<u>Agenda</u>

1. Preliminary Procedures
   1. Call meeting to order & announce Open Meetings Act is Posted
   2. Public Notice as publicized per board policy
   3. Roll Call
      1. Action to excuse board members if necessary
   4. Pledge of Allegiance
   5. **1.5 Mission   The school district of Seward--where every student, every day is a success--affirms that all students will have the skills to become productive and contributing members of a global community. In cooperation with family and community members, the district is committed to the development of each student academically, emotionally, socially, and physically.**
   6. Approval of Agenda
2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)
   1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.
   2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.
3. Reports
   1. Administrator Reports
   2. Student Board Member
   3. Superintendent's Report
4. Discussion Items
   1. COVID-19 Update
5. Old Business
   1. Second Reading of Board Policies for the 2020-2021 School Year
6. New Business
   1. New Music, Spanish, and Family Consumer Science Curriculum
   2. Substitute Teacher Pay
   3. Title IX Board Policy
7. Future Agenda Items
8. Consent Agenda
   1. Approval of Minutes
   2. Approval of Financial Reports
      1. Treasurer
      2. Budget

3. Activities
4. Athletic
3. Approval of Claims
   1. General Fund
   2. Special Building Fund
   3. Gifts & Donations Fund
4. Approval of Consent Agenda
9. Adjournment

Please publish the following legal notice in the August 5, 2020 edition of the _Seward County Independent._ Thank you.

NOTICE OF SCHOOL BOARD MEETING

The board of education of the School District of Seward will meet in regular session on Monday, August 10, 2020 at 5:30 p.m. for a board study session to be followed by the 7:00 p.m. regular business meeting. The meeting will be held at the Administrative Offices located at 410 South St., Seward, Nebraska. An agenda for the meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours.

To view the agenda go to http://SewardPublicSchools.org/ and find the eMeeting link.

School District of Seward Board Report
August 10, 2020
Jessica Dominy, Principal
Seward Elementary School

Enrollment: as of August 4, 2020
- Preschool: 52
- Kindergarten: 102
- 1st Grade: 91
- 2nd Grade: 103
- 3rd Grade: 90
- 4th Grade: 111
- Total: 548

Upcoming Seward Elementary Events:
- Thursday, August 13th: 1st Day of School (1:15 Elementary Dismissal)
- Wednesday, August 19th: 1st Day of Preschool
- Wednesday, August 19th: School Picture Day
- Monday, August 24th: PTO Meeting
- Tuesday, August 25th-Friday, August 28th: K/1st MAP Fluency
- August 31st-September 4th: Homecoming Week
- Monday, September 7th: No School, Labor Day
- September 8th - September 17th: NWEA Testing (grades 2-4)

First Day of School Celebration:
The first day of school is Thursday, August 13th. The theme for the 2020-2021 school year is "Game On!" Our board game/game show theme is perfect for this year because we are all ready and excited to have students back in the building. Of course, there will be some "wild spaces," some "go back two spaces" days, but we will work together to overcome any challenges that come our way! Our 1st day of school celebration will go on as normal, except for the face covering requirement, and we will spread out to maintain as much distance as possible.

Staffing Changes:
We have four new teachers joining Seward Elementary this year: Brandi Plughaupt, Amanda St. Louis, Karen Butcher, and Beth Bohuslavsky. There are also three new paraprofessionals in the building: Riley Hubach, Laura Hesse, and Janae Niebrugge. We are welcoming Christy Schegg as our temporary nurse through grant funding, and also welcoming a new food service member and custodian. We are looking forward to the contributions of our new staff members!

Elementary Return to Learning Plan:
The following information was sent out to parents about how elementary operations would proceed, given restrictions from the health department:

Seward Elementary
Return to Learning Plan
2020-2021

> **All Seward Elementary students will return to school on August 13th and receive in-person instruction from their classroom teacher.**

What is Seward Elementary doing to keep students and staff healthy and safe?
- Requiring face covering for all students and staff when distancing is not possible.
- Implementing social distancing where feasible.
- Increased cleaning and sanitizing in classrooms.
- Cleaning high touch commonly used areas frequently throughout the day.
- Extensive cleaning and disinfecting each night.
- Limiting visitors to school during the school day.
- Limit the use of shared school items.

What do we hope families will do to keep everyone safe?
- Screen children daily before sending them to school: take temperature and monitor for symptoms.
- Stay home if sick or showing any symptoms.
- Practice good hygiene (hand washing, cough etiquette, etc.) at all times.
- Social distance where feasible.
- Practice wearing face coverings when your family goes to public places so your child feels more comfortable.
- Work with your child on skills of independence: it will be very helpful if your child can tie his/her own shoes, zip jackets, uses the bathroom appropriately, etc.
- If you are sending lunch from home with your child, please send items that your child can open him/herself. Items such as yogurt tubes and juice boxes are very difficult for young children to open. If we help them open items such as these, we will be touching where your child will put his or her mouth.

Will my child have to wear a face covering all day?
- All children and adults will wear face coverings when we cannot be 6 feet apart. There are several times during the school day that face coverings can be taken off: recess, lunch, PE, and many opportunities in the classroom throughout the day. Preschool students are not required to wear face coverings.

Can my child bring his/her own face covering? Will the school provide a face covering if my child does not have one?
- Yes on both! Students can come to school with face coverings that they are used to wearing. If your child does not have a face covering, the school will provide one for them. All face coverings need to be school appropriate and follow dress code guidelines. Parents are responsible for washing their child(ren)'s face coverings, just like other clothing items. If your child does not have a face covering, the school will provide one.

New Seward Elementary Guidelines:

Visitors:
Essential visitors to the school office only. Parents/guardians will not be able to go past the office without a pre-arranged appointment with the teacher. We are unable to have visitors at lunchtime for the foreseeable future. When entering the building to go to the office or for an appointment, all visitors are required to wear a face covering and use hand sanitizer upon entering the building. Student assemblies with visitors will also be temporarily on hold.

Arrival Procedures:
We are unable to do the walk-a-thon at this point due to the large number of students in the gym at a time. Because of this, the doors will open for students who eat breakfast at 7:45 AM. All other students are asked to arrive between 8:00-8:15 AM. Students will be expected to wear their face covering when entering the building, and will sanitize hands upon arrival. **Please do not send/drop off your child at school before 7:45 AM.**

Dismissal Procedures:
Preschool and kindergarten teachers will dismiss their students who are picked up by parents near the preschool playground. If your child is in preschool or kindergarten, his or her teacher will share the meeting spot for dismissal with you. All other students who will be picked up or walk home will exit through the main entrance, as normal. Please make this process as quick as possible to maintain a safe and healthy environment for all. Bus riders will also follow their normal procedures.

Face coverings are required by all adults and children during dismissal.

Face Coverings:
All children and adults in our building will be expected to wear face coverings when we cannot appropriately distance, except for lunchtime, PE, and recess. We will have common language and expectations for face coverings throughout the day, so students and staff will understand expectations on how to use them appropriately. There will be many breaks throughout the day when children will not be expected to wear their face coverings (when they can be 6 feet apart - ex) independent work time, workstation time in reading and math, PE, recess, etc.). Children may bring face coverings from home or use the school provided coverings. Please keep face coverings clean (washed daily), just like other clothing. Preschool students are not required to wear a face covering.
***If your child has a health or IEP reason for not wearing a face covering, please contact Connie Biaggio (402) 643-2968 or connie.biaggio@sewardschools.org.

Lunch:
Students will use hand sanitizer when entering the cafeteria. The fruit and veggie bar is no longer an option, so these items will be provided on the trays with the rest of the lunch. We will spread out in the commons area, north commons area, and the multipurpose room for lunch so we can be as distant as possible. The tables and chairs will be cleaned thoroughly between classes. Students will eat lunch with children in their own classes and will eat in the same area daily.

Recess:
Students will have recess at their normal times throughout the day. Only one grade level can be at the playground at a time. Students are not required to wear face covering at recess, but may do so if they wish. Students will go to recess with the children in their classroom and play in designated areas to help them be safe and follow health department guidelines. There will be increased supervision at recess. Students will use face coverings when going back into the building.

Social Distancing: Students and staff will practice social distancing in as many situations possible during the school day. Inside classrooms, teachers are planning opportunities for students to collaborate, interact, and communicate with one another both from a distance of at least 6 feet (when face coverings are optional) and closer together (when face coverings will be required). In hallways, students will transition around the building one class at a time to limit time in groups. Bathroom breaks will be done on an individual basis and also one class at a time (with very few students using restroom at a time, while others wait 6 feet apart. In the lunchroom, tables and chairs will be spread as far apart as possible, while allowing for the number of chairs needed to feed the students. The main commons area, north commons area, and multipurpose room will be used for lunch.	**Specials:** Students will attend specials as normal, but will transition through the building one class at a time to minimize interactions with other classes and grade levels. During PE, students will go outside as much as possible, and activities will be based on social distancing as much as possible to allow face coverings to be taken off. During library and guidance, face covering will be optional at times when students can be 6 feet or more apart. Music guidelines from the Nebraska Department of Education will be followed regarding face coverings, distancing while singing, etc.
Sanitizing Stations/Handwashing: There will be sanitizing stations throughout the building for students to use as they transition through the school. They will also practice good handwashing techniques and do so often throughout the day. Individual classrooms will also have sanitizer and sinks for hand washing. We happily will accept any sanitizer/disinfecting wipes that families would like to donate!	**Water Bottles:** The water fountains throughout the school will not be used. We have a water bottle filler and many sinks throughout the building for students to use to fill up water bottles brought from home. Individual teachers will have procedures for water bottles that they will share with students and parents, but the school water bottle guidelines are below: • Water bottles must have a lid (so spills are minimal/straws and sport tops are ok as long as there is a lid). • Water bottles should not be larger than 32 oz. • Only water can be in the water bottles (no flavor, lemonade, soft drinks, etc.

***Please note that the descriptions listed are the restrictions for our current yellow level on the Four Corners Risk Dial. Should the dial change to green, the restrictions would be less, and should the dial change to orange, the restrictions would be greater than those listed in this document.

<u>Thank You!</u>
Our building is clean, organized, and ready for students, thanks to Larry, Jennifer, Tom, and all of the maintenance team! I greatly appreciate how much time and effort went into preparing our school for the upcoming year. The new HVAC system is very much appreciated as well!

Thank you to Heidi and Christine at the District Office, and Michelle Austin and Jamie Fields as well! They made sure teachers have orders in their classrooms over the summer.

Board of Education Report
Seward Middle School - Kirk J. Gottschalk
10 *August, 2020*

1. Middle School Activities.

11 August - Middle School Open House, 1800-1930 hrs. (6:00-7:30 pm).
- 5th Grade student tours begin at 1730 hrs. (5:30 p.m.).

13 August - School starts, 1330 dismissal (1:30 pm)
7 Sept. – Labor Day, No School
*Football and volleyball practices will start during the second week of school with games beginning in mid September. Cross country practice will start on 14 August as their first meet is the end of August.

2. Staffing.

Four new full time teachers will be blessing our hallways at the middle school this school year. Mr. Brandon Watson will be teaching band and Careers classes, Mr. Shawn Carr will be teaching 6th grade social studies, Mr. Carlson will teach 8th grade math and Mr. Schlegel will be our middle school counselor.

3. Outdoor Education.

Because of the pandemic, unfortunately the Outdoor Ed. experience for our 6th graders and HS camp counselors has been put on hold. I have been in communication with the director at camp Carol Joy Holling, letting him know we are still wanting to provide this unique educational experience for our students at some point during the school year, it just won't happen in August. We have talked about both fall and spring options which the camp is open to as long as the pandemic guidelines don't prevent it. Therefore, stay tuned!

4. Enrollment.

We are currently at **431** but nothing definite as we get new students coming in daily and getting requests for records of students who moved during the summer. These numbers hopefully are close to what we will begin with.

Aug. 2020	Aug. 2019	Aug. 2018	Aug. 2017
5th Grade - 109	5th Grade - 102	5th Grade - 103	5th Grade - 105
6th Grade - 101	6th Grade - 107	6th Grade - 107	6th Grade - 109
7th Grade - 111	7th Grade - 109	7th Grade - 109	7th Grade - 98
8th Grade - 110	8th Grade - 107	8th Grade - 102	8th Grade - 125
TOTAL 431	TOTAL 425	TOTAL 421	TOTAL 437

5. Open House.

Our middle school Open House will take place on Tuesday, 11 August. Because we didn't have a 5th grade orientation in April, I am asking 5th grade students to arrive at 5:30 so they can get a tour of the entire building. Those will be conducted in small groups. Then at 6:00 the parents arrive along with other new students to the building to meet with their teachers. I will also conduct a short meeting with parents of 5th graders in the gym at 6:05 to cover some basic information. The rest of the students and their families will be welcomed between 6:30-7:30 pm. It is designed to give students and their parents an opportunity to get a look at the building, meet and greet teachers, bring in paper work and supplies as well as reduce some of the first day anxieties new students and some 5th grade parents get.

2020-2021 New Staff:
Trevor Menke

Trevor Menke graduated from Beatrice High School in 2010. Mr. Menke and his wife, Traci, look forward to moving to the Seward area as he joins Seward High School as a social studies teacher and head boys basketball coach. After high school, Menke attended the University of Nebraska, Lincoln, where he proudly donned a Husker basketball jersey from 2010-2015. Menke spent the last four years at Grand Island Northwest teaching social studies and serving as an assistant coach in basketball, golf and football. He has also led NBDA Nebraska Bison AAU teams, first as an assistant (2016-2017) then as head coach (2017-2020).

Freshman and New Student Orientation

Seward High School will be hosting a freshman and new student orientation on **Tuesday, August 11ᵗʰ at 7:00 p.m.** (Doors will open at 6:30 if students want to arrive early to start getting their T-shirts, schedules, fill out paperwork etc. to beat the rush, and learn more about student activities. Parents/guardians and students will have an opportunity to visit classrooms, meet teachers, find lockers, and get acclimated with the building. Information will also be provided regarding schedules, school policies, college planning, activity tickets, the automated lunch program, school organizations, and other relevant school information.

First Day of School

The **first day of school will be on Thursday, August 13ᵗʰ.** The schedule for the day will be a shortened bell schedule with an 8:15 a.m. start and a 1:30 p.m. end. Lunch will be served. Students will be given an information packet that includes health insurance forms, school lunch information, health history, student demographic update and other school related information.

Building Preparation

The custodial and maintenance department has been hard at work this summer preparing Seward High School for the first day of school. A special thanks to Tom Vajgrt, the summer maintenance crew, and Seward High School custodians. We also would like to thank the board and Dr. Fields for making a large investment in the high school with all of the nice updates! Kids that have been in the building this Summer have been so thankful for the new restrooms!

Staying Connected with Seward High School

Building/District Website: www.sewardpublicschools.org Facebook: http://www.facebook.com/sewardpublicschools Twitter Athletic Updates: @SewardBlueJays Activity Calendar: www.centralconference.org Staff Email: firstname.lastname@sewardschools.org

Activities

Fall Sports Practice

The first official day of practice for football, softball, girl's golf, cross country and volleyball is **Monday, August 10th**. However, many sports have voluntary workouts and conditioning prior to the first practice.

Fall Sports Parent meeting

The Fall sports parent meeting is scheduled for August 12th at 7:00 pm in the new theatre. Parents will hear an overview before break out sessions with coaches regarding the upcoming season.

Booster Club Pictures

Booster Club button pictures will be taken after school on August 13th prior to practice.

Start of the season

The beginning of the Fall sports season is just around the corner, the date for each sport's home opener is shown below:
Softball, August 15 Jamboree game vs Hastings
Girls Golf, August 28th
Cross Country, September 3rd
Football, September 4th.
Volleyball, September 15th

School District of Seward
Board Report
Connie Biaggio, Director of Special Services
August 4th, 2020

In just 9 days students walk through the doors of the district buildings and the goal is for them to feel excitement regardless of if it's their very first school day or their last first day of school. Having our teachers and students back together again in the buildings will be exciting in and of itself but for new kindergarteners and the seniors, August 13th, 2020 will be
a milestone day.

To help with the feeling of excitement, security, and belonging, special service personnel have spent time transitioning students from home based services to preschool, preschool to kindergarten, elementary to middle school and middle school to high school over the summer months. Our two new special education teachers (Mrs. Butcher and Mrs. Pflughaupt) have also spent time getting to know students on their caseloads.

Certainly, the 13th will be a special day for ALL of our new teachers and for any new classified employees too. Five new special education para educators will be joining our teams once we finalize that hiring process yet this week.

Trainings and conference attendance is a typical summer month activity for school personnel and during the covid-19 pandemic these continued to occur via a virtual manner. Several staff members listened to the NDE Launch NE sessions held weekly in June and others "attended" the NE School Mental Health conference for two days in mid June. In July, the NDE Department of Special Education offered a Reading conference that we also had staff listen into.

This week our nurses will be zooming into a vital school nurse training being provided by Four Corners Health Department. It's very significant that due to the efforts of Dr. Dominy and school board member connections to community foundations that we have the support of a third school nurse for at least the first nine weeks of this school year.

Unfortunately, due to the pandemic, several students will not be walking through our doors and as families are making tough decisions, special education case managers, building counselors, and building nurses will be working hard to support the students within the family choices made through updated IEP's, 504 plans or Individual Health Plans as appropriate. As of today 21students are on a list for live stream/remote learning consideration and 13 student's families have indicated they will be homeschooled during the 20-21 school year.

Respectfully submitted by Connie R. Biaggio

August 2020 Board Report for Curriculum and Staff Development

Board Members,

2020-21 is here! If our new staff is any indication, our teachers are ready to get back to work and help students reach our motto of Every Student, Every Day, A Success.   We are busy in staff development planning a variety of staff development opportunities for our new and veteran staff to help our staff meet the needs of all of our students.

Curriculum

SCHOOL DISTRICT OF SEWARD

The 2019-20 areas of focus for our curriculum were Music, Spanish, and Family and Consumer Science.   Our teachers have done a great job examining standards, planning instruction and assessment, and diving into their new materials. At the meeting today, I will be sharing with you the curriculum documents that were created.   These documents will guide our work in these areas for the next seven years.

The 2020-21 focus for curriculum will be our CTE areas. This is very timely as we have done our work with the ReViSION grant, and Perkins funds.

Instruction

Our strategic planning team, which included many of you, identified the areas of Grit and Resilience as areas of focus.   We will be working with our teachers during PLC days and staff development days on developing the grit of our students.   We have selected the book, <u>Grit, The Power of Passion and Perseverance </u>by Angela Duckworh as our book that will guide our work in Grit.   We will also be featuring a presentation in October from a colleague of Dr. Duckworth's.

Staff Development

Our new teachers and myself attended the Effective Instruction Series which is organized by ESU #6 and was held virtually this year. This training is a great way for us to get to know the new staff and for new staff to get to know each other.   I am proud to say that the principals have done an outstanding job selecting teachers who want to get better, love learning, and want

to do what is best for kids.   New teachers were brought up to speed on a variety of content and research based instructional strategies.

Fall workshop is a great opportunity to work with our staff on our strategic plan priorities. Our plan for Fall workshop covers everything from Mental Health to technology and everything in between. Our strategic planning teams will be working together to identify priorities and plan their work for the school year.   The Fall workshop Agenda is attached to this report.

Assessment

As a reminder, we did not complete summative assessments last year, and we will not receive any accountability reports or ratings.   Our Seniors will be taking the ACT test for free, at school, on September 22nd.   This is a make-up test from last year.   Our Juniors will again be taking the ACT in the Spring as part of the Nebraska Summative Assessments.

I look forward to a fantastic school year and I thank you for your support.

Dr. Matt Dominy

2020-2021 FALL WORKSHOP

August 10th, 11th, 12th

Elementary

Monday, August 10
8:15-8:45 Welcome back reception - SES Multi-purpose
8:45-11:30 SES Grade Level Meetings- Unfinished Learning Plans
11:30-12:30 Lunch on your own
12:30-4:00 Grade Level Meetings as needed
All Day- Michelle Folkers available for PHA Review- Sign up Here

Tuesday, August 11
8:00-8:30- All Staff "Grab and Go" Breakfast- HS South Lobby
8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre
9:15-9:45- Welcome and Message- Dr. Dominy- HS Theatre
10:00-12:00-Building Meetings- SES Multi-purpose Room
12:00-1:00- Lunch On Your Own
1:00-3:30 Self-Directed Breakout sessions-Select your sessions here.
2:30-3:00 Counselors meeting with Connie- SES RM 110
3:00-3:30 Nurses Meeting- SES RM 110
2:30-3:30- All HS coaches-SHS Lib.
3:30-4:00- Varsity Head Coaches- SHS Lib.

Wednesday, August 12
8:00-9:30 Building Meeting- SES Multipurpose space
9:30-12:00 Self-Directed Breakout sessions-Select your sessions here.
12:00-1:00— SEA Luncheon- HS cafeteria
1:30-2:30 Med Aide Training- SES RM 110
1:00-2:30- Crisis Team Meeting- SMS library
2:30-3:30 Emergency Response Team Meeting- SMS library
3:00-4:00 MS Coaches Meeting- SMS Commons
2:45-4:00- Special Education Meeting- SES-Multipurpose

8:45-11:30 SMS Grade Level Meetings- Unfinished Learning Plans
11:30-12:30 Lunch on your own
12:30-4:00 SMS Grade Level Meetings as needed
All Day- Michelle Folkers available for PHA Review- Sign up Here

Tuesday, August 11
8:00-8:30- All Staff "Grab and Go" Breakfast- HS South Lobby
8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre
9:15-9:45- Welcome and Message- Dr. Dominy- HS Theatre
10:00-12:00-Building Meetings- MS Commons
12:00-1:00- Lunch On Your Own
1:00-3:30 Self-Directed Breakout sessions-Select your sessions here.
2:30-3:00 Counselors meeting with Connie- SES RM 110
3:00-3:30 Nurses Meeting- with Connie- SES RM 110
2:30-3:30- All HS coaches-SHS Lib.
3:30-4:00- Varsity Head Coaches- SHS Lib.

Wednesday, August 12
8:00-9:30 Building Meeting- SMS Commons
9:30-12:00 Self-Directed Breakout sessions-Select your sessions here.
12:00-1:00— SEA Luncheon- HS cafeteria
1:30-2:30 Med Aide Training- SES RM 110
1:00-2:30- Crisis Team Meeting- SMS library
2:30-3:30 Emergency Response Team Meeting- SMS library
3:00-4:00 MS Coaches Meeting- SMS Commons
2:45-4:00- Special Education Meeting- SES-Multipurpose Room

High School

Monday, August 10
8:00-8:30 Welcome Back Reception- SHS Big theatre
8:30-11:30 SHS Department Level Meeting- Unfinished Learning Plans
11:30-12:30 Lunch on your own
12:30-2:30 Feedback and Assessment
2:45-4:00 Self-Directed Breakout sessions-Select your sessions here. Ed Camp Tech Sessions: Chrome,
Gmail, Google Calendar, MobileServe, Class Intercom
All Day- Michell Folkers available for PHA Review- Sign up Here

Tuesday, August 11
8:00-8:30- All Staff "Grab and Go" Breakfast- HS South Lobby
8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre
9:15-9:45- Welcome and Message- Dr. Dominy- HS Theatre
10:00-12:00-Building Meetings- SHS big Theatre
12:00-1:00- Lunch On Your Own
1:00-3:30 Self-Directed Breakout sessions-Select your sessions here.
2:30-3:00 Counselors meeting SES RM 110
3:00-3:30 Nurses Meeting- SES RM 110

8:00-12:00 Self-Directed Breakout sessions-Select your sessions here. Ed Camp Tech Sessions: Chrome, Gmail, Google Calendar, MobileServe, Class Intercom

12:00-1:00— SEA Luncheon- HS cafeteria

1:00-2:30- Crisis Team Meeting- SMS library

1:30-2:30 Med Aide Training- SES RM 110

2:30-3:30 Emergency Response Team Meeting- SMS library

3:00-4:00 MS Coaches Meeting- SMS Commons

2:45-4:00- Special Education Meeting- SES-Multipurpose RM

NEW TEACHER ORIENTATION

SEWARD PUBLIC SCHOOLS

OUR MISSION

The school district of Seward –where every student, every day is a success – affirms that all students will have the skills to become productive and contributing members of a global community. In cooperation with family and community members, the district is committed to the development of each student academically, emotionally, socially, and physically.

THURSDAY, AUGUST 6TH

8:00-10:00 Meet with Central Office Staff about procedures and paper work. Dress professionally for pictures at 8:00. Location: District Office- 410 South St.
10:15-12:30 Meet with your principal- Your assigned building
12:30-1:30 Lunch at Valentino's
1:30-4:00 Information regarding Special Education, Technology and Staff Development- Middle School Library

FRIDAY, AUGUST 7TH - NEW TEACHER WORK DAY

8:00-10:00 Work time in your classroom
10:00-12:00 Meet with your mentor- Tour building, building procedures, etc.
12:00-1:00- Stay tuned for possible lunch options
1:00-4:00- Work time in your classroom

ABOUT US

The School District of Seward is located in Seward and Butler Counties and covers 245 square miles. The class 3 Pre-12 district is accredited by the state of Nebraska.

Community

Seward, Nebraska has a population of 6,900 people and serves as the county seat of Seward County. It is located in Southeastern Nebraska and is served by US Highway 34 and Nebraska Highway 15. Interstate 80 is located five miles to the south. Seward is 25 miles northwest of Lincoln and 82 miles southwest of Omaha, NE.

Communities served by Seward Public Schools include: Seward, Garland, Goehner, Staplehurst, Tamora, Bee, and Ulysses.

Our current enrollment is approximately 1500 students and we employ 120 teachers and 95 support staff members.

MORE ABOUT THE ORIENTATION

The first half of the day on Thursday will begin at the district office where we will explain some of the typical day-to-day procedures and have you complete necessary paperwork. **Please bring your teaching certificate, driver's license, social security card, SS#'s for your beneficiaries, and a voided check of the account where you want your pay checks deposited.**

Following this meeting, you will go to the building to which you are assigned to and meet your building principals. We will then meet for lunch at Valentino's.
After lunch, we will go to the middle school library to learn more about district programs/procedures. Featured speakers will include Ms. Biaggio, Director of Student Services, Mr. Williams, Technology Coordinator, Mr. Buss, Assistant Technology Coordinator and Sub Coordinator, and Dr. Dominy, Director of Curriculum and Staff Development.

August 7th will be a work day and you will also meet with your mentors to hear about building level procedures, expectations, and background information regarding the operations of the school in general from a teacher's perspective. We hope that between the training from the ESU, our time with you, and professional development throughout the year, you will feel comfortable about starting your new journey with us.

Welcome to Seward, we are glad that you are here!

NASB Monthly Update for Board Meetings - Agenda Item: AUGUST 2020

View the Monthly Update in video form now at:
https://vimeo.com/442484701

"NASB Update"

As a board, some items you should be focused on during August include:

- Monitor progress of district goals, link goals to discussion and action items; Strategic Plan Progress Report
- Board/Administrators Budget Work Session; Certification of District's Assessed Valuation; Public Budget Hearing / Adopt Budget due on or before September 20
- Review Alternative Education Program
- Learning Community attendance reports and budget due September 1
- Board/All Staff Gathering; Negotiations employee's agent request recognition due September 1 (year preceding contract year)
- Committee on American civics due beginning of school year; State school safety director is required to complete an assessment of the security or each school building no later than August 31, 2020.

NASB COVID-19 RESOURCE LINKS

- http://members.nasbonline.org/index.php/news-resources/covid-19-resources
- We are continuing to add a TON of fresh items & updates including links to the UNMC: COVID-19 Back to School Playbook; Contingency Planning Resources; YouTube updates & more!

Networking & Events:

- http://members.nasbonline.org/index.php/events
- The first of 3 **Candidate Webinars** was July 27, look for two more in Sept & Oct!
- **Area Membership Meetings** will be a little different this year due to Covid-19 … more to come!
- Is this year's Board Member of the Year on your Board? Nominations for the annual Ann Mactier Award are due Sept 30th at http://members.nasbonline.org/index.php/board-leadership/ann-mactier-school-board-member-of-the-year-award

Advocacy/2020 Legislative Session:
- The 2020 legislative session is currently underway and will wrap up mid-August. Keep tabs with all things pertinent to your school at NASB's Govt Relations page at http://members.nasbonline.org/index.php/government-relations
- Stay engaged during the Session and follow along with the bills NASB is tracking at: https://nasb.enviseams.com/legislative-bills and through NASB's *Legislative Notes* e-updates.

Follow NASB on twitter at www.twitter.com/NASBonline using the hashtag #liveNASB
and on facebook at www.facebook.com/NASBonline

Watch all of the NASB videos at http://members.nasbonline.org/index.php/news-resources/videos

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the
Board Notes newsletter for "This Month In ..." To access the latest newsletter, click here:
http://members.nasbonline.org/index.php/news-resources/board-notes

NEBRASKA
Education Collaboration

COLLABORATION MEMBERS

Nebraska Council of School Administrators

Nebraska Association of School Boards

Nebraska State Education Association

Schools Taking Action for Children's Education (STANCE)

Greater Nebraska Schools Association

Nebraska Rural Community Schools Association

Educational Service Units Coordinating Council

Stand for Schools

DATE: July 30, 2020
TO: Members of Nebraska Legislature
RE: Legislative Priorities and Projected Shortfall Concerns

As members of the Nebraska Education Collaboration, we are extremely concerned that unless steps are taken this session to limit further tax cuts or large new appropriations from being adopted, the Legislature may be forced next year to make massive spending cuts. Senators have the ability now to take prudent steps that will help limit the projected revenue shortfall for FY2021-23.

Last week, the Nebraska Economic Forecasting Board revised its estimate for the current fiscal year. The Board set a revenue forecast $145 million higher than the average projection made by several national forecasting experts. We are concerned that the board's forecast does not fully take into account the economic downturn due to the COVID-19 Pandemic.

We are also quite concerned that the current year revenue projections are artificially inflated by $255 million. This anomaly is the result of the income tax filing deadline being extended to July 15, shifting revenue income from the previous fiscal year into FY2020-21. This is 'one-time money'. If the Legislature uses it to fund new spending or reduce future revenues, it will create a large fiscal imbalance and will affect the State of Nebraska's ability to fund TEEOSA.

Following the forecast, the Legislature's Fiscal Office released its General Fund Financial Status showing that as of July 23, 2020, there is $90 million available for the Legislature to spend this year. However, because of the tax filing date change and reduced revenues due to the impact of the CARES Act, revenue for the following biennium budget is estimated to be a negative $403 million.

If the Legislature fails to account for this huge shortfall now, and instead spends the $90 million either on new spending proposals or by reducing future revenue, the State of Nebraska will be forced to make drastic cuts to education and other state services that student and families depend on.

As schools navigate new, unfamiliar and unexpected challenges, our schools will likely need more resources, not less, to ensure the safety of all students and staff. Among other considerations in the next biennium, the Legislature must provide sufficient state aid to meet the personal protective equipment needs for our students and staff. Keeping schools open by adequately protecting students and staff from COVID-19 must be a top priority.

The Nebraska Education Collaboration calls upon state senators this session to limit additional spending, maintain current revenue streams, and transfer the $90 million into the Cash Reserve Fund. We believe this to be prudent policy in light of the projected $403 million shortfall.

The Revenue Committee advanced AM3316 to LB1107 with additional voice amendments to be made today. This summary explains the changes already incorporated into AM3316 as well as the approved voice amendments that are currently in progress.

LB1107 Amendment 3316

Existing Property Tax Credit Fund – Tier 1 Property Tax Relief

- Provisions of LB930 are incorporated
- Sets a minimum requirement of $275 million per year in the fund
- If gambling petition on the ballot in November passes, any additional funds generated will go into the Property Tax Credit Fund over and above the $275 million floor

New Property Tax Refundable Income Tax Credit

- **Refundable** income tax credit based on amount of school district property taxes paid during the prior year
- Claimed on individual or corporate return
- $125 million beginning in FY 20-21
- If net receipts exceed forecast by 3.5% AND Cash Reserve is below $500 million, then 50% of excess over 3.5% is certified to be added to original $125 million to increase amount of refund
- If net receipts exceed forecast by 3.5% AND Cash Reserve is at or above $500 million, then 100% of excess over 3.5% is certified to be added to original $125 million to increase amount of refund
- These provisions notwithstanding, by the 5th year, the amount available for the credit must be $375 million
- Once amount reaches $375 million, it increase annually by the amount of overall statewide increase in valuations
- Will be available to resident and non-resident property taxpayers (See Attorney General Opinion Number 18-001, March 21, 2018)
- Repeals Personal Property Tax Exclusion (Approximately $14.8 million)

Changes to ImagiNE Act

- New caps as follows:
  - $25 million each Years 1 and 2, also beginning in FY 20-21
  - $100 million each Years 3 and 4
  - $150 million Year 5
  - After 5th year the cap will be equal to 3% of state net tax receipts
- If the cap will be exceeded in any year, then claims to use credits will be approved on a first-come, first-served basis
- Employees must be residents of Nebraska

Revenue Committee Executive Session Tuesday, August 4, 2020

Changes to Nebraska Transformational Projects Act

- No funds will be expended under this Act until
  - The applicant has been selected for participation in the federal program
  - Funding totaling $1,300,000,000 ($1.3 billion) have been received from the federal government and private donations only
  - No transfer of funds will occur prior to FY 25-26 in any event
  - No transfer of funds before new Property Tax Refundable Income Tax Credit amount reaches $375 million

Voice Changes to Be Made to AM3316

- New property tax credit program will be called the Nebraska Property Tax Incentive Act
- $375 target for new credit program must be achieved by tax year 2024, not 2026
- All references to excess revenue being directed to the new credit program must be changed from "shall not exceed" to "shall be"
- ImagiNE Act clarification that the limit on applications is separate from the cap on credits that may be paid
  - Cap on annual credits used is a hard cap meaning no credits or refunds may be paid out by the Department of Revenue in excess of the cap
    - Only exception is approval by the Governor that additional funds should be made available for an extraordinary project
  - "Complete applications" as defined in the Act will be approved unless the hard cap on annual credits is expected to be exceed

"Super 7" proposal

What it does*:
1. LB 720 with hard spending caps per year: $25m/$25m/$100m/$100m/3% net receipts/year thereafter
2. LB 1984, UNMC project, $50m/yr for 6 years beginning in FY24
3. Property tax credit: current program stays at $275m plus gambling revenue if ballot measure passes. New tier is established that is distributed by education property taxes paid. Starts at $125m in FY21 and the target is to grow it to $375m in 5 years so that the entire property tax credit program costs $650m annually plus gambling revenue. It would be funded with revenue in excess of 3.5% budget growth. It would grow by statewide growth in valuation in year 6 and beyond.
4. Urban workforce housing, $10m in FY21

*This is how it has been explained; actual details might be slightly different

Topline bullet points:
- The proposal would add more than $550 million in new spending over the next three fiscal years, growing the anticipated shortfall in the following biennium from $400 million to over $850 million.
  - FY 23 net receipts would need to be nearly $850 million more than FY 20 to cover the new spending required by the proposal.
  - The shortfall in the following biennium would be in excess of $850 million and over $1 billion the next based on historical appropriations and receipts.
- Revenue growth over the next three fiscal years will need to average about **5.4%** *each year* in order to pay for the proposals and avoid a shortfall. IHS is projecting average annual revenue growth of **1.48%** in Nebraska over this time.
  - This required revenue growth is above the historical adjusted average growth of 4.9% and even greater than the previous five-year average of 4.5%.
- Had the 2nd tier of the PTCP proposal been put in place in 2000, the budget would have been 17% smaller in FY21 than it was.
  - There would have been $777 million fewer dollars for the budget in FY21.

Talking Points

The proposal will significantly grow the shortfall projected next biennium, pretty much guaranteeing cuts to education and other priorities.
- The current projected shortfall for the following biennium is $403 million and this proposal would add nearly $450 million[1] in new spending over the next three fiscal years without raising additional revenue, bringing the anticipated shortfall in the following biennium to over $850 million.

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[1] The plan is projected to require $412 million in new spending for the property tax credit program and $150 million on new spending for the ImagiNE Act in FY21 through FY23, as well as a one-time $10 million dollar commitment for urban housing, without raising additional revenue to offset these costs.

- If revenues do not meet the required amounts to pay for these proposals, the Legislature would either need to scale them back, make deep spending cuts or raise new revenue.

The proposal will squeeze budget priorities such as education and healthcare over time.
- Had the proposal been put in place in 2000, the budget would have been 17% smaller in FY21 than it was.
  - There would have been $777 million fewer dollars for the budget in FY21.

The proposal will limit growth coming out of a recessionary period.
- The economy is cyclical, with years of budget growth followed by years of flat or negative growth. This proposal will limit the legislature's ability to make critical investments during periods of recovery.
- By starting this proposal now, we will be digging ourselves into a hole that will take a long time to climb out of.

The revenue growth that would be needed to pay for the proposal is unrealistic.
- Revenue growth over the next three fiscal years will need to average 5.4% *each year* in order to pay for the proposal and avoid a shortfall, well above projected revenue growth of 1.48%.
  - FY 23 net receipts would need to be nearly $850 million more than FY 20 to cover the new spending required by these three proposals.
- This required revenue growth is above the historical adjusted average growth of 4.9% and even greater than the previous five-year average of 4.5%.
- The additional nearly $850 million in net receipts required also does not account for any money going to the Cash Reserve Fund.

Passing tax cuts of this magnitude among so much economic uncertainty is irresponsible.

- The FY21 forecast will likely have to be revised down and the state is already facing a $400 million shortfall in the following biennium.
- The proposal would continue to be funded even when the state doesn't have the resources needed to adequately fund schools, roads and other drivers of a strong economy.

The proposal would tie lawmakers' hands regarding state needs.

- The proposal would eat up all new revenue growth and then some, preventing our elected representatives from responding to an emerging crisis or growing public needs.
- It would also force lawmakers to govern with fewer resources, regardless of what Nebraskans need and want.
- Deep cuts for schools, healthcare, roads, safe communities and other vital services that Nebraskans need are all but guaranteed.

2002
Organization of the Board

1. Membership, Term and Election

   a. The Board of Education shall be comprised of six members who will be elected at large.

   b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

   a. President

      i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.

      ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

   b. Vice President

      i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.

      ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

   c. Secretary

      i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.

      ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of

the proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

   i. At the regular January meeting, the board shall elect, employ, or appoint a treasurer who need not be a member of the board if permitted by law. The treasurer shall serve in that capacity for one year, unless the board designates a longer term for the treasurer. .

   ii. The treasurer may be designated to sign checks and certain other documents. The treasurer is the custodian of the monies of the district.

   iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.

   iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized.

3. Signing and Authorizing Checks, Warrants, and other Instruments.

   a. Unless otherwise delegated by the board, the president and secretary of the board shall sign checks, warrants, and other instruments of the district.

   b. The board may delegate another person to sign and validate any checks, warrants, and other instruments. Facsimile signatures of board members may be used.

c. The board delegates that the vice president or treasurer may sign any warrant in the absence of either the president or the secretary.

d.

e.

4. Board Officer Voting and Tie Breakers

   a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

   b. In the event any officer cannot be elected by a majority after 10 votes; no votes occur after ten motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:

   If the board is split between two members, the officer will be determined by coin flip. The winning member will be the officer for the upcoming year unless the position changes by action of the board.

      i. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

      ii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

5. Committees

   a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.

b. On or before the beginning of each calendar year, the board shall appoint three members to form a Committee on American Civics. The committee's duties shall be those prescribed by Nebraska statutes, which include:
    i. Hold no fewer than two public meetings annually, at least one when public testimony is accepted;
    ii. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
    iii. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
    iv. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
    v. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
    vi. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;
    vii. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
        1. Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from

each test for each student made available to a parent or guardian of such student; or

2. Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

3. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in section 79-724(6) or on a topic related to such person or persons or event; and

viii. Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

6. Vacancies

a. A vacancy on the board of education shall exist when any one of the following occurs:

i. A member submits his or her formal resignation from the board.

ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.

iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.

iv. Such other reasons as are set forth in Nebraska statutes.

b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the

office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.

c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3014
Use of School Property

Community Use of School Facilities

School facilities are primarily intended for the District's educational and extracurricular activity programs. School facilities are, however, made available for use by outside groups to further the interests of the District and the community. Use by non-school groups is allowed pursuant to an application process and is subject to the terms and conditions set forth in this policy.

1.   Application for Use.

Outside groups that wish to use school facilities must submit a completed Application for Use form signed by a representative of the outside group who has authority to commit the outside group to the terms and conditions of the Application. The outside group, as Applicant, shall specify the nature of the intended use, the dates and times of the requested use, and the facilities for which use is requested.

The form shall be developed by the administration. The form shall include the statement that:

This application is subject to the terms of the Board's "Community Use of School Facilities" policy. The terms and conditions of that policy are incorporated into this application by this reference. Applicant accepts all such terms and conditions.

2.   Acceptance of Application for Use.

Acceptance or rejection of applications shall be the responsibility of the Superintendent or the Superintendent's designee.

Applications shall not be rejected for any unlawful reason, including unlawful discrimination on the basis of race, national origin, gender, religion, disability, age, marital status, or veteran status, and including the applicant's legally protected exercise

of constitutional or statutory rights.

The District's facilities are designated as nonpublic forums. Accordingly, applications shall not be accepted for:

a. Uses that may conflict with or that disrupt the District's educational or extracurricular activity programs.
b. Uses inconsistent with the mission of the District.
c. Uses that present an unacceptable risk that the conditions of use set forth in this policy will not be adhered to; either due to the nature of the requested use or the character of the group or individuals within the group.
d. Uses that present an unacceptable risk of damage or unacceptable wear and tear to facilities or equipment.
e. Uses for outside commercial activities except with approval of the Board; and except for camps and other activities for high school students subject to and consistent with Bylaws of the Nebraska School Activities Association.
f. Uses that involves gambling or games of chance.
g. Uses that involves a group or activity which advocates or condones the violent overthrow of the Constitution or of the government.
h. Uses that involve the meetings of secret clubs not open to members of the public.
i. Non-community type uses such as wedding receptions, slumber parties, personal use and similar activities.

Applications for use of facilities may be denied based on unsuitability of the date or time of the requested use. Facilities will generally not be available for community use at times when school staff are not available to monitor the Applicant's use, such as on legal holidays; before 7:00 a.m.; after 10:00 p.m. and Sunday mornings prior to Noon.

Leases of school facilities require approval of the Board. As such, Applications that request long-term use of facilities in the nature of a lease will be denied.

Applications may be denied based on the determination of the Superintendent or the Superintendent's designee that the Applicant does not have the financial ability or financial responsibility to pay fees or expenses or to reimburse the District for any damages that may be sustained to facilities or equipment or any liability that may be created by the use.

When an Application conflicts with another Application, the Applications will be accepted according to the following priority order:

a. Events or activities that are designed to service students of the District or which are related to any function of the District, including approved school-community associations and school-affiliated non-profit groups.
b. Tax-supported agencies such as educational entities or units of city, county or state government.
c. Nonprofit community agencies such as private educational agencies.
d. Groups where the majority of the members reside within the District.

For use conflicts within each group, priority will be given to the first to submit their Application; provided that the Superintendent or the Superintendent's designee may approve an Application that is not first-filed if the other Applicant's use could be feasibly changed to a non-conflicting time or area.

Applications that are accepted may not be assigned or transferred to another outside group.

Applications that are accepted are subject to cancellation by the Superintendent or the Superintendent's designee. Cancellation will occur in the event the administration reasonably determines:

    a.   Any of the reasons for non-acceptance of an application exist.

    b.   The Applicant fails to meet any term or condition required prior to the use. This includes but is not limited to failure of the Applicant to pay required fees or deposits or failure to show evidence that any required insurance is in place.

    c.   Circumstances make the use unsuitable. This includes but is not limited to:

        i.   The condition of the facilities being unsafe. For example, the presence of snow, ice, fallen limbs or other potential hazards that the school would not otherwise clear prior to the activity or event. The Applicant may request that the District clear the hazards such that it may proceed with its activity or event. If the District agrees to do so, the Applicant shall be responsible for all costs incurred by the District in clearing the hazard.

        ii.   School staff being unavailable to monitor the use or to provide set-up or clean-up services where the District has accepted responsibility for such.

        iii.   The need to use the facilities for a school activity or purpose.

Generally, if school is closed on the date of the Applicant's intended use due to inclement weather or hazardous conditions, the Applicant's use will be cancelled.

The Applicant shall remain responsible for fees or expenses, and any deposit that has been received by the District shall be forfeited and be kept by the District, if cancellation occurs because of the fault of the Applicant. Otherwise, the District will return any deposit that has been received by the District. The District will in no event be responsible for any damages, expenses, or losses incurred by the Applicant or any person arising from the cancellation.

An Applicant may withdraw its Application at any time prior to acceptance. An accepted application may be withdrawn by the Applicant, subject to approval of the Superintendent or the Superintendent's designee. Approval is subject to the conditions that the Applicant has given reasonable advance notice (ordinarily, at least 48 hours) and that the Applicant reimburse the District for any expense the District has incurred.

3.   <u>Conditions of Use</u>.

The conditions for use are as follows:

a. Compliance. Applicant agrees to:
    i.   Comply with all local, state and federal laws, including health and fire codes.
    ii. Comply with Board policies concerning non-discrimination and the use of school facilities.
    iii. Comply with reasonable administrative rules related to use of facilities and the requests of school officials related to the Applicant's use of the facility.

b. Disclaim School Sponsorship. The District does not sponsor or endorse the Applicant or the activity or event conducted by the Applicant. To ensure that the public understands this fact, the Applicant agrees to not make any statements suggesting such sponsorship and to publish statements of non-school sponsorship in such form and manner as the administration may request.

c. Supervision. Applicant agrees to provide appropriate supervision of the activity or event in all respects, including supervision reasonably necessary to ensure that no person participating in or attending the activity or event:

    i.   Is presented with conditions that pose an unreasonable risk of personal injury or damage to personal property.
    ii. Enters any area of the school facilities that the Applicant has not been given permission to use, or accesses any school records.
    iii. Engages in the use of tobacco, alcohol, or illegal drugs, or is under the influence of alcohol or illegal drugs.
    iv. Possesses a firearm or a weapon.
    v.   Engages in disorderly, lewd, or lascivious conduct.
    vi. Engages in any criminal behavior.

    Applicant shall remove any person from the activity or event who engages in any of the above listed conduct. Applicant agrees to report to the school administration by the close of the next business day the identity of any person who engaged in any of the above listed conduct and the details of the conduct. If the offending person is a student, the report shall be made immediately.

    In the event the school administration determines that the nature of the activity or event warrants the presence of security services, Applicant agrees to provide such security services.

    Applicant agrees to ensure that all persons attending its activity or event are off school grounds at the end of its time of permitted use, except for students or school staff who are authorized to remain for a school-related purpose.

d. Condition of Premises. Applicant agrees to:

i. Conduct a reasonable inspection of the premises prior to the activity or event to ensure that the premises are safe for the intended use. In the event of any unsafe condition, Applicant shall notify an administrator. In the event the unsafe condition is not corrected prior to the activity or event, the Applicant shall postpone or cancel the activity or event.
ii. Not use or allow any school equipment to be used without express approval of school administration.
iii. Not bring or allow others to bring food or beverages on to school grounds without express approval of school administration.
iv. Not bring or allow others to bring or use any flammable items (including candles or incense) or any volatile chemical or any explosive.
v. Not use any electrical equipment that has been brought onto the premises without express approval of school administration.
vi. Not allow the wearing of street shoes or shoes with black soles on gym floors or other protected surfaces.
vii. Not park or allow others to park in fire lanes or reserved spaces or in any manner inconsistent with the school's parking rules.
viii. Not cause or allow others to cause damage to school facilities or equipment.
1. In the event damages are sustained, Applicant accepts responsibility for reimbursing the District for the cost of repair or replacement.
2. Applicant agrees that the school administration's determination that damage was sustained in connection with the Applicant's use, and of the cost of repair or replacement, is controlling.
3. Applicant shall immediately report to the school administration any damage to school facilities or equipment that occurs during the Applicant's use of school facilities that may present a risk of injury to students or any subsequent users. Any other damage shall be reported by the close of the next business day.
ix. Return the facilities in as good a condition as it was prior to use. This includes, without limitation, cleaning, removal of trash, and returning tables and chairs and other school property to their proper location. The clean-up shall be promptly completed. In the event the District provides the clean-up service, Applicant agrees to reimburse the District for the cost of such clean-up.
x. Remove any property brought in by the Applicant and by any person attending the activity or event. The District is not responsible for any personal property that is left on the premises.

e. Financial Responsibility. Applicant agrees to:
i. Procure, at its own expense, a Comprehensive General Liability insurance policy naming the District as an additional insured. This policy shall be written with a minimum of $1,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.
ii. The insurance requirement is subject to waiver by the

Superintendent or the Superintendent's designee only in circumstances where the intended use presents very little potential for injury or damage and the activity or event is designed to serve the District's students or staff.

iii. Indemnify and hold the District, the Board, school employees and agents of the District harmless from any and all claims, demands, causes of action, or lawsuits for any death or personal injury or damage to property sustained during, caused by or arising out of the Applicant's use of school facilities.

4.   Fees for Use.

The Superintendent or Superintendent's designee shall establish a daily use fee schedule that establishes rates for specific parts of the school facilities (that is, kitchen, auditorium, gymnasium, athletic field, classrooms, meeting rooms). The rates shall be reviewed on a periodic basis; with the review to occur no less than every two years.

The fee rates shall be in an amount sufficient to cover estimated staff time and direct costs associated with:

a.   Processing. Cost of processing the Application, postage, invoicing and coordination of the use.

b.   Access. Cost of providing access; such as unlocking doors before use and locking after use, turning lights on and off, and disarming/re-arming security systems.

c.   Custodial. Cost of providing custodial or maintenance services to prepare the facility for the use and for clean-up after the use.

d.   Kitchen. Cost of providing access to the kitchen facilities; as ordinarily any permitted use of the kitchen will require the presence of a member of the school's food service staff.

e.   Monitoring. Cost of administrative or other professional staff to monitor the Applicant's use to ensure compliance with the terms and conditions of the permitted use.

f.   Security. Cost of providing security services when determined to be needed for the activity or event.

g.   Sound & Lighting/School Equipment. The only people allowed to use the sound & lighting equipment in the theater are to be school personnel specifically trained to use such equipment. No other people outside the school are to use it. Any group using the theater will be required to pay a Maintenance Surcharge of $10, which will go into a fund used to replace lights, sound equipment, etc.

h.   School Equipment such as projectors, VCR's, musical instruments, etc., may not be loaned or rented for use outside of the school without special permission of the activities director or his/her designee. Use of school space does not include use of school equipment unless specifically

permitted. Use of school equipment when required must be by school personnel, the cost of which will be added to the regular fee.

The fee schedule shall be applied evenly to all Applicants, with two exceptions:

a.   A different fee may be assessed where the Superintendent or Superintendent's designee reasonably determines that the Applicant's use will require staff time or cause direct costs different than those used in establishing the fee schedule.

b.   A fee waiver or reduced fee rate shall be given for use where the activity or event is designed to serve students of the District or children; such as approved school-community associations and school-affiliated non-profit groups and summertime sports leagues, sports camps, etc., that are subject to NSAA regulations.

5.   Use Consistent with NSAA Bylaws.

Use of school facilities for activities that are subject to the Bylaws of the Nebraska School Activities Association (NSAA) shall be permitted subject to and in accordance with the NSAA Bylaws. Such use shall be consistent with this policy for non-school groups. Examples of acceptable use of school facilities for activities are:

a.   Summer Leagues. There must be evidence that the organization or individual conducting the league has rented or leased the facility (for example, via an Application for Use) to prove the school is not involved in its sponsorship or funding.

b.   Commercial Sport Camps/Clinics. School facilities for use by individuals, including the District's own coaches or other organizations for commercial camps/clinics or schools. Camps conducted by high school coaches shall be publicized as open to all area individuals wishing to attend and not limited to students from the coach's high school.

c.   All-Star competition that involves graduated seniors.

d.   Competitive meets and contests sponsored by non-school groups.

e.   Facilities approved under the above stipulations include: gymnasiums, tracks, swimming pools, tennis courts, athletic playing fields, and baseball and softball diamonds.

Adopted on: June 14, 2010
Revised on: _____
Reviewed on: _____

Seward Public Schools Facility Rental Agreement must be completed prior to facility use.

Name of Organization Making Request: _____ **Date:** _____

Facilities Requested. Building: _____ **Areas:** _____

Dates & Times Requested:

Dates (From-To)	Time (From-To)	Repeating	# Wks
		Yes No	
		Yes No	
		Yes No	

Details of Use (Attach an additional explanation if needed)
Describe the Type of Activity or Event:
_____
No. of Anticipated Users and Spectators: _____
Concessions/Food Served: Yes   No   Describe:
_____

Advance Deposit	$
Date Deposit Due	

Applicant shall procure, at its own expense, a Comprehensive General Liability insurance policy naming the District as an additional insured. This policy shall be written with a minimum of $1,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.

Insurance requirement waived: Yes   No (for school official to complete)

Policy Compliance and Acceptance of Liability

The application is subject to the terms of the Board's "Community Use of School Facilities" policy. The terms and conditions of that policy are incorporated into the application by this reference. Applicant accepts all such terms and conditions.

We have read, understand and agree to abide by the policies, rules and conditions on the use of these facilities on this form and in Board Policy. We understand that we are accepting the use of the facility from the Seward Public Schools with no assurances or guarantees relative to their condition. It shall be our responsibility to check the facility to see that it is safe for our intended use. We take full responsibility for the facilities while they are being used by our group and will make full restitution for any and all damages which may occur while our group is using the facility. We agree to indemnify and hold the school district harmless for any and all accidents and injuries to ourselves or others while we are using the facility regardless of the negligence of the school district or its personnel. We assume full responsibility and liability for any injuries.

_____ _____ _____

| Name, Position | Signature | Date |

_____ _____ _____

| Name, Position | Signature | Date |

Fee Schedule

Class I	Civic organizations devoted to community interest and child welfare. Admission and donations not solicited. No charge and must be approved by the activities director. There will be no rental fee but, the $25/hour per custodian fee will still apply.
Class II	Organizations not operating for profit but devoted to community interest. Admission is charged or donations are solicited.
Class III	Groups operating for a profit.

Facility	Class I	Class II	Class III
Classroom • *Fee includes minimal custodial services to check classroom at conclusion of use-subject to additional charge for custodial services.*	$25	$25	$25
Gym • Half-Day • Full-Day • *Fee includes minimal custodial services to check facility at conclusion of use-subject to additional charge for custodial services.*		$70 $140	$200 $400
Theater • Half-Day • Full-Day • Sound & Lighting- per person/per hour • Maintenance Fund Surcharge • *Fee includes minimal custodial services to check facility at conclusion of use-subject to additional charge for custodial services.*	$25	$100 $200 $25 $25	$200 $400 $25 $25
Kitchen • Half-Day • Full-Day • *Fee includes minimal custodial services to check facility at conclusion of use-subject to additional charge for custodial services.*		$25 $50	$50 $100
Custodian Fee $25/ hour per custodian needed			
Open or closing fee-if applicable	$30	$30	$30

Snow removal $100/ hour	$100/hr	$100/hr	$100/hr
Track		$250	$300
Other SPS Facilities	TBD	TBD	TBD

TBD=To be determined.
Half Day= 1-4 hours. Full Day= 4+ hours

Total Cost of Rental _____

3039

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1.   Definitions

a. A **threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.

i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.

ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.

iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.

b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent

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A[

Name of Organization Making R[

Type of Organization and Type o[
____ Event or activity that is d[
approved school-commun[
____ Tax-supported agency su[
____ Nonprofit community age[
____ Group in which the major[
____ Other. *Describe*: _____[

Facilities Requested. Building: _[

Dates (From – To)	Time[
_____	___[
_____	___[

Describe the Type of Activity or Ev[

No. of Anticipated Users and Spect[

Set Up or Tear Down Required by [

Type of Cleaning Required During [

Special Equipment to be Used (Dis[

Fees (To Be Completed by Sup[

Type	
Processing	_____
Access	_____
Custodial	_____
Kitchen	_____
Special Equipment	_____
Monitoring	_____
Security	_____
Total	_____

This application is subject to the t[
policy are incorporated into this ap[

We have read, understand and agre[
Policy. We understand that we ar[
relative to their condition. It shal[
responsibility for the facilities whil[
occur while our group is using the [
injuries to ourselves or others whi[
assume full responsibility and liabil[

_____
Name, Position

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situations, to assessment them and to manage/address them. Threat assessment is the process of identifying and responding to serious threats in a systematic, data-informed way.

    i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.

    ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. **Obligation to Report Threatening Statements or Behaviors.**

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. **Threat Assessment Team**

The threat assessment team (team) shall consist of the building principal, counselor, technology director, superintendent, and other staff members who may support the team. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable

about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response.   The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The team may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report

the results of its investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. **Communication with the Public about Reported Threats**

The team will keep members of the school community appropriately informed about substantive threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. **Coordination with the Crisis Team After Resolution of Threat**

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School Safety Plan.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3046
Animals at Schools

Animals are not allowed in school district buildings or on school district property without the written permission of the superintendent or his or her designee except as provided in this policy or as otherwise required by law.

I. Use of Animals for Instructional Purposes

Animals that support a district program or curriculum or that are used for instructional purposes are allowed in school district buildings or on school district property with the written permission of the superintendent or building principal.

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II. SERVICE ANIMALS

The school district does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. An individual with a disability is permitted to be accompanied by his/her service animal on school property when required by law, subject to the conditions of this policy.

Service Animal. A "service animal" is a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Work or tasks *do not* include the crime deterrent effects of an animal´s presence and the provision of emotional support, well-being, comfort, or companionship. The work or tasks performed by a service animal must be directly related to the handler's disability or necessary to mitigate a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. *See also*, Miniature Horses below.

School District Inquiries. School officials *may* ask the owner or handler of an animal whether the animal is required because of a disability and what work or task the animal has been trained to do *unless* the answers to these inquiries are readily apparent. School officials *may not* ask about the nature or extent of a person's disability and may not require documentary proof of certification or licensing as a service animal.

Procedural Requirements. The following requirements must be satisfied *before* a service animal will be allowed in school buildings or on school grounds:

> **Request.** A person who wants to be accompanied by his/her service animal must submit a written request form to a principal or superintendent.   The request form is attached to this policy. These requests must be renewed each school year or whenever a different service animal will be used. When a request to be accompanied by a service animal is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input.

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Health and Vaccination. The owner or handler must have proof of current licensure from the local licensing authority including proof of the service animal's current vaccinations and immunizations required by law.

Service animals will not be allowed in school buildings or other school property until the school has approved the request.

Control. A service animal must be under the control of its handler at all times. The service animal must have a harness, backpack, vest identifying the dog as a trained service dog, leash, or other tether. If the handler is unable to use a harness, backpack, vest, leash, or other tether, because of a disability or the use of a harness, backpack, vest, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, the use of these items is not required. However, the service animal must be otherwise under the handler's control.

Exclusion or Removal from School. A service animal may be excluded from school property and buildings if a school administrator determines that:

(1)   A handler does not have control of the service animal;
(2)   The service animal is not housebroken;
(3)   The service animal presents a direct and immediate threat to others in   the school; or
(4)   The animal's presence fundamentally alters the nature of the service, program, or activity.

The handler or the student's parent or guardian shall be required to remove the service animal from school premises immediately upon such a determination. If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

Allergic Reactions. If any student or school employee assigned to a classroom or mode of transportation in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by an administrator. The school will arrange a meeting between school personnel, the individual with the disability, and the parents or guardian(s) of the person with the disability if that person is a student to develop an alternate plan.

Supervision and Care of Service Animals. The owner or handler of a service animal is solely responsible for the supervision and care of the animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The student's parent or guardian is responsible for providing for the supervision and the care of the animal in the event that his or her student is not able to do so. The school district is not responsible for providing any care, supervision, or assistance for a service animal.

Extra Charges. The owner or handler of a service animal will not be required to pay an admission fee or a charge for the animal to attend events for which a fee is charged.

Damage to School Property and Injuries. The owner or handler of a service animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the animal.

Miniature Horses. Requests to permit the use of a miniature horse by an individual with a disability will be addressed on a case-by-case basis by considering the following factors:

(1) The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
(2) Whether the handler has sufficient control of the miniature horse;
(3) Whether the miniature horse is housebroken; and
(4) Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All additional requirements outlined in this policy, which apply to service animals, shall apply to miniature horses.

Service Animal in Training. This policy shall also be applicable to service animals in training that are accompanied by a bona fide trainer.

Denial of Access and Grievance. If a school official denies a request for access of a service animal, the disabled individual or parent or guardian can file a written grievance with the school's Section 504 Coordinator.

III. THERAPY ANIMALS

The school district supports the use of therapy animals by teachers or other qualified school personnel ("Owner") for the benefit of its students subject to the conditions of this policy.

Therapy Animal. A "therapy animal" is an animal that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy animals are not "service animals" as that term is used in the American with Disabilities Act. The animal must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy animals are personal property of the Owner and are not owned by the school district.

Therapy Animal Standards and Procedures. The following requirements must be satisfied *before* a therapy animal will be allowed in school buildings or on school grounds:

> **Request.** An Owner who wants to bring a therapy animal to school must submit a written request form to a principal or superintendent. The request form is attached to this policy. The request must be renewed each school year or whenever a different therapy animal will be used. When a request to bring a therapy animal to school is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input.
>
> **Training and Certification.** The Owner must submit training and certification information requested by the Superintendent or his or her designee. Any certification required by the school district must remain current at all times.
>
> **Health and Vaccination.** The therapy animal must be clean, well groomed, in good health, house broken, and immunized against diseases common to such animals. The Owner must submit proof of current required licensure from the local licensing authority and proof of the therapy animal's current

vaccinations and immunizations from a licensed veterinarian, if applicable.

Control. A therapy animal must be under the control of the Owner at all times.

Identification. The therapy animal must have appropriate identification identifying it as a therapy animal.

No Disruption. The therapy animal must not disrupt the educational process by any of its behaviors.

Health and Safety. The therapy animal must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy Animals. The Owner is solely responsible for the supervision and care of the therapy animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy animal.

Authorized Area(s). The Owner shall only allow the therapy animal to be in areas in school buildings or on school property that are authorized by school district administrators.

Insurance. The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy animal while on school property.

Exclusion or Removal from School. A therapy animal may be excluded from school property and buildings if a school administrator determines that:

(1) A handler does not have control of the therapy animal;
(2) The therapy animal is not housebroken;
(3) The therapy animal presents a direct and immediate threat to others in the school; or
(4) The animal's presence otherwise interferes with the educational process.

The Owner shall be required to remove the therapy animal from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy animal is permitted suffers an allergic reaction to the therapy animal, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The Owner of a therapy animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy animal.

Other Therapy Animals. Therapy animals (1) owned by students, patrons, or other non-school employees or (2) owned by school employees for their own benefit will not be allowed on school grounds or school property except as otherwise required by law.

Adopted on: _____
Revised on: _____
Reviewed on: _____

SERVICE ANIMAL REQUEST FORM

_____

_____
Date   School Building

Name of Assisted Person: _____

Assisted person is □ Staff □ Student □ Other

Name of Animal Owner (if different than above): _____

Name of Animal Handler (if different than above): _____

Name of Animal: _____ Type of Animal: □ Dog □ Miniature Horse

If it is not readily apparent that the animal qualifies as a "service animal," please answer the following questions:

Is use of the animal required because of a disability? □ Yes □ No

What work or task has the service animal been trained to perform?
_____

I have read and understand the school district's Animals Policy. I will abide by the terms of that Policy. I understand that if the service animal is out of control, not housebroken, presents a direct and immediate threat to others in the school, or fundamentally alters the nature of the service, program, or activity that cannot be eliminated by reasonable modifications, the school district may exclude or remove my service animal from its property.

I agree to be responsible for any damage to school property or injury to personnel, students, or others caused by the animal. I agree to indemnify, defend, and hold harmless the school district from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my service animal.

_____
_____
Owner Signature   Date

_____
_____
Parent/Guardian Signature   Date

_____
_____
Assisted Person's Signature   Date

_____
_____
Handler Signature   Date

Please attach the following documentation:
    Proof of current licensure

    Proof of current vaccinations and immunizations from a licensed veterinarian (as required by state and local law)

APPROVAL

_____
_____
School Official Signature   Date

Title: _____

Note: This form is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different service animal will be used.

THERAPY ANIMAL REQUEST FORM

_____

    _____

Date   School Building

_____

Employee/Owner

Type of Animal: _____   Name of Animal: _____

Is the animal certified? □ Yes   □ No

Has the animal received any training or certification (such as AKC Canine Good Citizen)? □ Yes   □ No

If yes, please provide details (attach any certifications or proof of training):
_____
_____
_____

Is the animal current on all required immunizations and vaccinations?
□ Yes   □ No

Does the animal have an ID that indicates it is a therapy animal?
□ Yes   □ No

I have attached the following documentation:
    Proof of current licensure
    Proof of current vaccinations and immunizations from a licensed veterinarian
    Declaration page indicating adequate liability insurance coverage

I have read and understand the school district's Animal Policy. I will abide by the terms of that Policy. I understand that if the therapy animal is out of control, not housebroken, presents a threat to others in the school, or otherwise interferes with the educational process, the school district may exclude or remove my therapy animal from school district property.

I agree to be responsible for any damage to school property or injury to personnel, students, or others caused by the animal. I agree to indemnify, defend, and hold harmless the school district from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my therapy animal.

_____

_____
Owner Signature   Date

APPROVAL

_____

_____
School Official Signature   Date

Printed Name: _____   Title: _____

Note: This form is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different therapy animal will be used.

4003
Drug Policy Regarding Drivers

Policy Statement. Drivers for the school district must be free from drug and alcohol abuse, and the use of illegal drugs or improper use of alcohol is prohibited. The overall goal of drug and alcohol testing is to insure a drug-free and alcohol-free transportation environment, and to reduce accidents, injuries and fatalities.

Designated Contact. The school district has designated the transportation director as the individual any driver may contact with questions about this policy or the school district's drug testing program and procedures for drivers. This individual further maintains and will provide drivers informational materials concerning the effects of

alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled substances problem (the driver's or a co-worker's); and available methods of intervening when an alcohol or controlled substances problem is suspected, including confrontation, referral to any employee assistance program and/or referral to management.

The transportation director may be contacted at (402) 643-6069

Covered Drivers.   Any person who operates a commercial motor vehicle on behalf of the school district is covered by this policy and the school district's drug testing program and procedures for drivers. All covered drivers must provide the school district a signed statement certifying that he or she has received a copy of this policy and related materials.

Covered Workday.   A driver is required to comply with this policy and the terms of the school district's drug testing program and procedures for drivers at all times they are assigned, or may be assigned, to perform safety-sensitive functions. This includes all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. Safety-sensitive functions include: (1) all time at a school district facility or property, contractor facility or property, or on any public property, waiting to be dispatched, unless the driver has been relieved from duty by the school district; (2) all time inspecting equipment as required by state or federal law or regulation and any and all other time inspecting, servicing, or conditioning any commercial motor vehicle; (3) all time spent at the driving controls of a commercial motor vehicle in operation; (4) all time, other than driving time, in or upon any commercial motor vehicle; (5) all time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded; and (6) all time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

Prohibited Conduct.   No driver shall: (1) report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater; (2) use alcohol while performing safety-sensitive functions; (3) perform safety-sensitive functions within four hours after using alcohol; or (4) refuse to submit to a pre-employment controlled substance, a post-accident

alcohol or controlled substance test, a random alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, a return-to-duty alcohol or controlled substances test, or a follow-up alcohol or controlled substance test required under state or federal law or this policy. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

No driver shall: (1) report for duty or remain on duty requiring the performance of safety sensitive functions when the driver uses any drug or substance identified in 31 CFR 1308.11 Schedule 1; (2) report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any non-Schedule I drug or substance that is identified in the other Schedules in 21 CFR part 1308 except when the use is pursuant to the instructions of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle; or (3) report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive or has adulterated or substituted a test specimen for controlled substances.

Types of Testing. Pursuant to regulations promulgated by the Department of Transportation (DOT), the district has implemented four types of testing: (1) pre-employment testing, (2) reasonable cause testing, (3) post-accident testing and (4) random testing.

Refusal to Submit to Testing. A driver shall not refuse to submit to testing. A driver will be considered to have refused to submit to testing if the driver fails to provide a sample or specimen necessary for testing upon a lawful request, consistent with the required testing protocols. The refusal to submit to the testing used by the district will be grounds for refusal to hire driver applicants and to terminate the employment of existing drivers.

Consequences for Violations. Any driver who becomes unqualified on the basis of violation of the terms of this policy will be subject to disciplinary action which may include termination of the driver's employment, and shall include the immediate removal from safety-sensitive functions in compliance with federal law. No driver tested pursuant to this policy and the school district's drug testing program and procedures who is found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform or continue to perform

safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test.

Return to Duty Process. A driver who has violated this policy or the school district drug testing program and procedures cannot again perform any safety-sensitive functions until and unless the employee completes the return-to-duty process, including the substance-abuse professional's (SAP) evaluation, referral, and recommended education or treatment. The school district will provide employees the relevant contact information for available and acceptable SAPs as necessary, but the school district is not required under the law to provide a SAP evaluation or any subsequent recommended education or treatment for a driver. Any driver completing the return-to-duty process must complete a return-to-duty test and test negatively.

Disqualification. Any applicant who tests positive for the presence of the following drugs is medically unqualified to drive and will not be considered for the position of driver: (1) marijuana, (2) cocaine, (3) opiates, (4) amphetamines, or (5) phencyclidine (PCP). Any district driver who tests positive shall be medically unqualified and removed from service immediately.

Pre-employment Testing.   All applicants for employment must submit to drug and alcohol tests as a condition of being considered for employment.

Reasonable Cause Testing. The district shall have reasonable cause to require a driver to submit to drug testing when a driver manifests physical or physiological symptoms or reactions commonly attributed to the use of controlled substances or alcohol.

Post-Accident Testing.   A driver who has been involved in a reportable accident must submit to drug and alcohol testing as soon as possible. A reportable accident includes any accident in which there is a fatality, a person is injured and must be treated away from the accident site, the driver receives a citation for a moving violation, or a vehicle is towed from the scene. The driver must notify the district immediately regarding any reportable accident.

Serious Injury to the Driver. If a driver is so seriously injured that he or she cannot submit to testing at or immediately after the time of the accident, the driver must provide the necessary authorization for the district to obtain hospital reports or other documents that would

indicate whether there were controlled substances or alcohol in the driver's system.

Random Testing. All drivers will be subject to unannounced random testing for drugs and alcohol. The district or its agents will periodically select drivers at random for testing. A district official will notify a driver when his or her name has been selected and will instruct the driver to report immediately for testing. By its very nature, random selection may result in one driver being tested more than once in a 12-month period, while another driver may not be selected at all during the same 12 months.

Frequency of Random Testing. Under DOT regulations, the district must test at least 50 percent of its average number of driver positions for drugs and 25 percent of its average number of driver positions for alcohol each year. The tests must be unannounced and spread evenly throughout the year. DOT regulations also require that every driver selected at random must have his or her name placed back in the random pool for the next selection period.

Testing Procedure. All urine and blood specimens collected under the policy will be submitted to an approved laboratory for testing. Specimens that initially test positive for drugs will be subjected to a subsequent confirmation test before being reported by the laboratory as positive. All such specimens collected and submitted will be maintained securely to safeguard the validity of the test results and maintain the integrity of the testing process while ensuring the results are attributed to the correct driver.

Medical Resource Officer. All laboratory test results will be reported by the laboratory to a medical review officer (MRO) designated by the district. Negative test results will be reported as such by the MRO to the district. Before reporting a positive test result to the district, the MRO will attempt to contact the driver to discuss the test result. If the MRO is unable to contact the driver directly, the MRO will contact a district official designated in advance by the district, who shall in turn contact the driver and direct the driver to contact the MRO. Upon being so directed, the driver shall contact the MRO immediately or, if after the MRO's business hours and the MRO is unavailable, at the start of the MRO's next business day. If required by DOT regulations, personal information collected and maintained pursuant to this policy shall be reported to the Clearinghouse by the MRO in the event of: (1) a verified positive, adulterated, or substituted drug test result; (2) an alcohol confirmation test with a concentration of 0.04 or higher; (3) a

refusal to submit to any test required by this policy and the school district's drug testing program and procedures; (4) an employer's report of actual knowledge that a driver has used alcohol or controlled substances based on the employer's direct observation of the employee, information provided by the driver's previous employer(s), a traffic citation for driving a CMV while under the influence of alcohol or controlled substances or an employee's admission of alcohol or controlled substance use; (5) on duty alcohol use as prohibited above; (6) pre-duty alcohol use as prohibited above; (7) alcohol use following an accident as prohibited above; (8) controlled substance use as prohibited above; (9) a substance abuse professional report of the successful completion of the return-to-duty process; (10) a negative return-to-duty test; and (11) an employer's report of completion of follow-up testing.

Confidentiality. Pursuant to DOT regulations, individual test results for applicants and drivers will be released to the district and will be kept confidential unless the tested individual consents to their release or release is required by law (such as the release of information to the Clearinghouse.)   Any person who has submitted to drug testing in compliance with this policy is entitled to receive the results of such testing upon timely written request.

Retesting.   An individual who tested positive for the presence of drugs may request that the original sample be retested. The request for a retest must be submitted in writing on a form provided by the district within 3 working days of the district's notification to the individual that he or she has a positive test result. The individual making the request must pay all costs associated with the retest and transfer of the sample to another laboratory before the retest will be performed.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4050
Reporting Child Abuse or Neglect

Because of their daily contact with school-age children, educators and other school employees are in a unique position to identify abused and/or neglected children. Nebraska law defines child abuse or neglect as

knowingly, intentionally, or negligently causing or permitting a minor child to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; (5) sexually abused; **or** (6) sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Reporting Procedure. School employees who have reasonable cause to believe that a child has been subjected to child abuse or neglect or observe a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect will report the suspected abuse or neglect according to the following procedure.

1. Any school employee who has reasonable cause to believe that a child has been abused or neglected shall report the suspicion to the building principal immediately. Employees shall also personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services.

2. When the principal makes a report of suspected child abuse or neglect, he/she shall inform the employee(s) who made the initial report.

3. Nothing in the paragraph above shall hinder a school employee from fulfilling his/her/their obligation to report suspected abuse or neglect if he, she or they have reasonable cause to believe that a child has been abused or neglected.

4. Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged, keeping in mind that prompt reporting is essential.

Contents of the Report. The report to authorities shall contain the following information to the extent it is available: (1) name and position of reporting person; (2) name, address, and age of abused or neglected person; (3) address of the person or persons having custody of the abused or neglected person; (4) the nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such

abuse or neglect; and (5) any other information that may be useful in establishing the identity of the persons involved and cause of the abuse or neglect.

Legal Immunity. Nebraska statutes give legal immunity from any civil or criminal liability to any person who makes a good faith report of child abuse or neglect or participates in a judicial proceeding resulting from such a report.

Adopted on: <u>October 14, 2013</u>
Revised on: _____
Reviewed on: _____

5016
Student Records

The school district shall manage student records and reports as is necessary for effective administration and in compliance with law. In general "student records" shall not include transitory communications such as e-mail, text messages, handwritten communication between school and home, and the like, and these items will not generally be maintained by the district. "Student records" also shall not include any records created and maintained by the district's law enforcement unit for a law enforcement purpose.

For purposes of the district's compliance with state and federal law, the district "maintains" student records which are printed and kept in the student's physical file or which school district staff have intentionally saved within the official school district digital student information system that specifically identifies the student for whom those records are maintained. The school district may also use learning management systems, which deliver and manage instructional content. The school district maintains student records within its student information system but not in its learning management system. The official school district student information system is Powerschool

Students or their parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records

maintained concerning themselves or their students. For purposes of this policy, "teachers" include paraeducators and volunteers who are providing educational services to a student on behalf of the School District.   A school official may access, maintain, and use education records containing personally identifiable information (PII) when he or she has a legitimate educational interest in such.   "School official" includes any agent, volunteer, or contractor performing an institutional service or function for which the school would otherwise use its own employees and who is under the school district's direct control with respect to their access to, maintenance of, and use of PII from student records. For example, a school official may include, but would not be limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

All disciplinary material shall be removed and destroyed upon the pupil's graduation or after the pupil's continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to state law. Upon request, the school district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

Outside agencies such as physicians, probation officers, psychologists, child guidance clinics, and other agencies concerned with child welfare who are working directly with a child may have access to information pertaining to that child with written parental consent or upon issuance of a valid court order.

The school district shall share student data, records, and information with school districts, educational service units, learning communities, and the State Department of Education to the fullest extent practicable unless otherwise prohibited by law. This includes sharing information with the Department of Education necessary to comply with the requirement of state law that all third-year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

Each year, the school district will notify parents and guardians of their rights under this policy and the Family Educational Rights and Privacy Act.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5035
Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,

2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.

2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.

3.   Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.

4.   Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: by working with the building principal to work out a plan for classwork.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less then twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth.   The process for long-term suspension is set forth below.

Expulsion

1.   **Meaning of Expulsion.**   Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second

semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.

2. **Summer Review**. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion**: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.

4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;

9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
    a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
    b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
    c. Violating school bus rules as set by the school district or district staff;
    d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or electronic cigarettes, vapor pens, etc.;
    e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;

f. Possession of pornography;

g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);

h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;

i. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

j. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;

k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;

l. Using any object to simulate possession of a weapon;

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m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and

n. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion or mandatory reassignment

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.

2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:

   a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;

   b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;

   c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;

   d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;

e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and

f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.

3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.

5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.

6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to

a hearing but the consequence imposed may continue in effect pending final determination.

7.   If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;
6. The report is required or requested by law enforcement or the county attorney.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5041
Student Government

Students are encouraged to formulate and participate in elective and representative student government activities. The organization, operation and scope of the student government shall be administered by the superintendent or designee.
~~Each year one senior will be selected by the high school principal, with help from teachers, to represent students as a student board of education member.~~

Each year one senior will be selected by the high school principal, with help from

teachers, to represent students as a student board of education member.

Each year, five seniors are elected to the Bluejay Leadership Team by the high school student body. One senior is then elected by the Bluejay Leadership Team to serve as president. The president also serves as the student representative to the Board of Education.

The purpose of adding a student board of education member:

1.   To increase leadership opportunities for all students.
2.   To provide student input and share common concerns and ideas.
3.   To advise the Superintendent and/or the board of education on matters of concern related to student rights and responsibilities and/or decision on Board Policies which may be of interest to students.

The Board of Education of Seward Public Schools understands the importance of receiving input or insight regarding matters that are related to students.

1.   The student board member shall be a non-voting position.
2.   The student member may attend all open meetings of the Board and be eligible to participate in discussion, but shall be excluded from executive sessions. The student member will not participate in any personnel discussion, including evaluations.
3.   The term shall be for one year, beginning September 1st following his or her selection and ending at the first board meeting in May.
4.   This student member must be enrolled in Seward Public Schools for the full school year as a full-time high school student. The candidates will make application in their junior year and serve their term in their senior year.
5.   The student board member is not liable for any act of the Board.
6.   A student board member may be removed by a 2/3rds vote of the Board for just cause.
7.   The selected student board member shall be provided an orientation to the School Board by the Superintendent of Schools.

Adopted on: June 14, 2010
Revised on: _____
Reviewed on: _____

5054
Student Bullying

Definition of Bullying. Nebraska statute defines bullying as "an ongoing pattern of physical, verbal or electronic abuse." The Centers

for Disease Control and Prevention defines bullying as "any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated." The District's administrators will consider these definitions when determining whether any specific situation constitutes bullying. These definitions include both in-person and cyberbullying behaviors.

Bullying Prohibited. Students are prohibited from engaging in any form of bullying behavior.

Reporting Bullying. Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

Bullying Investigations. School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

Disciplinary Consequences. The disciplinary consequences for bullying behavior will depend on the frequency, duration, severity and effect of the behavior.

A student who engages in bullying behavior on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events may be subject to disciplinary consequences including but not limited to long-term suspension, expulsion, or mandatory reassignment.

Without limiting the foregoing, a student who engages in bullying behavior that materially and substantially interferes with or disrupts the educational environment, the district's day-to-day operations, or the education process, regardless of where the student is at the time of engaging in the bullying behavior, may be subject to discipline to the extent permitted by law.

Bullying Based on Protected Class Status. Bullying based on protected class status is unique and may require additional

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investigation. The appropriate district staff member or coordinator will promptly investigate bullying complaints that violate the district's antidiscrimination policies.

Support for Students Who Have Experienced Bullying. Regardless of where the bullying occurred, the district will consider whether victims of bullying are suffering an adverse educational impact and, if appropriate, will refer those students to the district's student assistance team.

Bullying Prevention and Education. Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship.

Policy Review. The school district shall review this policy annually.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6020
Multicultural Education

In every curriculum area and at all grades, the school district will provide programs which foster and develop an appreciation and understanding of the racial, ethnic, and cultural heritage of all students. These programs will allow students to explore the history and contributions made by various ethnic groups and will emphasize human relations, sensitivity toward all races, and the rich diversity of the population of the United States.   The programs shall be implemented within the guidelines of the State Department of Education and in accordance with any other applicable laws and/or regulations.

Philosophy, Mission, and Program Goals. The district respects and appreciates cultural diversity and seeks to promote the understanding of unique cultural and ethnic heritage. The district will promote the development of a culturally responsible and responsive curriculum.

Author
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The district's program will explore the attitudes, skills, and knowledge necessary to function in various cultures.

District Guides, Frameworks, or Standards. Appropriate district staff and/or committee(s) will review the district curriculum guides, frameworks, or standards to determine that they appropriately incorporate multicultural education.

Selecting Appropriate Instructional Materials. Appropriate district staff and/or committee(s) will review instructional materials and make a recommendation regarding those that are appropriate for the district's multicultural education program.

Providing Staff Development. Appropriate district staff and/or committee(s) will review the staff development provided for administrators, teachers, and support staff to determine that it includes appropriate multicultural education that is consistent with district and program goals.

Periodic Assessment. Appropriate district staff and/or committee(s) will periodically review the district's multicultural education program by reviewing the criteria in this policy to assess whether the district is adequately and appropriately incorporating multicultural education in all curriculum areas in all grades.

Annual Status Report. The superintendent will provide the board with a report on the status of the district's multicultural education program annually.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6021
District Criteria for Selecting Evaluators to be Used for Special Education Evaluation and Verification and Independent Educational Evaluations

The following criteria shall be used for selecting evaluators according to 92 Nebraska Administrative Code 51-006.07B:
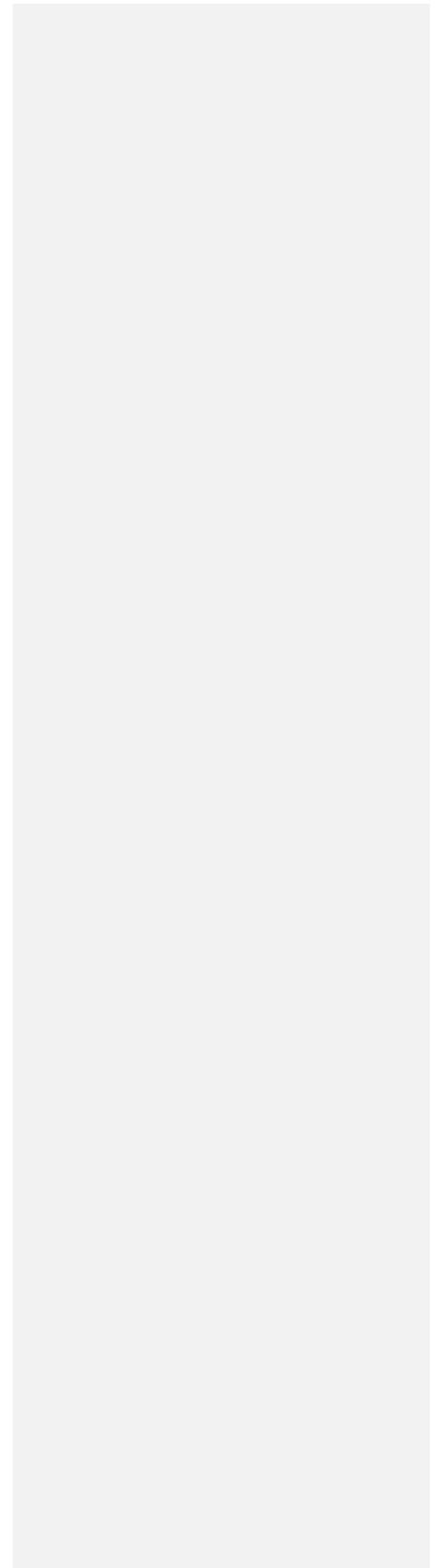
1. Those in-state service agencies that have approved rates for the current year established by the Nebraska Department of Education. A list of service agencies with approved rates, including state agencies, individual providers, and in-state providers may be found at https://www.education.ne.gov/sped/service-agencies/.

2. Those Nebraska providers located within 100 miles of the building of the district where the child attends when driving by ordinary public roadways.

3. Evaluations must consider the educational, health, or other student records of the student provided by the district. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records unless disclosure is already authorized by state and federal law.

4. Evaluations must be provided to the district, including all educational, health, student, or other records created as part of or relied upon to complete the evaluation. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records unless disclosure is already authorized by state and federal law.

5. Evaluations must be conducted by a provider that is authorized, available, and willing to discuss, confer, or otherwise cooperate with the district regarding the evaluation, its results, or any other information related to the evaluation. Such cooperation may include reasonable participation in, or the submission of additional reports or information to, an IEP, MDT, or SAT team. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records or information unless disclosure is already authorized by state and federal law.

6. Evaluations must be sufficiently comprehensive for the evaluator to submit to the district a report that specifically details whether the student should be considered eligible for special education and related services, the nature of special education and related services recommended to accommodate the student's suspected disability, and the particular facts or findings underlying the evaluator's conclusions. This report must be submitted to the district within 45 days after the conclusion of the evaluation.

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7.   Evaluations must meet the then-current state standards for reliability, research-based processes, and educational or professional best practices.

8.   Reimbursement to any evaluator chosen in conformance with this policy shall not exceed the cost that would be charged by the school district's contracted providers for the same or substantially similar evaluation.

All special education evaluations, including those independently obtained at the district's expense, must be obtained in a manner consistent with the criteria set forth above, unless state or federal law requires waiver of one or more criteria in order to accommodate unique circumstances.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6033
Restraint and Seclusion of Students

Restraint and seclusion, as defined below, are behavioral interventions. The use of such behavioral interventions must be in accordance with this policy. The following interventions do not constitute seclusion and restraint, and are not governed by this policy: voice control, limited to loud, firm commands; time-limited ignoring of specific behaviors; brief physical prompts to interrupt or prevent a specific behavior; physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the individual; or other similar interventions.

Definitions

Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint does not include incidental touching that comes along with movement inside a classroom, lunch line, or other areas of the school building where maintaining order is required.

Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school

personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Chemical restraint refers to the administration of medication for the purpose of restraint, but does not include the administration of medication in accordance with the directions and prescription of a physician with the consent of the student's parent or guardian.

Seclusion refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Use of Restraint and Seclusion

The use of chemical restraint is strictly prohibited. The use of any seclusion or restraint intervention for punitive or disciplinary purposes is strictly prohibited. Similarly, the use of any technique that constitutes corporal punishment, which is the infliction of bodily pain as a penalty for disapproved behavior, is strictly prohibited. Seclusion and/or restraint shall not be used for the convenience of staff or as a substitute for an educational program. When restraint or seclusion is used to respond to the danger of harm posed by a student's behavior, the intervention shall be discontinued as soon as the danger of harm has dissipated.

The use of physical restraint, mechanical restraint, and seclusion is permitted in a manner consistent with this policy:

- as reasonably necessary where the student's behavior risks causing physical harm to self, others, and property;
- in accordance with the student's IEP, Section 504, or behavior intervention plan; *or*
- as otherwise prescribed, recommended, or suggested by a medical or related services provider.

Procedures

No technique shall restrict a student's breathing, deprive a student of basic needs, or unnecessarily expose a student to physical pain or discomfort.

Seclusion shall not be used for students who are severely self-injurious or suicidal. When seclusion is utilized as permitted by this policy, the following procedures shall be followed:

- The student shall be monitored by an adult in close proximity who is able to regularly observe the student;
- The confining space shall be approved for such use, unless the use of such a space is impossible or impracticable under the circumstances;
- The confining space shall be appropriately lighted, ventilated, and heated or cooled; *and*

The confining space shall be free from objects
- that unreasonably expose the student or others to harm.

If a pattern of behavior emerges that requires or is anticipated to require the use of restraint and/or seclusion for the student, the appropriate educators and/or team members shall review what assessments, evaluations, supports, services, programs, or placements are appropriate in light of the student's needs and circumstances.

Recording and Reporting

Each incident of restraint or seclusion must be recorded and reported as required by the building administrators.

Training

All staff members shall be provided notice of this policy and will be trained on its contents. The Superintendent or his or her designee will identify school staff members likely to implement the restraint or seclusion interventions authorized by this policy and arrange for those individuals to receive appropriate training on the appropriate implementation of such interventions and the use of other behavioral supports and interventions.

Adopted on: _____

Revised on: _____

Reviewed on: _____

Implemented in Fall of 2020
410 South Street Seward, Ne 68434

Table of Contents

FCS Curriculum Review Process:

As part of a 7 year curriculum cycle, the FCS team reviewed state and national standards related to Family and Consumer Science education. The team aligned learning goals, learning activities, vocabulary, and assessment to the Nebraska standards. The results of the collaboration culminated in a curriculum guide to focus our work for the next 7 years. The team also selected materials that would best help with implementation of this curriculum. Many of the materials selected were from McGraw-Hill.

FCS Beliefs:

1. We believe that FCS combines academic learning and hands-on application as part of an educational process intended to be useful to the students today as well as throughout their adulthood. Our students learn to:
 • use critical and creative thinking skills

 2. We believe that FCS programs are an essential part of the effort to nurture and strengthen interpersonal, family, and community relationships. This is accomplished through an emphasis on:
• develop positive communication and employability skills
• building a positive self-image in each student and encouraging mutual respect for others
• develop positive communication
• Becoming responsible citizens and leaders in family, community, and work settings
• balancing personal, home, family, and work lives

3. We believe that FCS provides opportunities for all students to succeed by:
 • offering authentic opportunities for our students to develop a wide variety of skills for immediate and future use

4. We believe that FCS programs are an essential part to create a healthful lifestyle today as well as throughout their adulthood.
• Promoting optimal nutrition and wellness across the life-span
• Functioning effectively as providers and consumers of goods and services
• Managing resources to meet the material needs of individuals and families

Philosophy Statement:

Family and Consumer Sciences Education (FCS) helps prepare students for family and work-life as well as exposes the students to careers within the family and consumer sciences. We will do this by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed

through leadership development, creative and critical thinking, interpersonal communication, practical knowledge, hands-on learning, and vocational preparation.

Family and Consumer Sciences Education (FCS) empowers individuals and families throughout their lives to manage the challenges of living and working in a diverse, global society. The challenges individuals face throughout their lives include balancing personal, home, family and work lives: acquiring marketable skills to be successful in life-management, employment, and career development: promoting optimal nutrition and wellness: and managing resources to meet the material needs of individuals and families.

Family and Consumer Sciences Education (FCS) is about preparing students for life, work and citizenship through the unique focus on the work of the family. These classes will give students "life skills" that they will use today and in the future as a member of a family and as an active participant in their community.

FCS Curriculum Team Members:

Lori Todd
Celeste Brandenburgh

FCS 5

General Description

5th Grade Family and Consumer Science is an introductory course. Topics explored are grooming and personal care, friendships, DARE, resources and conservation, protecting the environment, nutrition and wellness, food labels, table manners, farm to table, and what makes you unique. This course is all year, every other day. There is no prerequisite course.

Suggested Timeline: 22 days

Unit	Days
Good Citizenship/Personality	6
Hygiene/Dental/Grooming	6
Table Manners	2
Food Labels	2
Farm to Table	6

Unit 1: Good Citizenship/Personality
Approximate Length of Time: 6

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
1. Understand how you develop your unique personality.
2. Recognize positive and negative peer pressure.
3. Understand 8 Keys to Sucess and how to use them in their daily lives.
4. Understand that citizenship comes with rights and responsibilities.
5. Identify ways to be a good citizen.
6. Identify the skills a good leader should have.
7. Understand ways to demonstrate good teamwork.
8. Identify appropriate table manners.
9. Understand and illustrate how to correctly set a table.
10. Identify reasons it is important to use good manners every day.
11. Understand how using good table manners can help you feel confident.
Content Outline:
   A. Personality
      a. Heredity and Environmental Effects
      b. Traits, Self-Concept, Building Self-Esteem,
   B. Citizenship
      a. 8 Keys of Success
      b. In Community
      c. Leadership
      d. Teamwork
   C. Table Manners
      a. Different ways to serve food
      B. How to set a table
      c. Identify etiquette
	MS.8.14
	
	MS.7.1
	
	District
	
	MS.6.10
	
	MS.6.10
	
	MS.6.10
	
	MS.6.10
	
	MS.6.12
	
	MS.6.12
	
	MS.6.12
	
	MS.6.12
			Classroom Ideas:
			
			● Create a poster identifying the qualities that make them unique.
			● Research different cultures and table manners.
				Citizen, citizenship, volunteer, leadership, leader, motivate, teamwork, entitled, thrive, elect, delegate, heredity, culture, self-concept, self-esteem, constructive criticism, self-actualization, adolescence, respect, Speak with Good Purpose, Flexibility, Failure Leads to Success, Commitment, Integrity, Balance, Ownership, Flatware, centerpiece, family service, buffet service, plate service, etiquette, manners, a la carte

Unit 2: Hygiene/Dental/Grooming
Approximate Length of Time: 5

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Demonstrate steps to proper hand-washing. 2. Describe the importance of personal grooming. 3. Describe the physical changes that happen during adolescence. 4. Identify ways to have good personal care. Content Outline: A. Personal Grooming a. Skin b. Hands and Feet c. Hair d. Teeth/Mouth e. Eyes and Ears f. Clothing g. First Impressions	**Health**. **Standard** 7 **Health**. **Standard** 7 **Health**. **Standard** 7 **Health**. **Standard** 7		Classroom Ideas: ● Create a graphic organizer around personal grooming ● Create a poster on Personal Hygiene ● Write about the first impression you had on someone and the opinions formed and how getting to know them changed those initial responses	Hygiene, acne, dermatologist, grooming, cavity, durability, opinion, Medical Checkup, posture, sunscreen, sleep cycle, REM, periodontal disease, decibel,

Unit 3: Food Labels
Approximate Length of Time: 2

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
1. Understanding the information on a food label.
2. Understand that labels include information that can help consumers make wise food purchases.
3. Understand why is it important to understand information on a food label?
 	
Content Outline:
  A. Reading Labels
    a. Allergens
    b. Nutritional Facts
    c. How to read and what is on it
	MS.6.7
	
	MS.6.7
	
	MS.6.7
			Classroom Ideas:
			
			● https://www.pinterest.com/pin/9429480447228879/
			●
				Calories, nutrients, vitamins, minerals, serving size, percent daily value, nutritional label, allergens, ingredients

Unit 4: Farm to Table
Approximate Length of Time: 4

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
1.Understand journey food makes to get to their table.
 	
Content Outline:
   A. Milk/Cheese
   B. Plants
   C. Eggs
   D. Why We Eat What We Eat
	MS.6.9		Classroom Ideas:
			
			● Resource- Learning Zone Express Farm to School curriculum
			● Learning Zone Express Fresh Food curriculum
			● Nebraska Food Project lesson plans Center for Rural Affairs
			● The Botany of Desire: A Plant's-Eye View of the World-Book
			● https://www.canr.msu.edu/resources/farm_to_pizza_lesson_plan
			●
				Produce, agriculture, harvest, dairy, culture, climate

FCS 6

General Description

6th Grade Family Consumer Science is a semester class, meeting every other day. The Foods unit provides an introduction to safety and sanitation practices, basic kitchen terms, and equipment. Students will explore the family structure, how children develop, and the responsibilities and characteristics of a good babysitter. Students will explore the importance of technology and how to use it safely as well as find careers that fit their interests, exploring the possibilities for the future.

 Suggested Timeline 33

Unit	Days
Safety and Sanitation	9
Basic Cooking	6
`Family Function/Resources	4
Child Development	5
Babysitting Responsibilities	3
Social Media/Technology	3
Careers	3

Unit 1: Sanitation and Sanitation
Approximate Length of Time: 9

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
1. Identify kitchen hazards that contribute to accidents
2. Describe the proper action to take in the event of a fire.
3. Explain how time and temperature affect the growth of microorganisms.
4. Understand sanitation skills in the kitchen: equipment, facilities, and behavior.
5. Understand proper cleanup procedures for equipment, facility, and foods.
6. Understand the importance of operating equipment safely (ie: appliances).
7. Understand that most common kitchen accidents can be prevented by practicing safe work habits.
8. Understand the proper way to wash dishes.
 	
Content Outline:
A.Safety
   1. Burns and Fires
   2. Falls
   3. Cuts
   4. Poisoning
B. Sanitation
   1. BAC
   2. Clean up
      a. Kitchen
      b. Dishes
      c. Food
      d. Appliances
   3. Food on the Go
C. Washing Dishes
	MS.6.5
	
	MS.6.6
	
	MS.6.5
	
	MS.6.5
	MS.6.6
	
	MS.6.5
	MS.6.6
	
	MS.6.3
	
	MS.6.3
	MS.6.6
	
	MS.6.6
			Classroom Ideas:
			
			● Identify the 4 Cs of food safety (Clean, Cook, Chill, separate-don't Cross Contaminate) (http://www.fightbac.org) Kitchen SafetyLearning Zone Video – (Burns, cuts, falls, and electric shock prevention) Identify the dangers of food poisoning and provide examples of pathogens. (Learning Zone videos- Just the Facts-Food Safety; Spoiled Rotten-Food Safety Investigation; www.fooddetectives.com)
			● Washing Dishes Video
			● Journal steps to dish washing.
				Sanitation, foodborne illness, toxins, contamination, perishable, E.Coli, salmonella, hazard, flammable,

Unit 2: Basic Cooking
Approximate Length of Time: 6

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Understand there are several parts to a recipe always present and identify them. 2. Identify different kitchen tools and utensils and how they are used. 3. Understand the different measuring techniques. 4. Understand equivalents, conversions, and abbreviations when used in a recipe. 5. Understand basic food preparation skills. 6. Understand the proper use of Microwaves, Range top, and Oven. Content Outline: A. Cooking Tools, Utensils and Equipment/Appliances B. Cooking Methods/Terms C. Parts of a Recipe including Abbreviations and Measurement	MS.6.8 MS.6.3 MS.6.8 MS.6.4 MS.6.3 MS.6.5		Classroom Ideas: ● Kitchen Item Matching Activity (https://www.teacherspayteachers.com/Product/Kitchen-Item-Matching 1736136) Learning Seed: Kitchen Tools & Utensils Learning Seed: Microwave Mysteries: Beep, Zap, Defrost ● Learning Seed: Kitchen Math & Measuring Learning Seed: Cooking Techniques: How it All Boils Down ●	Recipe, abbreviation, equivalent, Tablespoon, teaspoon, cup, ounce, Appliances, small equipment, utensil, cookware, backware, cook, microwave, cutting methods, mixing methods

Unit 3: `Family Function/Resources
Approximate Length of Time: 4

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
 	
1. Understand the different family structures.
2. Understand the foundation of their personality as related to heredity, the environment we live in, and our response to our environment.
3. Understand the structure and comfort that families provide.
4. Understand different types of changes /crisis families might experience and where to get help.
5. Understand the characteristics of the family life cycle stages.
 	
Content Outline:
A. Family Structure
   a. Different Family Types
   b. What makes families Unique
   c. Family Relationships
   d. Family Responsibilities
   e. Changes in the Family/Crisis
   f. Adjusting to change
	MS.7.6
	
	MS.7.6
	MS.7.8
	MS.6.20
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	MS.7.6
	
	MS.7.6
	MS.7.8
	MS.7.9
	
	MS.7.7
			Classroom Ideas:
			
			● Create a presentation (multimedia) representing family types, strengths, and life cycle stages.
			● Roleplay or find a video of family functions, healthy characteristics etc.
			● Share examples of family traditions.
			● 6 Secrets of Strong Families - John DeFrain
			● https://willyac. wordpress.com/ everyday-article s/six-secrets-of strong-families/
			● View movie or show clips of families handling everyday issues to crisis situations.
			● Create an informational brochure of all of the community resources available to help families in your community.
				Nuclear Family, divorce, Single Parent Family, Step-families , Adoptive Family, Legal Guardian, Blended Families, Foster Families, Extended Families, Adoption, tradition, stereotype, Adapt, Disability

Unit 4: Child Development
Approximate Length of Time: 5

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
1. Identify developmental stages between birth and 5 years.
2. Analyze the importance of learning through play.
3. Describe how babies grow, develop, and learn during the first year of life.
4. Understand ways to help toddlers gain confidence.
5. Describe how toddlers grow, develop, and learn during the toddler stage.
6. Describe how preschoolers grow, develop, and learn.
 	
Outline
A.Baby's First Year
   a.Brain Development
   b.Physical Development
   c.Intellectual Development
   d.Social Development
   e.Emotional Development
   f.How Children Learn
B.Toddlers
   a.Physical Development
   b.Intellectual Development
   c.Social Development
   d.Emotional Development
   e.How Children Learn
C.Preschoolers
   a.Physical Development
   b.Intellectual Development
   c.Social Development
   d.Emotional Development
A.How Children Learn
	MS.6.18
	
	MS.6.18
	
	MS.6.18
	MS.6.19
	MS.6.20
	MS.6.18
	
	MS.6.18
	MS.6.19
	MS.6.20
	MS.6.18
	MS.6.19
	MS.6.20
			Classroom Ideas:
			
			● http://developingchild.harvard.edu/science/key-concepts
			● Research a career in child care and discuss findings.
			● Create stages of development digital posters including video/pictures of PIES for infant, toddler, preschoolers, etc.
			● Create toy/activity ideas appropriate for each stage of development and identify the PIES developmental focus of each toy/activity.
			● Utilize FCCLA Teach and Train guidelines and rubric for affiliated schools
				Developmental task, attention span, independent play, cooperative play parallel play, sequence Time-out, newborn, dependant, reflux, infant, separation anxiety, childproof, SIDS, toddler, preschooler,

Unit 5: Babysitting Responsibilities
Approximate Length of Time: 3

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
1. Identify some of the responsibilities or babysitters.
2. Understand that babysitting is a serious and important job and describe the tasks one needs to perform when babysitting.
3. Recognize that a good babysitter is responsible, reliable, and helps children grow and learn.
4. Understand that it is their job to keep children safe by childproofing, preventing accidents, and always being aware of where children are.
5. Identify various types of emergencies that may face a babysitter, what steps should be taken, and what to do to prevent the emergency from taking place.
6. Identify special needs children may have.
 	
Content Outline:
  A. Responsibilities
  B. Preparing
  C. On the Job Tips
    a. Infant Care
    b. Toddler Care
    c. Preschool Care
  D. Special Needs
  E. Child Safety/First Aid
	MS. 6.15
	
	MS. 6.15
	
	MS. 6.15
	
	MS. 6.16
	
	MS. 6.16
	
	MS. 6.15
			Classroom Ideas:
			
			● Learning Zone Video: The Reliable Babysitter Investigate what the main players of the "Babysitting Game" are looking for – parents, children, and babysitters.
			● Begin to create babysitting ideas – safety, fun activities, and snack ideas.
			● Students take & send a picture of room or home environment and identify potential dangers
			● Speaker: Local nurse to demonstrate "Hands Only CPR", choking, etc.
			● Incorporate an extension assistant to introduce the classroom to the 4-H
			● Babysitting curriculum or a Red Cross representative.
				Childproof, babysitting, caregiver, limits, guidance, discipline, physical disability, intellectual disability, gifted, monitor, precaution, reliable, redirect

Unit6: Social Media/Technology
Approximate Length of Time: 3

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Describe how computers and other electronics are used to communicate. 2. Identify ways technology has affected families, friends, and other community relationships. 3. Explain ways to use technology responsibly and safely. 4. Understand ways that social media affect mental and emotional health. Content Outline: A.Technology in the home B.Communicating with Technology a. How it affects relationships C.Why we use it D. Using responsibly E. Affects to mental and emotional health.	District MS. 7.2 District		Classroom Ideas: ● https://www.counselorkeri.com/2019/04/25/social-media-lesson/	Technology, webcams, blog, software, netiquette, cyberbullying,

Unit 7: Careers
Approximate Length of Time: 3

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
1. Understand why it is important to start thinking about a career now.
2. Understand the traits of a successful worker.
3. Understand the different employability skills used on the job.
 	
Content Outline:
A.7 Employable Skills
  a. Reading
  b. Writing
  c. Math
  d. Science
  e. Speaking
  f. Listening
  g. Technology
B.Complete Career Cluster Survey
  a. Identify jobs in the prominent cluster and research
	MS.8.12
	
	MS.8.11
	
	MS.8.11
			Classroom Ideas:
			
			● Complete Career Cluster Interest Survey https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf
			● Make a brochure or poster identifying employable skills used on a job.
			● Research a career
				Employability skills, essential

FCS 7

General Description

The 7th Grade Family and Consumer Science class meets for 7 weeks every day and focuses on three units: Foods, Textiles/ Merchandise/Fashion and Clothing Care, and Sewing. The Foods unit provides an introduction to safety and sanitation practices, basic kitchen skills, and food preparation. Each of these topics allows for hands-on experience directly in the kitchen through cooking labs. In the Sewing unit, students gain knowledge in caring for their clothing properly based on the fiber, where and how to purchase clothing, and fashion how to's. Students will also be introduced to hand sewing and how to use a sewing machine. These two sewing techniques will be utilized on a sewing project.

Suggested Timeline 22

Unit	Days
Basic Sewing	8
Textiles/Merchandise/Fiber/Fashion/ Clothing Care	8
Safety and Sanitation	2
Basic Cooking Skills	4

Unit 1: Basic Sewing
Approximate Length of Time: 8

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
 	
1.Understand the terminology and use of basic equipment needed in sewing.
3.Demonstrate how to thread a needle and knot it.
4.Demonstrate and Identify a running, blanket, and backstitch.
5.Understand and demonstrate how to sew a button.
6.Identify and apply safety skills when using sewing equipment.
7.Construct sewing projects while applying skills learned.
8.Understand the basic machine parts and how to use it.
9.Operate equipment safely (ie: sewing machine).
 	
Content Outline:
 	
A.Sewing Safety and Basic Construction
B.Basic Hand Sewing Skills
   1. Equipment
   2. Safety
   3. Practicing
C.Parts of a Sewing
   1. Safety
   2. Parts
   3. Practicing
D. Sewing Project
E.Redesigning and Recycling Clothes
	MS.7.12
	
	MS.7.11
	MS.7.13
	MS.7.13
	
	MS.7.13
	
	MS.7.11
	
	MS.7.14
	MS.7.13
	MS.7.12
	
	MS.7.11
			Classroom Ideas:
			
			● Practice hand stitches for project and/or repair jobs including sewing on a flat/ shank button by hand.
			● Sew on paper before sewing on project.
				Back stitch, running stitch, blanket stitch, tape measure, shears, seam ripper, tracing wheel, tailor's chalk, tailor's pencil, needle, pin, pincushion, thimble, thread, pattern, seam, alterations, Appliques, embroidery

Unit 2: Textiles/Merchandise/Fiber/Fashion/Clothing Care
Approximate Length of Time: 4

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
 	
1.Identify factors that affect clothing needs.
2.Understand the importance of reading a care label and hangtag and interpret what information is found on them.
3.Understand the different steps to do Laundry: Sorting, machine use, treatment, detergent uses, drying, and folding.
4.Identify the qualities of different ways to shop.
5.Understand how to check for quality in clothes.
6.Demonstrate how to iron and press clothing.
7.Identify different laundry products.
8. Understand the differences between natural and manufactured fibers.
9. Understand why finishes are applied to fabrics
 	
Content Outline:
A. Building a Wardrobe
   1. Clothing Needs
   2. Planning a Wardrobe
   3. Wardrobe Inventory
B. Shopping
   1. Deciding Where to Shop
   2. Shopping Wisely
   3. Behavior When Shopping
C. Inspecting Before Purchasing
   1. Labels and Hangtags
   2. Quality Check
   3. Color and Fit Check
D. Fibers and Fabrics
   1. Natural Fibers
	MS.7.15
	
	MS.7.15
	
	MS.7.16
	
	MS.7.15
	
	MS.7.15
	
	MS.7.15
	
	MS.7.16
	
	MS.7.16
			Classroom Ideas:
			
			● Identify the elements/principles of design, color schemes, visual effects of color/shape/texture Design outfits for function - athletic, casual, business work, formal, etc using programs such as polyvore.com or Thinglink. Write/illustrate a fashion design blog - what to wear or not to wear? Identify merchandising strategies including appearance, sales strategies,
				Wardrobe, style, fashion, classic, fad, accessory, inventory, wardrobe inventory, consignment store, virtual fit, value, labels, Natural Fibers, blends, finish, Manufactured Fibers, yarn, pilling, hangtags, sorting, treatment, detergent, dry-clean, ironing, pressing

2. Manufactured Fibers
3. Blends
4. Fabrics
5. Fabric Finishes
E.Caring for Clothes
   1. Laundry Products
   2. Washing and Drying Clothes
   3. Dry Cleaning
   4. Ironing, Pressing and Storing Clothes
			location, advertising, etc. Create a t-shirt design for FCCLA or for your school utilizing design strategies.	

Unit 3: Safety and Sanitation
Approximate Length of Time: 2

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
 	
1. Demonstrate safety and sanitation skills in the kitchen: equipment, facilities, behavior,
2.Demonstrate proper clean up procedures for equipment, facility, and foods.
3.Operate equipment safely (ie: appliances.
4.Describe the proper action to take in the event of a fire.
 	
Content Outline:
A.Safety
    1. Burns and Fires
    2. Falls
    3. Cuts
    4. Poisoning
B. Sanitation
    1. BAC
    2. Clean up
        a. Kitchen
        b. Dishes
        c. food
    3. Food on the Go
C. Washing Dishes
	MS.6.5
	MS.6.6
	
	MS.6.5
	MS.6.6
	
	MS.6.3
	
	MS.6.5
			Classroom Ideas:
			
			● Create a safety and sanitation brochure, advertisement.
			● Food SafetyLearning Zone Video– Clean, Heat, Cool and Separate
			● Identify the 4 Cs of food safety (Clean, Cook, Chill, separate-don't Cross Contaminate) (http://www.fightbac.org) Kitchen SafetyLearning Zone Video – (Burns, cuts, falls, and electric shock prevention) Identify the dangers of food poisoning and provide examples of pathogens. (Learning Zone videos- Just the Facts- Food Safety; Spoiled Rotten-Food Safety Investigation; www.fooddetectives.com)
			● Dish washing loab
				Sanitation, foodborne illness, toxin, BAC, perishable

Unit 4: Basic Cooking Skills
Approximate Length of Time: 4

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
 	
1.Practice the importance of reading and following a recipe.
2.Operate equipment safely (ie: appliances.
3.Prepare basic recipes applying skills and techniques learned.
4.Understand and demonstrate basic proper use of microwave and range top skills.
4.Practice and demonstrate character team qualities while working as a team.
 	
Content Outline:
A.Kitchen Labs
   1. Demonstrate
   2. Plan
   3. Prepare
   4. Evaluate
	MS.6.4
	
	MS.6.3
	
	MS.6.4
	MS.7.14
	
	MS.6.3
	
	MS.6.10
			Classroom Ideas:
			
			● Read and follow recipe steps.
			● Assign and carry out lab jobs	

FCS 8

General Description:
The 8th Grade Family and Consumer Science class meets for 7 weeks every day and focuses on four units: Foods, Self Awareness, Housing and Interior Design, and Career Readiness. The Foods unit provides an introduction to safety and sanitation practices, basic kitchen skills and food preparation. Each of these topics allows for hands-on experience directly in the kitchen through cooking labs. In the Self Awareness unit, students will learn about themselves by identifying what their goals and values are and how these play a role in the choices we make for their lives. They will have an opportunity to talk about how to prepare for highschool and college now, setting a foundation for a successful career. Students will also have the opportunity to discuss the importance of housing, the different types of housing and briefly examine color theory, principles and elements that designers use to create a room.

Suggested Timeline 21

Unit	Days
Self Awareness: Ethics/Goals/Values	4
Housing and Interior Design	5
Safety and Sanitation	3
Basic Cooking Skills	5
Career Ready Skills	4

Unit 1:   Self Formation: Ethics/Goals/Values
Approximate Length of Time: 4

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
1. Understand that their individual values may be completely different from those of others.
2. Identifying individual priorities can help ensure you meet your responsibilities.
3. Setting goals will make your priorities and responsibilities easier to identify.
4. Personal values shape individuals' goals and priorities.
5. Identifying individual goals.
6. Recognizing their responsibilities.
7. Differentiating between long- and short-term goals.
8. Understand that there are basic physical and emotional needs.
9. Identify the difference between needs and wants.
10. Understand that there are different resources available and how to use them to fulfill wants and meet needs.
11. Describe how to make an ethical decision.
12. Apply the SMART decision-making process.
 	
Content Outline:
 	
A.Wants and Needs
    1.Define and Identify wants
    2.Define and identify Needs.
    3. Maslow's Theory of
	MS.8.14
	
	MS.8.14
	
	MS.8.14
	
	MS.8.14
	MS.8.14
	MS.8.14
	
	MS.8.14
	
	MS.8.14
	
	MS.8.14
	
	MS.8.14
	
	MS.8.14
	
	MS.8.14
			Classroom Ideas:
			
			● Create a kite that identifies one long-term goal and three short-term goals that can help them achieve a long-term goal.
			● Look through a list of Values and select which are important to them.
			● Create a collage that expresses the things that are valuable to them.
			● Read several situations and prioritize the tasks that need to be accomplished.
			● Create a list of 10 activities important to them and rate them based on priority.
			● Read scenario cards and make a responsible decision.
				Goals, Priorities, Values, Responsibilities Maslow's Theory of Human Needs, human resources, nonhuman resources, private resources, community resources, long term goals, short term goals, standards, decision, ethics, decision-making process, SMART decisions,

25

Human Needs.
B.Resources
   1. Identify Types of Resources and how to use them.
C. Values and Goals
   1. Identify and give examples.
   2. Long and Short Term Goals
   3. Priorities
   4. Standards
D. Decisions
   1. Ethical Decisions
   2. The Decision Making Process
			● Breakdown an individual goal to determine the values, priorities, and responsibilities that relate to it.	

Unit 2: Housing and Interior Design
Approximate Length of Time: 5

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Understand and identify ways homes meet our physical and emotional needs. 2.Understand the difference between warm, cool, and neutral colors. 3.Understand the 5 main color schemes that create harmony in design. 4. Understand that there are 6 elements and 7 principles of design.
 	
Content Outline:
 	
A.Purpose and Function
  1. Physical and Emotional Needs
  2. Sharing Space
  3. Arranging Space
B.Decorating The Space
  1. Elements
  2. Principles
  3. Color Theory
  4. Design a room
	8.17
	
	8.18
	
	8.18
	
	8.18
			Classroom Ideas:
			
			● Assess the different kinds of housing structures. Review home types available in your community. Identify needs and wants in a home for a variety of individuals
			● Incorporate projects related to color and how to use color.
			● Drawing or online resources to facilitate creation.
			● Use cookies and food coloring to create color wheel
				Analogous,complementary, split-complementary, triadic, Tetradic, home, house, universal design, scale floor plan, traffic patterns, color, texture, line, shape, spacing, proportion, balance, emphasis, rhythm, unity

Unit 3: Safety and Sanitation
Approximate Length of Time: 3

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
1. Demonstrate safety and sanitation skills in the kitchen: equipment, facilities, behavior.
2.Demonstrate proper clean up procedures for equipment, facility, and foods.
3.Operate equipment safely (ie: appliances).
4.Describe the proper action to take in the event of a fire.
 	
Content Outline:
A.Safety
   1.   Burns and Fires
   2.   Falls
   3.   Cuts
   4.   Poisoning
B. Sanitation
   1.   BAC
   2.   Clean up
        a.   Kitchen
        b.   Dishes
        c.   Food
   3.   Food on the Go
C. Washing Dishes
D. Safety Test
	MS.6.5
	MS.6.6
	MS.6.5
	MS.6.6
	
	MS.6.3
	
	MS.6.5
			Classroom Ideas:
			
			● Create a safety and sanitation brochure, advertisement.
			● Food SafetyLearning Zone Video– Clean, Heat, Cool and Separate
			● Identify the 4 Cs of food safety (Clean, Cook, Chill, separate-don't Cross Contaminate) (http://www.fightbac.org) Kitchen SafetyLearning Zone Video – (Burns, cuts, falls, and electric shock prevention) Identify the dangers of food poisoning and provide examples of pathogens. (Learning Zone videos- Just the Facts- Food Safety; Spoiled Rotten-Food Safety Investigation; www.fooddetectives.com)
			● Washing dishes lab
				Sanitation, foodborne illness, toxin, BAC, perishable

Unit 4: Basic Cooking Skills
Approximate Length of Time: 5

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
1. Understand and demonstrate basic proper use of stove and range top skills.
2.Practice the importance of reading and following a recipe.
3.Prepare basic recipes applying skills and techniques learned.
4. Practice and demonstrate character team qualities while working as a team.
 	
Content Outline:
A.Review Safety and Sanitation
B.Review Lab Expectations
B.Kitchen Labs
   1. Demonstrate
   2. Plan
   3. Prepare
   4. Evaluate
	MS.6.3
	
	MS.6.4
	MS.7.14
	MS.6.4
	MS.7.14
	
	MS.6.10
			Classroom Ideas:
			
			● Read and follow recipe steps.
			● Assign and carry out lab jobs	

Unit 5: Career Ready Skills
Approximate Length of Time: 4

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
1.Complete a Nebraska Career Education Module to investigate and learn about careers.
2. Understand the purpose of a Personal Learning Plan.
3. Identify the different employability skills used on the job.
4. Describe the importance of getting along with others on the job.
5. Identify the traits of a successful worker.
 	
Content Outline:
A.Personal Learning Plan
   1. Identify
   2. Understand the importance of Personal Learning Plan
B. Nebraska Career Education Module
   1. Complete worksheet with research
C. Employment Skills
   1. Academic Skills
   2. Technology
   3. Communication
   4. Thinking
   5. Getting Along with others
   6. Being a Successful Worker
   7. Applying for jobs
	MS.8.12
	
	MS.8.13
	
	MS.8.11
	
	MS.8.11
	
	MS.8.11
			Classroom Ideas:
			
			● Complete Nebraska Career Education Module
			● Create a brochure on employable skills
			●
				Personal Learning Plan, Nebraska Career Education Module, employable Skills, Academic skills, Technology, Communication, Thinking Skills, Work ethic, criticism, aptitude

Intro to FCS

General Description

This course is intended to enable students to have a broad scope of experiences that will provide an overview and fundamental knowledge and essential skills of human sciences with a foundation but not limited to family and consumer sciences. Students will explore career possibilities and develop a personal learning plan. Students will practice basic life and career readiness skills and learn to apply them to personal life situations.

Suggested Timeline

Unit	Days
Housing and Interior	10 days
Sewing/Textiles	10 days
Child Development	10 days
Food and Nutrition	10 days
Finance	5 days
Personal and Work Relationships	3 days

Unit 1:
Housing and Interior
Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will analyze the different housing characteristics. -Students will analyze the elements of design. -Students will list different color schemes. -Students will analyze the functions of a home and why traffic patterns are important. -Students will reflect on why universal design is important. Content Outline: 1) Housing Characteristics 2) Housing functions/traffic patterns 3) Color Schemes 4) Universal Design	-Benchmark 6.1 -Sample performance Indicator 6.1.3. -Benchmark 6.2	-Summative Assessment	Classroom Ideas: ● Assessing the different housing structures of own homes. ● Review home types available in the community. ● Identify needs and wants in a home for a variety of individuals. ● Name and draw that house. ● Incorporate projects related to color and how to use color (kaleidoscope/ designing a room) ● Extraordinary homes. ● Research careers withing Housing and Interior ● Quizlet ● Pictionary	Duplex, Multiplex, Townhouse, Apartments, Landlord, Lease, Mortgage, Condominium, Cooperative, Traffic Flow, Symmetrical Balance, Background, Colonial, Colonial, Greek Revival, Victorian, Tudor, Prairie, Arts & Crafts, Spanish, Cape Cod, Ranch, Universal Design, Space, Line, Form, Shape, Texture, Color, Pattern, Monochromatic, Analogous, Complementary, Neutral, Triadic.

Unit 2:
Sewing/Textiles
Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will identify parts of the sewing machine. -Students will be able to thread the machine correctly. -Students will be able to cut, measure, and iron properly. -Students will explore the textile industry. Content Outline: 1) Identifying parts of a sewing machine. 2) Sewing Tools/Safety 3) Textile Industry 4) Project	-Benchmark 2.1	-Formative Assessment	Classroom Ideas: ● Project ● Video Clips ● Machine Identification ● Hand sewing ● Sewing on a button	Bobbin Winder, Feed Dog, Slide Plate/Throat Plate, Seam Guide, Presser Foot, Needle, Needle Release, Presser Foot Lifter, Take up Lever, Thread Guide, Tension Control, Stitch Selector, Spool Pin, Hand Wheel, Stitch Width, Stitch Length, Back Stitch, Foot Control, Bobbin, and Bobbin Case, Scissors, Shears, Pins, Seam Ripper, Pincushion, Rotary Blade, Seam Guage, Fiber, Natural Fiber, Manufactured Fibers, Iron, Press.

Unit 3:
Child Development
Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will explore child development and care. -Students will identify career field opportunities in the area of child development and care. -Students will examine the responsibilities that one may face being a babysitter or a parent. -Students will recognize the milestones of development in the areas of social, emotional, intellectual, and physical development. Content Outline: 1) Responsibilities 2) Milestones 3) Careers	-Benchmark 4.1 -Benchmark 4.2	-Summative Assessment	Classroom Ideas: ● Guest Speaker ● Hyperdoc ● Create an age-appropriate toy ● Research Career and Present ● Ed Puzzle ● Nature Valley Video Clip	Large Motor Skills, Small Motor Skills, Developmental Milestones, Parallel Play, Childproof, Praise, Sensory, Genes, Heredity, Environment, Influences, Eye-Hand Coordination, Cooperative Play, Social Development, Emotional Development, Physical Development, Morals, Intellectual Development.

Unit 4:
Food and Nutrition
Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will explore human food, nutrition, and wellness. -Students will research career field opportunities in human food, nutrition, and wellness, distinguish careers that support the human food industry in Nebraska. -Students will be able to identify the 6 nutrients and their functions. -Students will identify common cooking tools, utensils, and small appliance use and safely demonstrate their functions. Content Outline: 1) MyPlate 2) Kitchen tools, utensils, and parts of a recipe 3) Nutrients 4) Lab	-Benchmark 5.1 -Sample Performance Indicator 5.1.3 -Sample Performance Indicator 5.2.1. -Benchmark 5.4	-Summative Assessment	Classroom Ideas: ● Hyperdoc ● Nutrient Song ● Career Exploration ● Equipment Identification ● Safe/Unsafe Scenarios ● Lab	Nutrients, Carbohydrates, Fiber, Protein, Fat, Vitamins, Minerals, Incomplete protein, Complete Protein, Saturated Fats, Unsaturated Fat, Calories, MyPlate, Dietary, Stir, Mix, Toss, Blend, Roast, Bake, Wooden Spoon, Rubber Scrapper, Wire Whisk, Dry Measuring Cup, Measuring Spoon, Liquid Measuring Cup, Sifter, Kitchen Shears, Oven Mitts, Cooling Rack, Cookie Sheet, Jelly Roll Pan, Colander, Strainer.

Unit 5:
Finance
Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will understand the flow of money and how the banking system operates (Ex: move savings, checking account, investments, interest, etc.) -Students will explain the connections between education, career, and lifetime earnings. -Students will calculate and demonstrate a variety of financial transactions. Content Outline: 1) Parts of a Check 2) Financial Management 3) Balancing a Checkbook	-HSE.MS.8	-Formative Assessment	Classroom Ideas: ● Career Exploration ● Checkbook simulation ● Ed Puzzle ● Create a budget ● How different people spend $100	Consumer, Income, Impulse, Purchase, Shopping, Budget, Expense, Interest, Endorse, Technology, Identify Theft, Date, Payee, Amount in Numbers, Amount in Words, Signature, Memo, Routing Numbers, Account Number, Check Number, Transit, Blank Endorsement, Special Endorsement, Restrictive, Credit Cards, Installment Loans, Service Credit, Revolving Credit Student Loans, Single Payment Credit.

Unit 6:
Personal and Work Relationships
Approximate Length of Time: 3 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will explore personal and work relationships. -Students will explore career field opportunities involving family and work relations. -Students will evaluate personal traits and how they can be used to improve relationships. Content Outline: 1) Characteristics of a good relationship/signs of abuse 2) Personal traits 3) Careers	-Benchmark 3.1. -Benchmark 3.3	-Formative Assessment	Classroom Ideas: ● Ed Puzzle ● Article Reading ● Completing posters ● Scenarios	Nonviolence, Violence, Equality, Tension, Honeymoon, Explosion, Abuse, I-Statement,

Leading Young Children

General Description

Students will gain hands-on experiences related to guiding and directing young children. Part of the term will be spent studying the history of education, theories, careers within early childhood, preschool environment and learning experience. The remaining 5–6 weeks of the term will be spent conducting a preschool for 3–5 year olds.

Suggested Timeline

Unit	Days
American Public Education System/History and Current Issues of Early Childhood Education	4 days
Developmental and Learning Theories	3 days
Careers within Early Childhood	2 days
Toddler/Preschool Age	4 days
Developmentally Appropriate Activities/Lesson Planning	4 days
Creating Environments	2 days
First Aid	1 day
Preschool Simulation	25 days (5 weeks)

Unit 1:
American Public Education System/History and Current Issues of Early Childhood
Education
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will learn The Story of America Public Education. -Students will identify the historical roots of early childhood education. -Students will examine the early childhood field and its evolution. -Students will distinguish the major disciplines that influence the field. -Students will investigate the major current issues involving ECE. Content Outline: 1) The Story of America Public Education 2) Theorists 3) Current Issues	-HSE.HS.1. 24.b. -HSE.HS.1. 8.a -HSE.HS.1. 8.b	-Formative Assessment	Classroom Ideas: ● The Story of America Public Education (YouTube) ● Twenty People who Changed Childhood ● Theorist Research Project ● KWL Chart ● Self Reflection	Professionalism, Early Childhood, Early Childhood Education, Universal Education, Tabula Rasa, Integrated Curriculum, Developmentally Appropriate Practices, Multicultural Education, Bilingual Education, Steiner, McMillian Sisters Froebel, Comenius, Locke, Rousseau, Pestalozzi, John Dewey, Abigail Eliot, Lucy Sprague Mitchell, Maria Montessori, Sigmund Freud, Arnold Gesell, Benjamin Spock, T. Berry Brazelton, Susan Isaac.

Unit 2:
Developmental and Learning Theories
Approximate Length of Time: 3 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will compare and contrast theoretical perspectives that relate to child development. -Students will analyze the different types of play. -Students will analyze the different types of attachment. Content Outline: 1) Theories of Development and Learning 2) Attachment 3) Types of Play	-HSE.HS.8.11.a. -HSE.HS.1.8.a	-Formative Assessment	Classroom Ideas: ● Worksheet ● Scenarios ● Stations ● Creating Visuals	Development, Maturation, Nature/Nurture, Classical Conditioning, Stimulus-Response, Operant Conditioning, Reinforcement, Social Cognition, Socialization, Modeling, Observational Learning, Multiple Intelligence Theory, Ecological, Humanism, Identify, Attachment, Unoccupied Play, Solitary Play, Onlooker Play, Parallel Play, Associative Play, Cooperative play, Sociodramatic

Unit 3:
Careers within Early Childhood
Approximate Length of Time: 2 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will identify three factors that contribute to increasing demand for early childhood professionals. -Students will be able to describe ten characteristics of successful child care professionals. -Students will identify places to work in the early childhood industry. -Students will explain the importance of professional ethics. Content Outline: 1) Early Childhood Careers 2) Professional Skills	-HSE.HS.8.3.a -HSE.HS.8.10.a	-Formal Assessment	Classroom Ideas: ● Presentation- Early Childhood Careers ● Speaker ● Interviewing an early childhood professional. ● Touring a Preschool	Child Care, Trent, Nanny, Au Pair, Entrepreneur, Child Development Associate (CDA), Mandated, Comply, Initiative, Open Door Policy, Bilingual, Public Relations, Professional Ethics, Dress Codes, Continuing Education, Advocacy, Constituents.

Unit 4:
Toddler/Preschool Age
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will analyze the physical, emotional, social, and intellectual needs of a toddler. -Students will analyze the dietary guidelines for toddlers. -Students will analyze the physical, emotional, social, and intellectual needs of preschool-aged children. -Students will analyze the dietary guidelines for preschool-aged children. Content Outline: 1) Toddler Aged Children 2) Preschool-Aged Children	-HSE.HS.1.2.a -HSE.HS.1.6.b -HSE.HE.1.1.a	-Formative Assessment	Classroom Ideas: ● Hyperdoc ● Article Reading ● Stations ● Ed Puzzle ● Scenarios	Physical Development, Emotional Development, Social/Emotional Development, Intellectual Development, Fine Motor Skills, Large Motor Skills, Toddler, Nutrients, Nutrition, MyPlate, Growth Chart,

Unit 5:
Developmentally Appropriate Activities/Lesson Planning
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will identify the four areas of the language arts curriculum. -Students will describe the goals of a science curriculum. -Students will explain how math activities benefit children. -Students will state how dramatic play promotes development. -Students will describe how basic intellectual skills and concepts are reinforced through music activity. -Students will write lesson plan. Content Outline: 1) Literacy and Language Arts 2) Math and Science Exploration 3) Art, Music, and Movement 4) Lesson Plans	-HSE.HS.8.7.a -HSE.HS.8.15.b -HSE.HS.8.19.a -HSE.HS.8.8.c	-Formative Assessment -Lesson Plans	Classroom Ideas: ● Creating Lesson Plans ● Story Telling Activity ● Locating Resources ● Creating a Prop Box ● Multicultural Music	Standards, Objectives, Language Arts, Emergent Literacy, Whole Language, Auditory Discrimination, Finger Plays, Invented Spelling, Mathematical Vocabulary, Sensory Table, Light Table, Nature Education, Field Guide, Rebus Recipe, Drama Play, Spontaneous Dramatic Play, Prop Box, Social Studies, Social Responsibility, Proportion, Process Versus Product, Rhythm Instruments, Creative Movement, Active Play.

Unit 6:
Creating Environments
Approximate Length of Time: 2 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will identify how environments can respond to all areas and levels of child development.
-Students will list the criteria for supplying and equipping early childhood environments.
-Students will list sensory considerations in the classroom climate.
-Students will explain outdoor design plays in health, recreation, and overall learning for children.
 	
Content Outline:
  1) Appropriate Indoor Environments and Equipment
  2) Classroom Climate
  3) Sensory Appropriate Outdoor Environments
	-HSE.HS.8.8.d	-Formative Assessment	Classroom Ideas:
			
			● Designing a Center
			● Virtual Tours
			● Designing Activity Centers
			● Creating a Supply List
				Developmentally Appropriate, Toxic, Inventory Record, Sanitized, Learning Centers, Traffic Pattern, Nontoxic, Fall Zones, Dehydrated, Designated, and Adequate.

Unit 7:
First Aid
Approximate Length of Time: 1 day

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will understand the basic first aid procedures.
-Students will be able to identify emergency action steps.
-Students will identify ways to respond to accidental and deliberate injuries.
 	
Content Outline:
  1) First Aid Procedures
  2) Emergency Action Steps
  3) Responding to injuries
	-HSE.HS.1.6.c	-Formative Assessment	Classroom Ideas:
			
			  ● Hyperdoc
			  ● Locating places to become CPR Certified
				First Aid, Puncture Wounds, Poisoning, R.I.C.E., Anaphylactic Shock, Heimlich Maneuver

Unit 8:
Preschool Simulation
Approximate Length of Time: 25 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will use prior knowledge to conduct a 5 week preschool for ages 3-5. Content Outline: 1) Creating Environment 2) Lesson Planning 3) Stations	-HSE.HS.8.4.d -HSE.HS.8.4.e -HSE.HS.8.11.b -HSE.HS.8.4.a -HSE.HS.8.16.h	-Observational -Formative -Summative Assessment Assessment	Classroom Ideas: ● Conducting a Preschool. (Friday Planning Days)	Lesson Planning, Standards, Curriculum, Formative, and Summative Assessment, Stations, Scheduling, and Routine.

Childcare Practicum

General Description

Students will apply principles gained in previous classes. Students will explore early childhood careers and the different types of programs offered (birth-3rd grade). Observation of assessment and field-based classroom observation is also present in class. This is a hands-on activity where students work with children either in a day-care or school setting carrying out the tasks designed by the teacher/supervisor. Possible work sites include an elementary school and/or a day-care facility.

Suggested Timeline

Unit	Days
Early Childhood Careers/Types of Programs	2 Weeks
Teaching School-Age Children	2 Weeks
Inclusion of Children with Special Needs	2 Weeks
Managing an Early Childhood Program	2 Weeks
Field-based Classroom Observation	8 Weeks

Unit 1:
Early Childhood Careers/Types of Programs
Approximate Length of Time: 2 weeks

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will research the different types of early childhood programs and careers (birth-3rd grade). (Child Care Today) -Students will identify three factors that contribute to increasing demand for early childhood professionals. -Students will identify places to work in the early childhood industry. Content Outline: 1) Early Childhood Careers. 2) Assessing the different types of early childhood programs.	-HSE.HS.1.18.h	-Presentation over a program of students choosing.	Classroom Ideas: ● Child Care Today (Chapter 1) ● Presentation over a program of the students choosing.	Child Care, Trend, Nanny, Au Pair, Entrepreneur, Child Development Associate (CDA), Mandated, Comply, Initiative, Family Child Care Homes, Before- and After-Scool Child Care, Preschools and Nursery Schools, Public School Prekindergarten, Employer-Sponsored Centers, In-Home Child Care, Intergenerational Care Centers, Child Care for Mildly III Children, Head Start Preschools and Childcare Centers, Montessori Preschool, Preschools and Child Care for Children with Special Needs.

Unit 2:
Teaching School-Age Children
Approximate Length of Time: 2 weeks

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will describe the overall development of school-age children.
-Students will describe the appropriate environment for school-age children that promotes growth, development, and interpersonal skills.
-Students will identify ways to nurture the overall development of school-age children.
 	
Content Outline:
1) Child Care Lab Plan
   a) Plan
   b) Create
   c) Consider
   d) Think
   e) Share
2) Media Literacy Skills
   a) TV Programs That Teach
	-HSE.HS.8.11.b
	-HSE.HS.1.1.a
	-HSE.HS.1.24.a
		-Child Care Lab
		-Quizlet
			Classroom Ideas:
			
			● Child Care Lab Plan
			● Media Literacy Skills
			● Quizlet
				Growth Plateau, Puberty, Hormones, Depth Perception, Concrete Operations Period, Industry, Inferiority, Diversity, Latchkey Children, Specialized Lessons, Abstractly Refine.

Unit 3:
Inclusion of Children with Special Needs
Approximate Length of Time: 2 weeks

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will identify and define three areas of development in which special needs occur. -Students will describe some specific needs of children with disabilities and gifted children. -Students will explain the meaning of inclusion and why it is practiced. -Students will outline ways to adopt a child care program to meet special needs. Content Outline: 1) Individual Family Service Plan and Individualized Education Program. 2) Inclusive Programs	-HSE.HS.8.9.c -HSE.HS.1.2.b -HSE.HS.1.2.a	-Graphic Organizer -Web Note-taking sheet	Classroom Ideas: ● Graphic organizer for children with special needs (IEP) ● Children's Characters ● Inclusive Programs	Special Needs, Accommodations, Learning Disability, Aphasia, Dyslexia, Dyscalculia, Learning Specialists, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder, Inclusion, Individualized Family Service Plan, Individualized Education Program.

Unit 4:
Managing an Early Childhood Program
Approximate Length of Time: 2 weeks

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will analyze licensing and registration requirements. -Students will describe the role of the director in managing program services. -Students will identify how environments can respond to all areas and levels of child development. -Students will analyze the ADA requirements that allow children with disabilities to use play areas. -Students will discuss needs and opportunities for family involvement in the child care setting. Content Outline: 1) Quality Early Childhood Programs 2) Environments, Equipment, and Supplies 3) Family Program Partnerships	-HSE.HS.8.5.b -HSE. HS.8.10.b	-Philosophy Statement -Recommenda-tion data -Center Illustration	Classroom Ideas: ● Create a Program Philosophy ● NAEYC Recommendations for Teacher-Child Ratio ● Illustrate a Center ● Creating a list of ways to involve families in a child care setting.	Philosophy, Program Goals, Program Sponsors, License Exempt, Registration, Accreditation Criteria, Organization Criteria, Organizational Chart, Reference Check, Program Governance, Advisory Board, Governing Board, Financial Management, Developmentally Appropriate, Learning Centers, Traffic Pattern, Fall Zones, Family Relations Philosophy, Custody Rights

Unit 5:
Field-based Classroom Observation
Approximate Length of Time: 8 week

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will observe learning in whole groups, small groups, and teaching in learning centers. -Students will observe teaching techniques in the classroom. -The student will assist the teacher in any way he/she needs help. -Students will works one-on-one with a student. -Students will reflect upon their individual experiences, abilities, prior learning, and peer and social interactions, as well as language, culture, family, and community values. -Students will analyze curriculum. Content Outline: 1) Whole Groups 2) Small Groups 3) Learning Centers 4) Curriculum	-HSE.HS.8.7.c -HSE.HS.8.16.h -HSE.HS.8.19.a -HSE.HS.1.22.b	-Paragraph Reflection -Skills Checklist -Reflection Piece -Lesson Plan	Classroom Ideas: ● Read the information in the book over whole groups, small groups, and learning centers. ○ Observe this material in the classroom. ● Assist teachers in any way that he/she needs. ● Working one-on-one with a student. ● Curriculum Assessment	Whole Group, Small Group, Learning Centers, Strategies, and Techniques

Sewing

General Description

This class is designed to read technical directions related to constructing items using the sewing machine. Students will need to purchase their own materials to construct projects throughout the semester (soup cozy, car trash bag, pencil bags, etc.) Sewing machines will be provided. This class will take the students through the history of sewing, textile production, sewing machine parts, sewing safety and hand-on application.

Suggested Timeline

Unit	Days
History of Sewing	3
Textile Production	3
Examining Textiles	3
Sewing machine parts	6
Project Worktime	65

Unit 1:
History of Sewing
Approximate Length of Time: 3 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will analyze why sewing is relevant in today's society. -Students will analyze the history of different textiles. -Students will explore the timeline of the sewing machine. Content Outline: 1) Career opportunities 2) History of textiles: crocheting, knitting, hand sewing, machine, a button, etc. 3) Sewing machine timeline	-HSE.HS.5.1	Formative Assessment	Classroom Ideas: ● History of a sewing machine: https://www.timetoast.com/timelines/123481 ● Article Readings ● Video Clips-Ed Puzzle ● Create visuals	Sewing Machine, Crocheting, Knitting, Hand Sewing, Button, Textile, Relevancy

Unit 2:
Textile Production
Approximate Length of Time: 3 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will explore textile production. -Students will analyze natural and manufactured fibers. -Students will evaluate methods of coloring, dyeing, printing, and finishing fabrics. Content Outline: 1) Textile Process 2) Natural vs. Manufactured Fibers 3) Finishes	-HSE.HS.5.5.e	-Formative Assessment	Classroom Ideas: ● Creating visuals ● Video Clips ● Dyeing a shirt ● Guest Speaker	Dyeing, Printing, Finishing, Textile, Natural Fiber, Manufactured Fiber, Cellulosic, Silk.

Unit 3:
Examining Textiles
Approximate Length of Time: 3 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will examine natural and manufactured textiles. -Students will identify where to use these specific textiles. -Students will examine the three types of weaves. Content Outline: 1) Natural Fibers 2) Manufactured Fibers 3) Weaves	-HSE.HS.5.6.b -HSE.HS.5.5	-Formative Assessment	Classroom Ideas: ● Lab ● Video Clip ● Samples	Cotton, Linen, Wool, Silk, Rayon, Acetate, Nylon, Polyester, Acrylic, Spandex, Plain Weave, Twill Weave, Satin Weave, Knitted Fabrics, Felt Fabrics.

Unit 4:
Sewing Machine Parts
Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will analyze the parts of the sewing machine. -Students will be able to thread a machine correctly. -Students will properly use tools and equipment. -Students will review the hand sewing and button technique. Content Outline: 1) Parts of a machine 2) Tools/Equipment 3) Safety 4) Hand Sewing/Button Review	-Benchmark 2.1	-Summative Assessment	Classroom Ideas: ● Hands-on application ● Stations ● Quizlet	Bobbin Winder, Feed Dog, Throat Plate, Presser Foot, Needle, Seam Guide, Needle Release, Presser Food Lifter, Take-Up Lever, Thread Guides, Tension Unit, Stitch Selector, Spool Pin, Hand Wheel, Stitch Width Control, Stitch Length Regulator, Back Stitch, Foot Control, Slide Plate, Bobbin, Bobbin Case, Scissors, Shears, Pins, Seam Ripper, Pin Cushion, Rotary Blade, Seam Guage, Ruler, Matt.

Unit 5:
Project Worktime
Approximate Length of Time: 65 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will explore upcycling projects. -Students will complete projects showing the following skills: backstitch, buttonhole. straight stitch, invisible stitch, and zipper. -Students will have the option to learn other skills such as crocheting, embroidering, and knitting. Content Outline: 1) Upcycling 2) Project Worktime	-HSE.HS.5.4.b	-Formative Assessment	Classroom Ideas: ● Upcycling projects ● Pencil Bag ● Car trash bag ● Blanket ● Embroidery	Crochet, Embroidery, Knitting, Buttonhole, Invisible Stitch

Pro-Start 1

General Description

Pro Start gives students the opportunity to learn management and culinary skills needed for a career in the food service industry. Class materials are provided by the National Restaurant Association Educational Foundation. In addition, there is an emphasis on safety and sanitation, management, and customer service.

Suggested Timeline 45 days

Unit	Days
Welcome to the Industry	3 days
Professional Expectations	2 days
Food Safety/Hygiene	4 days
Risk Management	2 days
Salads, Dressings, Dips	6 days
Cooking Methods	7 days
Pizza/Sandwiches	6 days
Introduction to Baking	15 days

Unit 1:
Welcome to the Industry
Approximate Length of Time: 3 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will identify the two segments of the restaurant and foodservice industry, and give examples of businesses in each of them.
-Students will categorize the types of businesses that make up the hospitality, lodging, and tourism industries, and identify their foodservice opportunities.
-Students will outline the growth of the hospitality industry throughout the history of the United States.
-Students will identify skills needed by foodservice professionals,.
-Students will identify career opportunities in the restaurant and foodservice industry.
-Students will list factors for maintaining health and wellness throughout a restaurant or foodservice career.
 	
Content Outline:
  1) Welcome to the Industry
     a) Commercial Restaurants
     b) Noncommercial Restaurants
     c) Restaurant Segments
     d) Hospitality Industry
  2) Career Opportunities
     a) Front of the House
     b) Bake of the House
	-1.1
	-1.2
	-1.3
	-2.2
	-2.3
	-2.4
		-Summative Assessment	Classroom Ideas:
			
			● Activity Guide
			● Hyperdoc
			● Video Clips
			● Article Readings
			● Chef Activity
				Noncommercial Restaurants, Commercial Restaurants, Quick-Service Restaurant, Quick-Casual Restaurant, Catering, Banquet, Retail, Hospitality, Foodservice, Lodging, Event Management, Entrepreneur, Hosts, Cashiers, Servers, Bussers, Prep Cooks, Dish Washer, General Managers, Managers, Executive Chefs, Sous Chefs, Banquet Chefs, Pastry Chefs, Station Cooks, Front of the House, Back of the House.

Unit 2:
Professional Expectations
Approximate Length of Time: 2 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will list the basic expectations between their professional life and their personal life. -Students will list the basic expectations the employers have for an employee in a foodservice setting. -Students will identify the benefits of diversity in the workplace. -Students will identify how stereotypes and prejudices can negatively affect working together. -Students will describe the communication process. -Students will demonstrate effective listening skills, speaking skills, and writing skills. Content Outline: 1) Expectations 2) Communication Skills a) Verbal/Nonverbal	-3.3 -3.4 -3.8 -4.1 -4.3 -4.4 -4.3	-Formative Assessment	Classroom Ideas: ● Activity Guide ● Video Clips ● Guest Speaker ● Communication Process-Do you understand me (Activity 4.2)	Teamwork, Ethics, Workplace Ethics, Diversity, Stereotypes, Prejudice, Bias, Cultural Tendencies, Empathy, Feedback, Communication, Nonverbal, Verbal, Sender, Message Content, Message Channel, Context, Receiver, Listening.

Unit 3:
Food Safety/Hygiene
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will identify factors that affect the growth of pathogens (FAT TOM). -Students will identify the characteristics of TCS food and list examples. -Students will identify the most common allergens and methods for preventing allergic reactions. -Students will identify government agencies that regulate the restaurant and foodservice industry. -Students will list personal behaviors that can contaminate food. -Students will explain how to maintain a clean and sanitary operation. Content Outline: 1) Fat Tom 2) Allergens 3) Agencies 4) Hygiene 5) Safe Flow of Food	-6.3 -6.4 -6.6 -6.8 -7.1 -7.6	-Formative Assessments	Classroom Ideas: ● Hyperdoc ● Activity Guide ● Compare and Contrast Biological Hazards, Chemical Hazards, and Physical ● How fast does it grow activity ● Video Clips	Foodborne Illness, Microorganisms, Virus, FAT TOM, Bacteria, Parasite, Fungi, Cross Contact, Detergents, Degreasers, Delimers, Abrasive Cleaners, Cross-Contamination, Time-Temperature Abuse, Thermometer.

Unit 4:
Risk Management
Approximate Length of Time: 2 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will define the role of the Occupational Safety and Health Administration Regulations.
-Students will explain the importance of general safety audits and safety training.
-Students will explain the purpose of an emergency plan.
-Students will identify hazards that contribute to accidental fires.
-Students will identify procedures for preventing burns.
 	
Content Outline:
  1) Safety and Law
  2) Workplace safety procedures
	-9.2
	-9.5
	-9.7
	-10.5
	-10.3
		-Summative Assessment	Classroom Ideas:
			
			● Activity Guide
			● Scenario
			● Activity 10.2 Equipment Guide
			● Video Clip
				Occupational Safety and Health Administration (OSHA), Accident, Safety Program Guidelines, General Safety Audit, Emergency Plan, Smoke Detectors, Ionization Detectors, Photoelectric Detectors, Heat Detectors, Flame Detectors, Thermostats, Rate-of-Rise Detectors, Flame Detectors, Cardiopulmonary Resuscitation, Heimlich Maneuver.

Unit 5:
Salads, Dressings, Dips
Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will list the four parts of a salad, and explain the role of each. -Students will prepare vinaigrettes and other emulsions. -Students will describe and prepare various common dips. Content Outline: 1) Salads 2) Dips 3) Dressings	-15.2 -15.6 -15.8	-Formative Assessment	Classroom Ideas: ● Activity Guide ● Video Clip ● Lab	Starter Salad, Accompaniment Salad, Main course Salad, Intermezzo Salad, Dessert Salad, Bound Salad, Vegetable Salad, Garnish, Vinaigrette, Emulsified Vinaigrette, Emulsion.

Ethnic Cooking

Students will study different foods from around the world and become more familiar with their culture by studying the people, the geography/climate of the country; and family customs/beliefs. They will learn new cooking techniques as they make foods common to the region.

General Description

Suggested Timeline 45 days

Unit	Days
Kitchen Safety and Sanitation	2 days
Food and Culture	4 days
North America	7 days
South America	6 days
Europe	7 days
Africa	6 days
Asia	6 days
Food Truck	7 days

Unit 1:
Kitchen Safety and Sanitation
Approximate Length of Time:

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will apply time and temperature control when handling food. -Students will recall common kitchen injuries and summarize steps to prevent or respond to accidents in the kitchen. Content Outline: 1) Safety 2) Sanitation 3) Cost Analysis	-HSE.HS.3.14.a -HSE.HS.3.14.b -HSE.HS.3.17.a	-Summative Assessment	Classroom Ideas: ● Hyperdoc ● Video Clips ● Safety Tip Videos	Cross-Contamination, Clean, Sanitary, Control Point, Critical Control Point, Hair Covering, Clothing, Aprons, TCS Food.

Unit 2:
Food and Culture
Approximate Length of Time:

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will analyze how food is affected by culture. -Students will analyze traditional health belief practices throughout the world. -Students will research intercultural communication around the world. -Students will analyze how religion affects one's food choices. Content Outline: 1) Food and Culture 2) Traditional Health Beliefs and Practices 3) Intercultural Communication 4) Food and Religion	-8.7.5 -HSE.HS.3.25.a	-Formative Assessment	Classroom Ideas: ● Hyperdoc ● Video Clip ● Self Reflection	Self-Identity, Symbolic, Cultural Identity, Culture, Edible, Inedible, Ethnicity, Healing Therapies, Verbal Communication, Folk Healer, Culture Shock, Culture Conflict, Cultural Imposition.

Unit 3:
North America
Approximate Length of Time:

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will identify the origins of foods of the seven main regions of the United States.
-Students will explain how geography, climate, and culture affected the development of Canadian cuisine.
-Students will describe the cultural factors that have affected the food customs of Mexico.
-Students will identify geographic and climate factors that have influenced the characteristic food of Mexico.
 	
Content Outline:
  1) Native Americans
  2) United States
  3) Canada
  4) Mexico
	-HSE.HS.3.4.a
	-HSE.HS.3.25.a
	-HSE.HS.3.4.a
		-Formative Assessment	Classroom Ideas:
			
			● Hyperdoc
			● Guest Speaker
			● Lab
			● History of Food Research
				Pennsylvania Dutch, Soul Food, Creole Cuisine, Gumbo, Jambalaya, Cajun Cuisine, Aztecs, Tortilla, Gaucho, Empanada, Comida, Siesta, Inca, Ceviche

Unit 4:
South America
Approximate Length of Time:

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will analyze the Caribbean Islanders' cultural perspective and traditional food habits. -Students will analyze contemporary food habits in the United States. -Students will analyze South Americans' cultural perspectives and traditional food habits. Content Outline: 1) Geography and Climate 2) Cultural Perspective 3) Traditional Food Habits	-HSE.HS.3.4.a -HSE.HS.3.25.a -HSE.HS.3.4.a	-Formative Assessment	Classroom Ideas: ● Hyperdoc ● Review Questions ● Video Clips ● Historical Site to Visit ● Virtual Tour ● Lab	Arepa, Cassava, Aji, Ceviche, Empanadas. Gauchos, Dende Oil, Feijoada Completa.

Unit 5:
Europe
Approximate Length of Time:

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will identify the food customs of the British Isles, France, Germany, and the Scandinavian countries.
-Students will explain how and why these customs have evolved.
-Students will analyze the cultural perspective, traditional food habits, and contemporary food habits in the United States.
 	
Content Outline:
  1) Central Europeans
  2) Scandinavians
  3) British Isles
  4) France
  5) Germany
	-HSE.HS.3.4.a
	-HSE.HS.3.25.a
	-HSE.HS.3.4.a
		-Formative Assessment	Classroom Ideas:
			
			● Hyperdoc
			● Review Questions
			● Lab
			● Research 10 popular European attracts
			● Virtual Tours
				Cockles, Fish and Chips, Pudding Basin, Tea, Haggis, Colcanon, Haute Cuisine, Provincial Cusine, Nouvelle Cusine, Fines Herbes, Croissant, Crepe, Truffles, Escargot, Quiche, Braten, Kartoffelpuffer, Sauerkraut, Spatzle, Strudel, Cray Fish, Smorrebrod, Lutefisk, Smorgasbord, Lingonberry.

Unit 6:
Africa
Approximate Length of Time:

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will analyze the history of Africans in the United States. -Students will research traditional food habits and ingredients that are common in foods. -Students will identify the role of food in African American Society and Etiquette. Content Outline: 1) Traditional Food Habits 2) Meal Composition and Cycle 3) Adaptations of Food Habits	-HSE.HS.3.4.a -HSE.HS.3.25.a -HSE.HS.3.4.a	-Formative Assessment	Classroom Ideas: ● Hyperdoc ● Article Reading ● Review Questions ● Virtual Tour	Halal, Haram, Bulgur, Mazza, Chelo Kebab, Kibbutzim, Matzo, Kashrut, Kosher, Shohet, Milching Foods, Fleishing Foods, Pareve Foods, Felafel, Cacao, Pita bread, Injera, Teff, Wat.

Unit 7:
Asia
Approximate Length of Time:

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will analyze the cultural perspective and traditional food habits of the East, South, and Southeast Asians.
-Students will analyze Chinese, Japanese, Southeast Asians, and Native Hawaiians and Pacific Islanders' cultural traditions.
 	
Content Outline:
  1) East Asia
  2) Southeast Asia
  3) South Asia
  4) Pacific Islander
	-HSE.HS.3.4.a
	-HSE.HS.3.25.a
	-HSE.HS.3.4.a
		-Formative Assessment	Classroom Ideas:
			
			● Hyperdoc
			● Article Reading
			● Review Questions
			● Virtual Tour
				Kasha, Zakuska, Caviar, Schi, Borscht, Beef Stroganov, Paskha, Kulich, Caste System, Curry, Ghee, Masala, Chapatis, Tandoori, Korma, Vindaloo, Chasnidarth, Dynasty, wok, Congee, Chopsticks, Gohan, Soybean, Tofu, Sukiyaki, Tsukemono, Kaiseka, Nihon-Cha.

Unit 8:
Food Truck
Approximate Length of Time:

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will demonstrate cultural and culinary knowledge of a specific country through the creation and launch of a food truck. -Students will utilize a theme to highlight a specific country. -Students will perform basic processes as create a menu, cost analysis sheet, facts about the country, cultural belief, article, and a table theme. Content Outline: 1) Signing up for a country. 2) Creating a menu 3) Cost analysis sheet 4) Cultural Beliefs 5) Table Theme	-HSE.HS.3.4.a -HSE.HS.3.4.a -HSE.HS.3.2.a	-Proficiency Scale	Classroom Ideas: ● Student work time ● Lab Day(s)	Supply, Demand, Country, Menu, Cost Analysis, Ethnicity, Culture, Traditions, Crops, Location, Heritage, Customs, Nationality, Folklore, Kitchen Tools.

Culinary Arts

General Description

This course is designed to provide students with curriculum, which is focused on the foodservice industry and provides training in workplace and culinary skills, baked skills, food safety and sanitation, interpersonal and communication skills, as well as an exposure to the areas of restaurant management and career exploration.

Suggested Timeline 45 days

Unit	Days
Introducing the Food Service Industry	5 days
Culinary Fundamentals	2 days
Knife Skills	5 days
Ingredients, Preparation, and Presentation	4 days
Meat and Poultry	7 days
Ingredients, Preparation, and Presentation Part 2	5 days
In the Bakeshop	15 days
Beyond Cooking	3 days

Unit 1:
Introducing the Food Service Industry
Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will recall trends in the foodservice industry. -Students will understand the role of the culinary profession in the hospitality industry. -Students will explain the different ways foodservice businesses are organized. -Students will summarize the progression of the various styles of cuisine. -Students will recall the names and roles of workstations in the traditional brigade. -Students will summarize recent trends in foodservice to reduce labor. Content Outline: 1) Welcome to the Foodservice Industry 2) Understanding Foodservice Operations 3) Culinary History 4) Workstations in the Professional Kitchen	-HSE.HS.4.24.a	-Formative Assessment -Summative Assessment	Classroom Ideas: ● Hyperdoc ● Guest Speaker ● Creating a Portfolio ● Visiting Restaurants ● Review Questions ● World Map Research (pg 41) Critical Thinking	Foodservice, Hospitality, Cuisine, Home Meal Replacement, Culinary, Culinarian, Commercial Foodservice, Noncommercial Foodservice, Lucrative, Catering, Free Enterprise, Sole Proprietorship, Chain Restaurants, Franchise Restaurants, Grande Cuisine, Indigenous Foods, Classic Cuisine, Haute Cuisine, Nouvelle Cuisine, Fusion Cuisine, Bridge, Executive Chef, Banquet Chef, Cross Training.

Unit 2:
Culinary Fundamentals
Approximate Length of Time: 2 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will understand the role of federal, state, and local government agencies in food safety. -Students will apply time and temperature control when handling food. -Students will recall common kitchen injuries and summarize steps to prevent or respond to accidents in the kitchen. -Students will explain how the professional culinary uniform promotes safety. Content Outline: 　1)　Sanitation Procedures 　2)　Safety in the Kitchen	-HSE.HS.4.19.a -HSE.HS.4.16.a -HSE.HS.4.3.a -HSE.HS.3.14	-Formative Assessment	Classroom Ideas: ● Hyperdoc ● Scenario ● Critical Thinking	Cross-Contamination, Clean, Sanitary, Food-Contact Surface, Three-Compartment Sink, Pest Control Operator, Hazard Analysis Critical Control Point, Critical Control Point, Occupational Safety and Health Administration, Heat Exhaustion, Heatstroke, Cardiopulmonary Resuscitation, Automated External Defibrillator, Prudent, Fire Extinguisher.

Unit 3:
Knife Skills
Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will explain the elements of knife construction and how they relate to quality. -Students will recognize various knives and hand tools used in the professional kitchen. -Students will execute the proper technique for cutting with a chef's knife. -Students will execute the three basic knife cuts. -Students will recall the basic seasonings used in professional kitchens and explain their uses in professional cookery. Content Outline: 1) Kitchen Staples 2) Knives and Hand Tools 3) Knife Skills	-HSE.HS.4.6.b -HSE.HS.3.4.a -HSE.HS.3.5.a	-Summative Assessment	Classroom Ideas: ● Hyperdoc/Workbook ● Playdough Activity ● Portfolio ● Lab	Carbon Steel, Stainless Steel, High-Carbon Stainless Steel, Tip, Spine, Bolster, Tang, Rivets, Heel, Cutting Edge, Chef's Knife, Slicers, Utility Knife, Serrated Slicer, Boning and Fillet Knives, Paring Knives, Tourne Knife, Clam Knife, Scimitar, Cleavers, Palette Knives and Spreaders, Oyster Knife, Whetstone, Rondelle, Batonnet, Julienne, Large Dice, Medium Dice, Small Dice, Brunioise, Paysanne, Mincing, Tourne, Salt, Pepper, Herbs, Spices, Marinades, Rubs, Acid Ingredients.

Unit 4:
Ingredients, Preparation, and Presentation
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will explain the grading process for fruits in the United States.
-Students will identify the most common fresh fruits used in commercial foodservice.
-Students will explain the methods used for processing fruits.
-Students will summarize the variety of grain products common for food service applications.
-Students will summarize factors related to grading, purchasing, and storing potatoes.
 	
Content Outline:
  1) Fruit, Vegetable, and Starch Identification
  2) Fruit Preparation
	-HSE.HS.4.6.b
	-HSE.HS.3.4.a
		-Formative Assessment	Classroom Ideas:
			
			● Hyperdoc
			● Lab
			● Portfolio
			● Exploring other countries traditions
				-Individually Quick Frozen, Grading, United States Department of Agriculture, Hybrid, Blanching, Zest, Pith, Supreme, Garnish, Plumping, Oxidation, Acidulation, Mealy Potatoes, Waxy Potatoes, New Potato, Bran, Endosperm, Germ, Brown Rice, White Rice, Converted Rice, Instant Rice, Semolina.

Unit 5:
Meats and Poultry
Approximate Length of Time: 7 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will summarize how meats and poultry are inspected and graded in the United States. -Students will recognize poultry items commonly used in commercial kitchens and the appropriate cooking methods for each. -Students will understand how meat carcasses are cut and identified for foodservice use. -Students will execute poultry fabrication techniques. -Students will recognize common portions into which meats are cut. Content Outline: 1) Meat and Poultry Identification 2) Meat and Poultry Preparation	-HSE.HS.4.6.b -HSE.HS.4.9.a -HSE.HS.3.4.a -HSE.HS.3.20.a	-Formative Assessment	Classroom Ideas: ● Hyperdoc ● Lab ● Speaker ● Chicken Fabrication ● Review Questions	Shrinkage, Connective Tissue, Elastin, Collagen, marbling, Aging, Rigor Mortis, Inspection, Quality Grade, Yield Grade, Primal Cuts, Render, Offal, Giblets, Fabrication, Airline Breast, Trussing, Steak, Chop, Cutlet, Barding.

Unit 6:
Ingredients, Preparation, and Presentation Part 2
Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will recognize the different parts of the egg and various purchase forms. -Students will summarize how butter is made and packaged. -Students will recall important considerations for storing dairy and egg products. -Students will recognize various types of hot sandwiches and the ingredients used to make them. -Students will explain how to make a thin crust and deep-dish pizzas. -Students will implement basic egg preparation methods. -Students will compare breakfast batters and their uses. Content Outline: 1) Dairy and Egg Identification 1) Breakfast Cookery	-HSE.HS.4.6.b -HSE.HS.3.4.a		Classroom Ideas: ● Hyperdoc ● Lab ● Article Reading ● Portfolio ● Creating a video ● Review Questions	Lactose, Ultra High-Temperature Pasteurization, Homogenization, Churning, Curds, Whey, Flats, Clamshell Griddle, Panini Grill, Pizza, Pizza Peel, Coddled Eggs, Poached Eggs, Omelet, Frittata, Sunny-Side Up Eggs, Basted Eggs, Eggs Over, French Toast.

Unit 7:
In the Bakeshop
Approximate Length of Time: 15 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will explain various jobs in the bakeshop.
-Students will recognize baking ingredients and understand their functions in baked goods.
-Students will summarize the factors that contribute to cookie quality.
-Students will prepare crusts for pies and tarts.
-Students will classify traditional fillings for pies.
-Students will recognize the functions of various cake ingredients.
-Students will recognize the different forms of custards and their uses in the paste kitchen.
 	
Content Outline:
   1) Introduction to the Bakeshop
   2) Quick Bread and Batters
   3) Pies and Tarts
   4) Cookies
   5) Cakes
   6) Custards, Foams, and Buttercreams
	-HSE.HS.4.6.b
	-HSE.HS.4.10.a
	HSE.HS.4.24.a
	-HSE.HS.3.4.a
		-Formative Assessment	Classroom Ideas:
			
			● Hyperdoc
			● Portfolio
			● Lab
			● Quizlet
			● Speaker
			● Review Questions
				Pastry Chef, Pastry Cook, Baker, Gluten, Simple Syrup, Shortening, Leavening, Baking Soda, Baking Powder, Fermentation, Blooming, Extract, Creaming Method, Drop Cookies, Rolled Cookies, Spritz Cookies, Sheet Cookies, Icebox Cookies, Bar Cookies, Flaky Pie Dough, Mealy Pie Dough, Short Dough, Sweet Dough, Blind Baking, Pastry Glaze, Puff Pasty, Sponge Cake, Genoise, Pastry Cream, Tempering, Creme Mousseline, Creme Anglaise, Creme Chantilly, Meringue, Mousse, Bavarian Cream

Unit 8:
Beyond Cooking
Approximate Length of Time: 3 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will compare and contrast the three main service styles.
-Students will evaluate a process a chef must monitor and control to manage food costs.
-Students will summarize the elements of menu mechanics.
-Students will recognize the need for nutritional considerations when menu planning.
-Students will identify factors that influence the development of national and regional cuisines.
 	
Content Outline:
  1) Table Service
  2) Managing Resources
  3) Menus
  4) Analyzing Cuisine
	-HSE.HS.3.25.a
	-HSE.HS.3.2.a
		-Formative Assessment	Classroom Ideas:
			
			  ● Hyperdoc
			  ● Creating a Menu
			  ● Portfolio
			  ● International Cusine
				Back-of-the-house- Staff, Front-of-the-house Staff, American Service, Family-Style Service, Russian Service, French Service, Flambe, Flatware, Place Setting Crumber, Food Cost, Forecast, Edible Portion, Yield Test, Yield Percentage, Food Cost Percentage, Expense, Profit, Static Menu, Cycle Menu, Market Menu, A La Carte Menu, Prix Fixe Menu, Terroir, Foodways, Kosher, Halal.

Housing and Interior Design

General Description

This course provides instruction in the physical, physiological, and social influences of housing styles and options; exterior and interior design; selection, use, and care of home furnishings and equipment; use of available resources for achieving improved living space to meet individual and family needs; and exposure to careers related to housing and interior design.

Suggested Timeline 45 days

Unit	Days
Universal Need for Housing	7 days
Architectural Design	12 days
Designing Homes for Today and Tomorrow	5 days
Developing a Design Plan	4 days
Elements and Principles of Design	12 days
Choosing a Background	2 days
Furniture Style/Arrangement	3 days

Unit 1:
Universal Need for Housing
Approximate Length of Time: 7 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Define housing and briefly describe how it has evolved. - Analyze the basic physical and psychological needs that housing satisfies. -Compare and contrast housing needs among people of different ages and life stages. -Assess the importance of building homes that follow the concept of universal design. Content Outline: 1) Maslows Hierarchy of needs 2) Designing for All 3) Human Impact	-HSE.HS.5.3.a -HSE.HS.5.12.c.	-Summative Assessment	Classroom Ideas: ● Universal Stations ● Review Worksheet	-Adaptable Design -Archaeologist -Barrier-Free Design -Housing -Lifestyle -Nomads -Physical Needs -Psychological Needs -Universal Design -Yerts

Unit 2:
Architectural Design
Approximate Length of Time: 12 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will analyze housing characteristics throughout history. -Students will be able to identify the architectural characteristics of the houses around them. -Students will be able to explain the 5 stages of the architectural design process. Content Outline: 1) History 2) Housing Characteristics 3) Architectural Design Process.	-HSE.HS.5.2.a. -HSE.HS.5.2.b. -HSE.HS.5.2.c	-Formative -Summative Assessment	Classroom Ideas: ● Dream Home ● Housing Style Project ● Review Questions ● Video Clips	Wigwam, Tepee, Longhouse, Pueblos, Adobe, Half-Timbered, Thatch Roof, Shingles, Clapboard, Pitched Roof, Gable, Gingerbread, Ell, Gambrel Roof, Dormer Window, Coquina, Stucco, Hip Roof, Pilaster, Pediment, Cornice, Fanlight, Portico, mansard Roof.

Unit 3:
Designing Homes for Today and Tomorrow
Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Explain how planning and regulation are used to assure the quality of life in new housing developments. -Describe how lifestyle changes are reflected in housing. -Describe the various activity zones in a home and evaluate their importance. -Distinguish between open and closed floor plans. Content Outline: 1) Zoning Laws 2) Cooperative Housing Communities 3) Evaluating a Floor Plan	-HSE.HS.5.4.a. -HSE.HS.5.17.a.	-Formative Assessment	Classroom Ideas: ● Designing a Floorplan ● Review Worksheet ● Video Clips ● Self Reflection	Aesthetic Codes, Building Codes, Closed Plans, Floor Plans, Open Plan, Private Zone, Service Zone, Social Zone, Traffic Pattern, Zoning Laws.

Unit 4:
Developing a Design Plan
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will analyze the steps in the design process. -Students will analyze clearance and space throughout a house. -Students will analyze different work triangles within the kitchen. Content Outline: 1) 10 step design process 2) Clearance and Space	-HSE.HS.5.12.a -HSe.HS.5.12.e -HSE.HS.5.12.c	-Formative Assessment	Classroom Ideas: ● Developing a Design Plan Worksheet ● Scale Drawing ● Floor Planning Analysis	Clearance Space, Contingency Fee, Inventory, Multipurpose Rooms, Prioritize, Scale Drawing, Template, Clearance, Space, U-Shaped, L-Shaped, Two Wall, Once Wall.

Unit 5:
Elements and Principles of Design
Approximate Length of Time: 12 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will analyze the elements and principles of design. -Students will analyze the guiding rules for each. -Students will be able to define different color schemes. -Students will be able to decorate a room using the elements and principles of design. Content Outline: 1) Elements of Design 2) Principles of Design 3) Color Theory	-HSE.HS.5.7.a -HSE.HS.5.7.b -HSE.HS.5.8.a -HSE.HS.5.8.d	-Formative Assessment	Classroom Ideas: ● Design a room ● Review Worksheet ● Tile Activity ● Video Clip ● Movie Design Project ● Elements and Principles of Design Project	Balance, Color, Elements, Focal Point, Form, Harmony, Line, Principles, Proportion, Rhythm, Scale, Intensity, Shape, Space, Tactile Texture, Visual Texture, Monochromatic, Analogous, Complementary, Neutral, Hue, Tint, Value.

Unit 6:
Choosing a Background
Approximate Length of Time: 2 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will be able to explain what backgrounds are and why they are important. -Students will be able to assess the fiber content of various home textiles and backgrounds. -Students will evaluate various types of floor coverings for specific uses. -Students will be able to suggest options for ceilings -Students will be able to describe the characteristics of various window treatments. Content Outline: 1) Fibers 2) Floor Covering 3) Wall Covering 4) Window Covering	-HSE.HS.5.5.f	-Formative Assessment	Classroom Ideas: ● Choosing a background Worksheet ● Fiber Lab	Alkyd Paint, Blinds, Chair Rail, Latex, Pile, plain weave, Primer, Resilient Flooring, Stenciling, Swag, Twill Weave, Valance.

Unit 7:
Furniture Style/Arrangement
Approximate Length of Time: 3 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
-Students will identify factors that influence changes in furniture design.
-Students will describe general pints that can be helpful in understanding furniture style periods.
-Students will compare formal and informal furniture styles.
-Students will describe the types of furniture choices
 	
available to today's buyers.
 	
Content Outline:
  1) Furniture throughout History
	-HSE.HS.5.2.a
	-HSE.HS.5.2.e
		-Formative Assessment	Classroom Ideas:
			
			  ● Furniture Style Worksheet
			  ● Furniture Symbols
			  ● If the Chair Fits
			  ● Self Reflection
				Jacobean, Federal Style, Chair table, Shaker, Trestle Table, Victorian, Trundle Bed, Modern Chairs, Contemporary, Painted Wood Furniture, Gateleg Table, Highboy, Cabriole Leg, Wing Chair, Windsor Chair

Music Curriculum

School District of Seward

Implemented in Fall of 2020
410 South Street Seward Ne 68434

'Music can change the world'- Beethoven

Table Of Contents

Music Curriculum Review Process:
As part of the 7 year curriculum cycle, the music education team reviewed state and national standards related to music education. The team aligned learning goals, learning activities, vocabulary, and assessment to the Nebraska standards. The results of this collaboration culminated in a curriculum guide to focus our work for the next 7 years. The team also selected materials that would best help with the implementation of this curriculum.

Music Beliefs:

We believe students learn by doing.
We believe in continuity of music vocabulary K-12.
We believe that everyone is capable of making music.
We believe in developmentally appropriate music instruction.
We believe that all students should have the opportunity to learn music.
We believe that music enriches the lives of all students and positively impacts all instructional areas.

Music Philosophy Statement:

All students are capable of making music and will have opportunities from preschool through 12th grade to enrich their lives by learning music. Music positively impacts all instructional areas and is important for developing a more well-rounded individual.

Music Curriculum Team Members:
Adam Janda,
Jill Bisbee
Dan Frisbie
Ben Rickert
Amanda Kenney

K-2 grade

Create

	K	1	2

C O N T E N T	A. Considerations for music creation
	   a. Beat/Tempo
	   b. Rhythm
	   c. Pitch
	   d. Performers
	   e. Complexity
	   f. Duration
	B. Modes of music creation
	   a. Improvising
	   b. Arranging
	   c. Composing
		A. Considerations for music creation
		   a. Beat/Tempo
		   b. Rhythm
		   c. Pitch
		   d. Dynamics
		   e. Performers
		   f. Complexity
		   g. Duration
		   h. Form
		B. Modes of music creation
		   a. Improvising
		   b. Arranging
		   c. Composing
			A. Considerations for music creation
			   a. Beat/Tempo
			   b. Rhythm
			   c. Pitch
			   d. Dynamics
			   e. Performers
			   f. Complexity
			   g. Duration
			   h. Form
			   i. Style
			B. Modes of music creation
			   a. Improvising
			   b. Arranging
			   c. Composing

S K I L L S	1. With guidance, students will improvise 4-beat rhythms using invented rhythms on body percussion, rhythm sticks, and drums. 2. With guidance, students will improvise 4-beat rhythms using quarter notes and eighth notes on body percussion, drums, and boomwhackers. 3. With significant guidance, students will work as a class to arrange previously learned music performed on body percussion, voice, rhythm sticks drums, and boomwhackers.	1. With guidance, students will improvise 4 and 8 beat rhythms using learned rhythms on body percussion, rhythm sticks, drums, boomwhackers, and keyboard. 2. With guidance, students will improvise 4 beat melodic fragments using learned rhythms and pitches on boomwhackers and keyboard. 3. With guidance, students will work as a class or in groups to compose 4 beat rhythmic or melodic fragments using learned pitches and rhythms. 4. With guidance, students will work as a class to arrange previously learned music performed on voice, drums, rhythm sticks, boomwhackers, and/or keyboard. 5. Students will apply their knowledge of considerations for music creation to guide their improvisations, arrangements, and composition.	1. With guidance, students will improvise 4 and 8 beat rhythms on body percussion, drums, rhythm sticks and keyboards using learned rhythms. 2. With guidance, students will work as a class and in groups to compose 4 and 8 beat rhythms and melodic fragments using learned rhythms and pitches. 3. With guidance, students will improvise up to 16 beats on boomwhackers or keyboard using learned rhythms and pitches. 4. With guidance, students will work as a class to arrange previously learned music performed on body percussion, voice, drums, boomwhackers, and keyboard. 5. Students will apply their knowledge of considerations for music creation to guide their improvisations, arrangements, and composition.

Perform

	K	1	2

C O N T E N T	A. Vocal Production
	  a. Singing vs. Talking
	  b. High Voice
	  c. Listen and Match Pitch
	  d. Breathing and Using Air
	  e. Relaxed Throat
	  f. Posture
	  g. Opening Mouth tall
	B. Rhythm
	  a. Definition
	  b. Mathematically Based
	  c. Measure
	  d. Quarter Note
	  e. Eighth Notes (pairs)
	  f. Quarter Rest
	C. Pitch
	  a. High and Low
	  b. Steps vs. Sliding
	  c. C, D, E
	D. Instrumental Technique
	  a. Single hand on drums and boomwhackers
	  b. Strategies for a good sound
	E. History and Culture
	  a. Unique musics across time
	  b. Unique musics across cultures
	  c. Performance considerations
	F. Performance
	  a. Performance music and skills
	  b. Practice skills
	  c. Performance etiquette
		A. Vocal Production
		  a. Singing vs. Talking
		  b. High Voice
		  c. Listen and Match Pitch
		  d. Breathing and Using Air
		  e. Relaxed Throat
		  f. Posture
		  g. Opening Mouth Tall
		B. Rhythm
		  a. Definition
		  b. Mathematically Based
		  c. Measure
		  d. Quarter Note
		  e. Eighth Notes (pairs)
		  f. Quarter Rest
		  g. Half Note
		C. Pitch
		  a. High and Low
		  b. Steps vs. Sliding
		  c. C, D, E, F, G
		D. Dynamics
		  a. p - piano
		  b. mp - mezzo piano
		  c. mf - mezzo forte
		  d. f - forte
		E. Form
		  a. Patterns and Plans in Songs and Dances
		F. Percussion Technique
		  a. Single hand on drums and boomwhackers
		  b. Strategies for a good sound
		G. Keyboard Technique
		  a. Locating C
		  b. Hand Position
		  c. 5 - note scale
		  d. Keyboard Spatial Awareness
		H. History and Culture
		  a. Unique musics across time
		  b. Unique musics across cultures
		  c. Performance considerations
		I. Performance
		  a. Performance music and skills
		  b. Practice skills
			A. Vocal Production
			  a. Singing vs. Talking
			  b. High Voice
			  c. Listen and Match Pitch
			  d. Breathing and Using Air
			  e. Relaxed Throat
			  f. Posture
			  g. Opening Mouth Tall
			B. Rhythm
			  a. Definition
			  b. Mathematically Based
			  c. Measure
			  d. Quarter Note
			  e. Eighth Notes (pairs)
			  f. Quarter Rest
			  g. Eighth Note (individual)
			  h. Eigth Rest
			  i. Half Rest
			  j. Sixteenth Note
			C. Pitch
			  a. High and Low
			  b. Steps vs. Sliding
			  c. C, D, E, F, G, A, B, C
			D. Dynamics
			  a. p - piano
			  b. mp - mezzo piano
			  c. mf - mezzo forte
			  d. f - forte
			E. Form
			  a. Patterns and Plans in Songs and Dances
			  b. Analyzing Form
			F. Percussion Technique
			  a. Single hand on percussion
			  b. Alternating hands on percussion
			G. Keyboard Technique
			  a. Locating C
			  b. Hand Position
			  c. Shifting Hand Position
			  d. 8 - Note Scale
			H. History and Culture
			  a. Unique musics across time
			  b. Unique musics across

		c. Performance etiquette	cultures

			c. Performance considerations
			  I. Performance
			   a. Performance music and skills
			    b. Practice skills
			    c. Performance etiquette

S K I L L S	A1. Students will sing a variety of songs
	   from different composers, styles, and
	   cultures as a group using their learned
	   singing voice.
	B1. As a group, students will dance, skip,
	   march, and move to music following the
	   beat of the song.
	B2. As a group, students will read and
	   perform 4 beat rhythms using learned
	   rhythms on body percussion,
	   percussion instruments, and
	   boomwhackers.
	B3. As a group, students will read and
	   perform rhythm compositions of 8
	   measures or less using learned rhythms
	   on body percussion, percussion
	   instruments, and boomwhackers.
	C. As a group, students will read and
	   perform melodic compositions of 8
	   measures or less using learned rhythms
	   and learned pitches on boomwhackers.
	D. Students will achieve the best possible
	   sound by demonstrating their learned
	   instrumental technique as they perform.
	E. With guidance, students will enhance
	   their musical performance by adding
	   performance characteristics unique to
		A1. Students will sing a variety of songs from
		   different composers, styles, and cultures as
		   a group using their learned singing voice.
		A2. Students will sing short segments of
		   practiced songs individually using their
		   learned singing voice
		B1. As a group, students will dance, skip,
		   march, and move to music following the
		   beat of the song.
		B2. As a group, students will read and perform 4
		   and beat rhythms using learned rhythms on
		   body percussion, percussion instruments,
		   and boomwhackers.
		B3. As a group, students will read and perform
		   rhythm compositions of 16 measures or less
		   using learned rhythms on body percussion,
		   percussion instruments, and
		   boomwhackers.
		C. As a group, students will read and perform
		   melodic compositions of 16 measures or
		   less on boomwhackers or keyboard.
		   using learned rhythms and learned pitches
		   on boomwhackers and keyboard.
		D . When prompted by the teacher or indicated
		   by the music, students will perform using the
		   correct dynamics.
		E . Students will apply their knowledge of form
			A1. Students will sing a variety of songs
			   from different composers, styles, and
			   cultures as a group using their
			   learned singing voice.
			A2. Students will sing short segments of
			   practiced songs individually using
			   their learned singing voice
			B2. As a group, students will dance, skip,
			   march, and move to music following
			   the beat of the song.
			B3. As a group, students will read and
			   perform 4 and 8 beat rhythms
			   using learned rhythms on body
			   percussion, percussion instruments,
			   and boomwhackers.
			B4. As a group, students will read and
			   perform rhythm compositions of 16
			   measures or less using learned
			   rhythms on body percussion,
			   percussion instruments, and
			   boomwhackers.
			C. As a group, students will read and
			   perform melodic compositions of 16
			   measures or less using learned
			   rhythms and learned pitches on
			   boomwhackers and keyboard.
			D. When prompted by the teacher or
			   indicated by the music, students will

the history and culture associated with
   the music, when appropriate.
F1. Students will learn music to perform at a
   yearly concert and possible additional
   performances throughout the the year
   such as Veteran's Day, Grandparent's
   Day, and a Christmas singalong.
F2. Students will learn practice skills as they
   prepare for their concert.
F3. Students will learn proper performance
   etiquette to display during
   performances.

to deepen their understanding and
   achievement in performing dances, vocal
   music, and instrumental music.
F.   Students will achieve the best possible
   sound on percussion instruments by
   demonstrating their learned instrumental
   technique as they perform.
G1. Students will demonstrate the ability to place
   their hand on the keyboard in correct
   "home position".
G2. Students will build performance skills and
   develop proper muscles and coordination by
   using correct hand position on the keyboard.
G3. Students will demonstrate pitch/spatial
   awareness on the keyboard by
   demonstrating where to find high, low, and
   middle notes within the contexts of the
   keyboard as a whole and "home position".
 H1. With guidance and when appropriate,
   students will enhance their musical
   performance by adding performance
   characteristics unique to the history and
   culture associated with the music.
I1.   Students will learn music to perform at a
   yearly concert and possible additional
   performances throughout the the year
   such as Veteran's Day, Grandparent's
   Day, and a Christmas singalong.
I2. Students will learn practice skills as they
   prepare for their concert.
I3. Students will learn proper performance
   etiquette to display during
   performances.

perform using the correct dynamics.
E1. Students will apply their knowledge of
   form to deepen their understanding
   and achievement in performing
   dances, vocal music, and instrumental
   music.
E2. With guidance, students will work as a
   class to identify the form of dances,
   written music, and/or listening
   examples.
F.   Students will achieve the best
   possible sound on percussion
   instruments by demonstrating their
   learned instrumental technique as
   they perform.
G1. Students will demonstrate the ability
   to place their hand on the keyboard in
   correct "home position".
G2. Students will demonstrate the ability
   to shift their hand to the right and then
   shift back in order to play the extend
   range of pitches we learn (a, b,
   high-c)
G3. Students will build performance skills
   and develop proper muscles and
   coordination by using correct hand
   position on the keyboard.
G4. Students will demonstrate pitch/spatial
   awareness on the keyboard by
   demonstrating where to find high, low,
   and middle notes within the contexts

			of the keyboard as a whole and
			"home position".
			G5. Students will demonstrate pitch/spatial
			awareness on the keyboard by
			echoing short melodic fragments
			played by the teacher with a covered
			keyboard within the correct range and
			with pitches moving in the correct
			direction (but not necessarily
			matching the example exactly).
			H1. When appropriate, students will
			enhance their musical performance
			by adding performance characteristics
			unique to the history and culture
			associated with the music.
			I1. Students will learn music to perform at
			a yearly concert and possible
			additional performances throughout
			the the year such as Veteran's Day,
			Grandparent's Day, and a Christmas
			singalong.
			I2. Students will learn practice skills as
			they prepare for their concert.
			I3. Students will learn proper
			performance etiquette to display
			during performances.

Respond

	K	1	2

C O N T E N T	A. 0 - 4 scale
	  a. Critical Listening
	B. Musical Preferences
	  b. Self Reflection
		A. 0 - 4 scale
		  a. Critical Listening
		  Musical Preferences
		  b. Self Reflection
			A. 0 - 4 scale
			  a. Critical Listening
			  b. Constructive and honest feedback
			  c. Sensitivity in peer feedback
			  B. Musical Preferences
			  b. Self Reflection

S K I L L S	A1. With significant guidance, students will
	    use critical listening to evaluate class
	    musical performances on the
	    school-wide 0 - 4 scale according to a
	    rubric or criteria based on their content
	    learning and provided by the teacher
	    during instruction.
	B1. Students will indicate their preference
	    for different songs we perform in class
	    using verbal feedback or hand signals
	    and use self-reflection to learn about
	    their own musical taste.
		A1. With guidance, students will
		    use critical listening to evaluate class
		    musical performances on the
		    school-wide 0 - 4 scale according to a
		    rubric or criteria based on their content
		    learning and provided by the teacher
		    during instruction.
		B1. Students will indicate their preference
		    for different songs we perform in class
		    using verbal feedback or hand signals
		    and use self-reflection to learn about
		    their own musical taste.
			A1. With guidance, students will
			    use critical listening to evaluate class
			    musical performances on the
			    school-wide 0 - 4 scale according to
			    a rubric or criteria based on their
			    content learning and provided by the
			    teacher during instruction/
			A2. With significant guidance, students will
			    use critical listening to evaluate small
			    group performances on the
			    school-wide 0 - 4 scale according to a
			    rubric or criteria based on their
			    content learning and provided by the
			    teacher during instruction.
			B1. Students will indicate their preference
			    for different songs we perform in class
			    using verbal feedback or hand signals
			    and use self-reflection to learn about
			    their own musical taste.
			 B2. Students will identify musical
			    characteristics that contribute to their
			    preference for certain musics.

3-4th Grade

Create

	3	4

C O N T E N T	A. Considerations for music creation
	    a. Beat/Tempo
	    b. Rhythm
	    c. Pitch
	    d. Chord Changes
	    e. Dynamics
	    f. Performers
	    g. Complexity
	    h. Duration
	    i. Form
	    j. Style
	B. Modes of music creation
	    a. Improvising
	    b. Arranging
	    c. Composing music
	    d. Composing lyrics
		A. Considerations for music creation
		    a. Beat/Tempo
		    b. Rhythm
		    c. Pitch
		    d. Key Signature
		    e. Chord Changes
		    f. Dynamics
		    g. Performers
		    h. Complexity
		    i. Duration
		    j. Form
		    k. Style
		B. Modes of music creation
		    a. Improvising
		    b. Arranging
		    c. Composing music
		    d. Composing lyrics

S K I L L S	1. With guidance, students will improvise up to 16 beat rhythms using eighth rests, syncopation and half rests in addition to previously learned rhythms. 2. With guidance, students will work as a class and in groups to compose 4 and 8 beat rhythms and melodic fragments using learned rhythms and pitches. 3. With guidance, students will improvise up to 16 beats on keyboard using learned rhythms and pitches. 4. With guidance, students will work as a class to arrange previously learned music performed on voice, drums, keyboard, and guitar. 5. With guidance, students will work as a class or in groups to compose chord progressions using the chords D and A. 6. With guidance, students will compose new lyrics to learned songs and/or chord progressions 7. Students will apply their knowledge of considerations for music creation to guide their improvisations, arrangements, and composition.	1. With guidance, students will improvise up to 16 beat rhythms using previously learned rhythms. 2. With guidance, students will work as a class and in groups to compose 4 and 8 beat rhythms and melodic fragments using learned rhythms and pitches. 3. With guidance, students will improvise strumming patterns on guitar to accompany a chord progression. 4. With guidance, students will work as a class to arrange previously learned music performed on voice, drums, keyboard, and guitar. 5. With guidance, students will work as a class or in groups to compose chord progressions using the chords D, A, and G. 6. With guidance, students will work as a class to select guitar chords from their repertoire to accompany a given

		song.
		 7. With guidance, students will compose new lyrics to learned
		     songs and/or chord progressions
		 8. Students will apply their knowledge of considerations for music
		     creation to guide their improvisations, arrangements, and
		     composition.

Perform

	3	4

C O N T E N T	A. Vocal Production
	  a. Singing vs. Talking
	  b. High Voice
	  c. Listen and Match Pitch
	  d. Breathing and Using Air
	  e. Relaxed Throat
	  f. Posture
	  g. Opening Mouth Tall
	  h. Singing with Expression
	  i. Planning Phrasing
	  j. Correct "Placement"
	  k. Modifying Vowels
	B. Rhythm
	  a. Definition
	  b. Mathematically based
	  c. Measure
	  d. Quarter note
	  e. Eighth notes (pairs)
	  f. Quarter rest
	  g. Eighth note (individual)
	  h. Eighth rest
	  i. Half rest
	  j. Sixteenth notes
	  k. Sixteenth rest
	  l. Whole rest
	  m. Dotted notes
	  n. Syncopation
	C. Pitch
	  a. High and Low
	  b. Steps vs. Sliding
	  c. All pitches on the treble clef staff
	  d. Ledger Lines
	D. Chords
	  a. 3 - note chords
	  b. Root, 3rd, 5th
	E. Dynamics
	  a. p - piano
	  b. mp - mezzo piano
	  c. mf - mezzo forte
	  d. f - forte
	  e. Crescendo and Decrescendo
	F. Form
	  a. Patterns and Plans in Songs and Dances
	  b. Analyzing Form
	  c. Verse/Chorus songs
	G. Keyboard Technique
	  a. Locating C
	  b. Hand Position
		A. Vocal Production
		  a. Singing vs. Talking
		  b. High Voice
		  c. Listen and Match Pitch
		  d. Breathing and Using Air
		  e. Relaxed Throat
		  f. Posture
		  g. Opening Mouth Tall
		  h. Singing with Expression
		  i. Planning Phrasing
		  j. Correct "Placement"
		  k. Modifying Vowels
		B. Rhythm
		  a. Definition
		  b. Mathematically based
		  c. Measure
		  d. Quarter note
		  e. Eighth notes (pairs)
		  f. Quarter rest
		  g. Eighth note (individual)
		  h. Eighth rest
		  i. Half rest
		  j. Sixteenth note
		  k. Sixteenth rest
		  l. Whole rest
		  m. Dotted notes
		  n. Syncopation
		C. Pitch
		  a. High and Low
		  b. Steps vs. Sliding
		  c. All pitches on the treble clef staff
		  d. Ledger Lines
		  e. Introduction to Bass Clef
		D. Chords
		  a. 3 - note chords
		  b. Root, 3rd, 5th
		  c. Added note chords
		E. Key Signature
		  a. Resting Tone
		  b. Sharps and Flats
		F. Dynamics
		  a. p - piano
		  b. mp - mezzo piano
		  c. mf - mezzo forte
		  d. f - forte
		  e. Crescendo and Decrescendo
		G. Form
		  a. Patterns and Plans in Songs and Dances

	c. Shifting Hand Position
	d. 8 - Note Scale
	e. Additional notes above and below C
	f. Sharps and Flats
	H. Guitar
	  a. Basics, Strings, and Frets
	  b. Hand position
	  c. Guitar tabs
	  d. D chord
	  e. A chord
	  f. Strumming
	  g. Switching Chords
	  h. G chord
	I. History and Culture
	  a. Unique musics across time
	  b. Unique musics across cultures
	  c. Performance considerations
	J. Performance
	  a. Performance music and skills
	  b. Practice skills
	  c. Performance etiquette
		b. Analyzing Form
		c. Verse/Chorus songs
		H. Guitar
		  a. Basics, Strings, and Frets
		  b. Hand position
		  c. D chord
		  d. A chord
		  e. Strumming
		  f. Switching Chords
		  g. G chord
		  h. Em chord
		  i. C chord
		  i. A7 chord
		  j. Concert chords
		I. History and Culture
		  a. Unique musics across time
		  b. Unique musics across cultures
		  c. Performance considerations
		J. Performance
		  a. Performance music and skills
		  b. Practice skills
		  c. Performance etiquette

S
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S
	A1. Students will sing a variety of songs from different composers,
	   styles, and cultures as a group using their learned singing
	   voice.
	A2. Students will sing short segments of practiced songs or short
	   songs in groups and/or individually using their learned singing
	   voice.
	B2. As a group, students will dance and move to music following
	   the beat of the song.
	B3. As a group, students will read and
	   perform learned rhythms.
	C. As a group, students will read and
	   perform melodic compositions using learned
	   rhythms and learned pitches on keyboard or other
	   instruments.
	D. With guidance, students will identify the Root, 3rd and 5th in a
	   3 - note chord.
	E. When prompted by the teacher or indicated by the music,
	   students will perform using the correct dynamics.
	F1. Students will apply their knowledge of form to deepen their
	   understanding and achievement in performing dances, vocal
	   music, and instrumental music.
		A1. Students will sing a variety of songs from different composers,
		   styles, and cultures as a group using their learned singing
		   voice.
		A2. Students will sing short segments of practiced songs or short songs
		   in groups and/or individually using their learned singing voice.
		B2. As a group, students will dance and move to music following
		   the beat of the song.
		B3. As a group, students will read and
		   perform learned rhythms.
		C1. As a group, students will read and
		   perform melodic compositions using learned
		   rhythms and learned pitches on keyboard or other
		   instruments.
		D1. With guidance, students will identify the Root, 3rd and 5th in a
		   3 - note chord.
		D2. With guidance, students will identify added note chords
		E1. Students will identify sharps and flats.
		E2. Students will identify the role of sharps and flats in changing
		   pitches and signifying the resting tone of a musical example.
		E3. With guidance, students will identify the

F2. With guidance, students will work as a
    class to identify the form of dances,
    written music, and/or listening
    Examples.
F3. Students will recognize verse/chorus form in guitar
songs
G1. Students will demonstrate the ability to place their
hand on the
    keyboard in correct "home position".
G2. Students will demonstrate the ability to shift their hand
to the
    right and then shift back in order to play the extend
range of
    pitches we learn
G3. Students will build performance skills and develop
proper
    muscles and coordination by using correct hand
position on
    the keyboard.
G4. Students will demonstrate pitch/spatial awareness on
the
    keyboard by demonstrating where to find high, low,
and middle
    notes within the contexts of the keyboard as a whole
and
    "home position".
G5. Students will demonstrate pitch/spatial awareness on
the
    keyboard by echoing short melodic fragments played
by the
    teacher with a covered keyboard within the correct
range and
    with pitches moving in the correct direction (but not
    necessarily matching the example exactly).
 H1. Students will identify the parts of the guitar
 H2. Students will be able to find correct hand position on
the guitar
 H3. Students will be able to use guitar tabs to locate
finger
     position for learned guitar chords.
 H4. Students will be able to strum the D chord and A
chord on
     guitar.
 H5. Students will be able to switch between the D and A
chords
     with two beats of rest in between chords.
 H6. With guidance, students will be able to locate and
strum the G
     chord.
 I.   When appropriate, students will enhance their musical
     performance by adding performance characteristics
unique to
     the history and culture associated with the music.

resting tone in a musical
    example using context clues or the key
signature
F1. When prompted by the teacher or indicated by
the music,
    students will perform using the correct
dynamics.
G1. Students will apply their knowledge of form to
deepen their
    understanding and achievement in
performing dances, vocal
    music, and instrumental music.
G2. With guidance, students will work as a class
to identify the form of
    dances, written music, and/or listening
examples.
G3. Students will recognize verse/chorus form in
guitar songs
H1. Students will identify the parts of the guitar
H2. Students will be able to find correct hand
position on the guitar
H3. Students will be able to use guitar tabs to
locate finger
    position for learned guitar chords.
H4. Students will be able to strum the following
chords on guitar: D, A,
    G, Em, C, and A7 in addition to any chords
specific to their concert
    music.
H5. Students will be able to switch chords at a
quarter note pace at a
    tempo of 50 beats per minute.
G6. Students will be able to apply multiple
strumming patterns to a
    given set of chord changes.
H.   When appropriate, students will enhance
their musical
    performance by adding performance
characteristics unique to
    the history and culture associated with the
music.
I1. Students will learn music to perform at a
yearly concert and
    possible additional performances throughout
the the year such as
    Veteran's Day, Grandparent's Day, and a
Christmas singalong.
I2. Students will learn additional chords as
necessary to perform the
    music selected for their concert.
I3. Students will learn practice skills as they
prepare for their concert.
I4. Students will learn proper performance

J1. Students will learn music to perform at a yearly concert and
    possible additional performances throughout the the year such
    as Veteran's Day, Grandparent's Day, and a Christmas
    singalong.
J2. Students will learn practice skills as they prepare for their
    concert.
J3. Students will learn proper performance etiquette to display
    during performances.
	etiquette to display
	    during performances.

Respond

	3	4

C O N T E N T	A. 0 - 4 scale
	  a. Critical Listening
	  b. Constructive and Honest
	    Feedback
	  c. Sensitivity in Peer Feedback
	B. Musical Preferences
	  a. Self Reflection
		A. 0 - 4 scale
		  a. Critical Listening
		  b. Constructive and Honest
		    Feedback
		  c. Sensitivity in Peer Feedback
		B. Musical Preferences
		  a. Self Reflection

S K I L L S	A1. With guidance, students will use critical listening to
	    evaluate class musical performances on the school-wide 0
	    - 4 scale according to a rubric or criteria based on their
	    content learning and provided by the teacher during
	    instruction.
	A2. With guidance, students will use critical listening
	    to evaluate small group or individual performances on the
	    school-wide 0 - 4 scale according to a rubric or criteria
	    based on their content learning and provided by the
	    teacher during instruction.
	B1. Students will indicate their preference for different songs
	    we perform in class using verbal feedback or hand signals
	    and use self-reflection to learn about their own musical
	    taste.
	B2. Students will identify musical characteristics that contribute
	    to their preference for certain musics.
		A1. With guidance, students will use critical listening to
		    evaluate class musical performances on the school-wide 0
		    - 4 scale according to a rubric or criteria based on their
		    content learning and provided by the teacher during
		    instruction.
		A2. With guidance, students will use critical listening
		    to evaluate small group or individual performances on the
		    school-wide 0 - 4 scale according to a rubric or criteria
		    based on their content learning and provided by the
		    teacher during instruction.
		B1. Students will indicate their preference for different songs
		    we perform in class using verbal feedback or hand signals
		    and use self-reflection to learn about their own musical
		    taste.
		B2. Students will identify musical characteristics that contribute
		    to their preference for certain musics.

5-6 Vocal Music

Create

	5	**6**

C O N T E N T	**I. Elements of Music**
	  A. *Form* - how the music is structured - the blueprint of a piece of music
	  B. *Dynamics* - How loud or soft a song is
	  C. *Tempo* - The speed of the music - fast or slow
	  D. *Rhythm* - How the beat is broken down - long and short
	  E. *Melody* - The actual tune of a song - (a sequence of notes and rhythms)
	  F. *Harmony* - How sounds blend together - (2 or more notes sounding at the same time)
	  G. *Timbre*- How each instrument sounds (tone color)
	
	II. Becoming a Confident Singer
	
	III. Holiday Units
	  A. Patriot Day, Star Spangled Banner B-day, Halloween, Veterans Day, Presidents' Day, Christmas, Martin Luther King Jr. Day, Valentine's Day, St. Patrick's Day, Cinco De Mayo
	
	IV. Musical Unit
	  A. Annie, Rigoletto
	
	V. Music Technology
	  A. Garage Band, Chrome Music Lab, Musictechteacher
	
	VI. World Music Drumming Unit
	
	VII. Concerts
		I. Elements of Music
		  A. *Form* - how the music is structured - the blueprint of a piece of music
		  B. *Dynamics* - How loud or soft a song is
		  C. *Tempo* - The speed of the music - fast or slow
		  D. *Rhythm* - How the beat is broken down - long and short
		  E. *Melody* - The actual tune of a song - (a sequence of notes and rhythms)
		  F. *Harmony* - How sounds blend together - (2 or more notes sounding at the same time)
		  G. *Timbre*- How each instrument sounds (tone color)
		
		II. Musical Eras/Composers
		
		III. Holiday Units
		  A. Patriot Day, Star Spangled Banner B-day, Halloween, Veterans Day, Presidents' Day, Christmas, Martin Luther King Jr. Day, Valentine's Day, St. Patrick's Day, Cinco De Mayo
		
		IV. Musical Unit
		  a. Blast
		
		V. Music Technology
		  a. Garage Band, Chrome Music Lab, Musictechteacher
		
		V. World Music Drumming Unit
		
		VI. Concerts

S K I L L S	**IA. Form - Students will be able to identify the structure of songs.**
	   a. Binary AB - Ternary ABA - Rondo ABACA
	   b. Radio Version - Verse, Chorus, Bridge
	
	IB. Dynamics - Students will be able to recognize dynamic markings.
	   a. pp, p, mp, mf, f, ff
	
	IC. Tempo - Students will be able to identify the speed of a song.
	   a. Fast, Moderate, Slow
	
	1D. Rhythm - Students will recognize rhythmic note values, and 4/4 time signature.
	   a. eighth notes - quarter note - half note - dotted half note - whole note
	
	IE. Melody - Students will identify treble clef notes.
	   a. line & space notes
	   b. Ledger lines
	
	IF. Harmony - Students will identify basic harmony.
	   a. Chord
	
	IG. Timbre - Students will be able to identify instrument sections and which instruments are high and low pitched.
	   a. Woodwind, brass, percussion, strings
	
	II. Students will read and perform music with melodies and accompaniments.
	   a. Warm - ups
	   b. Patriotic songs - National Anthem
	   c. Singing with microphone in groups
	
	III. Students will learn how music is a part of Holidays.
	   a. Talk about importances of specific Holidays
	   b. Sing songs related to Holidays
	   c. Various activities within Holiday
	   d. Learn dances from different cultures
	
	IV. Students will be introduced to a classic musical and gain an understanding of Musical Theatre.
	   a. Annie
	   b. Rigoletto
	   c. Various Clips from musicals
		1A. Form - Students will be able to identify the structure of songs.
		   a. Rondo ABACA
		   b. Theme & Variation
		   c. D.C. Al Coda - D.C. Al Fine
		
		IB. Dynamics - Students will be able to recognize dynamic markings
		   a. Crescendo, Decrescendo, Accelerando, Ritardando
		
		IC. Tempo - Students will be able to identify the speed of a song using musical tempo terms.
		   a. Allegro - Moderato - Adagio
		
		ID. Rhythm - Students will recognize rhythmic note values, and 3/4 time signature.
		   a. Dotted quarter note - sixteenth notes
		   b. Learn waltz basic moves
		
		IE. Melody - Students will identify how phrases move in a piece of music.
		   a. Steps, skips, repeats
		   b. Ascending and descending
		   c. Scales - major/minor/chromatic/pentatonic
		IF. Harmony - Students will identify basic harmony
		   a. Triad, arpeggio
		
		IG. Timbre - Students will be able to identify voice sections in a choir.
		   a. Alto, soprano, tenor, bass
		
		II. Students will learn about specific musical eras and composers.
		   a. Medieval - Hildegard von Bingen
		   b. Baroque - Bach
		   c. Classical - Beethoven
		   d. Romantic - Schubert
		   e. Contemporary - Bernstein
		
		III. Students will learn how music is a part of Holidays.
		   a. Talk about importances of specific Holidays
		   b. Sing songs related to Holidays
		   c. Various activities within Holiday
		   d. Learn Dances from different cultures
		
		IV. Students will be introduced to a classic musical and gain an understanding of Musical Theatre.
		   a. Newsies
		   b. Blast
		   c. Various Clips from musicals
		   d. Read/Sing through Musical script - School House

	d. read/sing through musical script - School House Rock/Alice in Wonderland e. Online musical unit as supplement lessons for sub day, etc. **V. Students will play rhythmic instruments (drums) to various rhythmic patterns and songs.** **VI. Students will help in the creation of a concert theme and songs.**	Rock/Alice in Wonderland e. Online musical unit as supplement lessons for sub day, etc. **V. Students will play rhythmic instruments (drums) to various rhythmic patterns and songs.** **VI. Students will help in the creation of a concert theme and songs.**

Perform

	5	6

C O N T E N T	I. **Performance Skills**
	
	II. **Performance Expectations**
	
	III. **Expression**
	  a. Phrasing
	  b. Articulation
	  c. Dynamics
	
	IV. **Technical Accuracy**
		I. **Performance Skills**
		
		II. **Performance Expectations**
		
		III. **Expression**
		  a. Phrasing
		  b. Articulation
		  c. Dynamics
		
		IV. **Technical Accuracy**

S K I L L S	I. **Students will demonstrate performance skills**
	  a. Correct posture
	  b. Correct technique
	  c. Responds to the cues of teacher
	
	II. **Students will demonstrate acceptable performance behaviors when performing a varied repertoire of music.**
	  a. How to be a respectable performer and audience member
	
	III. **Students will have an awareness of expression while performing various songs.**
	  a. Breath support and correct phrasing
	  b. Make words understandable - enunciate
	  c. Demonstrate dynamics - pp, p, mp, mf, f, ff, crescendo, decrescendo
	
	IV. **Students will follow dynamic and tempo markings when performing a varied repertoire of music.**
		I. **Students will demonstrate performance skills**
		  a. Correct posture
		  b. Correct technique
		  c. Responds to the cues of teacher
		
		II. **Students will demonstrate acceptable performance behaviors when performing a varied repertoire of music.**
		  a. How to be a respectable performer and audience member
		
		III. **Students will have an awareness of expression while performing various songs.**
		  a. Breath support and correct phrasing
		  b. Make words understandable - enunciate
		  c. Demonstrate dynamics - pp, p, mp, mf, f, ff, crescendo, decrescendo
		
		IV. **Students will follow dynamic and tempo markings when performing a varied repertoire of music.**

Respond

	5	6
C O N T E N T	I. **Movement** II. **Describing** III. **Evaluate/Critique**	I. **Movement** II. **Describing** III. **Evaluate/Critique**

S K I L L S	**I. Students will respond to music with movement.**
	    a. Perform non choreographed and choreographed movements to music.
	
	II. Students will describe works of music using their own words, along with music terminology.
	
	III. Students will evaluate/critique various performances using own words, along with music terminology.
	    a. Apply critiques for musical performances of self and others
		I. Students will respond to music with movement.
		    A. Perform non choreographed and choreographed movements to music.
		
		II. Students will describe works of music using their own words, along with music terminology.
		
		III. Students will evaluate/critique various performances using their own words, along with music terminology.
		    A. Apply critiques for musical performances of self and others

7-8 Choir

Create

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I.   Elements of Music
a. *Form* - how the music is structured - the blueprint of a piece of music
b. *Dynamics* - How loud or soft a song is
c. *Tempo* - The speed of the music - fast or slow
d. *Rhythm* - How the beat is broken down - long and short
e. *Melody* - The actual tune of a song - (a sequence of notes and rhythms)
f. *Harmony* - How sounds blend together - (2 or more notes sounding at the same time)
g. *Timbre*- How each instrument sounds (tone color)

II.   Singing Techniques
a. Matching Pitch
b. Breath Support
c. Falsetto
d. Entrances/Cut offs
e. Tone
f. Vowels
g. Expression

III.   Solfege
a. Key of C Major identification on staff
b. Singing do - do (middle c to high c)
c. Hand signals
d. Intervals

IV. Concerts

V.   Musical Unit
a. Newsies

VI. Music Technology

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I.   Elements of Music
a. *Form* - how the music is structured - the blueprint of a piece of music
b. *Dynamics* - How loud or soft a song is
c. *Tempo* - The speed of the music - fast or slow
d. *Rhythm* - How the beat is broken down - long and short
e. *Melody* - The actual tune of a song - (a sequence of notes and rhythms)
f. *Harmony* - How sounds blend together - (2 or more notes sounding at the same time)
g. *Timbre*- How each instrument sounds (tone color)

II.   Singing Techniques
a. Matching Pitch
b. Breath Support
c. Falsetto
d. Entrances/Cut offs
e. Tone
f. Vowels
g. Expression

III.   Solfege
a. Key of C Major identification on staff, explaining how movable do works in different keys
b. Singing do - do (middle c to high c)
c. Hand signals
d. Intervals

IV. Concerts

V.   Musical Unit
a. West Side Story

VI. Music Technology
a. Garage Band, Chrome Music Lab, Musictechteacher

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	a. Garage Band, Chrome Music Lab, Musictechteacher **VII. World Music Drumming Unit**	**VII. World Music Drumming Unit**

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IA. Form - Students will be able to identify the structure of songs, and create their melody in form.
   a. Binary AB - Ternary ABA - Rondo ABACA
   b. Radio Version - Verse, Chorus, Bridge
   c. D.C. Al Coda - D.C. Al Fine

IB. Dynamics - Students will be able to recognize dynamic markings in musical scores, and be able to sing using them.
   a. pp, p, mp, mf, f, ff, Crescendo, Decrescendo, Accelerando, Ritardando

IC. Tempo - Students will be able to identify the speed of a song using musical tempo terms.
   a. Fast, Moderate, Slow, Allegro - Moderato - Adagio - Presto - Largo

1D. Rhythm - Students will recognize rhythmic note values, 3/4, 4/4, 6/8 time signature, as well as singing pieces with various time signatures.
   a. eighth notes - quarter note - half note - dotted half note - whole note - Steps - skips - repeats - dotted quarter note
   b. Conducting patterns for 3/4, 4/4, 6/8 time signatures

IE. Melody - Students will identify and sing (inthe appropriate clef for their voice range) treble, and bass clef notes, scales and be able to identify how phrases move in a piece of music.
   a. line & space notes
   b. Ledger lines
   c. Steps, skips, repeats
   d. Ascending and descending
   e. Scales - major/minor/chromatic/pentatonic

IF. Harmony - Students will identify basic harmony as well as sing major and minor chords as a whole choir.
   a. Chord, triad, arpeggio

IG. Timbre - Students will be able to identify voice sections in a choir and find which fits their specific voice.

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IA. Form - Students will be able to identify the structure of songs, and create their melody in form.
   a. Binary AB - Ternary ABA - Rondo ABACA
   b. Radio Version - Verse, Chorus, Bridge
   c. D.C. Al Coda - D.C. Al Fine

IB. Dynamics - Students will be able to recognize dynamic markings in musical scores, and be able to sing using them.
   a. pp, p, mp, mf, f, ff, Crescendo, Decrescendo, Accelerando, Ritardando

IC. Tempo - Students will be able to identify the speed of a song using musical tempo terms.
   a. Fast, Moderate, Slow, Allegro - Moderato - Adagio - Presto - Largo

1D. Rhythm - Students will recognize rhythmic note values, 3/4, 4/4, 6/8 time signature, as well as singing pieces with various time signatures.
   a. eighth notes - quarter note - half note - dotted half note - whole note - Steps - skips - repeats - dotted quarter note
   b. Conducting patterns for 3/4, 4/4, 6/8 time signatures

IE. Melody - Students will identify and sing (in the appropriate clef for their voice range) treble, and bass clef notes, scales and be able to identify how phrases move in a piece of music.
   a. line & space notes
   b. Ledger lines
   c. Steps, skips, repeats
   d. Ascending and descending
   e. Scales - major/minor/chromatic/pentatonic

IF. Harmony - Students will identify basic harmony as well as sing major and minor chords as a whole choir.
   a. Chord, triad, arpeggio

IG. Timbre - Students will be able to identify voice sections in a choir and find which fits their specific voice.
   a. Alto, soprano II, Soprano I, tenor, baritone, bass

II. Students will sing alone and with others a varied

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a. Alto, soprano II, Soprano I, tenor, baritone, bass

II. Students will sing alone and with others a varied repertoire of music, while using correct singing technique.
   a. Matching Pitch - playing notes on piano and having students sing back
   b. Breath Support - using ab muscles (diaphragm) to sing properly - do breathing exercises during warm ups
   c. Falsetto - learn what falsetto actually is, and be comfortable singing in it
   d. Entrances/Cut offs - teaching students to watch conductor at all times for cues
   e. Tone - students will identify what good and bad tone sounds like - nasally, too soft, too loud, chest voice vs. head voice
   f. Vowels - learning and practicing what singing with good vowels means - dropping the jaw. I, E, A, O, U, which are pronounced eee, ay (as in hay), ah, oh, and oooo (as in pool).
   g. Expression - learning how different songs convey different meanings, and we need to sing with expression to convey the mood.

III. Solfege
   a. Key of C Major identification on staff - be able to write solfege into lines of music and sing with teacher playing pitches on piano
   b. Singing do - do (middle c to high c) - learning how to sing a scale 1 octave
   c. Hand signals - learn all of the hand signals
   d. Intervals - major and minor intervals - learning how to first identify how they sound and then be able to sing them
      i. Minor second - "Jaws" - Major second "Happy Birthday" - Minor third - "Greensleeves" - Major third "When the Saints" - Perfect fourth "Here Comes the Bride" - Perfect fifth "Twinkle, Twinkle" - Octave "Somewhere over the Rainbow"

IV. Students will help in the creation of a concert theme and songs.
   a. Students will use Jwpepper website to

repertoire of music, while using correct singing technique.
   a. Matching Pitch - playing notes on piano and having students sing back
   b. Breath Support - using ab muscles (diaphragm) to sing properly - do breathing exercises during warm ups
   c. Falsetto - learn what falsetto actually is, and be comfortable singing in it
   d. Entrances/Cut offs - teaching students to watch conductor at all times for cues
   e. Tone - students will identify what good and bad tone sounds like - nasally, too soft, too loud, chest voice vs. head voice
   f. Vowels - learning and practicing what singing with good vowels means - dropping the jaw. I, E, A, O, U, which are pronounced eee, ay (as in hay), ah, oh, and oooo (as in pool).
   g. Expression - learning how different songs convey different meanings, and we need to sing with expression to convey the mood.

III. Solfege
   a. Key of C Major identification on staff - be able to write solfege into lines of music and sing with the teacher playing pitches on piano. Movable - understanding how that works and writing in solfege in a different key (G Major)
   b. Singing do - do (middle c to high c) - learning how to sing a scale 1 octave
   c. Hand signals - using hand signals during warm ups and being able to sing the hand signal teacher gives with piano playing, and without
   d. Intervals - major and minor intervals - be able to sing the different intervals with and without teacher support. Identify different intervals when they happen in songs we are singing.
      i. Minor second - "Jaws" - Major second "Happy Birthday" - Minor third - "Greensleeves" - Major third "When the Saints" - Perfect fourth "Here Comes the Bride" - Perfect fifth "Twinkle, Twinkle" - Octave "Somewhere over the Rainbow"

IV. Students will help in the creation of a concert theme and songs.
   a. Students will use Jwpepper website to create a themed concert.

create a themed concert.

V. Students will be introduced to a classic musical and gain an understanding of Musical Theatre.
   a. Newsies - students will watch Newsies and explore the themes of the musical
      i. Study guide
      ii. Sing songs from the musical
   b. Online musical unit as supplement lessons for sub day, etc.

VI. Students will use music technology to compose songs, and work on music theory lessons.
   a. Garage Band - making a song with form and style specified by teacher (AB, ABA, etc.), Chrome Music Lab - composing songs, Musictechteacher - working on music theory lessons

VII. Students will play rhythmic instruments (drums) to various rhythmic patterns and songs.

V. Students will be introduced to a classic musical and gain an understanding of Musical Theatre.
   a. West Side Story - students will watch West Side Story and explore the themes of the musical
      i. Study guide
      ii. Sing songs from the musical
   b. Online musical unit as supplement lessons for sub day, etc.

VI. Students will use music technology to compose songs, and work on music theory lessons. Students will also record themselves singing on a device and critique accuracy of singing on pitch.
   a. Garage Band - making a song with form and style specified by teacher (AB, ABA, etc.), Chrome Music Lab - composing songs, Musictechteacher - working on music theory lessons

VII. Students will play rhythmic instruments (drums) to various rhythmic patterns and songs.

Perform

	7	8
C O N T E N T	**I. Performance Skills** **II. Performance Expectations** **III. Expression** a. Phrasing b. Articulation c. Dynamics **IV. Technical Accuracy** **V. Musical Connection**	**I. Performance Skills** **II. Performance Expectations** **III. Expression** d. Phrasing e. Articulation f. Dynamics **IV. Technical Accuracy** **V. Musical Connection**
S K I L L S	**I. Students will demonstrate and discuss the components of proper performance skills** a. Correct posture b. Correct technique c. Maintain focus while singing d. Responds to the cues of teacher e. Discuss expressive characteristics and components of technique, function, and context of selected pieces (phrasing, articulation, diction) **II. Students will demonstrate acceptable performance behaviors when performing a varied repertoire of music.** a. How to be a respectable performer and audience member **III. Students will perform music with expression, singing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.** a. Breath support and correct phrasing b. Make words understandable - enunciate, and proper diction c. Demonstrate dynamics - pp, p, mp, mf, f, ff, crescendo, decrescendo **IV. Students will follow dynamic and tempo markings when performing a varied repertoire of music.** **V. Students will connect music to historical and cultural contexts, the arts, and other disciplines through performing.**	**II. Students will demonstrate and discuss the components of proper performance skills** a. Correct posture b. Correct technique c. Maintain focus while singing d. Responds to the cues of teacher e. Discuss expressive characteristics and components of technique, function, and context of selected pieces (phrasing, articulation, diction) **II. Students will demonstrate acceptable performance behaviors when performing a varied repertoire of music.** a. How to be a respectable performer and audience member **III. Students will perform music with expression, singing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.** a. Breath support and correct phrasing b. Make words understandable - enunciate, and proper diction c. Demonstrate dynamics - pp, p, mp, mf, f, ff, crescendo, decrescendo **IV. Students will follow dynamic and tempo markings when performing a varied repertoire of music.** **V. Students will connect music to historical and cultural contexts, the arts, and other disciplines through performing.**

Respond

	7	8
C O N T E N T	**I.** **Movement** **II.** **Describing** **III.** **Evaluate/Critique**	**I.** **Movement** **II.** **Describing** **III.** **Evaluate/Critique**

S K I L L S	**I. Students will respond to music with movement.**
	   A. Perform non choreographed and choreographed movements to music.
	
	II. Students will describe works of music using their own words, along with music terminology.
	   a. Select appropriate music of contrasting styles to listen to or perform to
	
	III. Students will evaluate/critique various performances using their own words, along with music terminology.
	   A. Choose appropriate criteria (dynamics, tome quality) to critique expressiveness and effectiveness of a performance or composition with teacher guidance.
	   B. Connect music to historical and cultural contexts.
		I. Students will respond to music with movement.
		   a. Perform non choreographed and choreographed movements to music.
		
		II. Students will describe works of music using their own words, along with music terminology.
		   a. Select appropriate music of contrasting styles to listen to or perform to
		
		III. Students will evaluate/critique various performances using their own words, along with music terminology.
		   a. Choose appropriate criteria (dynamics, tome quality) to critique expressiveness and effectiveness of a performance or composition with teacher guidance.
		   b. Connect music to historical and cultural contexts.

General Music 7-8

Skill/Unit

7	8
C **O** **N** **T** **E** **N** **T**	1. Listening w/discussions 2. Research 3. Presenting/Sharing 4. Reading/Reporting/Questionnaires 5. Other	1. Listening w/discussions 2. Research 3. Presenting/Sharing 4. Reading/Reporting/Questionnaires 5. Other

Classroom Ideas

	7	8

C L A S S R O O M I D E A S	1. A. Listening Logs
	    -Likes/Dislikes - defend your position
	    -Students suggest artists/genres
	    -Listen for variety - out of comfort zone
	    -Broaden student's repertoire
	
	    B. Blue Man Group
	    C. SMS Instrumental/Vocal Ensembles
	    D. Band students in General Music class
	
	2. A. Star Power projects
	    -Research musical artists
	    -Multiple sources are required
	    -Spelling, Grammar graded
	    -Multiple mediums available
	    -Multiple work days
	
	    B. 1776 Revolution & Independence
	    -History & Arts/Music at the time
	    -Sonata form
	    -Revolutionary War in 1775
	    -Franz Haydn's contributions to the world?
	    -Mozart - musical genius?
	
	    C. The War of 1812
	    -Beethoven's music and its qualities
	    -Decline of old monarchies
	    -Rise of new democratic middle class in Europe
	    -Swiss revolutionary-William Tell
	    -Franz Schubert
	
	    D. Music and the Brain
	    -Sciencedaily.com
	    -jneurosci.org
	    -mic.com/96150
	    -upworthy.com
	    -psychologytoday.com
	    -npr.org
	
	3. A. Star Power projects
		1. A. Listening Logs
		    -Likes/Dislikes- defend your position
		    -Students suggest artists/genres
		    -Listen for variety- out of comfort zone
		    -Broaden student repertoire
		
		    B. Blue Man Group
		    C. SMS instrumental/Vocal Ensembles
		    D. Band Students in General Music class
		
		2. A. Star Power projects
		    -Research musical artists
		    -Multiple sources are required
		    -Spelling, Grammar graded
		    -Multiple mediums available
		    -Multiple work days
		
		    B. 1776 Revolution & Independence
		    -History & Arts/Music at the time
		    -Sonata form
		    -Revolutionary War in 1775
		    -Franz Haydn's contributions to the world?
		    - Mozart- musical genius?
		
		    C. The War of 1812
		    -Beethoven's music and its qualities
		    -Decline of old monarchies
		    - Rise of new democratic middle class in Europe
		    -Swiss revolutionary- William Tell
		    - Franz Schubert
		
		    D. Music and the Brain
		    - Sciencedaily.com
		    - jneurosci.org
		    - mic.com/96150
		    - upworthy.com
		    - psychologytoday.com
		    -npr.org
		
		3. A. Star Power projects

B. Music and the Brain

C. Ed.Ted.Com videos/questionnaires
 "How To Read Music"
 "How Brass Instruments Work"
 "Your Voice As An Instrument"
 "How Playing An Instrument Benefits Your
   Brain"
 "Why We Love Repetition In Music"
 "The Physics of Playing Guitar"
 "Music and Math: The Genius of
   Beethoven"
 "Cole Plante"

4. A. Favorite musical genres around the world

   B. Music Alive magazine article summaries
     -Revolutionary Voices
     -Highlighting Your Vocal Strengths
     -Marshmello
     -Kane Brown
     -Clean Bandit
     -Sounds Like Illinois
     -The Art Of The Lyric
     -How We Listen: The Evolution
     -The History Of Marching Bands
     -The Music Of Turkey
     -Leon Bridges
     -Off-Beat Notation
     -Kelsea Ballerini
     -How To Start A Band
     -Earworms
     -Numerous others found in multiple file
       cabinets in band office

5. A. In-depth study of composers
     -Beethoven: An Acrostic Poem
     -Beethoven: A Beethoven Cinquain
     -A Beethoven Autobiography

5-6 Band

Skill/Unit

	5	6
S K I L L	A. Producing an initial sound, followed by a characteristic sound for the chosen band instrument.	A. Producing a characteristic/quality tone on their chosen instrument.
	B. Recognize basic notes (in the appropriate clef) introduced in the chosen method book.	B. Recognize all notes (in the appropriate clef) in the student's playable range.

	C. Students will visually recognize dynamic markings.
	   1. Forte-*f*
	   2. Piano-*p*
	   3. Mezzoforte-*mf*
	   4. Mezzopiano-*mp*
	   5. Crescendo-<
	   6. Diminuendo->
		C. Students will visually recognize dynamic markings.
		   1. Fortissimo-*ff*
		   2. Forte-*f*
		   3. Mezzoforte-*mf*
		   4. Mezzopiano-*mp*
		   5. Piano-*p*
		   6. Pianissimo-*pp*
		   7. Crescendo-<
		   8. Diminuendo->

	D. Students will recognize rhythmic note values.
	   1. Whole note/rest
	   2. Half note/rest
	   3. Dotted half note
	   4. Quarter note/rest
	   5. Single eighth note/rest
	   6. Pair of eighth notes
	   7. Dotted quarter note
		D. Students will recognize rhythmic note values.
		   1. Whole note/rest
		   2. Half note/rest
		   3. Dotted half note
		   4. Quarter note/rest
		   5. Single eighth note/rest
		   6. Numerous eighth notes
		   7. Dotted quarter note
		   8. Dotted rests of various values
		   9. Sixteenth notes/rests

	E. Instrument Maintenance/Cleaning
	   1. Disassemble necessary parts
	   2. Assemble to become playable again
	   3. Utilize necessary cleaning materials
	   4. Utilize necessary lubricating materials
		E. Instrument Maintenance/Cleaning
		   1. Disassemble necessary parts
		   2. Assemble to become playable again
		   3. Utilize necessary cleaning materials
		   4. Utilize necessary lubricating materials

	F. Sight-reading
	  1. Perform a variety of literature not all of which
	  is intended for concert use.
		F. Sight-reading
		  1. Perform a variety of literature not all of which
		  is
		  intended for concert use.
		  2. Perform literature to evaluate appropriateness
		  for other-level ensembles (5th grade).

	G. Solo/Small Ensemble Playing	G. 1. Develop and refine solo/small ensemble Playing

	H. Building Endurance/Stamina
	  ● Not a factor until 2nd semester.
		H. 1. Building Endurance/Stamina
		  2. Develop an ability to perform longer, more
		  Challenging literature.
		  3. Develop an ability to perform for longer periods
		  of time without a deteriorating quality of sound.

A S S E S S M E N T	A. Aural	A. Aural

	B. 1. Teacher generated worksheets
	  2. Written exercises in method book
	  3. Verbal questioning/quizzes
		B. 1. Teacher generated worksheets
		  2. Verbal questioning/quizzes
		  3. Demonstration by student

	C. 1. Teacher generated worksheets
	  2. Written exercises in method book
	  3. Verbal questioning/quizzes
		C. 1. Teacher generated worksheets
		  2. Verbal questioning/quizzes
		  3. Demonstration by student

	D. 1. Teacher generated worksheets
	  2. Written exercises in method book
	  3. Verbal questioning/quizzes
		D. 1. Teacher generated worksheets
		  2. Written exercises in method book
		  3. Verbal questioning/quizzes

4. Demonstration by student	4. Demonstration by student
E. 1. Visual inspection by teacher 2. Aural result of playing the instrument.	E. 1. Visual inspection by teacher 2. Aural result of playing the instrument. 3. Can student explain the process to others?
F. 1. Group discussion 2. Teacher independent of student(s)	F. 1. Group discussion 2. Exit tickets 3. Record and listen for evaluation 4. Peer assessment
G. Teacher w/student input	G. 1. Teacher w/student input 2. Student verbally or w/exit ticket 3. Judge(s) at a music contest 4. Peer assessment
H. Aural and ongoing from teacher	H. 1. Teacher w/student input 2. Student verbally or w/exit ticket 3. Peer assessment

Classroom Idea(s)

	5	6
C L A S S R O O M I D E A S	A. 1. Teacher example 2. Recording(s) 3. Student(s) example(s)	A. 1. Teacher example 2. Recording(s) 3. Student(s) example(s)
	B. 1-3. Same as Assessment 4. Student produced simple melodies 5. Read notes names before performing	B. 1. Same as Assessment 2. Students recite note names instead of performing the notes on instruments.
	C. 1. Teacher demonstration w/instrument 2. Student demonstration w/instrument 3. Demonstrations with verbal examples	C. 1-3. Same as 5th grade 4. Student demonstration would be at a higher level than in 5th grade.
	D. 1. Teacher explains the importance of maintenance in regards to playability. 2. Teacher explains the importance in regards to keeping an instrument's value. 3. Information going to parents with the above information. 4. Performed once each quarter beginning with second quarter.	D. 1. Teacher explains the importance of maintenance in regards to playability. 2. Teacher explains the importance in regards to keeping an instrument's value. 3. Information going to parents with the above information. 4. Performed once each quarter beginning with the first week of school.
	E. 1. Teacher demonstrates to section. 2. Teacher inspects all aspects of process.	E. 1. All cleaning materials made available in/out of class time. 2. Time allowed once each quarter for students to disassemble, clean, and assemble instruments.
	F. 1. Incorporate at least 2 pieces to sight-read near the end of each lesson. 2. Students can produce simple melodies that can be shared as sight-reading for all.	F. 1. Sight-reading could be incorporated at least 2 rehearsals a week. 2. Sight-reading is an excellent opportunity to build endurance and stamina.
	G. 1. Students perform their own simple melody for lesson group.	G. 1. Students perform their own simple melody for their section or the entire band.

2. Student(s) perform a solo/small ensemble at the spring concert.	2. Students prepare a solo/small ensemble in order to participate in a music contest.
H. 1. Encourage regular and consistent home practice to gradually build this up. 2. In-class challenges involving playing for volume and duration. Tone quality not as critical here.	H. 1. Encourage home practice to go beyond what is done in regular rehearsals. 2. Build range and endurance by utilizing scales. 3. Solo work in addition to concert band practice is beneficial here. 4. Conditioning days - playing w/little to no down time in between pieces.

Vocabulary

5	6

VOCABULARY	A. 1. Round 2. Open 3. Pinched 4. Thin 5. Full	A. 1. Round 2. Open 3. Pinched 4. Thin 5. Full
	B. Beginning with 5 notes and progressing at various speeds based on individual progress.	B. All notes within the playable range of each individual student.
	C. Listed under Skill	C. Listed under Skill
	D. Listed under Skill	D. Listed under Skill
	E. Built upon what's been learned to date.	E. Built upon what's been learned to date.
	F. Built upon what's been learned to date. G. Built upon what's been learned to date. H. Built upon what's been learned to date.	F. Built upon what's been learned to date. G. Built upon what's been learned to date. H. Built upon what's been learned to date.

7-8th Band

Create

	7	8
C O N T E N T	**FA 8.4.1.a** 1. Develop a compositional idea for a specific purpose or mood, with teacher guidance **FA 8.4.1.b** 1. Create, evaluate, and refine musical ideas **FA 8.4.1.c** 1. Identify and define compositional devices in student creations **FA 8.4.1.d** 1. Present an original composition 2. Explain how elements of music are used to communicate expressive content **FA 8.4.1.e** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 8.4.1.a** 1. Develop a compositional idea for a specific purpose or mood, with teacher guidance **FA 8.4.1.b** 1. Create, evaluate, and refine musical ideas **FA 8.4.1.c** 1. Identify and define compositional devices in student creations **FA 8.4.1.d** 1. Present an original composition 2. Explain how elements of music are used to communicate expressive content **FA 8.4.1.e** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences
S K I L L S	**FA 8.4.1.a** 1. Discuss compositional elements that convey specific purpose or mood 2. Work in small groups to generate compositional ideas 3. Use notation software to generate compositional ideas **FA 8.4.1.b** 1. Use notation software to create, refine, and share compositions 2. Share ideas in small groups **FA 8.4.1.c** 1. Discuss own and other compositions in terms of compositional devices **FA 8.4.1.d** 1. Share compositions using notation software or live performance 2. Evaluate own and other compositions using established criteria **FA 8.4.1.e** 1. Discuss and demonstrate compositional devices that connect to historical and cultural concepts 2. Discuss and demonstrate compositional devices that connect to the arts and other disciplines 3. Discuss and demonstrate compositional devices that connect to life experiences	**FA 8.4.1.a** 1. Discuss compositional elements that convey specific purpose or mood 2. Work in small groups to generate compositional ideas 3. Use notation software to generate compositional ideas **FA 8.4.1.b** 1. Use notation software to create, refine, and share compositions 2. Share ideas in small groups **FA 8.4.1.c** 1. Discuss own and other compositions in terms of compositional devices **FA 8.4.1.d** 1. Share compositions using notation software or live performance 2. Evaluate own and other compositions using established criteria **FA 8.4.1.e** 1. Discuss and demonstrate compositional devices that connect to historical and cultural concepts 2. Discuss and demonstrate compositional devices that connect to the arts and other disciplines 3. Discuss and demonstrate compositional devices that connect to life experiences

Perform

7	8

C O N T E N T	**FA 8.4.2.a** 1. Discuss expressive characteristics and components of technique, function, and context of selected pieces **FA 8.4.2.b and FA 8.4.2.c** 1. Treble and bass clef staff reading throughout the range of the instrument as appropriate 1. Rhythmic values including quarter, half, dotted half, whole, eighth, sixteenth, dotted quarter, ties, and patterns containing multiple note values 1. Time signatures including simple meter such as 2/4, 3/4, 4/4. 2. Dynamic markings including ff, f, mf, mp, p, pp, crescendo, diminuendo 3. Articulation markings including staccato, legato, accent **FA 8.4.2.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 8.4.2.a** 1. Discuss expressive characteristics and components of technique, function, and context of selected pieces **FA 8.4.2.b and FA 8.4.2.c** 1. Treble and bass clef staff reading throughout the range of the instrument as appropriate 1. Rhythmic values including quarter, half, dotted half, whole, eighth, sixteenth, dotted quarter, ties, and patterns containing multiple note values 1. Time signatures, with multi-meter patterns, including simple meter such as 2/4, 3/4, 4/4. Compound meter including 6/8. 2. Dynamic markings including ff, f, mf, mp, p, pp, crescendo, diminuendo 3. Articulation markings including staccato, legato, accent **FA 8.4.2.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences
S K I L L S	**FA 8.4.2.a** 1. Identify and discuss expressive characteristics of selected pieces, including phrasing and articulation **FA 8.4.2.b and FA 8.4.2.c** 1. Perform repertoire selected by instructor with a high level of note and rhythmic accuracy 2. Interpret and perform dynamic markings accurately 3. Interpret and perform articulation markings accurately 4. Interpret and perform other musical notations accurately 5. Know how to produce a quality sound 6. Know how to tune individual instrument 7. Select solo and/or small group music appropriate for performance 8. Evaluate self performance **FA 8.4.2.d** 1. Demonstrate appropriate historical and cultural context of pieces being performed 2. Identify connections to visual and dramatic arts, math, science, languages, and social science 3. Use performance to reflect on and connect to life experiences	**FA 8.4.2.a** 1. Identify and discuss expressive characteristics of selected pieces, including phrasing and articulation **FA 8.4.2.b and FA 8.4.2.c** 1. Perform repertoire selected by instructor with a high level of note and rhythmic accuracy 2. Interpret and perform dynamic markings accurately 3. Interpret and perform articulation markings accurately 4. Interpret and perform other musical notations accurately 5. Know how to produce a quality sound 6. Know how to tune individual instrument 7. Select solo and/or small group music appropriate for performance 8. Evaluate self performance and large group performance **FA 8.4.2.d** 1. Demonstrate appropriate historical and cultural context of pieces being performed 2. Identify connections to visual and dramatic arts, math, science, languages, and social science 3. Use performance to reflect on and connect to life experiences

Respond

C O N T E N T	**FA 8.4.3.a** 1. Apply criteria to select music for specified purposes 2. Listen to and perform music of contrasting styles **FA 8.4.3.b** 1. Analyze passages of music 2. Understand how elements of music inform the response to music **FA 8.4.3.c** 1. Evaluate works and performances based on criteria **FA 12.4.3.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 8.4.3.a** 1. Apply criteria to select music for specified purposes 2. Listen to and perform music of contrasting styles **FA 8.4.3.b** 1. Analyze passages of music 2. Explain performance characteristics (ex: dynamics and phrasing) 3. Understand how elements of music inform the response to music **FA 8.4.3.c** 1. Evaluate works and performances based on criteria 2. Develop criteria to critique expressiveness and effectiveness of a performance **FA 12.4.3.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences
S K I L L S	**FA 8.4.3.a** 1. Demonstrate understanding of choices of music (ex: variety, length) 2. Demonstrate understanding of choices of music (ex: tonality, tempo) **FA 8.4.3.b** 1. Demonstrate and explain expressive elements in music 2. Define expressive intent **FA 8.4.3.c** 1. Through discussion, evaluate individual performances 2. Through discussion, evaluate group performances **FA 8.4.3.d** 1. Learn about historical and cultural contexts of pieces performed 2. Describe connections to arts and other disciplines 3. Describe how music being performed connects to other life experiences	**FA 8.4.3.a** 1. Demonstrate understanding of choices of music (ex: variety, length) 2. Demonstrate understanding of choices of music (ex: tonality, tempo) **FA 8.4.3.b** 1. Demonstrate and explain expressive elements in music 2. Define expressive intent **FA 8.4.3.c** 1. Through discussion, evaluate individual performances 2. Define growth in performance ability 3. Through discussion, evaluate group performances (adjudication form) **FA 8.4.3.d** 1. Learn about historical and cultural contexts of pieces performed 2. Describe connections to arts and other disciplines 3. Describe how music being performed connects to other life experiences

Symphonic/Marching Band

Create

	Symphonic	Marching	Instrumental Performance
C O N T E N T	**FA 12.4.1.a** 1. Generate multiple compositional ideas for specific purposes or moods **FA 12.4.1.b** 1. Create, evaluate and refine musical ideas **FA 12.4.1.c** 1. Analyze compositional devices in student creations **FA 12.4.1.d** 1. Present an original composition that communicates expressive content 2. Evaluate student compositions **FA 12.4.1.e** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 12.4.1.a** 1. Generate multiple compositional ideas for specific purposes or moods **FA 12.4.1.b** 1. Create, evaluate and refine musical ideas **FA 12.4.1.c** 1. Analyze compositional devices in student creations **FA 12.4.1.d** 1. Present an original composition that communicates expressive content 2. Evaluate student compositions **FA 12.4.1.e** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 12.4.1.a** 1. Generate multiple compositional ideas for specific purposes or moods **FA 12.4.1.b** 1. Create, evaluate and refine musical ideas **FA 12.4.1.c** 1. Analyze compositional devices in student creations **FA 12.4.1.d** 1. Present an original composition that communicates expressive content 2. Evaluate student compositions **FA 12.4.1.e** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences
S K I L L S	**FA 12.4.1.a** 1. Work in small groups to generate compositional ideas 2. Use notation software to generate compositional ideas **FA 12.4.1.b** 1. Use notation software to create, refine, and share compositions 2. Share ideas in small groups **FA 12.4.1.c** 1. Discuss own and other compositions in terms of compositional devices **FA 12.4.1.d** 1. Share compositions using notation software or live performance 2. Evaluate own and other compositions using established criteria **FA 12.4.1.e** 1. Discuss and demonstrate compositional devices that connect to historical and cultural concepts	**FA 12.4.1.a** 1. Work in small groups to generate compositional ideas 2. Use notation software to generate compositional ideas 3. Generate ideas for visual design elements **FA 12.4.1.b** 1. Use notation software to create, refine, and share compositions 2. Share ideas in small and large groups 3. Evaluate effectiveness of visual design ideas **FA 12.4.1.c** 1. Discuss own and other compositions in terms of compositional devices **FA 12.4.1.d** 1. Share compositions using notation software or live performance 2. Evaluate own and other compositions using established criteria 3. Demonstrate effective visual design ideas **FA 12.4.1.e** 1. Discuss and demonstrate	**FA 12.4.1.a** 1. Work individually to generate compositional ideas 2. Use notation software to generate compositional ideas **FA 12.4.1.b** 1. Use notation software to create, refine, and share compositions 2. Share ideas in small groups **FA 12.4.1.c** 1. Discuss own and other compositions in terms of compositional devices **FA 12.4.1.d** 1. Share compositions using notation software or live performance 2. Evaluate own and other compositions using established criteria **FA 12.4.1.e** 1. Discuss and demonstrate compositional devices that connect to historical and cultural concepts 2. Discuss and demonstrate compositional devices that connect to the arts and other disciplines 3. Discuss and demonstrate compositional

2. Discuss and demonstrate compositional devices that connect to the arts and other disciplines 3. Discuss and demonstrate compositional devices that connect to life experiences	compositional devices that connect to historical and cultural concepts 2. Discuss and demonstrate compositional devices that connect to the arts and other disciplines 3. Discuss and demonstrate compositional devices that connect to life experience	devices that connect to life experience

Perform

	Symphonic	Marching	Instrumental Performance
C O N T E N T	**FA 12.4.2.a** 1. Analyze and interpret expressive characteristics and components of technique, function, and context of selected pieces **FA 12.4.2.b and FA 12.4.2.c** 1. Treble and bass clef staff reading throughout the range of the instrument as appropriate 1. Rhythmic values including quarter, half, dotted half, whole, eighth, sixteenth, dotted quarter, ties, and patterns containing multiple note values 1. Time signatures including simple meter and compound meter such as 2/4, 3/4, 4/4, 6/8, 9/8, 12/8, and "odd" patterns such as 5/4, 7/4, 7/8 2. Dynamic markings including fff, ff, f, mf, mp, p, pp, ppp, crescendo, diminuendo 3. Articulation markings including staccato, legato, accent, marcato **FA 12.4.2.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 12.4.2.a** 1. Analyze and interpret expressive characteristics and components of technique, function, and context of selected pieces **FA 12.4.2.b and FA 12.4.2.c** 1. Treble and bass clef staff reading throughout the range of the instrument as appropriate 1. Rhythmic values including quarter, half, dotted half, whole, eighth, sixteenth, dotted quarter, ties, and patterns containing multiple note values 1. Time signatures including simple meter and compound meter such as 2/4, 3/4, 4/4, 6/8, 9/8, 12/8, and "odd" patterns such as 5/4, 7/4, 7/8 2. Dynamic markings including fff, ff, f, mf, mp, p, pp, ppp, crescendo, diminuendo 3. Articulation markings including staccato, legato, accent, marcato 4. Marching technique including role step, forward and backward marching, slides, and flanks 5. Marching postures including press box, horn flashes, and other techniques **FA 12.4.2.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 12.4.2.a** 1. Analyze and interpret expressive characteristics and components of technique, function, and context of selected pieces **FA 12.4.2.b and FA 12.4.2.c** 1. Treble and bass clef staff reading throughout the range of the instrument as appropriate 1. Rhythmic values including quarter, half, dotted half, whole, eighth, sixteenth, dotted quarter, ties, and patterns containing multiple note values 1. Time signatures including simple meter and compound meter such as 2/4, 3/4, 4/4, 6/8, 9/8, 12/8, and "odd" patterns such as 5/4, 7/4, 7/8 2. Dynamic markings including fff, ff, f, mf, mp, p, pp, ppp, crescendo, diminuendo 3. Articulation markings including staccato, legato, accent, marcato **FA 12.4.2.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences

S K I L L S	**FA 12.4.2.a** Identify timbre and texture of selected pieces **FA 12.4.2.b and FA 12.4.2.c** 1. Perform repertoire selected by instructor with a high level of note and rhythmic accuracy 2. Interpret and perform dynamic markings accurately 3. Interpret and perform articulation markings accurately 4. Interpret and perform other musical notations accurately 5. Know how to match individual intonation with ensemble 6. Know how to balance individual playing with ensemble 7. Select solo and/or small group music appropriate for performance 8. Evaluate self and other performances **FA 12.4.2.d** 1. Demonstrate appropriate historical and cultural context of pieces being performed 2. Identify connections to visual and dramatic arts, math, science, languages, and social science 3. Use performance to reflect on and connect to life experiences	**FA 12.4.2.a** Identify timbre and texture of selected pieces **FA 12.4.2.b and FA 12.4.2.c** 1. Perform repertoire selected by instructor with a high level of note and rhythmic accuracy 2. Interpret and perform dynamic markings accurately 3. Interpret and perform articulation markings accurately 4. Interpret and perform other musical notations accurately 5. Know how to match individual intonation with ensemble 6. Know how to balance individual playing with ensemble 7. Select solo and/or small group music appropriate for performance 8. Evaluate self and other performances 9. Demonstrate appropriate marching techniques 10. Demonstrate appropriate marching postures **FA 12.4.2.d** 1. Learn about historical and cultural context of pieces being performed 2. Identify connections to visual and dramatic arts, math, science, languages, and social science 3. Use performance to reflect on and connect to life experiences	**FA 12.4.2.a** Identify timbre and texture of selected pieces **FA 12.4.2.b and FA 12.4.2.c** 1. Perform repertoire selected by instructor with a high level of note and rhythmic accuracy 2. Interpret and perform dynamic markings accurately 3. Interpret and perform articulation markings accurately 4. Interpret and perform other musical notations accurately 5. Know how solo playing differs from ensemble playing 6. Select solo and/or small group music appropriate for performance 7. Evaluate self and other performances **FA 12.4.2.d** 1. Learn about historical and cultural context of pieces being performed 2. Identify connections to visual and dramatic arts, math, science, languages, and social science 3. Use performance to reflect on and connect to life experiences

Respond

	Symphonic	Marching	Instrumental Performance
C O N T E N T	**FA 12.4.3.a** 1. Apply criteria to select music for specified purposes 2. Support choices based on characteristics found in the music 3. Understand connections to interest, purpose, and context **FA 12.4.3.b** 1. Analyze passages of music 2. Understand how elements of music inform the response to music 3. Explain and support interpretations of expressive intent **FA 12.4.3.c** 1. Evaluate works and performances based on criteria **FA 12.4.3.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 12.4.3.a** 1. Apply criteria to select music for specified purposes 2. Support choices based on characteristics found in the music 3. Understand connections to interest, purpose, and context **FA 12.4.3.b** 1. Analyze passages of music 2. Understand how elements of music inform the response to music 3. Explain and support interpretations of expressive intent **FA 12.4.3.c** 1. Evaluate works and performances based on criteria 2. Use evaluations to continually refine performances **FA 12.4.3.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 12.4.3.a** 1. Apply criteria to select music for specified purposes 2. Support choices based on characteristics found in the music 3. Understand connections to interest, purpose, and context **FA 12.4.3.b** 1. Analyze passages of music 2. Understand how elements of music inform the response to music 3. Explain and support interpretations of expressive intent **FA 12.4.3.c** 1. Evaluate works and performances based on criteria **FA 12.4.3.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences
S K I L L S	**FA 12.4.3.a** 1. Demonstrate understanding of choices of music (ex: variety, length) 2. Demonstrate understanding of choices of music (ex: tonality, tempo) **FA 12.4.3.b** 1. Demonstrate and explain expressive elements in music **FA 12.4.3.c** 1. Self evaluate (journal entries) performances 2. Evaluate group performances (adjudication form) **FA 12.4.3.d** 1. Learn about and research historical and cultural contexts of pieces performed 2. Describe connections to arts and other disciplines	**FA 12.4.3.a** 1. Demonstrate understanding of choices of music (ex: variety, length) 2. Demonstrate understanding of choices of music (ex: tonality, tempo) **FA 12.4.3.b** 1. Demonstrate and explain expressive elements in music **FA 12.4.3.c** 1. Self evaluate (journal entries) performances 2. Evaluate group performances (adjudication form) 3. Identify weekly improvements using judicial comments **FA 12.4.3.d** 1. Learn about and research historical and cultural contexts of pieces performed 2. Describe connections to arts and	**FA 12.4.3.a** 1. Demonstrate understanding of choices of music (ex: variety, length) 2. Demonstrate understanding of choices of music (ex: tonality, tempo) 3. Demonstrate understanding of appropriate choices based on individual ability **FA 12.4.3.b** 1. Demonstrate and explain expressive elements in music **FA 12.4.3.c** 1. Self evaluate (journal entries) performances 2. Evaluate other individual performances (adjudication form) **FA 12.4.3.d** 1. Learn about and research historical and cultural contexts of pieces performed 2. Describe connections to arts and

3. Describe how music being performed connects to other life experiences	other disciplines 3. Describe how music being performed connects to other life experiences	other disciplines 3. Describe how music being performed connects to other life experiences

Jazz Band/Wind Ensemble
Create

	Jazz	Wind Ensemble
C O N T E N T	**FA 12.4.1.a** 1. Generate multiple improvisational ideas for specific purposes or moods **FA 12.4.1.b** 1. Create, evaluate and refine musical ideas **FA 12.4.1.c** 1. Analyze compositional devices in student creations **FA 12.4.1.d** 1. Present an original improvisation that communicates expressive content 2. Evaluate student improvisations **FA 12.4.1.e** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 12.4.1.a** 1. Generate multiple compositional ideas for specific purposes or moods **FA 12.4.1.b** 1. Create, evaluate and refine musical ideas **FA 12.4.1.c** 1. Analyze compositional devices in student creations **FA 12.4.1.d** 1. Present an original composition that communicates expressive content 2. Evaluate student compositions **FA 12.4.1.e** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences
S K I L L S	**FA 12.4.1.a** 1. Work in small groups to generate improvisational ideas 2. Listen extensively to professional performances to generate improvisational ideas **FA 12.4.1.b** 1. Use notation software to create, refine, and share compositions 2. Share ideas in small groups **FA 12.4.1.c** 1. Discuss own and other improvisations in terms of compositional devices **FA 12.4.1.d** 1. Share improvisations in live performance 2. Evaluate own and other improvisations using established criteria **FA 12.4.1.e** 1. Discuss and demonstrate improvisational devices that connect to historical and cultural concepts 2. Discuss and demonstrate improvisational devices that connect to the arts and other disciplines 3. Discuss and demonstrate improvisational	**FA 12.4.1.a** 1. Work in small groups to generate compositional ideas 2. Use notation software to generate compositional ideas **FA 12.4.1.b** 1. Use notation software to create, refine, and share compositions 2. Share ideas in small and large groups **FA 12.4.1.c** 1. Discuss own and other compositions in terms of compositional devices **FA 12.4.1.d** 1. Share compositions using notation software or live performance 2. Evaluate own and other compositions using established criteria **FA 12.4.1.e** 1. Discuss and demonstrate compositional devices that connect to historical and cultural concepts 2. Discuss and demonstrate compositional devices that connect to the arts and other disciplines 3. Discuss and demonstrate compositional devices that connect to life experience

	devices that connect to life experiences	

Perform

	Jazz	Wind Ensemble
C O N T E N T	**FA 12.4.2.a** Analyze and interpret expressive characteristics and components of technique, function, and context of selected pieces **FA 12.4.2.b and FA 12.4.2.c** 1. Treble and bass clef staff reading throughout the range of the instrument as appropriate 1. Rhythmic values including quarter, half, dotted half, whole, eighth, sixteenth, dotted quarter, ties, and patterns containing multiple note values 1. Time signatures including simple meter and compound meter such as 2/4, 3/4, 4/4, 6/8, 9/8, 12/8, and "odd" patterns such as 5/4, 7/4, 7/8 2. Dynamic markings including fff, ff, f, mf, mp, p, pp, ppp, crescendo, diminuendo 3. Articulation markings including staccato, legato, accent, marcato **FA 12.4.2.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 12.4.2.a** Analyze and interpret expressive characteristics and components of technique, function, and context of selected pieces **FA 12.4.2.b and FA 12.4.2.c** 1. Treble and bass clef staff reading throughout the range of the instrument as appropriate 1. Rhythmic values including quarter, half, dotted half, whole, eighth, sixteenth, dotted quarter, ties, and patterns containing multiple note values 1. Time signatures including simple meter and compound meter such as 2/4, 3/4, 4/4, 6/8, 9/8, 12/8, and "odd" patterns such as 5/4, 7/4, 7/8 2. Dynamic markings including fff, ff, f, mf, mp, p, pp, ppp, crescendo, diminuendo 3. Articulation markings including staccato, legato, accent, marcato **FA 12.4.2.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences
S K I L L S	**FA 12.4.2.a** 1. Identify timbre and texture of selected pieces 2. Analyze groupings of parts in ensemble **FA 12.4.2.b and FA 12.4.2.c** 1. Perform repertoire selected by instructor with a high level of note and rhythmic accuracy 2. Interpret and perform dynamic markings accurately 3. Interpret and perform articulation markings accurately 4. Interpret and perform other musical notations accurately 5. Know how to match individual intonation with ensemble 6. Know how to balance individual playing with ensemble 7. Evaluate self and other performances **FA 12.4.2.d** 1. Demonstrate appropriate historical and cultural context of pieces being performed 2. Identify connections to visual and dramatic arts, math, science, languages, and social science	**FA 12.4.2.a** 1. Identify timbre and texture of selected pieces 2. Analyze groupings of parts in ensemble **FA 12.4.2.b and FA 12.4.2.c** 1. Perform repertoire selected by instructor with a high level of note and rhythmic accuracy 2. Interpret and perform dynamic markings accurately 3. Interpret and perform articulation markings accurately 4. Interpret and perform other musical notations accurately 5. Know how to match individual intonation with ensemble 6. Know how to balance individual playing with ensemble 7. Select solo and/or small group music appropriate for performance 8. Evaluate self and other performances **FA 12.4.2.d** 1. Demonstrate appropriate historical and cultural context of pieces being performed 2. Identify connections to visual and dramatic arts, math, science, languages, and social science 3. Use performance to reflect on and connect to life experiences

	3. Use performance to reflect on and connect to life experiences	

Respond

	Jazz	Wind Ensemble
C O N T E N T	**FA 12.4.3.a** 1. Apply criteria to select music for specified purposes 2. Support choices based on characteristics found in the music 3. Understand connections to interest, purpose, and context **FA 12.4.3.b** 1. Analyze passages of music 2. Understand how elements of music inform the response to music 3. Explain and support interpretations of expressive intent **FA 12.4.3.c** 1. Evaluate works and performances based on criteria **FA 12.4.3.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences	**FA 12.4.3.a** 1. Apply criteria to select music for specified purposes 2. Support choices based on characteristics found in the music 3. Understand connections to interest, purpose, and context **FA 12.4.3.b** 1. Analyze passages of music 2. Understand how elements of music inform the response to music 3. Explain and support interpretations of expressive intent **FA 12.4.3.c** 1. Evaluate works and performances based on criteria **FA 12.4.3.d** 1. Connect music to historical and cultural contexts 2. Connect music to the arts and other disciplines 3. Connect music to life experiences
S K I L L S	**FA 12.4.3.a** 1. Demonstrate understanding of choices of music (ex: variety, length) 2. Demonstrate understanding of choices of music (ex: tonality, tempo) **FA 12.4.3.b** Demonstrate and explain expressive elements in music **FA 12.4.3.c** 1. Self evaluate (journal entries) performances 2. Evaluate group performances (adjudication form) **FA 12.4.3.d** 1. Learn about and research historical and cultural contexts of pieces performed 2. Describe connections to arts and other disciplines 3. Describe how music being performed connects to other life experiences	**FA 12.4.3.a** 1. Demonstrate understanding of choices of music (ex: variety, length) 2. Demonstrate understanding of choices of music (ex: tonality, tempo) **FA 12.4.3.b** Demonstrate and explain expressive elements in music **FA 12.4.3.c** 1. Self evaluate (journal entries) performances 2. Evaluate group performances (adjudication form) **FA 12.4.3.d** 1. Learn about and research historical and cultural contexts of pieces performed 2. Describe connections to arts and other disciplines 3. Describe how music being performed connects to other life experiences

Music Theory

General Description

5 Suggested Timeline

Unit	Days
Fundamental Music Knowledge	11
Chords	10
Part Writing	13
Expanded Part Writing	18
Part Writing with 7th Chords	10
Secondary Functions	11
Modulation and Form	7
Music History	4

Unit 1: Fundamental music knowledge
Approximate Length of Time: 11 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Understand clefs, note names, keyboard layout, scales and key signatures, intervals Know how to identify beat, tempo, meter, conducting patterns Content Outline:	FA 12.4.1.c Analyze compositional devices in student creations.	Homework exercises from Tonal Harmony workbook Class participation exercises Unit test	Classroom Ideas: Around the World with note flashcards, playing scales and intervals on keyboard instruments, tapping micro and macro beats, conducting examples in multiple meters, exercises on musictheory.net	Treble, bass, alto, tenor clefs Intervals Key signatures Circle of 5ths Sharp, flat, natural Scales, major, minor Tempo, meter- simple and complex

Unit 2: Chords
Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Know how to identify and write triads and 7th chords, identify inversions and lead sheet symbols Identify and write diatonic triads and 7th chords in major and minor keys, use Roman numeral analysis Content Outline:	FA 12.4.1.c Analyze compositional devices (glossary) in student creations.	Homework exercises from Tonal Harmony workbook Class participation exercises Unit test	Classroom Ideas: Playing chords on keyboard instruments- arpeggiation, writing chords on board, exercises on musictheory.net	Triads, 7th chords, inversion, figured bass, lead sheets Diatonic, tonic, supertonic, mediant, subdominant, dominant, submediant, leading tone

Unit 3: Part-Writing
Approximate Length of Time: 13 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Learn and use part writing rules, identify errors Compose with triads in root position Know how to identify triads with Roman numeral analysis Learn instrumental ranges and transpositions Learn harmonic progression Be able to harmonize a melody Content Outline:	FA 12.4.1 Students will compose, arrange, improvise, read, and perform music with an analytical understanding of the language of music FA 12.4.1.b Create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship.	Homework exercises from Tonal Harmony workbook Class participation exercises Part writing chorales Unit test	Classroom Ideas: Compose short chorales- listen to, analyze, and refine, play harmonizations on keyboard instruments, listen to transposing instruments (students play if able), exercises on musictheory.net, composing on noteflight	Open and close structure Objectionable parallels Transposition Harmonic progression Harmonize

Unit 4: Expanded Part Writing
Approximate Length of Time: 18 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Know how to use triads in inversions in part writing Be able to compose given a bass line Know different uses of 2nd inversion triads Learn about and use cadences Being to identify form Identify and use non chord tones Content Outline:	FA 12.4.1.b Create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship.	Homework exercises from Tonal Harmony workbook Class participation exercises Part writing chorales Unit test	Classroom Ideas: Compose short chorales- listen to, analyze, and refine, play Aurally identify phrases and give signal of change composing on noteflight	Roman numeral analysis with inversions (6, 6/4, 6/5, 4/3, 4/2) Cadential, passing, pedal, bass arpeggiation Deceptive, half, phrygian half, plagal, authentic, perfect authentic, imperfect authentic Form, motive, phrase, period Non-chord tones- stepwise, passing, neighbor tone, escape, appogitura, pedal tone

Unit 5: Part Writing with 7th Chords
Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Know how to identify 7th chords Know how to part write with all types of diatonic 7th chords Understand voice leading (approach and resolution) of 7th chords Identify and use circle of 5th progression with 7th chords Content Outline:	FA 12.4.1.b Create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship.	Homework exercises from Tonal Harmony workbook Class participation exercises Part writing chorales Unit test	Classroom Ideas: Compose short chorales- listen to, analyze, and refine, play composing on noteflight	Types of 7th chords- Major, Major-minor (dominant), Minor, Half diminished, Fully diminished; approach, resolution Chord 7th, leading tone

Unit 6: Secondary Functions
Approximate Length of Time: 11 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Define and identify secondary dominant and leading tone chords, correctly spell secondary chords, correctly approach and resolve secondary chords Content Outline:	FA 12.4.3.b Analyze and evaluate how the performer/creator uses composition and performance characteristics (e.g., form, style) to convey expressive intent.	Homework exercises from Tonal Harmony workbook Class participation exercises Unit test	Classroom Ideas: Practice approaching, playing, and resolving secondary function chords on keyboard instruments	Secondary function, Secondary dominant, secondary leading tone

Unit 7: Modulation and Form
Approximate Length of Time: 7 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Define and identify modulation, understand key relationships, know how to identify and use common chord modulation, identify other forms of modulation, identify larger musical forms Content Outline:	FA 12.4.3.b Analyze and evaluate how the performer/crea tor uses composition and performance characteristics (e.g., form, style) to convey expressive intent.	Homework exercises from Tonal Harmony workbook Class participation exercises Unit test	Classroom Ideas: Aurally identify modulations and sections (form) and give signal of change	Modulation, key relationships- parallel, enharmonically equivalent, relative, closely related, foreign; common chord, forms- binary, ternary, 12 bar blues, sonata, rondo

Unit 8: Music History
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Know the dates of the 4 main time periods of common practice Western music, know how to identify characteristics of each time period, know major composers for each time period, know a few major musical examples from each time period Content Outline:	FA 12.4.3.d Connect music to historical and cultural contexts, the arts, other disciplines, and life experience through responding.	Class participatio n exercises and discussion	Classroom Ideas: Slides presentation of each time period with appropriate listening examples	Baroque, Classical, Romantic, Modern *review of all prior vocabulary and when it was first used

Electronic Music

General Description

5 Suggested Timeline

Unit	Days
Introduction to GarageBand	5
Commercial	4
PSA	5
Poetic Soundscape	5
Original Song	6
Favorite Band	6
Movie Trailer	4
Two Choice Projects	6
Digital Biography	6

*All projects utilize standards listed below:
FA 12.4.1.a Independently generate multiple compositional ideas for a specific purpose or mood, including: how elements of music utilize expressive intent unity/variety tension/release how personal experiences influence musical choices.
FA 12.4.1.c Analyze compositional devices in student creations.
FA 12.4.1.d Present an improvisation, arrangement, or original composition that conveys mood through craftsmanship. Explain how elements of music in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically) and evaluate the effectiveness of their use.
FA 12.4.3 Students will analyze and evaluate how music elicits intended responses (personal response to music).

Unit 1: Introduction to GarageBand
Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Know how to identify compositional components in GarageBand program Know how to use programmed loops Know how to record new loops (vocal and instrumental) Syncronize elements of projects Content Outline:		Daily classwork We the Students project (informal) Personal Portrait project	Classroom Ideas: Demonstrate technology Practice using classroom instruments and microphone to record Share previous projects	Loops, metronome, beat, tempo, track, export, key, musical change (in GarageBand)

Unit 2: Commercial
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Learn to import and organize video and pictures in iMovie Learn to sync GarageBand and iMovie creations into one project Learn what makes an effective advertisement Content Outline:		Daily classwork Commercial project	Classroom Ideas: Watch advertisements and discuss Share previous projects	Screenshot, screen recording, script

Unit 3: PSA
Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Research a current issue Learn what a PSA is Create a persuasive script Effectively use music to enhance PSA's message Content Outline:	FA 12.4.1.e Connect music to historical and cultural contexts, the arts (glossary), other disciplines, and life experience through creating.	Daily classwork PSA project	Classroom Ideas: Watch PSAs Watch previous projects Share scripts	PSA (public service announcement), persuasive writing

Unit 4: Poetic Soundscape
Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Learn to align text in iMovie Discover similarities between poetry and vocal songs Analyze poetry to find key points in text Use compositional devices to convey poem's intent Read poetry expressly Content Outline:	FA 12.4.1.b Create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship. FA 12.4.1.e Connect music to historical and cultural contexts, the arts (glossary), other disciplines, and life experience through creating.	Daily classwork Poetic Soundscape project	Classroom Ideas: Watch previous projects Read poetry Research poets Practice writing text in iMovie	Poem, soundscape, intent, text insert features, expression

Unit 5: Original Song
Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Apply knowledge of poetry and musical form to create original song lyrics Explore performance options (singing, rapping) Fit lyrics into musically appealing rhythmic structure Learn how to use transpose feature in GarageBand Content Outline:	FA 12.4.1.b Create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship.	Daily classwork Original song project	Classroom Ideas: Watch previous projects Explore options for text inflection	Form, verse, chorus, transpose

Unit 6: Favorite Band
Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Learn to effectively gather facts when researching online Organize facts to tell a story Syncronize music to fit the story Present a research project electronically Create a reference slide in iMovie Content Outline:	FA 12.4.1.e Connect music to historical and cultural contexts, the arts (glossary), other disciplines, and life experience through creating.	Daily classwork Favorite Band project	Classroom Ideas: Watch previous projects Share video of favorite band's performance	Fact/Opinion, transition in iMovie, Ken Burns affect

Unit 7: Movie trailer
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Create a movie story line Learn to use iMovie's storyboards Know how to record and fill clips on storyboard Plan effectively for costumes/props Respond to others' projects to see if intent was communicated Work collectively with other students Content Outline:	FA 12.4.3.d Connect music to historical and cultural contexts, the arts, other disciplines, and life experience through responding.	Daily classwork Movie trailer project	Classroom Ideas: Watch real movie trailers Fill out Google Form on others' projects to see if movie trailer was effective	Storyboard, trailer, clips

Unit 8: Two Choice projects
Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Connect digital creations to other aspects of visual arts, geography, and/or science Effectively research chosen ideas Content Outline:	FA 12.4.3.d Connect music to historical and cultural contexts, the arts, other disciplines, and life experience through responding.	Daily classwork Two of Picture, State, or Science projects	Classroom Ideas: Clarify differences between each project	

Unit 9: Digital Biography
Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Effectively research a well known figure Represent figure through music Use prior knowledge to create a video production Content Outline:	FA 12.4.3.d Connect music to historical and cultural contexts, the arts, other disciplines, and life experience through responding.	Daily classwork Digital Biography project	Classroom Ideas: Watch previous project Share facts learned from each person's production through a Google Form	Biography, production

Choir, Select Choir, Vocal Performance
Create

	Choir	Select Choir	Vocal Performance
C O N T E N T	- Singing choral literature representing a wide array of cultures, time periods, and styles or genres - Warm-ups to learn correct breathing, posture, diction, vowel production, pitch, expression, etc. - Solfege & rhythm concepts - Choral part singing - Sight Singing - Visual and auditory demonstrations	- Singing choral literature representing a wide array of cultures, time periods, and styles or genres - Warm-ups to learn correct breathing, posture, diction, vowel production, pitch, expression, etc. - Solfege & rhythm concepts - Choral part singing - Sight Singing - Visual and auditory demonstrations	- Solo choral literature representing a wide array of cultures, time periods, and styles or genres - Warm-ups to learn correct breathing, posture, diction, vowel production, pitch, expression, etc. - Solfege & rhythm concepts - Audition preparations - Sight Singing - Visual and auditory demonstrations
S K I L L S	- Sing on pitch - Sing as a group - Use controlled breathing - Follow director cues - Execute correct dynamics - Sing with expression and technical accuracy - Sing music representing diverse genres and cultures. - Sing 3 & 4 part choral literature.	- Sing on pitch - Sing independently - Sing as a group - Use controlled breathing - Follow director cues - Execute correct dynamics - Sing with expression and technical accuracy - Sing music representing diverse genres and cultures. - Sing 4 through 8 part advanced choral literature.	- Continue developing and deepening vocal skills. - Sing independently - Sing as small groups - Develop audition skills - Develop Solo sining skills - Sing with expression and technical accuracy - Sing music representing diverse genres and cultures.

Perform

	Choir	Select Choir	Vocal Performance
C O N T E N T	● Public concerts ● In class rehearsals & demonstrations ● Musical ● Contests ● Honor Choirs Competitions ● Community Involvement	● Public concerts ● In class rehearsals & demonstrations ● Musical ● Contests ● Honor Choirs Competitions ● Community Involvement	● Public concerts ● In class demonstrations ● All State Choir Audition ● Scholarship Auditions ● Honor Choirs Competitions ● Community Involvement
S K I L L S	● Perform with proper singing technique. ● Demonstrate poise and confidence in performance. ● Perform music of diverse genres and cultures. ● Perform ability appropriate repertoire. ● Develop a medium of non-verbal communication. ● Perform individually, in a small or large ensemble.	● Perform with proper singing technique. ● Demonstrate poise and confidence in performance. ● Perform music of diverse genres and cultures. ● Perform ability appropriate repertoire. ● Develop a medium of non-verbal communication. ● Perform individually, in a small or large ensemble.	● Perform with proper singing technique. ● Demonstrate poise and confidence in performance. ● Perform music to appeal to a scoring judge. ● Stretch singers abilities through the use of quality music. ● Develop a medium of non-verbal communication. ● Perform individually, in a small or large ensemble.

Respond

	Choir	Select Choir	Vocal Performance
C O N T E N T	- Discussion - Listening - Self-Evaluation - Evaluation of programs & rehearsals - Attend competitions and performances - Voice Checks	- Discussion - Listening - Self-Evaluation - Evaluation of programs & rehearsals - Attend competitions and performances - Voice Checks	- Discussion - Listening - Self-Evaluation - Peer-Evaluation - Evaluation of programs & auditions
S K I L L S	- Evaluate the group's rehearsals and performances. - Analyze and identify music concepts unique to a particular style. - Evaluate a performance by comparing it to similar or exemplary models - Evaluate individual and group starting points compared to the final performance. - Be accountable for knowing their own part. - Evaluate performances and explain the means it uses to evoke feeling	- Evaluate the group's rehearsals and performances. - Analyze and identify music concepts unique to a particular style. - Evaluate a performance by comparing it to similar or exemplary models - Evaluate individual and group starting points compared to the final performance. - Be accountable for knowing their own part. - Evaluate performances and explain the means it uses to evoke feeling	- Evaluate individual practice and performance. - Analyze and identify music concepts unique to a particular style. - Evaluate a performance by comparing it to similar or exemplary models - Evaluate individual starting points compared to the final performance. - Be accountable for individual growth. - Evaluate performances and explain the means it uses to evoke feeling

Pop Music I

General Description

This course will cover the evolution of American popular music from the late 1800's to the present. The styles to be covered will be ragtime & blues, jazz & big band, folk music, country, rock-n-roll, and rock music. This course introduces and exposes the students to the various styles of music that have grown from the cultures and history of the U.S. and its peoples.

Suggested Timeline

Unit	Days
Ragtime & Blues	8
Jazz	9
Folk	8
Country	9
Rock-n-Roll	8

Unit 1: Ragtime & Blues
Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Understand the historical and social influences that shaped this style of music and how music influenced the culture of the times 2. Recognize components of this style of music in auditory examples 3. Learn about key individuals pertinent to this style Content Outline: Slave trade Black American music Minsteral music Daniel Emmett Al Jolson Stephen Foster Ragtime elements Scott Joplin Ernest Hogan George M. Cohan Blues Elements W. C. Handy Ma Rainey Bessie Smith	NAfME 7.2 - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. NAfME 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. NAfME 10.0 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Formative: Listening activities and note checks Summative: Unit Listening Test Summative: Unit Written Test	Classroom Ideas: ● Teacher led PowerPoint notes ● Listening examples ● Directed readings ● Film clip analysis	Syncopation Cake Walk Song Plugger Pianola Black Face Phonograph Piano Rag Minstrel Call and Response

Billie Holliday Huddy Ledbetter B. B. King Bo DIddley Robert Johnson Muddy Waters				

Unit 2: Jazz
Approximate Length of Time: 9 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Understand the historical and social influences that shaped this style of music and how music influenced the culture of the times 2. Recognize components of this style of music in auditory examples 3. Learn about key individuals pertinent to this style Content Outline: New Orleans Jazz Creoles Jim Crow Laws Jazz elements Early brass bands Dixieland jazz Marching bands Storyville	NAfME 7.2 - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. NAfME 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. NAfME 10.0 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Formative: Listening activities and note checks Summative: Unit Listening Test Summative: Unit Written Test	Classroom Ideas: ● Teacher led PowerPoint notes ● Listening examples ● Directed readings ● Film clip analysis ● Jazz musician study	Creole King Black Creole Improvisation Cosmopolitan Chicago Style Jazzboos Tin Pan Alley Flappers

Charles Bolden Paul Whiteman Bix Beiderbecke Louis Armstrong Joe King Oliver Chicago Jazz Swing Bing Band Benny Goodman Duke Ellington Count Basie Tommy Dorsey Glen Miller WWII effects				

Unit 3: Folk
Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Understand the historical and social influences that shaped this style of music and how music influenced the culture of the times 2. Recognize components of this style of music in auditory examples 3. Learn about key individuals pertinent to this style Content Outline: Folk elements Folk instrumentation Black American Folk "John Henry" "Stagger Lee" "John Brown's	NAfME 7.2 - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. NAfME 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. NAfME 10.0 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Formative: Listening activities and note checks Summative: Unit Listening Test Summative: Unit Written Test	Classroom Ideas: ● Teacher led PowerPoint notes ● Listening examples ● Directed readings ● Film clip analysis ● Folk Song Presentation	Cowboys Benjar Ballad Civil Rights Square Dance Banjo Fiddle Renaissance Commercialized

Body" "Battle Hymn of the Republic" Work songs Railroad songs Cowboy folk songs Dance songs Burl Ives Huddy Ledbetter Woody Guthrie Bob Dylan The Mamas and the Papas				

Unit 4: Country
Approximate Length of Time: 9 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Understand the historical and social influences that shaped this style of music and how music influenced the culture of the times 2. Recognize components of this style of music in auditory examples 3. Learn about key individuals pertinent to this style Content Outline: Early Country Music Jimmy Rodgers Carter Family Second Generation Roy Acuff Gene Autry	NAfME 7.2 - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. NAfME 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. NAfME 10.0 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Formative: Listening activities and note checks Summative: Unit Listening Test Summative: Unit Written Test	Classroom Ideas: ● Teacher led PowerPoint notes ● Listening examples ● Directed readings ● Film clip analysis ● Country Artist Analysis	Barn dance Honky-Tonk Grand Ol' Opry Bluegrass Singing Cowboy New Country Tuberculosis Hillbilly music

Hank Williams Third Generation Traditional Bluegrass Progressive Bluegrass Gospel Fourth Generation Willie Nelson Hank Williams Jr. Waylon Jennings Johnny Cash Dolly Parton Country Rock The Eagles Fifth Generation Garth Brooks Reba McEntire George Strait Sixth Generation Carrie Underwood Blake Shelton				

Unit 5: Rock-n-Roll
Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Understand the historical and social influences that shaped this style of music and how music influenced the culture of the times 2. Recognize components of this style of music in auditory examples 3. Learn about key individuals pertinent to this style Content Outline: Nuclear war 40s and 50s R-n-B Ruth Brown Big Mama Thornton Rock Around the Clock Alan Freed	NAfME 7.2 - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. NAfME 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. NAfME 10.0 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Formative: Listening activities and note checks Summative: Unit Listening Test Summative: Unit Written Test	Classroom Ideas: ● Teacher led PowerPoint notes ● Listening examples ● Directed readings ● Film clip analysis	Muzak Payola McCarthysim Crooners Beatlemania Crossover Cover versions

50s teen Elvis Presley Sam Phillips Buddy Holly and the Crickets Mitch Milller Bill Haley and the Comets Chuck Berry LIttle Richard Fats Domino The Beatles The Beach Boys				

Pop Music II

General Description

This class picks up where Pop Music leaves off. It begins with the pre-history of rock-n-roll and ventures into rock music from the 1950-2000s, from rock-n-roll to hip hop. Students will receive a more in depth look at the music itself, the industry, and the history surrounding the music they listen to today. Students will participate in analytical listening curriculum, listen for form and lyric content, and study vocabulary pertinent to the music business.

Suggested Timeline

Unit	Days
Rock-n-Roll Review	3
Soul/Urban Folk	9
70's Music	7
80's Music	7
90's Music	7
Modern Music	7

Unit 1: Rock-n-Roll Review
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Understand the historical and social influences that shaped this style of music and how music influenced the culture of the times 2. Recognize components of this style of music in auditory examples 3. Learn about key individuals pertinent to this style Content Outline: Content Outline: 40s and 50s R-n-B Rock Around the Elvis Presley Buddy Holly and	NAfME 7.2 - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. NAfME 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. NAfME 10.0 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Formative: Listening activities and note checks Summative: Unit Listening Test Summative: Unit Written Test	Classroom Ideas: ● Teacher led PowerPoint notes ● Listening examples ● Directed readings ● Film clip analysis	Teen Icon Beatlemania Rock-n-Roll Cover versions

the Crickets Bill Haley and the Comets Little Richard The Beatles The Beach Boys Brian Wilson				

Unit 2: Soul/Urban Folk
Approximate Length of Time: 9 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Understand the historical and social influences that shaped this style of music and how music influenced the culture of the times 2. Recognize components of this style of music in auditory examples 3. Learn about key individuals pertinent to this style Content Outline: R-n-B Patsy Cline Ray Charles James Brown Aretha Franklin Otis Redding Bob Dylan "Like a Rolling Stone" Psychedelic music Counterculture San Francisco 60s drug use Sgt. Pepper's lonely hearts club Janis Joplin	NAfME 7.2 - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. NAfME 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. NAfME 10.0 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Formative: Listening activities and note checks Summative: Unit Listening Test Summative: Unit Written Test	Classroom Ideas: ● Teacher led PowerPoint notes ● Listening examples ● Directed readings ● Film clip analysis	Timbre Stophic Style Rock and Roll dance moves Urban folk Epochal Counterculture Anarchy Libertarian

Greatful Dead Electric guitars Jimmy Henricks Credence Clearwater Revival Eric Clapton				

Unit 3: 70's Music
Approximate Length of Time: 7 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Understand the historical and social influences that shaped this style of music and how music influenced the culture of the times 2. Recognize components of this style of music in auditory examples 3. Learn about key individuals pertinent to this style Content Outline: Elton John Paul McCartney Stevie Wonder Reggae Punk Disco Rod Stewart Neil Diamond Country pop Led Zeppelin Pink Floyd Paul Simon	NAfME 7.2 - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. NAfME 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. NAfME 10.0 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Formative: Listening activities and note checks Summative: Unit Listening Test Summative: Unit Written Test	Classroom Ideas: ● Teacher led PowerPoint notes ● Listening examples ● Directed readings ● Film clip analysis	Watergate Mainstream Commerical Crossover CMAs Clavinet Motown LPs

Carole King James Taylor Barry White Charlie Rich John Denver Olivia Newton John Dolly Parton Ziggy Stardust Marvin Gaye				

Spanish Curriculum

School District of Seward

Implemented in Fall of 2020
410 South St Seward, Ne 68434

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." Nelson Mandela

Table of Contents

World Language Review Process:

As part of the 7 year curriculum cycle, the World Language team reviewed state and national standards related to World Language, The team aligned learning goals, learning activities, vocabulary and assessment to the Nebraska Standards. The results of this collaboration culminated in a curriculum guide to focus our work for the next 7 years. The team also selected materials that would best help with the implementation of this curriculum. The team selected Avancemos as our resource for teaching Spanish.

Spanish Beliefs:

We believe that language skills and cultural appreciation are crucial to prepare students to participate effectively in the global community.

We believe that our students must be proficient in at least two languages/cultures in order to compete effectively in the global community.

We believe that learning a second language gives students valuable preparation for contributing positively to a diverse society.

We believe that--as research has consistently shown--students who are proficient in a second language outperform their peers who have not studied a second language on both verbal and math portions of standardized tests.

We believe that learning a foreign language helps ensure students' preparedness for college and the world of work.

Spanish Philosophy:

The ability to communicate in a language other than one's own enables students to grow academically and personally. Competence in communicating in languages in addition to English enriches learning and creates a new foundation for intellectual growth that is unique to language studies. Students are not only mastering another subject but also creating a new source of academic and personal enrichment. Learning a language opens new doors and expands a student's opportunities to learn.

Rather than seeing foreign language studies as simply another area of study, foreign language stakeholders should see such studies as a vital partner in enhancing students' achievements in all areas.

Curriculum Team members:

Sheila Phelps
Kristen Upton
Chris Oerman
Becky Snyder

7th Spanish

6 Suggested Timeline

Unit	Days
Presentation of alphabet	4
Presentation of vocabulary	3
Drills with vocabulary and quizzes	7
Numbers/Math	10
Days/Months/Questions	5
Seasons/questions	5
Weather/Questions	5
Time vocabulary/Questions	4
Time drills/cards/homework/quiz/test	10

Unit 1: Alphabet and simple greetings
Approximate Length of Time: Approximate time 14 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will learn the sounds of the alphabet. 2. Students will learn the pronunciation of the simple vocabulary. 3. Students will learn the definition of the vocabulary. 4. Students will verbally translate vocabulary. 5. Students will be able to orally translate vocabulary. 6. Students will be able to write vocabulary correctly. Content Outline: A. Alphabet 1. the letters B. Simple conversation vocabulary 1. Hellos and goodbyes 2. introductions	12.4.1 12.1.1 12.1.2	Identify sound patterns of their own. Engage in simple conversations. Interpret written and spoken language.	Classroom Ideas: Spell their names. Spell simple words in English. Spell simple words in Spanish. Fill in letters both written and orally. Ask simple questions with their response. The students ask questions. The students make their own dialogs.	El cuerpo, el pelo, el cuello, la cara, la cabeza, la oreja, el ojo, la nariz, la boca, el hombro, la mano, el brazo, la pierna, la rodilla, el pie, los dientes, la lengua, la espalda, el estómago, la garganta, el bigote Bien, muy, mal, mucho, un poco, tabien Azul, blanco, negro, verde, gris, amarillo, rosado, moreno, cafe, morado, anaranjado, rojo largo/a, corto/a, Fuerte, debil, pequeno/a, grande, rapido/a, lento/a, bonito/a, bajo/a, alto/a De, o, y, a con, en Tengo, tienes, tiene Hablar, cantar,visitar, viajar, mirar, bailar, trabajar, escuchar, estudiar, gritar Cenar, almorzar, llegar, levantarse, acostarse

Unit 2: Numbers/Days/Months/Seasons/Weather
Approximate Length of Time: Approximate time 25 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will learn to say and spell the days. 2. Students will learn to say and spell the months. 3. Students will learn to say and spell the seasons. 4. Students will learn to say and spell the weather. 5. Students will learn to say and spell the numbers. Content Outline: A. The days 1. Which day is today? 2. What is your favorite day? B. The months 1. What is today's date? 2. When is your birthday? C. The seasons 1. Which is your favorite season?	12.1.1 12.1.2 12.4.1	Engage in conversations/provide information. Interpret written and spoken language. Identify sound patterns to their own.	Classroom Ideas: Ask questions and responses with partners for all main points. • Use a combination of the points with more questions such as "What are the months in the spring?" • Use addition and subtraction to get more reps with numbers.	Los Días de la Semana Domingo, lunes, martes, miercoles, jueves, viernes, sabado Los Meses del Año Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre Las Estaciones del Año El invierno, la primavera, el verano, el otono 1.uno,una 2 Dos, 3 tres, 4 Cuarto 5. Cinco 6 seis, 7 siete 8 ocho 9 nueve, 10 diez, 11 once, 12 doce, 13 trece 14 catorce, 15 quince , 16 dieciseis, 17 diecisiete, 18 dieciocho, 19 diecinueve, 20 veinte, 21 veintiuno, 22 veintidos, 23 veintitres, 24 veinticuatro, 25 veinticinco, 26 veintiséis, 27 veintisiete, 28 veinte, 29 veintinueve, 30 treinta, 31, treinta y uno, 32 treinta y dos Etc.. 40 cuarenta 41 cuarenta y uno etc.. 50 cincuenta 51 cincuenta y uno etc 60 sesenta 70 setenta 80 ochenta 90 noventa 99 noventa y nueve 100 ciento 103 ciento tres 200 doscientos 300 trescientos

				400 cuatrocientos
				500 quinientos
				600 seiscientos
				700 setecientos
				800 ochocientos
				900 novecientos
				913 novecientos trece
				1 000 mil
				3 000 tres mil
				90 000 novena mil
				97 000 noventa y siete mil
				1 000 000 un millon

Unit 3: Telling Time
Approximate Length of Time: Approximate time 14 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will learn how to tell time. 2. Students will learn the vocabulary used to tell time. 3. Students will write and orally respond to the content vocabulary. Content Outline: Vocabulary 1. o'clock part 2. pronunciation of time vocabulary	12.1.1 12.2.2 12.4.1	Engage in simple conversation. Interpret and spoken language. Identify sound patterns to their own.	Classroom Ideas: Sing time song. Use time flash cards. Ask questions such as What time is Math class and so on?	El Tiempo Que hora es A que hora . . . El reloj Hora, segundo, minuto dia , hoy, ayer, manana, esta noche, fin de semana El mediodia, la medianoche Son las….. Es la una Hace mucho tiempo, no hace mucho tiempo La manana, la tarde, la noche De la manana, de la tarde, de la noche Por la manana, por la tarde, por la noche Tarde, temprano, en punto, pronto proximo Media, menos, cuarto, y Hay, Cuantos/as

8th Spanish

6 Suggested Timeline Approximately 65 days

Unit	Days
Review: Alphabet	3
Review: presentation of vocabulary	5
Review: Drills/vocabulary/quiz	7
Review: Numbers/Math	5
Review: Days/months/seasons/weather	15
Review: time	5
Review: drills/cards/homework/quiz/test	10
New: Foods vocabulary	2
Foods drills/cards/homework/quiz	10
Body parts vocabulary	2
Body parts drills/homework/cards/quiz	10

Unit 1: Review alphabet with added vocabulary from last year.
Approximate Length of Time: Approximately 8 days.

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will learn the sounds of the alphabet. 2. Students will learn the pronunciation of the simple vocabulary. 3. Students will learn the definition of the vocabulary. 4. Students will verbally translate vocabulary. 5. Students will be able to orally translate vocabulary. 6. Students will be able to spell vocabulary correctly in Spanish. Content Outline: A. Alphabet 1. the letters B. Simple conversation vocabulary 1. Hellos and goodbyes 2. introductions 3. emotions 4. formal and informal greetings	12.4.1 12.1.1 12.1.2	Identify sound patterns to their own. Engage in simple conversations. Interpret written and spoken language.	Classroom Ideas: Spell their names. • Spell more complex words in English. • Spell more complex words in Spanish. • Fill in letters both written and orally. • Ask simple questions with their response. • The students ask questions. • The students make their own dialogs. • The students will use formal and informal language in dialogs.	El cuerpo, el pelo, el cuello, la cara, la cabeza, la oreja, el ojo, la nariz, la boca, el hombro, la mano, el brazo, la pierna, la rodilla, el pie, los dientes, la lengua, la espalda, el estomago, la garanta el bigote Bien, muy, mal, mucho, un poco, tabien Azul, blanco, negro, verde, gris, amarillo, rosado, moreno, cafe, morado, anaranjado, rojo largo/a, corto/a, Fuerte, debil, pequeno/a, grande, rapido/a, lento/a, bonito/a, bajo/a, alto/a De, o, y, a con, en Tengo, tienes, tiene Hablar, cantar,visitar, viajar, mirar, bailar, trabajar, escuchar, estudiar, gritar Cenar, almorzar, llegar, levantarse, acostarse

Unit 2: Review numbers, days, seasons, months, and weather with added vocabulary.
Approximate Length of Time: 20 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will learn to say and spell the days. 2. Students will learn to say and spell the months. 3. Students will learn to say and spell the seasons. 4. Students will learn to say and spell the weather. 5. Students will learn to say and spell the numbers. Content Outline: A. The days 1. Which day is today? 2. What is your favorite day? 3. How many days are in a week? B. The months 1. What is today's date? 2. When is your birthday? 3. How many weeks are in a month? 4. How many months are in a year? C. The seasons 1. Which is your favorite season? 2. What is the weather like in each season? D. Weather 1. What is the weather like today? E. Numbers 1. addition subtraction multiplication	12.1.1 12.1.2 12.4.1	Identify sound patterns to their own. Engage in simple conversations. Interpret written and spoken language.	Classroom Ideas: Ask questions and responses with partners for all main points. Use a combination of the points with more questions such as "What are the months in the spring?" Use addition and subtraction to get more reps with numbers.	Los Días de la Semana Domingo, lunes, martes, miercoles, jueves, viernes, sabado Los Meses del Año Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre Las Estaciones del Año El invierno, la primavera, el verano, el otono 1.uno,una 2 Dos, 3 tres, 4 Cuarto 5. Cinco 6 seis, 7 siete 8 ocho 9 nueve, 10 diez, 11 once, 12 doce, 13 trece 14 catorce, 15 quince , 16 dieciseis, 17 diecisiete, 18 dieciocho, 19 diecinueve, 20 veinte, 21 veintiuno, 22 veintidos, 23 veintitres, 24 veinticuatro, 25 veinticinco, 26 veintiséis, 27 veintisiete, 28 veinte, 29 veintinueve, 30 treinta, 31, treinta y uno, 32 treinta y dos Etc.. 40 cuarenta 41 cuarenta y uno etc.. 50 cincuenta 51 cincuenta y uno etc 60 sesenta 70 setenta 80 ochenta 90 noventa 99 noventa y nueve 100 ciento 103 ciento tres 200 doscientos 300 trescientos

division				400 cuatrocientos 500 quinientos 600 seiscientos 700 setecientos 800 ochocientos 900 novecientos 913 novecientos trece 1 000 mil 3 000 tres mil 90 000 novena mil 97 000 noventa y siete mil 1 000 000 un millon

Unit 3: review time
Approximate Length of Time: 15 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will learn how to tell time. 2. Students will learn the vocabulary used to tell time. 3. Students will write and orally respond to the content vocabulary. Content Outline: A. vocabulary 1. o'clock part 2. pronunciation of time vocabulary	12.1.1 12.1.2 12.4.1	Identify sound patterns to their own. Engage in simple conversations. Interpret written and spoken language.	Classroom Ideas: Sing time song. Use time flash cards. Use previously learned vocabulary to ask simple questions involving time. Use time in practical dialogs in everyday conversations.	El Tiempo Que hora es A que hora . . . El reloj Hora, segundo, minuto dia , hoy, ayer, manana, esta noche, fin de semana El mediodia, la medianoche Son las..... Es la una Hace mucho tiempo, no hace mucho tiempo La manana, la tarde, la noche De la manana, de la tarde, de la noche Por la manana, por la tarde, por la noche Tarde, temprano, en punto, pronto proximo Media, menos, cuarto, y Hay, Cuantos/as

Spanish I

Suggested Timeline

Unit	Days
Greetings, ABCś, Weather, Days	12-15
1: United States What you like and dislike to do, telling where you are from and describing yourself and others	15-18
2: Mexico Telling time and talking about schedules, discussing what you have to do, how you feel and where you are going.	15-18
3: Puerto Rico Talking about food and beverages, asking questions, describing your family and writing dates.	15-18
4: Spain Talking about clothes, shopping and seasons, getting around town and ordering from a menu.	15-18

Unit Preliminary:
Approximate Length of Time: 12-15 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will be able to: 1) Greet people and say goodbye 2) Introduce yourself and others 3) Ask and say how to spell names 4) Say where you are from 5) Exchange phone numbers 6) Say what day of the week it is 7) Describe the weather 8) Respond to classroom instructions Content Outline: A. Greetings B. Introducing ourselves and each other C. Alphabet D. Asking and answering where we are from E. Numbers 0-10 F. Asking and answering what the weather's like today	1.1 1.2 1.3 2.1 2.2 4.2	Chapter test Group presentation/conversation	Classroom Ideas: ● Battleship ABC/123 ● Bingo ● Telephone game ● Days of the week song ● ABC partner practice ● ABC tic tac toe ●	Greetings Numbers Alphabet Countries that speak spanish Weather Classroom items (bare minimum) Numbers 0-10

Unit 1-1:
Approximate Length of Time: 7-9 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: The student will be able to: 1) Talk about activities 2) Use gustar plus an infinitive to say what they like or do not like to do 3) Tell where they are from using subject pronouns and the verb "ser" 4) Discuss the influence of the Spanish language and its culture in the United States. Content Outline: A. Vocabulary practice with infinitive verbs B. Use of Gustar + infinitives C. Subject Pronouns D. Ser	1.1 1.2 1.3 2.2 3.1 4.1 4.2	Chapter test Speaking presentation/activity	Classroom Ideas: ● Manipulatives practicing ser ● Comprehensible Input with vocab and grammar ● Question/answer practice ● Caramba stick game ● Quizlet.com ● Task cards ● Rainbow Read	Activities Gustar vocabulary Basic foods and beverages

Unit 1-2:
Approximate Length of Time: 8-10 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
The student will be able to:
1. Identify themselves, others, people and things using definite and indefinite articles and pronouns
2. Say what someone is like using ser and adjectives
 	
Content Outline:
A. Adjectives
    a. Ser with adjectives
B. Articles
    a. Definite
    b. indefinite
C. Noun-Adjective agreement
	1.1
	1.2
	1.3
	2.1
	2.2
	4.1
	4.2
		Chapter test
		
		Presentation
			Classroom Ideas:
			
			● CI-vocab, question/answer
			● Riesgos
			● Online games
			● Who am I?
			● Slap game
				Adjectives
				People

Unit 2-1:
Approximate Length of Time: 8-10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: The student will be able to: 1. Discuss and compare artwork, schools, and the general culture of Mexico. 2. Talk about daily schedules 3. Ask and tell time 4. Say what you have and have to do using the verb tener 5. Say what you do and how often you do things Content Outline: 1. Vocabulary 2. Tener/Tener que 3. Expressions of frequency 4. -ar verbs 5. Schools in Spanish speaking countries	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2	Chapter test Speaking activity	Classroom Ideas: ● Telling time battleship ● Clock/watch games ● Online games and practice ● CI-Vocab and question/answer ● Task cards ● Spoons ● Caramba	Time expressions -ar verbs Frequency words School Subjects

Unit 2-2:
Approximate Length of Time: 8-10 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
The students will be able to:
1. Describe classes and classroom objects
2. Say where things are located using the verb estar
3. Say where they are going using the verb ir
4. Talk about how they feel using the verb estar
 	
Content Outline:
1. Vocabulary
2. Asking questions
3. Estar
    a. Feelings
    b. Locations
4. Ir
5. Frida Kahlo/art in Mexico and other spanish speaking countries
	1.1
	1.2
	1.3
	2.1
	2.2
	4.1
	4.2
	5.1
		Chapter test
		
		Speaking presentations
			Classroom Ideas:
			
			● Verb games
			● CI - Vocab and question and answer
			● Task cards
			● Rainbow Reads
			● Online games and practice
			● Relay games
			● Whiteboards
				Classroom objects
				
				Feelings
				
				Places in school

Unit 3-1:
Approximate Length of Time: 8-10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: The students will be able to: 1. Talk about foods and beverages 2. Ask questions using interrogative words 3. Ask which foods are liked and disliked using gustar and their objects 4. Conjugate verbs that end in -er and -ir 5. Say what they "do" using the verb hacer 6. Discuss and compare the food, weather and culture of Puerto Rico Content Outline: 1. Vocabulary 2. Interrogative words 3. Gustar with nouns 4. Present tense of er/ir verbs 5. hacer	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2	Chapter Test Speaking activity	Classroom Ideas: ● CI - vocab and question/answer ● Online games and practice ● Slap ● Spoons ● Whiteboards ● Relay ● Go fish ● Pyramid game	Foods and beverages Interrogative words er/ir verbs

Unit 3-2:
Approximate Length of Time: 8-10 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
The students will be able to:
1. Talk about family
2. Ask and tell ages using tener
3. Express possession
4. Give dates
5. Make comparisons
6. Discuss la quinceanera
 	
Content Outline:
 	
1. Vocabulary
    a. Family trees
2. Numbers 0-100
3. Tener with ages
4. Writing dates
    a. months
5. Comparisons
6. La quinceanera
	1.1
	1.2
	1.3
	2.1
	2.2
	3.1
	4.1
	4.2
		Chapter Test
		
		Speaking activity/presentation
			Classroom Ideas:
			
			● Family trees
			● Task cards
			● Museum walk
			● Goose chase
			● Online games and practice
			● CI-vocabulary and question and answer
				Family
				
				Dates
				
				Pets
				
				Comparisons

Unit 4-1:
Approximate Length of Time: 8-10 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
The students will be able to:
1. Talk about clothes they want to buy
2. Say what they wear in different seasons
3. Use tener expressions
4. Conjugate stem-changing verbs
5. Use direct object pronouns
6. Compare and discuss Spain and their culture.
 	
Content Outline:
    1. Vocabulary
    2. Tener expressions
    3. E-IE stem-changing verbs
    4. Salvador Dali
    5. Direct object pronouns
	1.1
	1.2
	1.3
	2.1
	2.2
	3.1
	4.1
	4.2
	5.1
		Chapter Test
		
		Speaking activity/presentation
			Classroom Ideas:
			
			● Slap
			● Online Shopping sites from spanish speaking countries
			● Spoons
			● Task cards
			● Battleship
			● Connect four
			● whiteboards
			● Online games and practice
			● CI-vocabulary and question and answer
				Shopping vocabulary
				
				Clothing vocabulary
				
				Tener expressions
				
				Seasons

Unit 4-2:
Approximate Length of Time: 8-10 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
The students will be able to:
1. Describe places and events in town
2. Talk about types of transportation
3. Say what you are going to do using ir + a + infinitive
4. Use o-ue and e-i stem-changing verbs
5. Order from a menu
6. Discuss and compare restaurants in the US and Spanish speaking countries
7. Compare Chile and Spain and the US
 	
Content Outline:
1.   Vocabulary
2. Stem-changing verbs
    a. E-I
    b. O-UE
3.   Ver
4. Ir + a + infinitive
	1.1
	1.2
	1.3
	2.1
	2.2
	3.1
	4.1
	4.2
	5.1
		Chapter Test
		
		Speaking activity/presentation
			Classroom Ideas:
			
			● Map reading and giving directions
			● Task cards
			● Menus
			● Goose chase
			● Online games and practice
			● CI-vocabulary and question and answer
				Places in town
				
				Events in town
				
				Getting around town
				
				Restaurant vocabulary
				
				Food vocabulary (additional)
				
				O-UE verbs
				
				E-I verbs

Spanish II

Suggested Timeline

Unit	Days
Preliminary Unit: Review of grammar from Spanish 1 (adjectives, likes and dislikes, discuss feelings, where you and friends go) Culture: Miami	10
Unit 1: Personal a, Direct and Indirect Object pronouns, interrogative words, preterite tense and irregular verbs in the preterite. Culture: Costa Rica	12
Unit 2: adverbs, more preterite tense, demonstrative adjectives and pronouns, reflexive verbs, pensar + infinitive and the present progressive. Culture: Argentina	10
Unit 3: Verbs like Gustar, verbs with irregular yo form in the present tense, using pronouns after prepositions, irregular verbs in the preterite tense, and hace + amount of time + que statements. Culture: Puerto Rico	10
Unit 4: imperfect tense, past participles, irregularities in the preterite tense spelling of verbs, and comparing the two past tenses in Spanish. Culture: Mexico	15
Unit 5: Adding emphasis to adjectives, formal commands, object pronouns with commands and affirmative and negative words. Culture: Spain	15

Unit	Days
Adjectives	4
Formal Commands	2
Object placement (pronouns)	2
Direct Objects and the pronouns to replace them.	2
Indirect Objects and the pronouns to replace them.	2
Conjugation and use of verbs	3
Imperfect tense of verbs	1
Irregular verbs in the Imperfect tense	1
Stem-changing verbs	5
Preterite tense of verbs	3
Irregular Preterite verbs and orthographic changes	2
Forms of ser and estar and when to use	2
Participles	1

Adjectives: Placement and Agreement of Adjectives
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to use Spanish adjectives correctly. **Content Outline**: A. Agreement B. Placement C. Demonstrative adjectives D. Possessive Adjectives	Strand 1: Novice Low to Intermediate Low Strand 2: Novice Low to Intermediate Low Strand 3: Novice Low to Intermediate Low Strand 4: Novice Low to Intermediate Low Strand 5: Novice Low to Intermediate Low	All units for basic adjectives Unit 2 for Demonstrative Adjectives	**Essential Questions**: • How would you use Spanish adjectives to describe _____? • How would you use demonstrative adjectives to point out a specific item? • How can you show specific ownership using adjectives? **Classroom Ideas**: • Scavenger Hunt • ¿Quién soy? • Famous people activity	Possessive Adjectives Demonstrative Adjectives and pronouns

Commands: Formal commands with irregulars
Approximate Length of Time: 5 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will direct other individuals to complete a task using formal commands. 2. Students will use commands to give directions in a document. **Content Outline**: A. Formal commands 1. Affirmative commands 2. Negative commands B. Object Placement with commands	Strand 1: Novice Low to Intermediate Low Strand 2: Novice Low to Intermediate Low Strand 3: Novice Low to Intermediate Low Strand 4: Novice Low to Intermediate Low Strand 5: Novice Low to Intermediate Low	Unit 5 Lesson 1 Quiz and test	**Essential Questions:** • How would you direct a classmate to...? How would you write directions using commands? **Classroom Ideas:** • Command game • Rewrite favorite recipes using commands • Give directions to a place verbally and written. **Suggested Supplements:** • Powermediaplus.com video	Salir Hacer Decir Poner Venir Ser Ir Tener Me, te, lo, la, nos, los, and las Me te le(se), nos, les (se)

Object Pronouns:
Use of Direct and Indirect Object Pronouns
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to identify direct objects in a sentence and replace them with a direct object pronoun. 2. Students will be able to use the indirect object pronouns with the verbs like gustar. 3. Students will be able to identify the indirect objects in a sentence and replace them with indirect object pronouns. 4. Students will use the rules to place the objects pronouns correctly in a sentence. **Content Outline**: A. Gustar B. Similar Verbs	Strand 1: Novice Low to Intermediate Low Strand 2: Novice Low to Intermediate Low Strand 3: Novice Low to Intermediate Low Strand 4: Novice Low to Intermediate Low Strand 5: Novice Low to Intermediate Low	Preliminary Unit Test Unit 1 lessons 1 and 2 and the Unit test	**Essential Questions**: • What is a direct object? • What is an indirect object? • What are the indirect object pronouns? • In what order are object pronouns used in sentences? • When does se replace le? **Classroom Ideas**: • Sentence Strips	Direct Object Pronouns: me, te, lo, la, nos, los and las Indirect Object pronouns: me, te, le (se), nos, les (se)

Gustar and Similar Verbs:
Conjugation and use of these verbs
Approximate Length of Time: 3 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
 	
1. Students will be able to use the verbs like gustar to express their likes and dislikes.
 	
2. Students will be able to use the indirect object pronouns with the verbs like gustar.
 	
Content Outline:
 	
  A. Gustar
  B. Similar
	Strand 1: Novice Low to Intermediate Low
	
	Strand 2: Novice Low to Intermediate Low
	
	Strand 3: Novice Low to Intermediate Low
	
	Strand 4: Novice Low to Intermediate Low
	
	Strand 5: Novice Low to Intermediate Low
		Preliminary Unit
		
		Unit 3 lesson 1 and unit test
			Essential Questions:
			• What are ways to express likes and dislikes using verbs like gustar?
			
			Classroom Ideas:
			• Make posters using items that students' like/love/dislike and then have them write sentences utilizing the grammar. The students can then present the poster for practice speaking.
				Gustar
				Chocar
				Encantar
				Fascinar
				Interesar
				Parecer
				Molestar
				Disgustar
				Faltar
				Mucho
				Para nada
				Me, te, le, nos, les

Imperfect Tense:
Students will learn to conjugate and use this past tense in Spanish
Approximate Length of Time: 2 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will use the imperfect tense to describe past actions and conditions. **Content Outline:** A. Regular Verbs 1. -ar 2. -er 3. -ir B. Irregular Verbs 1. ser 2. ir 3. ver Content Outline:	Strand 1: Novice Low to Intermediate Low Strand 2: Novice Low to Intermediate Low Strand 3: Novice Low to Intermediate Low Strand 4: Novice Low to Intermediate Low Strand 5: Novice Low to Intermediate Low	Unit 4 Lesson 1 and Unit test	Essential Questions: • What are the conjugations of the verbs in the imperfect tense? When is the Imperfect tense used? **Classroom Ideas:** • Cowboys and sheep • Discuss childhood likes and dislikes **Suggested Supplements**: • Verbal Game	Ser Ir Ver A menudo Con frecuencia Siempre De niño

Present and Indicative Verbs:
Conjugation and Use of the Present and Indicative Stem-Changing Verbs
Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will conjugate Spanish verbs in the present indicative tense. 2. Students will apply the conjugations to the appropriate subjects in sentences. **Content Outline**: A. Stem Changing Verbs 1. o → ue 2. e → ie 3. e → i 4. u → ue B. Orthographic changes.	Strand 1: Novice Low to Intermediate Low Strand 2: Novice Low to Intermediate Low Strand 3: Novice Low to Intermediate Low Strand 4: Novice Low to Intermediate Low Strand 5: Novice Low to Intermediate Low	Preliminary Chapter test Unit 1 Lesson 1 and Unit Test Unit 3 Lesson 1 Unit 3 Test	**Essential Questions**: • What are the conjugations of the four types of stem changing verbs? • Demonstrate proper usage of verbs with orthographic Changes. **Classroom Ideas**: • Battleship with verbs • Jumping paper game • Roll the dice for conjugations	Verbs like … Poder Tener Llover Volver Venir Nevar Dormir Decir Morir Encontrar Servir Preferir Mostrar Pedir Almorzar Jugar Contar Divertirse Morir Servir

Preterite Tense:
Conjugation and Use of Preterite Tense
Approximate Length of Time: 5 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will conjugate Spanish verbs in the preterite tense. 2. Students will apply the conjugations to the appropriate subjects in sentences. **Content Outline:** A. Regular Verbs 1. -ar 2. -er 3. –ir B. Irregular Verbs C. Orthographic changes 1. –car 2. –gar 3. –zar	Strand 1: Novice Low to Intermediate Low Strand 2: Novice Low to Intermediate Low Strand 3: Novice Low to Intermediate Low Strand 4: Novice Low to Intermediate Low Strand 5: Novice Low to Intermediate Low	Unit 1 Lesson 2 Quiz and Unit test Units 2-4 have more irregulars and uses that will be tested	**Essential Questions**: • What are the conjugations of regular -ar, -er, and –ir verbs in the preterite tense? • What are the conjugations of selected irregular preterite tense verbs? • Students compare and contrast the differences in the present and preterite tense conjugations while using each in the appropriate context. **Classroom Ideas**: Battleship Spoons Color by Numbers Puzzles Dice	Ayer Anoche La semana pasada El año pasado Anteayer Poner Divertirse Buscar Querer Servir Empezar Decir Dar Pagar Hacer Ir Comenzar Tener Ser Hace...que Estar Tocar Saber Andar Sacar Poder Dormir Jugar Traer morir llegar

Progressive Tenses:
Conjugation and Use of Progressive Tenses
Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will describe actions or states that are being completed using the present progressive tense. **Content Outline:** A. Conjugate estar B. Present Participles (gerunds) C. When to use D. Irregular participles	Strand 1: Novice Low to Intermediate Low Strand 2: Novice Low to Intermediate Low Strand 3: Novice Low to Intermediate Low Strand 4: Novice Low to Intermediate Low Strand 5: Novice Low to Intermediate Low	Unit 2 Lesson 2 and Unit 2 Test	**Essential Questions**: • When is the present progressive tense used? • What tense is similar to the present progressive in meaning? • What are the two parts of the present progressive? **Classroom Ideas**: Powerpoint notes Skits	Estar Muriendo Yendo Durmiendo Leyendo Sirviendo Regular verbs as well

Spanish III

General Description

This is a breakdown of the units in the book. The grammar is broken down following this for a more realistic idea of time needed for instruction.

Suggested Timeline

Unit	Days
Preliminary Unit - Review of basic grammar skills from Spanish 1 and 2.	9
Unit 1: Preterite tense and Imperfect tense	12
Unit 2: Commands (all forms), using pronouns with commands and Impersonal Expressions with an infinitive	12
Unit 3: Future tense, Por vs Para, and Present Subjunctive mood	14
Unit 4: Present Perfect tense and uses of the Subjunctive mood	13
Unit 5: More uses of the subjunctive and the Conditional tense	12
Adjectives	4
Informal Commands	1
Formal Commands	2
Object placement (pronouns)	2
Future -ar, -er, and -ir verbs	1
Irregular Verbs	1
Imperfect Tense -ar, -er and -ir verbs	1
Irregular Verbs (ser, ir and ver)	1
Comparison of preterite vs Imperfect	2
Forms of Haber for the Present Perfect	3
Participles	1
Subjunctive Moods (-ar, -er, and -ir verbs)	2
Irregular Verbs	1
Uses of the Subjunctive mood	1

Adjectives (placement and agreement)
Approximate Length of Time: 4

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to use Spanish adjectives correctly. Content Outline: A. Agreement B. Placement C. Demonstrativeadjectives D. Possessive Adjectives	Strand 1: Novice High to Intermediate Strand 2: Novice High to Intermediate Strand 3: Novice High to Intermediate Strand 4: Novice High to Intermediate Strand 5: Novice High to Intermediate	This is assessed on all quizzes and tests as the importance of agreement in Spanish is so high.	**Essential Questions:** ● How would you use Spanish adjectives to describe ____? ● How would you use demonstrative adjectives to point out a specific item? ● How can you show specific ownership using adjectives? **Classroom Ideas:** ● Scavenger Hunt ● ¿Quién soy? ● Famous people activity	See attached list. Possessive Adjectives Demonstrative Adjectives

Commands:
Conjugations of Commands
Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will direct other individuals or groups to complete a task using informal and/or formal commands. Content Outline: A. Informal commands 1. Affirmative commands 2. Negative commands B. Formal Commands C. Object Placement with commands	Strand 1: Novice High to Intermediate Strand 2: Novice High to Intermediate Strand 3: Novice High to Intermediate Strand 4: Novice High to Intermediate Strand 5: Novice High to Intermediate	Unit 2 Lesson 1 and 2 quizzes and the Unit 2 test	**Essential Questions:** ● How would you direct an individual or a group to...? **Classroom Ideas:** ● Command game	Salir, hacer, decir, venir, ir, poner, ser, tener, saber me, te, lo, la, nos, los, las me, te, le (se), nos, les (se)

Conjugations of the Future Tense
Approximate Length of Time: 2 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will use the Spanish Future tense to express future actions, conditions, and plans. Content Outline: A. Regular Verbs 1. –ar, -er and -ir B. Irregular Verbs	Strand 1: Novice High to Intermediate Strand 2: Novice High to Intermediate Strand 3: Novice High to Intermediate Strand 4: Novice High to Intermediate Strand 5: Novice High to Intermediate	Unit 3 Lesson 1 quiz and Unit 3 test	**Essential Questions:** - How would you use the future tense to express future actions, conditions, and plans? - What determines whether the simple future or the future tense is appropriate in the given situation? **Classroom Ideas:** - Predictions for students	La próxima semana Mañana Esta tarde El año que viene Esta noche Tener Querer Venir Valer Salir Hacer Decir Poner poder

Imperfect and Preterite Tenses:
Conjugations of the tenses and determining when to use them.
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will use the imperfect tense to describe past actions and conditions. 2. Students will use the imperfect and preterite tenses as appropriate to the situation. Content Outline: A. Regular Verbs 1. -ar 2. -er 3. -ir B. Irregular Verbs 1. ser 2. ir 3. ver	Strand 1: Novice High to Intermediate Strand 2: Novice High to Intermediate Strand 3: Novice High to Intermediate Strand 4: Novice High to Intermediate Strand 5: Novice High to Intermediate	Preliminary Unit test and Unit 1 quizzes and test	**Essential Questions:** ● What are the conjugations of the verbs in the imperfect tense? ● How are the situations requiring the use of the imperfect tense different from the situations requiring the preterite tense?	Ser Ir ver A menudo De niño... Con frecuencia Siempre

Perfect Tense:

Conjugations of the present perfect tense
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will describe actions or states that have been completed using the present perfect tense. Content Outline: A. Haber B. Past Participles C. When to use	Strand 1: Novice High to Intermediate Strand 2: Novice High to Intermediate Strand 3: Novice High to Intermediate Strand 4: Novice High to Intermediate Strand 5: Novice High to Intermediate	Unit 4 Lesson 1 quiz and Unit test	**Essential Questions:** ● When is the present perfect tense used? ● What tense is similar to the Present perfect in meaning? **Classroom Ideas:** ● I have never … game.	Hecho Roto Dicho Muerto Puesto Escrito Abierto

Subjunctive Mood:
Conjugations of the mood and uses.
Approximate Length of Time: 4 +

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will use the Subjunctive Mood to convey feelings about a topic. Content Outline: A. Regular Verbs B. Irregular Verbs C. Uses	Strand 1: Novice High to Intermediate Strand 2: Novice High to Intermediate Strand 3: Novice High to Intermediate Strand 4: Novice High to Intermediate Strand 5: Novice High to Intermediate	Units 3-5 quizzes and tests	**Essential Questions:** • How is the subjunctive used to imply feelings? • How are the situations requiring the use of the subjunctive different from those requiring the indicative? **Classroom Ideas:** • Verbal • Employer posters in Spanish **Suggested Supplements:** • UWEIRDO handout • Powerplusmedia.com	Ir Dar Ser Estar Saber Haber

Spanish IV

Suggested Timeline

Unit	Days
Repaso comprensivo de gramática	21-23
Los países andinos: ¿Cómo te entretienes?	15-17
España: ¿Dónde vivimos?	21-23
Colombia y Venezuela: Tu pasado y tu futuro	25-27

Unit 1: Repaso comprensivo de gramática
Approximate Length of Time: 21-23 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: The student will use (in the appropriate communicative context) the present tense; the preterit and imperfect tenses; the future tense; the present perfect tense; informal commands; the subjunctive mood; and reflexive, direct, and indirect object pronouns. Content Outline: 1. Present tense: irregulars and stem-changers 2. Past tenses: preterit and imperfect-- comparison and contrast 3. Future tense: regular and irregular 4. Present perfect tense: irregular participles 5. Object pronouns: direct, indirect, and reflexive 6. Informal commands: regular and irregular 7. Subjunctive mood: regular and irregular	1.1, 1.2, 1.3, 2.1, 2.2, 4.2, 5.1	Unit test	Classroom Ideas: ● Verbal ● Spinters ● 6 Magicales ● "¿Qué quieren los patrones de mí como empleado?" ● SVT ● Standard Deviants ● Avancemos 3 ● Servicio de citas	"Verbos que debes poder usar" Adverbios de tiempo

Unit 2: Los países andinos: ¿Cómo te entretienes?
Approximate Length of Time: 15-17 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will learn about Andean culture 2. Students will use vocabulary pertaining to computers and internet usage, valuables, and personal items 3. Students will use the subjunctive with conjunctions to discuss future plans 4. Students will use vocabulary dealing pastimes and extracurricular activities 5. Students will use the conditional tense to discuss recreational activities and reported speech Content Outline: 1. Vocabulary of computers and internet usage; valuables and personal items; pastimes and extracurricular activities 2. Conditional tense 3. Reported speech 4. Subjunctive with conjunctions 5. Machu Picchu	1.1,1.2,1.3 2.1,2.2 4.1 5.1	Unit test	Classroom Ideas: ● Contraseña ● Nazca lines ● Muestre y diga ● Matamoscas ● Globetrekker Peru and Bolivia	Para que, a fin de que, con tal de que, sin que, hasta que, a menos de que,antes de que, en caso de que Personal possessions, computer vocab, pastimes nunca, siempre, nada, algo, nadie, alguien, ningún/a(s), algún/a(s)

Unit 3: España: ¿Dónde vivimos?
Approximate Length of Time: 21-23 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will learn about Spanish culture 2. Students will use vocabulary pertaining to the home/apartment (including furniture and appliances) and the neighborhood 3. Students will use past participles as adjectives to describe their surroundings 4. Students will use the present perfect tense to describe what has or has not happened 5. Students will use vocabulary pertaining to trips/vacations 6. Students will use the past perfect to discuss the chronology of events 7. Students will use the future perfect to discuss what will have happened (or may happen) by a certain time Content Outline: 1. Vocabulary of parts of an apartment/home (including furniture and appliances) 2. Vocabulary of the neighborhood (including stores) 3. Past participles as adjectives 4. Present perfect tense 5. Gaudi y la Sagrada	1.1, 1.2, 1.3 2.1, 2.2 4.2 5.1	Unit test	Classroom Ideas: ● Juego de cajas ● Video de la Iglesia de la Sagrada Familia ● "La vida y las costumbres" ● Gimkit ● Anuncios ● Gaudi ● Globetrekker-- Spain ● Ojos de Brujo	Store/shop vocabulary, apartment/ home vocabulary, train/trip vocabulary, ya, todavía

Familia 6. El flamenco y Ojos de Brujo 7. Vocabulary of trains and excursions 8. Past perfect tense 9. Future perfect tense 10. El Greco				

Unit 4: Colombia y Venezuela: Tu pasado y tu futuro
Approximate Length of Time: 25-27 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will learn about Colombian and Venezuelan culture 2. Students will utilize vocabulary pertaining to work and school activities 3. Students will use the imperfect subjunctive to describe what others wanted them to do in the past 4. Students will use the subjunctive of perfect tenses to express doubts and opinions about the past 5. Students will utilize vocabulary pertaining to career possibilities and extracurricular activities 6. Students will use si clauses to speculate about abilities and future plans Content Outline: 1. Vocabulary of school activities and events 2. Vocabulary relating to employment 3. Imperfect subjunctive 4. Present perfect subjunctive 5. Past perfect subjunctive 6. Vocabulary of professions 7. Si clauses in hypotheses	1.1, 1.2, 1.3 2.1, 2.2 3.1 4.1, 4.2 5.1, 5.2	Unit test	Classroom Ideas: ● "Golpe Doble" ● Dados ● 6 magicales ● Quizizz ● Circunlocución ● Globetrekker-- Venezuela ● Noticieros ● Would you rather? ● Macarrones alfabéticos ● Contraseña	School activities and events, work vocab, careers and professions, si

Spanish V

General Description
Suggested Timeline

Unit	Days
Introduction to Literature	3-4
Borges, El buen ejemplo, La caja de oro y Don Quixote	16-20
Héctor Max, Bécquer, Una señora y El mejor lugar	18-20
Las abejas de bronce, Martí y El guardagujas	14-16

Unit 1: Introduction to Literature
Approximate Length of Time: 3-4 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals:
  1. The student will read Spanish literary selections purposefully and efficiently
 	
Content Outline:
  A. Word comprehension strategies
  B. Increasing reading speed
  C. Interpretation of meaning
  D. Text organization
	1.1, 1.2, 1.3
	2.1, 2.2
			Classroom Ideas:
			
			● Exploraciones en literatura
			● "El Salteador"
				La escena
				El argumento
				La introducción
				El desarrollo
				El desenlace
				El punto culminante
				El tema
				El simbolismo

Unit 2: Borges, El Buen Ejemplo, La Caja de Oro y Don Quixote
Approximate Length of Time: 16-20 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. The student will discuss selected Hispanic literary samples. 2. The student will consider and discuss in Spanish the themes presented in these selections. 3. The student will draw connections between the concepts presented in the selections and his or her own situation. Content Outline: 1. Los dos reyes y los dos laberintos 2. El buen ejemplo 3. La caja de oro 4. Selecciones de Don Quixote	1.1, 1.2, 1.3 2.1, 2.2 4.2 5.1, 5.2	Unit test	Classroom Ideas: ● Construcción de laberintos ● ¿Qué hay en la caja? ● Exploraciones en literatura ● Quia	

Unit 3: Héctor Max, Bécquer, Una Señora y El Mejor Lugar
Approximate Length of Time: 18-20 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. The student will discuss selected Hispanic literary samples. 2. The student will consider and discuss in Spanish the themes presented in these selections. 3. The student will draw connections between the concepts presented in the selections and their own situations. Content Outline: 1. Héctor Max 2. Rimas de Bécquer 3. Una señora 4. El mejor lugar	1.1, 1.2, 1.3 2.1, 2.2 3.1 4.2 5.1, 5.2	Unit test	Classroom Ideas: ● Metas ● Quia ● Diamond poem ● Utopía personal ● Exploraciones en literatura	

Unit 4: Las Abejas de Bronce, Martí y El Guardagujas
Approximate Length of Time: 14-16 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. The student will discuss selected Hispanic literary samples. 2. The student will consider and discuss in Spanish the themes presented in these selections. 3. The student will draw connections between the concepts presented in the selections and their own situations. Content Outline: 1. Las abeja de bronce 2. La poesía de Martí 3. El guardagujas	1.1, 1.2, 1.3 2.1, 2.2 3.1 4.2 5.1, 5.2	Unit test	Classroom Ideas: ● <u>Ven conmigo</u> ● <u>Exploraciones en literatura</u> ● Tech video	

2006
Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below. Students and employees who believe they have been subjected to sex harassment in violation of Title IX should refer to the board's policy titled "Title IX."

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.

2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.

    a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

    b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:

a) Determine whether the complainant has discussed the matter with the staff member involved.

1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.

2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.

b) Strongly encourage the complainant to reduce his or her concerns to writing.

c) Interview the complainant to determine:

1) All relevant details of the complaint;

2) All witnesses and documents which the complainant believes support the complaint;

3) The action or solution which the complainant seeks.

d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or Title IX/504 coordinator received the complaint.

4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint her or she may appeal the decision to the superintendent.

a) This appeal must be in writing.

b) This appeal must be received by the superintendent no later than ten (10) calendar days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.

c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal.

5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint he or she may appeal the decision to the board.

a) This appeal must be in writing.

b) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated his/her decision to the complainant.

c)   This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d)   The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 calendar days after it received complainant's written appeal.

e)   There is no appeal from a decision of the board.

6.   When a formal complaint about the superintendent of schools has been filed with the president of the board, the president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:

a)   Determine whether the complainant has discussed the matter with the superintendent.

1)   If the complainant has not, the board president or designee will urge the complainant to discuss the matter directly with the superintendent, if appropriate.

2)   If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.

b)   Strongly encourage the complainant to reduce his or her concerns to writing.

c)   Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.

d)   Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the

superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3057
Title IX Policy

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

1.   **Title IX Coordinator**

    1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "**Title IX Coordinator**." The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

2.   **Definitions.** As used in this policy, the following terms are defined as follows:

    2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;

2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

2.6.3.1.1. **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

2.6.3.1.2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

2.6.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—

2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly

situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

3. **Discrimination Not Involving Sexual Harassment.**

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

3.2. **Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

3.2.3. Deny any person any such aid, benefit, or service;

3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;

3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;

3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. **Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district's general complaint procedure, Board Policy 2006.

4. **Response to Sexual Harassment**

4.1. **Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District's Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that

information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

4.2. **General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district's response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

4.3. **Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

4.4. **Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to

modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

4.5. General Response Not Conditioned on Formal Complaint. With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

5. **Grievance Process for Formal Complaints of Sexual Harassment.**

   5.1. **General Requirements.**

      5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

      5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

      5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

      5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train

these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. **All District Employees and Board Members**. All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.

5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.

5.1.8. **Range of Supportive Measures**. The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.

5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

5.2. **Notice of Allegations.**

5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

5.3. **Dismissal of Formal Complaint.**

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a format complaint if the conduct alleged in the formal complaint:

5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

5.3.2.2. Did not occur in the district's education program or activity; or

5.3.2.3. Did not occur against a person in the United States.

5.3.3. **Discretionary Dismissals**. The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:

5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

5.3.3.2. The respondent is no longer enrolled in or employed by the district; or

5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.

5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

5.5. **Investigation of Formal Complaint.**   When investigating a formal complaint and throughout the grievance process, the district will:

5.5.1.   Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;

5.5.2.   Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);

5.5.3.   Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

5.5.4.   Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

5.5.5.   Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and

5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

5.6. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the

respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

5.7. **Determination Regarding Responsibility**

    5.7.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).

    5.7.2. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

        5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

        5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

        5.7.2.3. Findings of fact supporting the determination;

        5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;

        5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

        5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.7.3.   The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

5.7.4.   The Title IX Coordinator is responsible for effective implementation of any remedies.

5.8.   **Appeals**.   The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

5.8.1.   **Time for Appeal.**   Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based.   A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

5.8.2.   **Grounds for Appeal.**   Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

5.8.2.1. Procedural irregularity that affected the outcome of the matter;

5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

5.8.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.8.3. As to all appeals, the district will:

5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.8.3.6. Provide the written decision simultaneously to both parties.

5.9. **Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

5.9.1. Provides to the parties a written notice disclosing:

5.9.1.1. The allegations;

5.9.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

5.9.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

5.9.2. Obtains the parties' voluntary, written consent to the informal resolution process; and

5.9.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

5.10. **Recordkeeping**.

5.10.1. The district will maintain for a period of seven years records of:

5.10.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;

5.10.1.2. Any appeal and the result therefrom;

5.10.1.3. Any informal resolution and the result therefrom; and

5.10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.

5.10.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools**.

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey,

football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of

sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

10.1. **Specific Circumstances**.

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

11. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred

to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12.   **Publication of Policy.**   The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13.   **Application Outside the United States.**   The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14.   **Scope of Policy.**   Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

Board of Education Regular Meeting

School District of Seward

410 South Street

Seward, NE 68434

Monday, July 27, 2020 5:30 PM

Attendance Taken at 5:31 PM.

Paul Duer:	Present
Jill Hochstein:	Present
Jana Hughes:	Present
Jerry Rumery:	Present
Ryne Seaman:	Present
Danielle Shipley:	Present

1. Preliminary Procedures

1.1. Call meeting to order & announce Open Meetings Act is Posted

1.2. Public Notice as publicized per board policy

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

1.4. Pledge of Allegiance

1.5 Mission **The school district of Seward--where every student, every day is a success-- affirms that all students will have the skills to become productive and contributing members of a global community. In cooperation with family and community members, the district is committed to the development of each student academically, emotionally, socially, and physically.**

1.6. Approval of Agenda

Motion to approve the agenda as presented Passed with a motion by Paul Duer and a second by Jerry Rumery.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)

2.1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.

Pat Piskorski spoke regarding the addendum he presented to the board and thanked the board for their work on the plan for COVID-19.

2.2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.

There was none.

3. Discussion Items

3.1. Seward Fall Reopening Plan

Dr. Fields discussed with the board about reopening in the fall.

3.2. Graduation

Dr Fields discussed graduation and what that will look like on August 1, 2020.

4. Old Business

5. New Business

5.1. **Discuss, consider, and take all necessary action re COVID-19 reopening considerations resolution.**

Motion to approve the Seward Public Schools Reopening COVID-19 Resolution Passed with a motion by Paul Duer and a second by Jill Hochstein.
Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

5.2. Teacher resolution

Motion to approve the addendum to the negotiated agreement regarding the COVID pandemic with the amended verbage of #1 and #2 to say COVID-19. Passed with a motion by Jerry Rumery and a second by Paul Duer.
Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

6. Consent Agenda

6.1. Approval of Minutes

6.2. Approval of Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Paul Duer and a second by Jana Hughes.
Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

7. Adjournment

Motion to adjourn the meeting at 6:42 PM with the next study session and regular board meeting scheduled for Monday, August 10 at 5:30 and 7:00 PM Passed with a motion by Danielle Shipley and a second by Jill Hochstein.
Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

Prepared by: Paul Duer

Heidi Covert   Secretary

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2020

GENERAL FUND (ACCOUNT NUMBER 100-172)

Bank Balance		4,150,465.20
Bob Dahms--Local Taxes	214,966.10	
Karey Adamy--Local Taxes	2,407.66	
Seward Hot Lunch--Reimbursement	2,136.10	
Jennifer Krause--Sale of Computer	75.00	
Kristen Upton--Sale of Computer	75.00	
Jenarae Kelley--Sale of Computer	75.00	
Laurie Morse--Sale of Computer	75.00	
Larry Eret--Sale of Computer	75.00	
Julie Siebrandt--Sale of Computer	75.00	
Karen Butcher--Sale of Computer	75.00	
Judy Rojewski--Sale of Computer	75.00	
Pam Franck--Sale of Laptop	75.00	
Sydney Bernasek--Sale of Computer	75.00	
Christine Towle--Sale of Laptop	100.00	
Craig Williams--Sale of Laptop	480.00	
Jaala Nelson--Sale of ipad	25.00	
Michele Cooksey--Sale of imac	150.00	
Greg Miller--Sale of imac	150.00	
Concordia University--Dual Credit Courses	960.00	
United Methodist Church--Transportation	1,500.00	
Deann Warren--Stove	25.00	
Wells Fargo--Reimbursement	463.01	
ESU #6-Perkins Stipend	527.57	
Shannon Mayfield--Preschool Deposit	75.00	
City of Seward--Fines	129.74	
Pepsi--Rebate	45.98	
State of Nebraska--State Aid	25,210.00	
State of Nebraska--Wards of Court	118,123.62	
State of Nebraska--Wards of Court	26,863.98	
State of Nebraska--Temporary Emergency	345.95	
State of Nebraska--Medicaid	1,739.67	
Seward Foundation--Sixpence	35,851.00	
State of Nebraska--GMS Title I	29,753.00	
State of Nebraska--GMS Title II	5,526.00	
State of Nebraska--GMS IDEA 6408	58,877.00	
Jones Bank--Interest	1,871.31	
Jones Bank - Interest	264.93	
		529,317.62
		4,679,782.82
Disbursements for the Month ---		1,505,060.88
Bank Balance--		3,174,721.94
Less Outstanding Checks ---		404,804.84
Available Balance --		2,769,917.10

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2020

GENERAL RESERVE FUND (ACCOUNT NUMBER 461-170)

Beginning Balance	1,078,413.70
Transfer to General Fund for Cash Flow Purposes	0.00
Interest	289.55
Bank Balance	1,078,703.25

CD #47286 CNB--Interest Rate:.56%-Maturity Date 7/30/2020	1,500,000.00
CD #70001363 JNB--Interest Rate: .10%--Maturity Date 9/29/2020	1,000,771.44
	2,500,771.44

TOTAL IN GENERAL RESERVE FUND   **3,579,474.69**

DEPRECIATION FUND (ACCOUNT NUMBER 154--006)

Beginning Account Balance	149,252.29
Deposits: Jones Bank	1,421.70
Disbursements:	64,127.50
Interest	9.62
Bank Balance	86,556.11

CD#70001309--JB--.20% DATE DUE 08/06/2020	545,142.55
CD#70001364-JNB--.10% DATE DUE 6/30/2020	760,320.83

TOTAL CD'S   1,305,463.38

TOTAL IN DEPRECIATION FUND ACCOUNTS   **1,392,019.49**

SPECIAL BUILDING FUND (ACCOUNT NUMBER 10-074-9)

Beginning Balance	745,731.77
Deposits: Bob Dahms--Local Taxes	2,785.22
Karey Adamy--Loal Taxes	30.31
Jones Bank--cashed out cd	233,941.59
Jones Bank--Interest	437.44
Disbursements	287,185.50
Interest	74.20
Bank Balance	695,815.03

TOTAL IN SPECIAL BUILDING FUND ACCOUNTS   **695,815.03**

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2020

UNEMPLOYMENT FUND ACCOUNT (ACCT # 473-633)

Beginning Balance	28,796.01
Interest	2.45
Disbursements	0.00
Bank Balance	28,798.46

GIFTS AND DONATIONS (ACCT # 162036)

Beginning Balance	34,431.33
Interest	2.36
Disbursements	0.00
Bank Balance	34,433.69

QUALITY CAPITAL PURPOSE UNDERTAKING FUND (ACCT #640-822)

Beginning Balance	147,735.91
Bob Dahms & Karey Adamy --Local Taxes	1,191.95
Interest	10.16
Disbursements	0.00
Bank Balance	148,938.02

BOARD REVOLVING FUND (ACCOUNT NUMBER 159-913)

Beginning Balance	14,242.31
Deposits: SPS	0.00
Interest	0.97
Disbursements	175.00
Bank Balance	14,068.28

HOT LUNCH FUND (ACCOUNT # 10 353 5)

Beginning Balance	57,465.47
Interest	4.75
State of NE Payments	0.00
Other Receipts	18.18
Disbursements	2,165.15
Bank Balance	55,323.25
Amount Due District	1,046.79
Available Balance	54,276.46

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2020

STUDENT FEE FUND (ACCOUNT #668-157)

Beginning Balance	1,291.26
Receipts: Seward High School Activity Fund	0.00
Interest	0.00
Disbursements	0.00
Bank Balance	1,291.26

BOND FUND (ACCOUNT #60000586)

Beginning Balance	1,142,967.31
Bob Dahms - Taxes	14,618.61
Karey Adamy - Taxes	158.47
Jones Bank - Interest	0.00
Interest	78.80
Disbursements	0.00
Bank Balance	1,157,823.19

CD#70001325--JNB RATE OF .30% DATE DUE 11/30/2020 ----------------------------- 350,000.00

TOTAL IN BOND FUND ACCOUNT   **1,507,823.19**

Heidi Covert, Treasurer

BUDGET PRINTOUT
RECAPITULATION
JULY 31, 2020

	AMOUNT BUDGETED	AMOUNT RECEIVED	AMOUNT REMAINING	% RECEIVED TO DATE
RECEIPTS	20,630,000.00	16,861,939.07	3,768,060.93	81.74%
HOT LUNCH		625,933.75		
TOTAL RECEIPTS		17,487,872.82	3,142,127.18	

EXPENDITURES PORTION OF THE 2019-2020 BUDGET

CATEGORY	BUDGET	SPENT	REMAINING	% EXPENDED
REG INSTRUCTION	9,500,000.00	8,098,179.28	1,401,820.72	85.24%
SPECIAL ED	3,200,000.00	2,110,985.39	1,089,014.61	65.97%
SS--PUPILS	1,900,000.00	938,680.77	961,319.23	49.40%
SS-INSTRUCTION	550,000.00	419,729.89	130,270.11	76.31%
GENERAL ADM	395,000.00	264,881.07	130,118.93	67.06%
PRIN ADMIN	1,000,000.00	911,867.00	88,133.00	91.19%
GEN BUSINESS	400,000.00	349,512.71	50,487.29	87.38%
OPER/MAINT	2,200,000.00	1,437,064.22	762,935.78	65.32%
TRANSPORTATION	860,000.00	533,894.91	326,105.09	62.08%
FOUNDATION	14,000.00	13,073.74	926.26	93.38%
TRANSFERS	4,000.00	18,262.84	-14,262.84	456.57%
GEN FUND TOTALS	20,023,000.00	15,096,131.82	4,926,868.18	75.39%
FEDERAL FUNDS	607,000.00	688,363.03	-81,363.03	113.40%
SIXPENCE		150,095.18		
GRAND TOTAL	20,630,000.00	15,934,590.03	4,695,409.97	77.24%
HOT LUNCH	869,586.00	593,841.64		
TOTAL	21,499,586.00	16,528,431.67		

Seward Middle School
Balance Sheet Standard
As of July 31, 2020

	Jul 31, '20
ASSETS	
Current Assets	
Checking/Savings	
FCCLA	81.76
Book Fair	926.80
Art	461.72
PTO	3,557.83
Sports Buttons	2,911.59
Music	706.59
Athletics	42,637.93
Band	61.78
Builders Club	919.43
Bully Response Team	944.83
Courtesy Fund	804.97
FCS	0.16
Industrial Arts	512.87
Interest	359.42
Library	1,417.05
Milk	0.94
MS Computer	3.10
Outdoor Ed	19,975.10
PE	440.27
Project Citizen	728.83
Sales Tax	7.61
Student Council	3,942.03
Wellness	462.50
Yearbook	10,686.31
Total Checking/Savings	92,551.42
Total Current Assets	92,551.42
TOTAL ASSETS	92,551.42
LIABILITIES & EQUITY	
Equity	
Opening Bal Equity	92,551.42
Total Equity	92,551.42
TOTAL LIABILITIES & EQU...	92,551.42
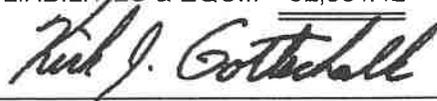
Kirk J. Gottschalk

Kirk Gottschalk, Principal
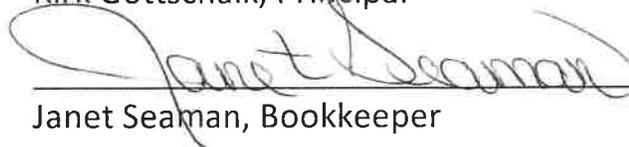
Janet Seaman

Janet Seaman, Bookkeeper

Seward Middle School
Balance Sheet Detail
As of July 31, 2020

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
Total Sales Tax Payable								0.00
Total Other Current Liabilities								0.00
Total Current Liabilities								0.00
Long Term Liabilities								0.00
Total Long Term Liabilities								0.00
Total Liabilities								0.00
Equity								93,226.32
Opening Bal Equity								93,226.32
General Journal	06/04/20	9377	NE Coaches Assn	Membership fe....	X	Athletics	-615.00	92,611.32
General Journal	06/04/20	9378	Shawn Carr		X	Athletics	-45.00	92,566.32
General Journal	06/05/20				X	Athletics	75.00	92,641.32
General Journal	06/09/20	9379	Merle's Flower Shop		X	Courtesy Fund	-55.00	92,586.32
General Journal	06/09/20	9380	Culligan Water	water	X	Courtesy Fund	-55.00	92,531.32
General Journal	06/30/20				X	Interest	12.23	92,543.55
General Journal	07/31/20				X	Interest	7.87	92,551.42
Total Opening Bal Equity							-674.90	92,551.42
Retained Earnings								0.00
Total Retained Earnings								0.00
Net Income								0.00
Total Net Income								0.00
Total Equity							-674.90	92,551.42
TOTAL LIABILITIES & EQUITY							-674.90	92,551.42

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	7/1/2020
To Date:	07/31/2020

From Acct:	1
To Acct:	999999

Activity Accounts

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	DUAL CREDIT CLASSES	$8,342.98	$0.00	$0.00	$0.00	$8,342.98	$0.00	$8,342.98
105	ALTERNATIVE SCHOOL	$268.84	$0.00	$0.00	$0.00	$268.84	$0.00	$268.84
110	ACT CLASS	$379.96	$0.00	$0.00	$0.00	$379.96	$0.00	$379.96
115	HONOR SOCIETY	($268.06)	$385.00	$0.00	$0.00	$116.94	$0.00	$116.94
120	ALUMNI ASSOCIATION	$738.03	$0.00	$0.00	$0.00	$738.03	$0.00	$738.03
125	GUIDANCE	$359.46	$0.00	$0.00	$0.00	$359.46	$0.00	$359.46
126	AMBASSADORS	$679.09	$0.00	$0.00	$0.00	$679.09	$0.00	$679.09
127	AP EXAMS	$4,367.50	$0.00	$(722.00)	$0.00	$3,645.50	$0.00	$3,645.50
130	CAREER ACADEMY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
140	FOOTBALL	$2,397.58	$0.00	$0.00	$0.00	$2,397.58	$0.00	$2,397.58
142	FOOTBALL-UNIFORMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
145	WRESTLING	$574.57	$0.00	$0.00	$0.00	$574.57	$0.00	$574.57
147	X-COUNTRY	$1,880.61	$0.00	$0.00	$0.00	$1,880.61	$0.00	$1,880.61
149	TRACK	$718.50	$0.00	$0.00	$0.00	$718.50	$0.00	$718.50
150	GIRLS BB CAMP	$2,243.92	$768.00	$(342.50)	$0.00	$2,669.42	$0.00	$2,669.42
155	BOYS BB CAMP	$5,850.01	$1,020.00	$(1,254.65)	$0.00	$5,615.36	$0.00	$5,615.36
160	BOYS SOCCER	$643.52	$0.00	$0.00	$0.00	$643.52	$0.00	$643.52
165	GIRLS SOCCER	$2,106.76	$0.00	$0.00	$0.00	$2,106.76	$0.00	$2,106.76
170	SOFTBALL	$4,082.76	$0.00	$0.00	$0.00	$4,082.76	$0.00	$4,082.76
175	VOLLEYBALL	$2,074.61	$0.00	$0.00	$0.00	$2,074.61	$0.00	$2,074.61
180	VIDEO ACCOUNT	$4,877.70	$0.00	$(2,323.00)	$0.00	$2,554.70	$0.00	$2,554.70
185	BASEBALL	$77.07	$0.00	$0.00	$0.00	$77.07	$0.00	$77.07
190	GIRLS GOLF	$1,003.80	$0.00	$0.00	$0.00	$1,003.80	$0.00	$1,003.80
195	BOYS GOLF	$656.00	$0.00	$0.00	$0.00	$656.00	$0.00	$656.00
200	SMUTNY SCHOLARSHIP	$200.00	$0.00	$0.00	$0.00	$200.00	$0.00	$200.00
225	ACADEMIC CONTESTS	$148.95	$640.00	$(94.95)	$0.00	$694.00	$0.00	$694.00
230	SCIP	$342.50	$0.00	$0.00	$0.00	$342.50	$0.00	$342.50
240	THORELL SCHOLARSHIPS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
250	PEPSI SCHOLARSHIPS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
260	SCHOLARSHIP ACCT.	$40.00	$0.00	$0.00	$0.00	$40.00	$0.00	$40.00
270	BOWMASTER SCHOLARSHIP	$75.00	$0.00	$0.00	$0.00	$75.00	$0.00	$75.00
275	CONCESSIONS	$6,907.29	$0.00	$0.00	$0.00	$6,907.29	$0.00	$6,907.29
300	Teacher Pop Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
310	VENDING SALES	$2,077.99	$51.22	$(45.00)	$0.00	$2,084.21	$0.00	$2,084.21
315	DLC ACCOUNT	$25.81	$0.00	$0.00	$0.00	$25.81	$0.00	$25.81
330	DRIVER EDUCATION	$19,620.00	$3,250.00	$0.00	$0.00	$22,870.00	$0.00	$22,870.00
400	FBLA	$4,032.90	$0.00	$0.00	$0.00	$4,032.90	$0.00	$4,032.90
410	FFA	$25,145.22	$483.00	$(1,609.94)	$0.00	$24,018.28	$0.00	$24,018.28
415	FCS LAB FEES	$7,579.20	$0.00	$0.00	$0.00	$7,579.20	$0.00	$7,579.20
418	DISTRICT 2 FCCLA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
420	FCCLA	$9,567.85	$785.00	$0.00	$0.00	$10,352.85	$0.00	$10,352.85
425	DRILL TEAM/DANCE	$4,067.45	$0.00	$0.00	$0.00	$4,067.45	$0.00	$4,067.45
430	SOCIAL MEDIA TEAM	$6,171.98	$0.00	$0.00	$0.00	$6,171.98	$0.00	$6,171.98
440	LEADERSHIP TEAM	$3,254.43	$0.00	$0.00	$0.00	$3,254.43	$0.00	$3,254.43
445	E SPORTS	$65.00	$0.00	$0.00	$0.00	$65.00	$0.00	$65.00
450	MATH	$44.46	$0.00	$0.00	$0.00	$44.46	$0.00	$44.46
460	SCIENCE LAB FEES	$461.32	$0.00	$0.00	$0.00	$461.32	$0.00	$461.32
470	KEY CLUB	$2,081.19	$286.81	$0.00	$0.00	$2,368.00	$0.00	$2,368.00
475	SPANISH ACCOUNT	$66.94	$0.00	$0.00	$0.00	$66.94	$0.00	$66.94
490	ART	$5,213.90	$0.00	$0.00	$0.00	$5,213.90	$0.00	$5,213.90
495	Study Abroad	$610.67	$0.00	$0.00	$0.00	$610.67	$0.00	$610.67

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	7/1/2020
To Date:	07/31/2020

From Acct:	1
To Acct:	999999

Activity Accounts

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
500	YEARBOOK	$620.09	$0.00	$0.00	$0.00	$620.09	$0.00	$620.09
520	BAND TRIP	$6,782.46	$9,507.88	$(900.00)	$0.00	$15,390.34	$0.00	$15,390.34
530	SPEECH	($726.17)	$1,888.17	$0.00	$0.00	$1,162.00	$0.00	$1,162.00
535	DRAMATICS	$4,204.98	$0.00	$0.00	$0.00	$4,204.98	$0.00	$4,204.98
540	LIBRARY	$1,371.93	$0.00	$0.00	$0.00	$1,371.93	$0.00	$1,371.93
545	ALL SCHOOL READS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
550	BAND	$590.44	$142.00	$(1,908.50)	$0.00	($1,176.06)	$0.00	$(1,176.06)
554	CHEERLEADERS	$3,085.86	$0.00	$(439.97)	$0.00	$2,645.89	$0.00	$2,645.89
555	CHORUS	$9,497.04	$250.00	$(5.00)	$0.00	$9,742.04	$0.00	$9,742.04
560	INDUSTRIAL ARTS/WOODS	$453.98	$0.00	$0.00	$0.00	$453.98	$0.00	$453.98
565	TECH PREP/SKILLS USA	$5,147.00	$0.00	$0.00	$0.00	$5,147.00	$0.00	$5,147.00
570	AUTO/WELDING	$654.43	$0.00	$0.00	$0.00	$654.43	$0.00	$654.43
575	POWER DRIVE	$36.57	$0.00	$0.00	$0.00	$36.57	$0.00	$36.57
580	PAY TO PLAY	$2,397.27	$0.00	$0.00	$0.00	$2,397.27	$0.00	$2,397.27
600	PHYSICAL EDUCATION	$34.11	$0.00	$0.00	$0.00	$34.11	$0.00	$34.11
615	REVOLVING ACCT	$250.12	$0.00	$0.00	$0.00	$250.12	$0.00	$250.12
620	NOW ACCOUNT	$6,012.08	$24.54	$0.00	$0.00	$6,036.62	$0.00	$6,036.62
700	SOCIAL STUDIES SCHOL	$50.00	$0.00	$0.00	$0.00	$50.00	$0.00	$50.00
800	ATHLETICS	$69,937.89	$7,691.15	$(303.14)	$0.00	$77,325.90	$0.00	$77,325.90
825	WEIGHTROOM	$129.19	$0.00	$0.00	$0.00	$129.19	$0.00	$129.19
850	PRIDE	$1,198.34	$0.00	$0.00	$0.00	$1,198.34	$0.00	$1,198.34
860	AOK	$300.00	$0.00	$0.00	$0.00	$300.00	$0.00	$300.00
870	STUDENT HELP FUND	$431.73	$0.00	$0.00	$0.00	$431.73	$0.00	$431.73
900	MEMORIALS	$70.00	$0.00	$0.00	$0.00	$70.00	$0.00	$70.00
950	IPAD FEES	$5,096.20	$200.00	$(598.00)	$0.00	$4,698.20	$0.00	$4,698.20
955	HORTICULTURE	$295.00	$0.00	$0.00	$0.00	$295.00	$0.00	$295.00
2015	CLASS OF 2015	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2016	CLASS OF 2016	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2017	CLASS OF 2017	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2018	CLASS OF 2018	$629.54	$0.00	$0.00	$0.00	$629.54	$0.00	$629.54
2019	CLASS OF 2019	$285.63	$0.00	$0.00	$0.00	$285.63	$0.00	$285.63
2020	CLASS OF 2020	$79.83	$1,794.77	$0.00	$0.00	$1,874.60	$0.00	$1,874.60
2021	Class of 2021	$3,910.68	$0.00	$0.00	$0.00	$3,910.68	$0.00	$3,910.68
2022	CLASS OF 2022	$2,448.00	$0.00	$0.00	$0.00	$2,448.00	$0.00	$2,448.00
2023	CLASS OF 2023	$866.00	$0.00	$0.00	$0.00	$866.00	$0.00	$866.00
	Activity Accounts Grand Total	**$267,995.48**	**$29,167.54**	**$(10,546.65)**	**$0.00**	**$286,616.37**	**$0.00**	**$286,616.37**

GL Accounts

GL Acct		Begin Bal	Recpt / JV	Disb / JV	Transfers	End Bal	YTD Payables	Work Bal
992	CHECK ACCOUNT	$267,995.48	$29,167.54	$(10,546.65)	$0.00	$286,616.37	$0.00	$286,616.37
	General Ledger Grand Total	**$267,995.48**	**$29,167.54**	**$(10,546.65)**	**$0.00**	**$286,616.37**	**$0.00**	**$286,616.37**

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	7/1/2020
To Date:	07/31/2020

From Acct:	1
To Acct:	999999

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: _Mary Russell_ Date: 8/4/20

Principal: _____ Date: 8/7/20

SEWARD HIGH SCHOOL

Bank Reconciliation Report

Checking Account

992

Date From	7/1/2020
Date to	07/31/2020

Ending Balance on Statement Dated :	07/31/2020	$298,260.21
Outstanding Deposits (Bank Deposits) -> +		$0.00
Less Outstanding Checks:		$11,643.84
Cash Balance as of :	07/31/2020	$286,616.37 ***

Cash Balance for Checking as of 7/1/2020		$267,995.48
Add: Total Deposits (Bank Deposits):		$29,167.54
Less: Total Checks and Withdrawals:		($10,546.65)
Computer Cash Balance as of :	07/31/2020	$286,616.37 ***

Summary of Asset Accounts

Gl Acct	Account Name	Begin Bal	Recpt/JV	Disb/JV	Transfer	End Bal.
992	CHECK ACCOUNT	$267,995.48	$29,167.54	($10,546.65)	$0.00	$286,616.37 ***
Grand Total		**$267,995.48**	**$29,167.54**	**($10,546.65)**	**$0.00**	**$286,616.37**

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: _Mary Russell_ Date: 8/4/20

Principal: _____ Date: 8/7/20

*** Entries Must Match

SEWARD HIGH SCHOOL

Reconciliation Activity Account Report

From Date:	7/1/2020
To Date:	07/31/2020

From Acct:	800
To Acct:	800

Date	Payee Source Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
Activity Acct: 800 - ATHLETICS								**Beginning Balance: $69,937.89**	
Advisor:	John Moody								
7/1/20	SCHOOL HEALTH CORPOI WHIZZER MAT CLEANER	3760308	13414	57191	$0.00	$36.81	$0.00	$69,901.08	992
7/15/20	RECEIPTS VARSITY GRP - ADV REVENUE			6331	$6,704.00	$0.00	$0.00	$76,605.08	992
7/15/20	RECEIPTS NSAA 19/20 CHAMP REIMB			6332	$987.15	$0.00	$0.00	$77,592.23	992
7/24/20	BSN SPORTS BLUE MOUTHGUARDS	909330296	13414	57210	$0.00	$36.00	$0.00	$77,556.23	992
7/24/20	PRO-TUFF DECALS FB HELMET SAMPLE DECALS	200007662	13449	57211	$0.00	$31.49	$0.00	$77,524.74	992
7/24/20	LOU'S SPORTING GOODS FLD PAINT, SPIKES, STRT BLANKS	AAH749916	13420	57212	$0.00	$190.34	$0.00	$77,334.40	992
7/27/20	AWARDS UNLIMITED NEXT LEVEL PLATE	487097	13456	57213	$0.00	$8.50	$0.00	$77,325.90	992
				Totals	$7,691.15	$303.14	$0.00	$77,325.90	

Accounts Payable	$0.00
Working Balance	$77,325.90
Currently Encumbered (PO)	$0.00

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: _Mary Russell_ Date: 8/4/20

Principal: _[signature]_ Date: 8/1/20

SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 10, 2020

Salaries for July	Salaries	527,312.33
Jones Bank	FIT/FICA	5,716.54
NIC Nebraska	Transportation	12.00
Jones Bank	FIT/FICA	1,535.09
Jones Bank	FIT/FICA	161,575.09
Five Points Bank	Lease	90.00
Nebraska Child Support Payment Ctr	Garnishment	2,705.00
ASPIRE	403b	11,025.00
Jones Bank	FIT/FICA	5,730.30
Jones Bank	FIT/FICA	7,610.21
NPERS	Retirement	151,041.47
Nebraska Department of Revenue	State Tax	28,294.30
Pay Flex	Section 125	4,119.09
ACP Direct	Technology	1,187.85
ACT	Assessment	673.00
Amazon	Supplies	3,163.16
AMLE	Dues & Fees	99.97
Apple Inc	St. John's CARES	449.55
Awards Unlimited	Board Expense	196.61
Baker, Noelle	Supplies	92.94
BEST	Pupil Services	118,123.62
Blick	Supplies	1,172.73
BlueCross BlueShield	Health Insurance	191,929.67
C.A.P. Inc.	Software	123.00
Canon Financial Services	Lease	1,167.72
Capital Business Systems, Inc	Lease	219.81
Carolina Biological Supply Company	Supplies	429.11
CDWG	Supplies	5,423.26
Central Nebraska Rehabilitation Services	Pupil Services	336.00
City of Seward Utility Dept	Utilities	24,724.53
Computer Hardware	Software	3,656.20
Cornhusker International	Transportation	5,091.25
Crestline	Supplies	1,630.35
Culligan	Maintenance	36.00
Curriculum Associates, LLC	Assessment	2,664.00
Sarah Curtis	PreK Refund	75.00
DAS State Accounting	Distance Learning	229.32
Dietze Music	Supplies	14.36
Directions EAP, LLC	Professional Services	4,320.00
ESU 6	ESU Expense	79,065.52
eSpecial Needs	Equipment	398.95
Ewell Educational Services, Inc.	Software	460.00
Fat Brain Toys	Supplies	73.84
Follett	Licenses	3,501.33
G & P Development Landfill	Maintenance	74.11
General Fire & Safety	Hot Lunch	289.75
Gottschalt, Kirk	Phone	150.00
Grainger	Maintenance	256.20
H & H Plastics	Supplies	864.90
Doug Hayek	Transportation	350.00
Heartland Scenic Studio, Inc	Maintenance	8,363.41

SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 10, 2020

Heinemann	Books	245.30
Sara Hinrichs	PreK Refund	75.00
Hire Right	Transportation	94.20
Adeline Hohman	PreK Refund	75.00
Home Science Tools	Equipment	348.56
Hughes Brothers	Maintenance	416.35
I-Blason, LLC	Technology	2,388.00
Innovative Office Solutions, LLC	Supplies	10,775.08
iResQ	Tech. Repairs	244.00
Interstate All Battery	Maintenance	494.70
John Deere Financial	Maint of Equip	731.17
Johnson, Jill	Supplies	129.00
JourneyEd	Software	1,000.00
JWPepper	Supplies	70.00
Kaplan	Equipment	660.89
Peter Koprince	PreK Refund	75.00
Jim Krutz	Supplies	660.00
KSB School Law	Legal Fees	177.50
Lab-aids	Supplies	226.72
Lampo Group	Books	1,244.54
Learning Forward	Staff Dev.	99.00
Learning Without Tears	Supplies	251.37
Madison National Life	LTD Ins.	2,587.23
Martin Excavating, Inc	Maintenance	1,500.00
Matheson	Supplies	427.29
McGraw Hill	Books	893.58
Dennis McMann	Transportation	15.50
Jan Meehl	Pupil Services	802.35
Memorial Health Care Systems	Transportation	350.00
Messersmith, Jen	Food Supplies	97.27
Midwest Alarm Services	Maintenance	3,270.12
Midwest Auto Parts (Napa)	Transportation	49.33
Midwest Special Instruments	Repairs	290.00
Midwest Technology Products	Supplies	769.80
Muller, Steven	Reimburse	75.40
Music Alive	Books & Periodicals	359.00
Myriad Sensors, Inc	Supplies	456.00
Jen Nantkes	Pupil Services	1,109.58
Nasco	Supplies	5,327.52
National Restaurant Association Solutions LLC	Books	332.95
NCS Pearson	Supplies	555.62
Nebraska Council of School Admin	Dues & Fees	3,415.00
Nebraska Equipment	Maintenance	7.03
NCSA Region 1	Dues & Fees	150.00
Nebraska Landscape Solutions	Maintenance	814.53
Nebraska Library Commission	Software	1,191.17
Nebraska Safety Center	Transportation	1,125.00
Nifcomechanical Systems	Maintenance	1,681.12
NWEA	Assessment	1,500.00
Omaha Truck Parts	Transportation	422.63
One Source	Admin. Expense	185.00
O'Reilly	Transportation	213.56
Oriental Trading	Supplies	680.90

SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 10, 2020

Pac N Save	Maintenance	304.84
Palos Sports	Supplies	276.91
Paper Tiger	Business Support	60.00
Pay Flex	Section 125	173.40
Pitney Bowes	Lease	179.16
Precision Tool & Machine Inc	Our Redeemer- CARES	540.00
Rainbow Resource Center, Inc	Supplies	112.75
Rockler	Supplies	2,435.09
Russell, Mary	Mileage	59.40
Sack Lumber	Maintenance	45.06
Scholastic	Periodicals	1,109.85
School Specialty	HAL	253.53
Seward County Independent	Advertising	1,184.41
Seward Lumber	Maintenance	303.93
School District of Seward - Board Revolving	Reimbursement	3,137.08
School District of Seward--Middle School	Reimburse	45.98
Shiffler	Maintenance	154.39
Sit Spots	Supplies	463.94
Steamin Demon Company	Machinery	4,040.00
Stennett, Lynn	St. John's Title IIA	862.40
Super Duper Publications	Supplies	674.13
Symmetry	Utilities	1,788.92
Talacko Safety Solutions	Supplies	6,120.00
Teacher's Discovery	Supplies	855.64
Therapro	Supplies	457.61
Time Warner Cable	Phone	99.98
Unite Private Networks	Distance Learning	1,401.04
UNUM	Life Ins.	518.40
Uribe	Services	1,818.00
US Cellular	Communications	127.11
US Foods	Food	1,066.19
Verizon	Telephone	166.16
Virco	Furn & Equip	3,674.22
WaterLink	Maintenance	3,823.81
Wells Fargo	Supplies	1,807.64
Wieser Educational	Books	276.53
William V. Macgill & Co	Supplies	473.21
Williams, Craig	Software	25.00
Windstream	Telephone	2,159.12

TOTAL GENERAL FUND CLAIMS   1,462,054.13

SCHOOL DISTRICT OF SEWARD
PROPOSED SPECIAL BUILDING FUND CLAIMS
AUGUST 10, 2020

CLARK ENERSEN PARTNERS	HS RENOVATIONS	1,679.15
CHEEVER CONSTRUCTION	HS RENOVATIONS	148,023.60
	TOTAL	149,702.75

SCHOOL DISTRICT OF SEWARD
PROPOSED GIFTS AND DONATIONS CLAIMS
AUGUST 10, 2020

DAVISSON FURNITURE	**HS REMODEL**	**3,444.00**
	TOTAL	**3,444.00**