE OF THE
THREE THEMES OF THIS UNIT:

1. How are all living things dependent on their surroundings for survival?
or
2. How does independence present both opportunities and challenges?
or
3. How does interdependence impact a region's human/environmental interaction?

Write a research-based persuasive or explanatory essay(or create an information book) about a topic of concern, past or present, in Africa.

Graduation Standards

Information Literacy

Problem Solving

Spoken Communication

Written Performance

Interdisciplinary Connections

COMMUNICATION AND COLLABORATION

Communicate Clearly

- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

INFORMATION LITERACY

Access and Evaluate Information

- Select information from a variety of sources.
- Access information efficiently (time) and effectively
- Evaluate information critically and competently
- Apply technology effectively

LITERACY

- **Research-based persuasive or explanatory essay** about a topic of concern of past or present in Africa
- Align with TCRWP unit on Social Issues

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Utilize time and manage workload efficiently

For example, to write an explanatory essay, students could identify how access to clean water is a major concern in Africa, then research and report on possible solutions. To write a persuasive essay on this same topic, students would try to convince the class to support a specific cause/ organization that is helping to solve the problem.

<< Previous Year



Unit Planner: Europe: Past and Present

Social Studies 6th

Tuesday, April 28, 2015, 3:46PM



Reed Intermediate School > 2014-2015 > Grade 6 > Social Studies > Social Studies 6 > Week 27 - Week 36

Last Updated: Today by Sara Strait

Drabik, Maura; Lynch, Gael; PaganoHepburn, Valerie; Strait, Sara

Enduring Understanding(s)/ Generalization(s)

CONCEPTUAL LENS: Continuity and Change

1. Landforms, climate zones, and waterways greatly influence where people settle.
2. Major events in history, contribute to the formation of a culture, which promotes either unity or creates a conflict and division.
3. Culture influences the formation of a country.

Essential Question(s)

1. How do the Five Themes of Geography connect to the study of Europe?
2. What are the prevalent religions of Europe and how did they help influence Europe's identity?
3. How do ethnic groups contribute to a country's identity?
4. Despite their different ethnic backgrounds, languages, religions and traditions, why do Europeans share many similar lifestyles?

Guiding Questions

Factual, Conceptual, Provocative

1. How has Europe's landforms, climate zones, and waterways greatly influenced where people settled?

- F: What are the five types of landforms found in Europe?
- F: What are the major waterways of Europe?
- C: How does climate effect the way that people live?
- C: What waterways influenced where and why people settled?
- P: What physical features might draw people to a region and why?
- P: What environmental problems are threatening Europe's plentiful resources?

2. What events in history contributed to the formation and continuity of a culture?

- F: What are some forces in history that have unified European?
- F: Why was the European Union formed?
- F: What are the prevalent religions of Europe?
- C: How did these religions shape Europe's identity?
- C: What are the benefits of belonging to the European Union?
- P: What effect does migration have on cultural identity?

3. What events in history created a conflict and caused change for the people of Europe?

- F: What were some of the causes of European conflicts?
- F: How are some European conflicts resolved?
- C: What effects did conflicts have on Europe?
- P: What do you think is the main challenge facing Europe's population?
- P: What challenges do ethnic differences and population changes pose for Europe today?

Standard(s)

Content and CCSS

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

CCSS: Grades 6-8

Capacities of the Literate Individual

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

They build strong content knowledge.

∨ [Show details](#)

They build strong content knowledge.

They come to understand other perspectives and cultures.

∨ [Show details](#)

They come to understand other perspectives and cultures.

Reading: History/Social Studies

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

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Interprets charts, diagrams and illustrations using Regional Atlas in EOW
- Locate and identify major political and geophysical regions
- Locate resources to obtain information
- Classify and organize information
- Develop a plan
- Monitor and adjust the research
- Compare and contrast two countries from different regions
- Display change and continuity in two countries from different regions.

avoiding plagiarism and following a standard format for citation.

CT: Social Studies Frameworks (2015)

CT: Grades 6-7

Dimension 1: Developing Questions and Planning Inquiry

World Regional Studies

INQ 6–8.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

Dimension 2: Geography

World Regional Studies

Geographic Representations: Spatial Views of the World

GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another.

Global Interconnections

GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

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Content/Topics

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

Continuity and Change as related to:

History

- Ancient Rome and Greece
- Judaism and Christianity
- Revolutions (ie. scientific and industrial)
- Industry and Conflict
- European Union

Geography

- Landforms and waterways
- Air and Water pollution and Acid Rain

Skills

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

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

- Climate zones effect on vegetation.

Culture

- National identity
- Immigration
- Values

Core Learning Activities

Landforms, climate zones and waterways influence where people settle.

Review regional atlas (EOW pg. 104-115)

F: What are the five types of landforms found in Europe?

F: What are the major waterways of Europe?

C: How does climate effect the way that people live?

C: What waterways influenced where and why people settled?

P: What physical features might draw people to a region and why?

P: What environmental problems threaten Europe's plentiful resources?

Map of regions/ countries(from EOW resources)

Events in history contributed to the formation and continuity of a culture.

- History and Government and Religion and the Arts-- EOW Chapter 5 Section 1 and 2
- Jigsaw Activity- Assign section on European history to small groups. Read and make a timeline on newsprint. Share with the whole class. Class takes notes on key points of history.

F: What are some forces in history that have unified European?

F: What are the prevalent religions of Europe?

F: Why was the European Union formed?

C: How did these religions influence Europe's identity?

F: Why was the European Union formed?

C: What are the benefits of belonging to the European

Resources

Professional & Student

Professional-

- EOW teacher edition Chapters 4,5,6
- United Streaming Video and teacher resources

Student-

- Kids Discover- Ancient Greece and Rome
- IIM
- Britannica Online or World Book Online
- Greek Mythology
- Videos on Judaism and Christianity

Union?

Change for the People of Europe

Whose Europe is it? (EOW pages 189-193)

Speaking the same language--debate EOW pages 150 and 151

Read page 153-156 in EOW to discuss Europe's ethnic diversity.

C: What effects did conflicts have on Europe?

P: What do you think is the main challenge facing Europe's population?

P: What challenges do ethnic differences and population changes pose for Europe today?

P: What effect does migration have on cultural identity

Culminating Project on Continuity and Change

Compare and contrast two countries from different regions. How did these countries change over time and how did they continue to maintain traditions?

Possible formats:

- scrapbook
- trifold poster
- travel brochure
- slideshow
- video
- talk show panel

Assessments (Titles)

Europe Map Test

Summative: Other written assessments

Map of regions/countries (from EOW resources)

Succient Timeline of Europe History

Formative: Visual Arts Project

1. What are some forces in history that have unified Europeans?
2. What were some of the causes of European conflicts?

Graduation Standards

Information Literacy

Problem Solving

Spoken Communication

Written Performance

Interdisciplinary Connections

COMMUNICATION AND COLLABORATION

Communicate Clearly

• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

• Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

- Create a timeline describing the history of Europe and share in a small group (include ancient history, British rule, Gandhi, new nations, and conflict)

**Culminating Europe
Summative: Visual Arts Project
Culminating Project on Continuity
and Change**

Compare and contrast two countries from different regions. How did these countries change over time and how did they continue to maintain traditions?

Possible formats:

- scrapbook
- trifold poster
- travel brochure
- slideshow
- video
- talk show panel

**Speaking the Same Language
Debate**

**Formative: Other oral
assessments**

**"Whose Europe is it
Anyway?"(EOW 189-193)**

Choose a side and defend:

Speaking the same language--
debate EOW pages 150 and 151
Read page 153-156 in EOW to
discuss Europe's ethnic diversity.

INFORMATION LITERACY

Access and Evaluate Information

- Select information from a variety of sources.
- Access information efficiently (time) and effectively
- Evaluate information critically and competently
- Apply Technology Effectively

LITERACY

- Locate and identify countries of the world and the importance of globalization.
- Clarify vocabulary and phrases

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Be self-directed to design, develop and present projects.

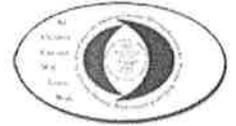
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Unit Planner: Ancient China's Contributions

Social Studies 6^{SS}

Tuesday, April 28, 2015, 3:46PM



Reed Intermediate School > 2014-2015 > Grade 6 > Social Studies > Social Studies 6 > Week 24 - Week 25

Last Updated: Today by Sara Strait

Drabik, Maura; Lynch, Gael; PaganoHepburn, Valerie; Strait, Sara

Enduring Understanding(s)/ Generalization(s)

CONCEPTUAL LENS: Maintaining Cultural Identity

1. Inventions and subsequent innovations have a far-reaching impact on societies.
2. Multiple texts may have similar themes or topics, however an author's approach to presenting ideas and information can differ. (Reading in the Content Area goal)

Essential Question(s)

1. How have Chinese inventions affected the world and our lives today?
2. How can we read in such a way that we develop deeper understandings of a topic, learning to weigh and evaluate evidence with the careful eye of a researcher?
3. How do different authors present ideas and information in different ways on a similar topic?
4. How can readers keep track of the information and ideas they learn across multiple texts?

Guiding Questions

Factual, Conceptual, Provocative

- F: What is a dynasty?
- F: What were some of the contributions of the early dynasties?
- C: What might be the advantages and disadvantages of being ruled by a dynasty?
- C: How have the arts helped China maintain its cultural identity over time?
- C: How can trade influence the ideas and lifestyles of cultures?
- P: Why do you think inventions and trade along the Silk Road flourished in ancient China?
- P: What contributions from the ancient Chinese are relevant today? Why?

Standard(s)

Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grade 6

Reading: Informational Text

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

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

1. Identify Chinese inventions from Ancient China
2. Recognize contributions of early Chinese dynasties.
3. Distinguish important info from minor details
4. Put information into own words
5. Compare and contrast the ways authors present information on a similar topic
6. Evaluate content presented in diverse formats and media

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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

RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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

CCSS: Grades 6-8

Reading: History/Social Studies

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

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Writing

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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Content/Topics

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

Maintaining Cultural Identity as related to:

Dynasty, traditional arts, census, inventions, music, architecture, calligraphy.

Skills

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

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Core Learning Activities

DAY#1

Resources

Professional & Student

Culture influences people's perceptions about places and regions.

- Read about Early China (p 551-552), Later Chinese Dynasties (p552) and make a foldable note sheet.

F: What is a dynasty?

C: What might be the advantages and disadvantages of rule by a dynasty?

F: What were some of the contributions of the early dynasties?

P: Why do you think inventions and trade along the Silk Road flourished in ancient China?

P: What contributions from the ancient Chinese are relevant today?

2 DAYS

1. View United Streaming video- China: From Past to Present: The Silk Road, the Great Wall, and Changes in Government (21 minutes)

2. Take notes focusing on the major ideas. (Use the graphic organizer found in Teacher Share.)

COMMON FORMATIVE ASSESSMENT:

1. China: From Past to Present: The Silk Road, the Great Wall, and Changes in Government video quiz (teacher share SS folder)

2. Note-taking from various sources

2 DAYS

Non-fiction reading comparing and contrasting ideas on the subject of Chinese inventions (See Reading Lesson plan)

 Non-fiction reading on Chinese inventions.docx

Professional-

- EOW teacher resource kit
- The Great Wall, by Elizabeth Mann
- Ancient China (Kids Discover booklet)
- Exploring China Eileen Guiffre Cotton & Carole F. Stich
- The Boy Who Painted Dragons- Demi
- The Moon Lady-Amy Tan
- United Streaming Video- "China from Past to Present: The Silk Road, the Great Wall, and Changes in Government"
- LMC VCR- "Ancient China"

Student-

- - Time for Kids
- - Junior Scholastic: March 2013 pg 4 - 7 "Still On Guard"

Assessments (Titles)

China Video Quiz

Formative: Written Test

How have Chinese inventions affected the world and our lives today?

China: From Past to Present: The Silk Road, the Great Wall, and Changes in Government video quiz

Graduation Standards

Information Literacy

Problem Solving

Spoken Communication

Written Performance

Interdisciplinary Connections

To be done in conjunction with the Non-Fiction unit of study (Bend One) in Reading (TCRWP).

Reader's Response- Compare and Contrast

Formative: Other written assessments

1. Write long (about a page), comparing and contrasting how authors presented information on a similar topic (Chinese Inventions).

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Physical Education Curriculum

Kindergarten through Grade 4



Written by the Elementary Physical Education Teachers
Newtown Public Schools

NEWTOWN PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Newtown Public Schools a partnership of students, families, educators and community, is to **INSPIRE EACH STUDENT TO EXCEL** in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:



- High expectations
- Quality instruction
- Continuous improvement
- Civic responsibility

Quality education is possible if we all agree on a common purpose as we work together to continuously improve the teaching and learning process. We believe that **ALL CHILDREN CAN AND WILL LEARN WELL**. The system strives to establish high standards for our students, faculty, and staff through the curriculum documents. Mastery of this curriculum depends on the effort and persistence of the learner, the support of the parents, and the knowledge, skills and persistence of the staff.

In order for our students to reach the goals of cognitive achievement, students must learn how to use the process skills of decision-making, problem solving, and critical thinking. Students need to take responsibility for their learning by becoming self-directed, active participants in the educational process.

We must continuously work to improve the learning environment and the curriculum. To improve, we must analyze what we believe, what we know, and what we want before we take action to reach these goals.

It is the responsibility of the staff of the Newtown Public Schools to provide all children with the opportunity to learn well. We believe that the students and staff will be more productive when basic human needs are met. These needs include: Belonging, the need for positive relationships; Competence, the need to be successful; Freedom, the need to have control over decisions; Fun, the need to enjoy life; and Survival, the need for shelter, food and good health. Living and working with others enriches the experiences of students. Positive self-esteem brings productivity and personal satisfaction to students and to staff. This esteem can be nurtured through opportunities to self-evaluate constructively and see performance improve as a result of work.

PE Vision Statement

The Physical Education Program is committed to energize and educate the students of the Newtown School District to be physically fit, healthy and ready to learn. This is achieved by using the following belief statements:

- Physical activity will contribute to improved academic performance.
- A positive relationship exists between physical activity, health and wellness.
- Participation in a lifetime of physical activities will increase wellness.
- Responsible personal and social behaviors that respect self and others are expected.
- The foundation of physical education is based on the acquisition of knowledge and the application of skills.
- Delivery of instruction requires highly qualified Physical Education staff.

Physical Education Curriculum Map
Kindergarten

	February	March	April	May	June
Essential Question	Why is it important to be able to follow a pattern?	How many ways can you balance your body?	What is sharing?	How many different ways can you strike a ball?	What happens to your heart when I run?
Area of Focus	*dance *basketball related skills *fitness	*gymnastics *jump rope *fitness	*manipulative skills with a partner (bean bags, scarves, hoops, scooters, scoops) *fitness	*soccer skills *t-ball skills *fitness	*tag games *fitness skills *fitness
Skills and Knowledge	*travel to even and uneven beats *follow a simple dance pattern *two hand bounce and catch *dribble with dominant hand	*balance *jumping *landing *rolling *weight transfer *jump over stationary rope *swinging rope	*underhand throw *overhand throw *catching a thrown objective	*kicking *trapping *dribbling *striking a stationary ball *base running	*low organization with high structure *follow directions *chasing *fleeing

Physical Education Curriculum Map
Kindergarten

	September	October	November	December	January
Essential Question	Why is it important to move safely?	How can your body move safely in a variety of movement patterns	Where do you have to look to catch and object?	Why is it important to practice our skills?	Why is it important to work together?
Area of Focus	*safety rules *classroom rules *basic locomotor skills *fitness	*movement skills *spatial awareness *fitness	*manipulative (individual) bean bags, hoops, scarves, scoops, scooters *fitness	*striking skills *net games *fitness	*adventure games *parachute *fitness
Skills and Knowledge	*self-control *proper use of equipment *moving in open space *skip, hop, gallop *Freeze signal *listening and following directions	*move in different directions *move at different levels (high, low) *travel at different speeds	*throwing *catching *balance *rolling	*review of throwing and catching *striking upward with hands	*cooperation *following directions

Physical Education Curriculum Map
Grades 1 & 2

	September	October	November	December	January
Essential Question	How can I move and play safely?	Why do we warm-up before we play?	How do your eyes help you catch?	Why is it important to follow game rules?	Why is it important to work together?
Area of Focus	*safety rules *classroom rules *tag games *fitness	*soccer skills *Frisbee skills *movement skills *fitness	*manipulative (bean bags, scoops, scarves, hoops, scooters, balls) *fitness	*low organization, highly structured activities *fitness	*adventure games *hockey skills *fitness
Skills and Knowledge	*self-control *proper use of equipment *moving in open space *freeze signal *chasing *fleeing *dodging	*dribbling *kicking *review of locomotor skills *throwing *catching *changing directions and speed *flexibility *distance run	*throwing *catching *balance *rolling *accuracy *individual skills *partner skills	*following game rules *striking *throwing *catching	*cooperation *following directions *striking *stick safety

Physical Education Curriculum Map
Grades 1 & 2

	February	March	April	May	June
Essential Question	Can you recognize the pattern in a dance? What skills do you use in more than one sport?	How can your body move in different ways?	What happens to your body after exercise?	What are the different types of striking skills?	What is good sportsmanship?
Area of Focus	*dance *basketball skills *fitness	*gymnastics *jump rope *fitness	*manipulative skills (scoops, scarves, hoops, bean bags, scooters, parachute) *fitness	*kickball *T-ball *soccer skills *fitness	*Low-organized, highly structures games *field day *fitness
Skills and Knowledge	*square Dance *travel to rhythmical beat *listening skills *dribbling *passing *shooting *catching *rules of dribbling	*tumbling *balance *jumping *landing *climbing *swinging *weight transfer *basic individual and long rope skills	*throwing *catching *juggling *dynamic balance *coordination *listening to directions	*striking *base running *review of soccer skills	*following directions *relays

f

Physical Education Curriculum Map
Grades 3 & 4

	September	October	November	December	January
Essential Question	How can I contribute to the safety of the class? How does physical activity provide enjoyment?	What are the four health related components of the physical fitness test? What is my current level of fitness?	How can I maintain and/or improve my current level of fitness? How does exercise affect my fitness?	What are the basic skills of volleyball?	How do I contribute to the success of the group? What are the basic skills needed to play floor hockey?
Area of Focus	*safety rules *soccer *Frisbee *fitness training	*flag games *football *fitness training	*throwing games *fitness assessment *goal setting	*volleyball *net games *fitness training	*adventure games *floor hockey *fitness training
Skills and Knowledge	*cooperation *control dribbling *pass *throw-in *kicking *basic strategy (offense and defense) *throwing *catching *following game rules *fitness components	*rules and terminology *passing *catching *fleeing *dodging *chasing *pacing for aerobic endurance *essential components for fitness test	*throwing *catching *fitness portfolio *decision-making/goal setting	*underhand serve *forearm pass (bump) *overhand pass (set) *use of volleyball skills in lead up games *fitness warm up	*communication *cooperation *team building *stick handling *passing *shooting *terminology *rules *safety *use of floor hockey skills in lead up games *fitness warm up

Physical Education Curriculum Map
Grades 3 & 4

	February	March	April	May	June
Essential Question	What are the basic skills needed to play basketball?	What skills do we use in gymnastics? How are gymnastic skills related to everyday movement? Why is rhythm important for jumping rope?	Did my activity choices make a change in my fitness? Did I achieve my fitness goal?	Why is it important to be exposed to a variety of individual and team sports and activities?	What are the basic skills needed "diamond" games?
Area of Focus	*basketball *fitness	*gymnastics *jump roping *fitness	*low organization, highly structured games (indoor and outdoor) *fitness assessment	*track and field *lacrosse *fitness	*kickball *softball *T-ball *fitness *field day
Skills and Knowledge	*dribbling with both right and left hand? *form shooting *lay-ups *passing *basic rules for dribbling and shooting *fitness training	*tumbling *balance *climbing (rope, wall, net) *basic vaulting (power) *basic horizontal bar skills *review individual and long jump skills *double dutch *coordination *agility *fitness training	*review and practice fitness components *cooperation *sportsmanship *team work *following directions *self-reflection *fleeing *chasing *dodging	*sprints *relays *hurdles *safety *catching *throwing *scooping ball of the ground *fitness warm up	*base running *batting *fielding *catching *throwing *terminology *knowledge of rules *school spirit *following directions *fitness warm up

Unit: Orientation

Grade: K

Essential Question

How do I interact with others during physical activity?

Guiding Questions

1. How do I share and take turns while participating in physical activity?
2. How do I move in personal and general space using levels, pathways, directions and tempos?
3. How do I demonstrate self control during skill practice time?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-1 Demonstrate non-locomotor and locomotor movements.

Modifications:

Most Complex (MC): - Using verbal cues, the student will demonstrate non-locomotor and locomotor movement.

Less Complex (LC): - Using verbal and tactile skills, the student will demonstrate non-locomotor and locomotor skills.

Access (A): - Using physical manipulation, the student will demonstrate non-locomotor and locomotor skills.

MS-3 Demonstrate the ability to start and stop on signal with body control.

Modifications:

Most Complex (MC): - Using verbal cues, the student will demonstrate the ability to start and stop on signal with body control.

Less Complex (LC): - Using verbal and tactile cues, the student will demonstrate the ability to start and stop on signal.

Access (A): - The student will start and stop on signal with physical assistance.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Engage in physical activities appropriately.

Modifications:

Most Complex (MC): - With verbal prompting, the student will engage in physical activity appropriately.

Less Complex (LC): With verbal prompting and visual cues, the student will engage in a positive manner with classmates.

Access (A): - With physical manipulation, the student will engage in physical activity.

RB-2 Demonstrate willingness to play with any child and recognize similarities and appreciate differences.

Modifications:

Most Complex (MC): - With verbal cues, the student will demonstrate a willingness to play with any child and recognize similarities and appreciate differences.

Less Complex (LC): - With verbal prompting and visual cues, the student will interact appropriately with any child.

Access (A): - With teacher initiation and peer pairing, the student will engage in physical activity.

RB-3 Describe how positive social interaction can make physical activities with others more enjoyable and fun.

Modifications:

Most Complex (MC): - With verbal prompting, the student will describe how social interaction can make physical activity more fun and enjoyable.

Less Complex (LC): - With visual cues and verbal prompting, the student will interact appropriately in physical activity.

Access (A): - With teacher initiating and peer pairing, the student will engage in physical activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs:

- Whole group instruction
- Skill modeling
- Class discussion
- Whole class skill practice
- Small group activities

- Pairs practice
- Teacher created activities

Assessment Task

Determine achievement of performance standards skills through continuous observation during skills practice and student participation in class discussion.

Responsible Behavior Assessment

	Takes Turns	Plays Appropriately	Respects Classmates	Sportsmanship
4	Willing to lose own turn to help others.	Positively helps others to play fair when needed.	Purposefully picks the isolated student and offers assistance.	Student demonstrates exemplary sportsmanship behavior.
3	Helping others to take turns.	Plays fairly consistently.	Chooses anyone for partners/team. Willing to be anyone's partner.	Student usually exhibits good sportsmanship.
2	Never has to be told to take turns.	Plays fair and occasionally needs reminders about the rules.	Will be a partner or on a team with anyone that teacher chooses, but chooses only friends when asked.	Teacher needs to sometimes redirect student when acting inappropriately.
1	Has to be reminded to take turns.	Needs reminders to play fair.	Needs to be reminded about being respectful to classmates.	Cries and/or fights when not successful or doesn't get their way.

Student Name	Takes Turns	Plays Appropriately	Respects Classmates	Sportsmanship

Timeline:

4 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

**Unit: Ball Handling
Grades K**

Essential Question

What different ways can the body move given a specific purpose?

Guiding Questions

1. How can I throw and/or roll objects through space at various targets?
2. How do I catch a self tossed and partner tossed object?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2 Demonstrate emerging skills of catching, kicking, throwing, and striking.

Modifications:

Most Complex (MC): Using verbal cues, the student will demonstrate catching, kicking, throwing and striking skills.

Less Complex (LC): Using verbal and tactile cues, the student will demonstrate catching, kicking, throwing and striking skills.

Access (A): Using physical manipulation, the student will touch the ball with hand or foot.

MS-3 Demonstrate the ability to start and stop on signal with body control.

Modifications:

Most Complex (MC): Using verbal cues, the student will be able to start and stop on signal with body control.

Less Complex (LC): Using verbal and tactile cues, the student will demonstrate the ability to start and stop on signal.

Access (A): The student will stop and start on signal with physical assistance.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-2 Engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Modifications:

Most Complex (MC): With verbal prompting, the student will engage in a wide variety of gross motor activities that are student selected and teacher initiated.

Less Complex (LC): Given a choice of two gross motor activities, the student will select and engage in an activity.

Access (A): With physical manipulation, the student will participate in a physical activity.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Engage in physical activities appropriately (e.g. recognize that games have rules, participates as a leader and a follower during play activity).

Modifications:

Most Complex (MC): With verbal prompting, the student will engage in physical activity appropriately.

Less Complex (LC): With verbal prompting and visual cues, the student will engage in a positive manner with classmates.

Access (A): With physical manipulation, the student will engage in physical activity.

RB-2 Demonstrate the willingness to play with any child and recognize similarities and appreciate differences.

Modifications:

Most Complex (MC): With verbal cues, the student will demonstrate willingness to play with any child and recognize similarities and appreciate differences.

Less Access (LC): With verbal prompting and visual cues, the student will interact appropriately with any child.

Access (A): With teacher initiation and peer pairing, the student will engage in physical activity.

RB-3 Describe how positive social interaction can make physical activity with others more enjoyable and fun.

Modifications:

Most Complex (MC): With verbal prompting, the student will describe how positive social interaction can make physical activity with others more fun and enjoyable.

Less Complex (LC): With visual cues and verbal prompting, the student will interact appropriately in physical activity.

Access (A): With teacher initiation and peer pairing, the student will engage in physical activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs:

- Whole group instruction
- Skill modeling
- Small group and/or pair practice
- Lead-up games
- Class discussion

Assessment Task

Determine achievement of the objectives through continuous observation of throwing, rolling, sliding, catching and balancing during practice. Students will participate in class discussion.

Rolling Assessment

- 3 = Performance the technique correctly and independently
- 2 = Sometimes needs teacher intervention – sometimes technique is performed correctly
- 1 = Needs teacher intervention – incorrect technique

Student Name	Bends Down Low	Step in opposition	Follows through low toward target

Timeline:

8 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

- Teacher created warm-ups and activities
- Internet sources
 - www.PECentral.org
 - www.pe4life.org
 - www.humankinetics.org
 - www.greatactivities.net
- Great Activities Newsletter. The Great Activities Publishing Company

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

-The Best of Great Activities (The Great Activities Publishing Company, 1994)

-The Ultimate Sport Lead-up Game Book (Educators Press, 2001)

Guy Bailey

**Unit: Fitness
Grades K**

Essential Question

Why is it important to be physically fit and how can I stay fit?

Guiding Questions

1. Can I sustain moderate to vigorous physical activity for a short period of time?
2. Do I recognize changes in my body as a result of health-related fitness activities?

Standards with Objectives for the Unit

Physical Fitness: Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of fitness.

PF-1 Demonstrate flexibility, strength and endurance in a group through exercise and other activities.

Modifications:

Most Complex (MC): With verbal cues, the student will demonstrate flexibility, strength and endurance in a variety of muscle groups through exercise and other activities.

Less Complex (LC): With verbal and visual prompting, the student will participate in flexibility, strength and endurance exercises and other activities.

Access (A): With physical manipulation, students will move a variety of muscle groups.

PF-2 Sustain moderate to vigorous physical activity for short amounts of time.

Modifications:

Most Complex (MC): With verbal prompting, the student will sustain moderate to vigorous physical activity for short amounts of time.

Less Complex (LC): With verbal prompting and visual demonstration, the student will sustain moderate physical activity for short amounts of time.

Access (A): With verbal assistance and visual cues, the student will recognize physical activity.

PF-3 Use words to express feelings about physical activities.

Modifications:

Most Complex (MC): With verbal prompting and assistance, the student will use words to express feelings and sensations about physical activity.

Less Access (LC): With verbal assistance and visual cues, the student will use words to identify feelings and sensations about physical activity.

Access (A): With physical manipulation, students will move in a physical activity.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1: Participate in healthy physical activity and demonstrate understanding that physical activity is beneficial to good health.

Modifications:

Most Complex (MC): With verbal prompting, students will participate in healthy physical activity and demonstrate understanding that physical activity is beneficial to good health.

Less Access (LC): With verbal prompting and visual cues, students will participate in healthy physical activity that is beneficial to good health.

Access (A): With physical manipulation, the student will participate in healthy activity.

AW-2 Engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Modifications:

Most Complex (MC): - With verbal prompting, the students will engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Less Complex (LC): - Given a choice of two gross motor activities, the student will select and engage in an activity.

Access (A): - With physical manipulation, the student will participate in a physical activity.

AW-3 Explain that the body is composed of bones, muscles and organs.

Modifications:

Most Complex (MC): - With verbal prompting, the student will be able to explain that the body is composed of bones, muscles and organs.

Less Complex (LC): - With verbal prompting, the student will match pictures of bones, muscles and organs.

Access (A): - The students will be shown pictures of bones, muscles and organs.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Engage in physical activities appropriately (e.g. recognize that games have rules, participates as a leader and a follower during play activity).

Modifications:

Most Complex (MC): With verbal prompting, the student will engage in physical activity appropriately.

Less Complex (LC): With verbal prompting and visual cues, the student will engage in a positive manner with classmates.

Access (A): With physical manipulation, the student will engage in physical activity.

RB-3 Describe how positive social interaction can make physical activity more fun and enjoyable.

Modifications:

Most Complex (MC): - With verbal prompting, the student will describe how social interaction can make physical activity more fun and enjoyable.

Less Complex (LC): – With visual cues and verbal prompting, the student will interact appropriately in physical activity.

Access (A): – With teacher initiating and peer pairing, the student will engage in physical activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student need:

- Whole group instruction
- Skill modeling
- Small group and/or pair practice
- Class discussion

Assessment Task

Determine achievement of the objectives through continuous observation during practice, fitness rubric and increased amount of exercise time.

Activity Levels Assessment

Vigorous Activity: Sweating, increased heart rate, heavy breathing, not sitting

	Identify Activities for their Activity Level	Identify How Activity Affects the Body	Name Activities: Vigorous vs. Sedentary
4	Students can tell the level of vigor within an activity.	Student can identify all four ways the body is affected by vigorous activity.	Student can name several vigorous and sedentary activities.
3	Students can always identify vigorous activity while participating in it.	Students can identify three ways the body is affected by vigorous activity.	Students can name a few vigorous activities.
2	Students can sometimes identify vigorous activity while participating in it.	Students can identify 1-2 ways the body is affected by vigorous activity.	Students can name at least one vigorous activity and one sedentary activity.
1	Students usually do not correctly identify vigorous activity while participating in it.	Students cannot identify how the body is affected by vigorous activity.	Students cannot name activities that are vigorous and/or sedentary.

Student Name	Identify Activities for their Activity Level	Identify How Activity Affects the Body	Name Activities Vigorous vs. Sedentary

Performance Assessment

Standard or Objective Assessed: Students will choose physical activity for health, enjoyment, challenge, self expression and/or social interaction to sustain a physically active lifestyle.

Task: Create a simple poster showing favorite ways to be physically active.

Performance Standard that Represents Mastery:

Students will:

- Use words and pictures to describe physical activity.

Timeline:

On-going

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

**Unit: Locomotor/Spatial Awareness
Grades 1-2**

Essential Questions

How can I move more effectively and efficiently?

Guiding Questions

1. How do I travel in different directions using the locomotor skill of walking, jogging, running, skipping, galloping, hopping, and jumping?
2. How do I demonstrate control in traveling and balance activities?

Standards with Objectives for the Unit

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-1 Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences.

Modifications:

Most Complex (MC): Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal prompts.

Less Complex (LC): Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal and visual prompts.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor movements and when possible, locomotor movements.

Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-3 Exhibit self-control in group settings.

Modifications:

Most Complex (MC): Exhibits self-control in group setting with verbal prompts.

Less Complex (LC): Exhibits self-control in group setting with verbal prompts and visual cues.

Access (A): The student will sit quietly in group settings with verbal prompts.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student need:

- Whole group instruction
- Small group practice/differentiation
- Pairs practice
- Class discussion
- Students share work with an audience
- Skill modeling

Assessment Task

Determine achievement of performance standards skills through continuous observation during skills practice. Students will demonstrate skills through teacher created activities.

Locomotor Movement Assessment

3 Meets = always performs the movement as defined.

2 Approaches = sometimes performs the movement independently as defined but needs directions.

1 Begins cannot perform movement independently and/or needs direction more than 50% of the time.

After warm-up activities, students will be asked to perform:

Running – arms bend and swing quickly, heels kick backwards to the hip

Gallop – one foot leading, clear lift off, good flow of movement

Leaping – legs splitting and stretching forwards and backwards during flight and take off and landing on one foot

Skipping – step and hop with a low knee lift and good flow of movement

Sliding – body moving smoothly sideways with a clear lift-off and a step together, step together motion

Hopping – uses one foot, non-weight bearing foot up with leg bent, rhythmic and balanced

Jumping – feet move together, knees bend before take-off and on landing, arms swing

Student Name	Running	Galloping	Leaping	Skipping	Sliding	Hopping	Jumping

Non-Locomotor Movement

3 Meets = always performs the movement as defined

2 Approaches = sometimes performs the movement independently as defined but sometimes needs directions

1 Begins = cannot perform movement independently and/or needs direction more than 50% of the time

After warm-up activities, students will be asked to perform:

Twisting – the rotation of a selected body part around its long axis

Bending – moving a joint to accomplish different positions

Swaying – fluidly and gradually shifting the center of gravity from one body part to another

Stretching – moving body parts away from the center of gravity

Turning – rotating the body along the long axis

Swinging – rhythmical, smooth motion of a body part resembling a pendulum

Student Name	Twisting	Bending	Swaying	Stretching	Turning	Swinging

Timeline:

4 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

-Teaching Developmental Gymnastics (University of Texas Press, 1990)

Garland O'Quinn, Jr.

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

Unit: Manipulatives

Grade: K

Essential Question

What different ways can the body move given a specific purpose?

Guiding Questions

1. How do I use equipment safely and appropriately?
2. How do I follow class rules and procedures?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2: Demonstrate the emerging skills of catching, kicking, throwing, and striking.

Modifications:

Most Complex (MC): Using verbal cues, the student will demonstrate catching, kicking, throwing and striking skills.

Less Complex (LC): Using verbal and tactile cues, the student will demonstrate catching, kicking, throwing and striking skills.

Access (A): Using physical manipulation, the student will touch the ball with hand or foot.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-2 Engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Modifications:

Most Complex (MC): With verbal prompting, the student will engage in a wide variety of gross motor activities that are student selected and teacher initiated.

Less Complex (LC): Given a choice of two gross motor activities, the student will select and engage in an activity.

Access (A): With physical manipulation, the student will participate in a physical activity.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-2 Demonstrate willingness to play with any child and recognize similarities and appreciate differences.

Modifications:

Most Complex (MC): With verbal cues, the student will demonstrate willingness to play with any child and recognize similarities and appreciate differences.

Less Access (LC): With verbal prompting and visual cues, the student will interact appropriately with any child.

Access (A): With teacher initiation and peer pairing, the student will engage in physical activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs:

- Whole group instruction
- Skill modeling
- Small group and/or pair practice
- Class discussion
- Teacher created activities

Assessment Task

Determine achievement of the objectives through continuous observation during skills practice with hoops, beanbags, scooters, scarves, parachute, and balloons. Students will share work with an audience.

Timeline:

6 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

- Teacher created warm-ups and activities
- Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.greatactivities.net

- The Best of Great Activities (The Great Activities Publishing Company, 1994)
- Great Activities Newsletter (The Great Activities Publishing Company)
- Physical Essentials K-2 PE Curriculum
Joella H. Mehrhof and Kathy Ermler

Name _____

Self-Assessment Rubric – Manipulatives
Kindergarten

How did you perform in the activity we just completed?

Circle the face that shows how you performed.

	Meets Expectations	Progressing	Needs Improvement
Sportsmanship: <ul style="list-style-type: none">• I played by the rules• I didn't brag when I won• I didn't get upset when I lost			
Skills and Concepts: <ul style="list-style-type: none">• I can perform the skill taught in class today• I can teach the skill to a friend			
Effort: <ul style="list-style-type: none">• I tried my best• I tried my best whether or not I liked the game/activity we are playing			

Unit: Rhythms/Creative Movement
Grade: K

Essential Question

How can I move efficiently and effectively?

Guiding Questions

1. How do I use locomotor and non-locomotor skills to move in time with music?
2. How do I develop a movement vocabulary (e.g. locomotor, non-locomotor, time, space, energy)?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-1: Demonstrate non-locomotor and locomotor movements.

Modifications:

Most Complex (MC): - Using verbal cues, the student will demonstrate locomotor and non-locomotor movement.

Less Complex (LC): - Using verbal and tactile cues, the student will demonstrate locomotor and non-locomotor movements.

Access (A): - Using physical manipulation, the student will demonstrate locomotor and non-locomotor movements.

MS-3: Demonstrate the ability to start and stop on signal with body control.

Modifications:

Most Complex (MC): - Using verbal cues, the student will demonstrate the ability to start and stop on signal with body control.

Less Complex (LC): - Using verbal and tactile cues, the student will demonstrate the ability to start and stop on signal.

Access (A): - The student will start and stop on signal with physical assistance.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1: Participate in healthy physical activity and demonstrate understanding that physical activity is beneficial to good health.

Modifications:

Most Complex (MC): - With verbal prompting, the student will engage in healthy physical activity and demonstrate understanding that physical activity is beneficial to good health.

Less Complex (LC): - With verbal prompting and visual cues, students will participate in healthy physical activity that is beneficial to good health.

Access (A): - With physical manipulation, students will participate in healthy physical activity.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-3: Describe how positive social interaction can make physical activity with others more fun and enjoyable.

Modifications:

Most Complex (MC): - With verbal prompting the student will describe how positive social interaction can make physical activity more enjoyable and fun.

Less Complex (LC): -- With visual cues and verbal prompting the student will interact appropriately in physical activity.

Access (A): - With teacher initiation and peer pairing, the student will engage in physical activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs:

- Whole group instruction
- Skill modeling
- Small group and/or pair practice

Assessment Task

Determine achievement of the objectives through continuous observation during skill practice. Students will share work with an audience.

Dance Assessment

Points	Moves to a steady rhythm and applies steps to beat in music	Transitions from one kind of step to another	Creativity in movement and dance attitude
3	Student usually moves with the beat of the music. Movements are usually rhythmic.	Student usually moves from one step to another with smooth transitions.	Student usually adds his/her personality and enthusiasm to the dance. Dance moves are creative.
2	Student's moves are sometimes rhythmic and/or sometimes moves to the beat of the music.	Timing of students transitions from one step to another is sometimes off and/or delayed	Student sometimes add creative elements and sometimes just does the basic dance.
1	Student's moves lack rhythm and/or do not move with the beat of the music.	Student needs teacher intervention to remember step and/or get the correct technique and timing.	Student is unable to add creative movements (personality) to dance.

Student Name	Moves to a steady rhythm and applies steps to beat in music	Transitions from kind of step to another	Creativity in movement and dance attitude

Timeline:

2 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.orgwww.pe4life.orgwww.humankinetics.orgwww.christylane.com

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

-CD's /Music

- Great Ready to Square Dance (Jack Capon)
- Square Dance Made Easy (Jack Capon)
- Honor Your Partner Square Dances (Ed Durlacher)
- Circle Dances (Ruby Franklin)
- Christy Lane's Complete Party Dance Music CD

**Unit: Striking
Grades K**

Essential Question

What different ways can the body move given a specific purpose?

Guiding Questions

1. How can I combine locomotor, non-locomotor and foot striking skills?
2. How do I project objects through space using hands and short implements?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2 Demonstrate emerging skills of catching, kicking, throwing, and striking.

Modifications:

Most Complex (MC): - Using verbal cues, the student will demonstrate catching, kicking, throwing, and striking skills.

Less Complex (LC): - Using verbal and tactile cues, the student will demonstrate catching, throwing, kicking, and striking skills.

Access (A): - Using physical manipulation, the student will touch the ball with hands or feet.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-2 Engage in a wide variety of gross motor activities that are child selected and teacher initiated

Modifications:

Most Complex (MC): - With verbal prompting, the students will engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Less Complex (LC): - Given a choice of two gross motor activities, the student will select and engage in an activity.

Access (A): - With physical manipulation, the student will participate in a physical activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs:

- Whole group instruction
- Small group and/or pair practice
- Teacher created activities and/or lead-up games
- Class discussion

Assessment

Determine achievement of the objectives through continuous observation during skills practice, lead-up activities, and participation in class discussion.

Striking Assessment

- 3 = Performance striking skill correctly and independently
- 2 = Sometimes needs teacher intervention – sometimes technique is performed correctly
- 1 = Needs teacher intervention to perform technique – technique is incorrect

Student Name	Side to target	Steps with opposition	Follows through toward target

Timeline:

4 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

- Teacher created warm-ups and activities
- Internet sources

www.PECentral.org
www.pe4life.org
www.humankinetics.org
www.greatactivities.net

- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
- Great Activities Newsletter. The Great Activities Publishing Company
- Physical Essentials K-2 PE Curriculum
Joella H. Mehrhof and Kathy Ermler

**Unit: Tumbling/Balance
Grades K**

Essential Question

How can I move efficiently and effectively?

Guiding Questions

1. How do I balance on a variety of body parts?
2. How do I demonstrate a variety of rolls?
3. How do I transfer weight?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

MS-1: Demonstrate non-locomotor and locomotor movements.

Modifications:

Most Complex (MC): - Using verbal cues, the student will demonstrate non-locomotor and locomotor movement.

Less Complex (LC): - Using verbal and tactile skills, the student will demonstrate non-locomotor and locomotor skills.

Access (A): - Using physical manipulation, the student will demonstrate non-locomotor and locomotor skills.

Physical Fitness: Incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.

PF-1 Demonstrate flexibility, strength and endurance in a group through exercise and other activities.

Modifications:

Most Complex (MC): With verbal cues, the student will demonstrate flexibility, strength and endurance in a variety of muscle groups through exercise and other activities.

Less Complex (LC): With verbal and visual prompting, the student will participate in flexibility, strength and endurance exercises and other activities.

Access (A): With physical manipulation, students will move a variety of muscle groups.

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Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-2 Engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Modifications:

Most Complex (MC): - With verbal prompting, the students will engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Less Complex (LC): - Given a choice of two gross motor activities, the student will select and engage in an activity.

Access (A): - With physical manipulation, the student will participate in a physical activity.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Engage in physical activities appropriately.

Modifications:

Most Complex (MC): - With verbal prompting, the student will engage in physical activity appropriately.

Less Complex (LC): With verbal prompting and visual cues, the student will engage in a positive manner with classmates.

Access (A): - With physical manipulation, the student will engage in physical activity.

RB-2 Demonstrate willingness to play with any child and recognize similarities and appreciate differences.

Modifications:

Most Complex (MC): - With verbal cues, the student will demonstrate a willingness to play with any child and recognize similarities and appreciate differences.

Less Complex (LC): - With verbal prompting and visual cues, the student will interact appropriately with any child.

Access (A): - With teacher initiation and peer pairing, the student will engage in physical activity.

RB-3 Describe how positive social interaction can make physical activities with others more enjoyable and fun.

Modifications:

Most Complex (MC): - With verbal prompting, the student will describe how social interaction can make physical activity more fun and enjoyable.

Less Complex (LC): – With visual cues and verbal prompting, the student will interact appropriately in physical activity.

Access (A): – With teacher initiating and peer pairing, the student will engage in physical activity.

Assessment

Determine achievement of the objective through continuous observation during skills practice and participation in class discussion.

- Demonstrate forward, pencil and egg roll.
- Demonstrate a variety of balances.
- See attached Kindergarten scoring rubric for Tumbling and Balance

Timeline:

2 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

-Teaching Developmental Gymnastics (University of Texas Press, 1990)

Garland O'Quinn, Jr.

Kindergarten Scoring Sheet Tumbling/Balance

Teacher Name: _____

	Outcome 1		Outcome 2		Outcome 3	
Date of Assessment:	Using proper balancing techniques		Uses proper tumbling technique		Uses proper jumping and landing technique	
Student Name	Ach	Dev	Ach	Dev	Ach	Dev
	Cues		Cues		Cues	
	Can hold balance with control, aware of center of gravity		Log roll: straight body; hands and legs tight to body; Forward roll: head position, squat, hands on mat		Head up, land on feet, bend knees.	

**Unit: Orientation
Grades 1-2**

Essential Question

How do I interact with others during physical activity?

Guiding Questions

1. How do I share and take turns while participating in physical activity?
2. How do I move in personal and general space using levels, pathways, directions and tempos?
3. How do I demonstrate self control during skill practice time?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-1 Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences.

Modifications:

Most Complex (MC): Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal prompts.

Less Complex (LC): Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal and visual prompts.

Access (A): Using physical manipulation the student will demonstrate non-locomotor movements and when possible, locomotor movements.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Recognize the benefits that accompany cooperation and sharing.

Modifications:

Most Complex (MC): Recognize the benefits that accompany cooperation and sharing with verbal prompts.

Less Complex (LC): Play cooperatively with verbal prompts and visual cues

Access (A): Engage in an activity with physical manipulation.

RB-2 Demonstrate respect for self, others and game rules by participating positively in physical activity settings.

Modifications:

Most Complex (MC): Demonstrate respect for self, others, and game rules by participating positively in physical activity settings with verbal prompts.

Less Complex (LC): Participate positively in physical activity settings with verbal prompts and visual cues.

Access (A): Engage in physical activity settings with peer pairing and physical manipulation.

RB-3 Exhibit self-control in group settings.

Modifications:

Most Complex (MC): Exhibit self-control in group settings with verbal prompts.

Less Complex (LC): Exhibit self-control in group settings with verbal prompts and visual cues.

Access (A): Sit quietly in group settings with verbal prompts.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction/practice
- Class discussion
- Students share work with an audience
- Skill modeling

Assessment Task

Determine achievement of the objectives through continuous observation during practice. Students will demonstrate skills through teacher created activities.

Levels, Speed, and Pathways Assessment

	Level	Speed	Pathways
3	Student always moves at the correct level for activity and smoothly transitions between levels.	Student chooses the appropriate speed for activity and maintains control.	Student can smoothly move in a straight, zigzag and curved pathway.
2	Student understands the difference between levels but does not always move at correct level or transition smoothly.	Student understands the difference between speeds, but does not always choose the correct speed for the activity.	Student needs prompting to move in a straight, zigzag or curved pathway
1	Student does not understand the difference between levels.	Student does not understand the difference between speeds.	Student has difficulty changing pathways.

Student Name	Levels	Speed	Pathways

Responsible Behavior Assessment

	Takes Turns	Plays Appropriately	Respects Classmates	Sportsmanship
4	Willing to lose own turn to help others.	Positively helps others to play fair when needed.	Purposely picks the isolated student and offers assistance.	Student demonstrates exemplary sportsmanship behavior.
3	Helping others to take turns.	Plays fairly consistently.	Chooses anyone for partners/team. Willing to be anyone's partner.	Student usually exhibits good sportsmanship.
2	Never has to be told to take turns.	Plays fair and occasionally needs reminders about the rules.	Will be a partner or on a team with anyone that teacher chooses, but chooses only friends when asked.	Teacher needs to sometimes redirect student when acting inappropriately.
1	Has to be reminded to take turns.	Needs reminders to play fair.	Needs to be reminded about being respectful to classmates.	Cries and/or fights when not successful or doesn't get their way.

Student Name	Takes Turns	Plays Appropriately	Respects Classmates	Sportsmanship

Timeline:

4 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

- Teacher created warm-ups and activities
- Internet sources
 - www.PECentral.org
 - www.pe4life.org
 - www.humankinetics.org
 - www.pa.org

- Physical Essentials K-2 PE Curriculum
Joella H. Mehrhof and Kathy Ermler
- Adventure Curriculum for Physical Education (Elementary School);
Jane Pannicucci and Nancy Stratton Constable
- No Props (Great Games with No Equipment)
Mark Collard (2005); Project Adventure, Inc
- Team Building Challenges (Human Kinetics, 1995)
Daniel Midura and Donald Glover

**Unit: Rhythms/Creative Movement
Grades: 1 & 2**

Essential Question

How can I move efficiently and effectively?

Guiding Questions

1. How do I use locomotor and non-locomotor skills to move in time with music?
2. How do I identify and coordinate motions of the right and left sides of the body?
3. How do I move rhythmically with a partner?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

MS-1: Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences.

Modifications:

Most Complex (MC): Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal prompts.

Less Complex (LC): Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal and visual prompts.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor movements and when possible, locomotor movements.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity setting.

RB-2 Demonstrate respect for self (e.g. accepts responsibility for one's actions), others (e.g. encourages others), and game rules by participating positively in physical activity settings.

Modifications:

Most Complex (MC): Demonstrate respect for self, others, and game rules by participating positively in physical activity settings with verbal prompts.

Less Complex (LC): Participate positively in physical activity settings with verbal prompts and visual cues.

Access (A): Engage in physical activity settings with peer pairing and physical manipulation.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice/differentiation
- Pairs practice
- Students share work with an audience
- Skill modeling

Assessment Task

Determine achievement of the objective through continuous observation during practice. Student will share work with an audience.

Dance Assessment

Points	Moves to a steady rhythm and applies steps to beat in music	Transitions from one kind of step to another	Creativity in movement and dance attitude
3	Student usually moves with the beat of the music. Movements are usually rhythmic.	Student usually moves from one step to another with smooth transitions.	Student usually adds his/her personality and enthusiasm to the dance. Dance moves are creative.
2	Student's moves are sometimes rhythmic and/or sometimes moves to the beat of the music.	Timing of students transitions from one step to another is sometimes off and/or delayed	Student sometimes add creative elements and sometimes just does the basic dance.
1	Student's moves lack rhythm and/or do not move with the beat of the music.	Student needs teacher intervention to remember step and/or get the correct technique and timing.	Student is unable to add creative movements (personality) to dance.

Student Name	Moves to a steady rhythm and applies steps to beat in music	Transitions from kind of step to another	Creativity in movement and dance attitude

Timeline:

4 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.christylane.com

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

-CD's /Music

- Great Ready to Square Dance (Jack Capon)
- Square Dance Made Easy (Jack Capon)
- Honor Your Partner Square Dances (Ed Durlacher)
- Circle Dances (Ruby Franklin)
- Christy Lane's Complete Party Dance Music CD

**Unit: Tumbling/Balance
Grades: 1 & 2**

Essential Question

How can I move efficiently and effectively?

Guiding Questions

1. How do I demonstrate a variety of rolls?
2. How do I balance on a variety of body parts?
3. How do I transfer weight from feet to hands while moving or stationary?

Standards with Objectives for the Unit

Motor Skill: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

MS-1: Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences.

Modifications:

Most Complex (MC): Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal prompts.

Less Complex (LC): Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal and visual prompts.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor movements and when possible, locomotor movements.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1: Demonstrate recognition that physical activity is beneficial to good health.

Most Complex (MC): Demonstrate recognition that physical activity is beneficial to good health with verbal prompts.

Less Complex (LC): Identify beneficial physical activity with verbal prompts and visual cues.

Access (A): Recognize physical activity with verbal cues.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-3: Exhibit self-control in group settings (e.g. listens quietly without interruption for short periods with teacher reinforcement).

Most Complex (MC): Exhibits self-control in group settings with verbal prompts.

Less Complex (LC): Exhibits self-control in group settings with verbal prompts and visual cues.

Access (A): The student will sit quietly in group settings with verbal prompts.

Instructional Strategies

The following instructional strategies will be used to disseminate information to allow optimum learning based on student needs.

- Skill modeling
- Individual practice/station work
- Class discussion

Assessment Task

Determine achievement of performance standards for tumbling/balance skills through continuous observation during practice

- The student will demonstrate skills with an audience
- Determine achievement of the objective through continuous observation and practice
- See attached Grade 1 & 2 scoring sheet rubric

Timeline:

4 classes

21st Century Skills:

- Value and demonstrate personal responsibility, character, cultural understanding and ethical behavior.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

-Teaching Developmental Gymnastics (University of Texas Press, 1990)

Garland O'Quinn, Jr.

**Unit: Ball Handling
Grades 1 & 2**

Essential Question

What different ways can the body move given a specific purpose?

Guiding Questions

1. How can I throw objects through space and at various targets?
2. How do I catch a self tossed and partner tossed object?
3. How do I dribble a ball with my hands?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2 Demonstrate key elements for throwing, catching, striking and other manipulative skills.

Modifications:

Most Complex (MC): Demonstrate the key elements for throwing, catching, striking and other manipulative skills with verbal prompts.

Less Complex (LC): Demonstrate the key elements for throwing, catching, striking and other manipulative skills with verbal prompts and visual cues.

Access (A): The student will touch the ball with hand or foot with physical manipulation

MS-3 Identify strategies for simple games.

Modifications:

Most Complex (MC): The student will identify strategies for simple games with verbal prompts.

Less Complex (LC): The student will play simple games with verbal prompts and visual cues.

Access (A): The student will engage in simple games with peer pairing and physical manipulation.

Physical Fitness: Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of fitness.

PF-2 Sustain moderate to vigorous physical activity for short amounts of time

Modifications:

Most Complex (MC): With verbal prompting, the student will sustain moderate to vigorous physical activity for short amounts of time.

Less Complex (LC): With verbal prompting and visual demonstration, the student will sustain moderate physical activity for short amount of time.

Access (A): With verbal assistance and visual cues, the student will recognize physical activity.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Demonstrate recognition that physical activity is beneficial to good health.

Modifications:

Most Complex (MC): Demonstrate recognition that physical activity is beneficial to good health with verbal prompts.

Less Complex (LC): Identify beneficial physical activity with verbal prompts and visual cues.

Access (A): Recognize physical activity with verbal prompts and visual cues.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Recognize the benefits that accompany cooperation and sharing.

Modifications:

Most Complex (MC): - Recognize the benefits that accompany cooperation and sharing with verbal prompts.

Less Complex (LC): Play cooperatively with verbal prompts and visual cues.

Access (A): - Engage in an activity with physical manipulation.

RB-2 Demonstrate respect for self (e.g. accepts responsibility for one's own actions), others (e.g. encourages others), and game rules by participating positively in physical activity settings.

Most Complex (MC): - Demonstrate respect for self, others and game rules by participating positively in physical activity settings with verbal prompts.

Less Complex (LC): Participate positively in physical activity settings with verbal prompts and visual cues.

Access (A): - Engage in physical activity settings with peer pairing and physical manipulation.

RB-3 Exhibit self-control in group setting (e.g. listens quietly without interruption for short periods with teacher reinforcement).

Modifications:

Most Complex (MC): - Exhibits self-control in group setting with verbal prompts.

Less Complex (LC): Exhibit self-control in a group setting with verbal prompts and visual cues.

Access (A): - Sit quietly in group settings with verbal prompts.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Individual Practice
- Lead-up game
- Class discussion

Assessment Task

Determine achievement of performance standards for throwing, catching and dribbling skills through continuous observation during skills practice and lead up games.

See attached Grade 1 & 2 Ball handling scoring sheet

Timeline:

16 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.greatactivities.net

-Great Activities Newsletter. The Great Activities Publishing Company

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

-The Best of Great Activities (Great Activities Publishing Company, 1994)

-The Ultimate Sports Lead-up Game Book (Educators Press, 2005)

Guy Bailey

**Unit: Locomotor/Spatial Awareness
Grades 1 & 2**

Essential Questions

How can I move more effectively and efficiently?

Guiding Questions

1. How do I travel in different directions using the locomotor skill of walking, jogging, running, skipping, galloping, hopping, and jumping?
2. How do I demonstrate control in traveling and balance activities?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-1 Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences.

Modifications:

Most Complex (MC): Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal prompts.

Less Complex (LC): Demonstrate developmentally appropriate transitions using locomotor skills in movement sequences with verbal and visual prompts.

Access (A): Using physical manipulation, the student will demonstrate non-locomotor movements and when possible, locomotor movements.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-3 Exhibit self-control in group settings.

Modifications:

Most Complex (MC): Exhibits self-control in group setting with verbal prompts.

Less Complex (LC): Exhibits self-control in group settings with verbal prompts and visual cues.

Access (A): The student will sit quietly in group settings with verbal prompts.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice/differentiation
- Pairs practice
- Individual practice
- Class discussion
- Students share work with an audience
- Skill modeling

Assessment Task

Determine achievement of performance standards skills through continuous observation during skills practice. Students will demonstrate skills through teacher created activities.

Locomotor Movement Assessment

3 Meets = always performs the movement defined.

2 Approaches = sometimes performs the movement independently as defined but needs directions.

1 Begins = cannot perform movement independently and/or needs direction more than 50% of the time

After warm-up activities, students will be asked to perform:

Running – arms bend and swing quickly, heels kick backwards to the hip

Gallop – one foot leading, clear lift off, good flow of movement

Leaping – legs splitting and stretching forwards and backwards during flight and take off and landing on one foot

Skipping – step and hop with a low knee lift and good flow of movement

Sliding – body moving smoothly sideways with a clear lift-off and a step together, step together motion

Hopping – uses one foot, non-weight bearing foot up with leg bent, rhythmic and balanced

Jumping – feet move together, knees bend before take-off and on landing, arms swing

Student Name	Running	Galloping	Leaping	Skipping	Sliding	Hopping	Jumping

Timeline:

4 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

**Unit: Fitness
Grades 1 & 2**

Essential Question

Why is it important to be physically fit and how can I stay fit?

Guiding Questions

1. Can I sustain moderate to vigorous physical activity for a short period of time?
2. Do I recognize changes in my body as a result of health-related fitness activities?
3. Can I identify some bones and muscles of the body?

Standards with Objectives for the Unit

Physical Fitness: Incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.

PF-1 Perform strength exercises to enhance endurance and increase muscle efficiency.

Most Complex (MC): Perform strength exercises to enhance and increase muscle efficiency with verbal cues.

Less Complex (LC): Participate in strength exercises with verbal prompts and visual cues.

Access (A): Move a variety of muscle groups with physical manipulation.

PF-2 Sustain moderate to vigorous physical activity for short amounts of time.

Most Complex (MC): Sustain moderate to vigorous physical activity for short amounts of time with verbal prompts.

Less Complex (LC): With verbal prompts and visual cues, the student will sustain moderate to vigorous physical activity for short amounts of time.

Access (A): The student will recognize physical activity with verbal prompts and visual cues.

PF-3 Use words to express feelings and sensations about physical activity.

Most Complex (MC): The student will use words to express feelings and sensations about physical activity with verbal prompts.

Less Complex (LC): The student will identify feelings and sensations about physical activity with verbal prompts and visual cues.

Access (A): The student will move in a physical activity with physical manipulation.

Benefits of Physical Activity/Wellness: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

AW-1 Demonstrate recognition that physical activity is beneficial to good health.

Most Complex (MC): Demonstrate recognition that physical activity is beneficial to good health with verbal prompts.

Less Complex (LC): Identify beneficial physical activity with verbal prompts and visual cues.

Access (A): Recognize physical activity with verbal cues.

AW-2 Recognize the difference between physical activity levels in different children's tasks (e.g. walking compared to playing tag).

Most Complex (MC): Recognize the difference between physical activity levels in different children's tasks with verbal prompts.

Less Complex (LC): Identify differences in activity levels with verbal prompts and visual cues.

Access (A): Recognize differences in activity levels with verbal prompts and visual cues.

AW-3 Identify and list the body components of bones, muscles, organs, tissues and fat.

Most Complex (MC): Identify and list the body components of bones, muscles, organs, tissues and fat with verbal prompts.

Less Complex (LC): Match pictures of bones, muscles, organs, tissues and fat with verbal prompts and visual cues.

Access (A): The student will look at pictures of bones, muscles, organs, tissues and fat.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-3 Exhibit self-control in group settings (e.g. listens quietly without interruption for short periods with teacher reinforcement).

Most Complex (MC): Exhibits self-control in group settings with verbal prompts.

Less Complex (LC): Exhibits self-control in group settings with verbal prompts and visual cues.

Access (A): The student will sit quietly in group settings with verbal prompts.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction

- Small group practice
- Pairs practice
- Individual practice
- Class discussion

Assessment

- Consistent teacher observation/ anecdotal records
- Exercise for an increased period of time
- Participate in class discussion

Activity Levels Assessment

Vigorous Activity: Sweating, increased heart rate, heavy breathing, not sitting

	Identify Activities for their Activity Level	Identify How Activity Affects the Body	Name Activities: Vigorous vs. Sedentary
4	Students can tell the level of vigor within an activity.	Student can identify all four ways the body is affected by vigorous activity.	Student can name several vigorous and sedentary activities.
3	Students can always identify vigorous activity while participating in it.	Students can identify three ways the body is affected by vigorous activity.	Students can name a few vigorous activities.
2	Students can sometimes identify vigorous activity while participating in it.	Students can identify 1-2 ways the body is affected by vigorous activity.	Students can name at least one vigorous activity and one sedentary activity.
1	Students usually do not correctly identify vigorous activity while participating in it.	Students cannot identify how the body is affected by vigorous activity.	Students cannot name activities that are vigorous and/or sedentary.

Student Name	Identify Activities for their Activity Level	Identify How Activity Affects the Body	Name Activities Vigorous vs. Sedentary

Timeline:

On-going

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

-Physical Essentials K-2 PE Curriculum

Joella H. Mehrhof and Kathy Ermler

State Department of Education – Physical Education

**Unit: Manipulatives
Grades 1 & 2**

Essential Question

What different ways can the body move given a specific purpose?

Guiding Questions

1. How do I participate in a variety of physical activities involving manipulation of objects?
2. How do I improve hand/eye coordination?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2: Demonstrate the key elements for throwing, catching, striking and other manipulative skills.

Modifications:

Most Complex (MC): Demonstrate the key elements for throwing, catching, striking and other manipulative skills with verbal prompts.

Less Complex (LC): Demonstrate the key elements for throwing, catching, striking and other manipulative skills with verbal prompts and visual cues.

Access (A): The student will touch the ball with hand or foot with physical manipulation.

Responsible and Personal Social Behavior: Students will exhibit responsible personal and social behaviors including respect for differences among people in physical activity settings.

RB-1 Recognize the benefits that accompany cooperation and sharing.

Modifications:

Most Complex (MC): - Recognize the benefits that accompany cooperation and sharing with verbal prompts.

Less Complex (LC): Play cooperatively with verbal prompts and visual cues.

Access (A): - Engage in an activity with physical manipulation.

RB-3 Exhibit self-control in group settings (e.g. listens quietly without interruption for short periods with teacher reinforcement).

Modifications:

Most Complex (MC): - Exhibits self-control in group setting with verbal prompts.

Less Complex (LC): Exhibit self-control in a group setting with verbal prompts and visual cues.

Access (A): - Sit quietly in group settings with verbal prompts.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group practice
- Pairs practice
- Individual practice
- Low organizational games
- Class discussion
- Students share work with an audience

Assessment Task

Determine achievement of performance standards through continuous observation during skills practice.

- See attached Grade 1 & 2 Manipulative self-assessment rubric

Timeline:

12 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.greatactivities.net

- The Best of Great Activities (The Great Activities Publishing Company, 1994)
- Great Activities Newsletter (The Great Activities Publishing Company)
- Physical Essentials K-2 PE Curriculum
Joella H. Mehrhof and Kathy Ermler

25

Name _____

Self-Assessment Rubric – Manipulatives
Grade 1/2

How did you perform in the unit we just completed?

Circle the face that shows how you performed.

	Meets Expectations	Progressing	Needs Improvement
Sportsmanship: <ul style="list-style-type: none">• I played by the rules• I didn't brag when I won• I didn't get upset when I lost			
Skills and Concepts: <ul style="list-style-type: none">• I can perform the skill taught in class today• I can teach the skill to a friend			
Effort: <ul style="list-style-type: none">• I tried my best• I tried my best whether or not I liked the game/activity we are playing			

**Unit: Striking
Grades 1 & 2**

Essential Question

What different ways can the body move given a specific purpose?

Guiding Questions

1. How can I combine locomotor, non-locomotor and foot striking skills?
2. How do I project objects through space using hands and short implements?

Standards with Objectives for the Unit

Motor Skills: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

MS-2 Demonstrate emerging skills of catching, kicking, throwing, and striking.

Modifications:

Most Complex (MC): - Using verbal cues the student will demonstrate catching, kicking, throwing, and striking skills.

Less Complex (LC): - Using verbal and tactile cues the students demonstrate catching, throwing, kicking, and striking skills.

Access (A): - Using physical manipulation the student touch the ball with hands or feet.

Responsible Personal and Social Behavior: Students will exhibit responsible personal and social behavior including respect for differences among people in physical activity settings.

RB-3 Exhibit self-control in group settings.

Modifications:

Most Complex (MC): - With verbal prompting, the students will engage in a wide variety of gross motor activities that are child selected and teacher initiated.

Less Complex (LC): - Given a choice of two gross motor activities, the student will select and engage in an activity.

Access (A): - With physical manipulation, the student will participate in a physical activity.

Instructional Strategies

The following instruction strategies will be used to disseminate information to allow optimum learning based on student needs.

- Whole group instruction
- Small group and/or pair practice
- Individual practice
- Teacher created activities and/or lead-up games
- Class discussion

Assessment

Determine achievement of the objectives through continuous observation during skills practice, lead-up activities, and participation in class discussion.

Performance Assessment

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Task: Create a “How To” story to describe a striking skill.

Performance Standard that Represents Mastery:

Students will:

- Accurately describe steps to perform the striking skill
- Write clearly based on grade writing rubric (See attached district writing rubric)

Timeline:

4 classes

21st Century Skills:

- Work independently and collaboratively to solve problems and accomplish goals.

Teacher Resources:

-Teacher created warm-ups and activities

-Internet sources

www.PECentral.org

www.pe4life.org

www.humankinetics.org

www.greatactivities.net

- The Ultimate Sport Lead-Up Game Book (Educators Press, 2001)
Guy Bailey
- The Best of Great Activities (Great Activities Publishing Company, 1994)
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