



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

WEDNESDAY, OCTOBER 7, 2015
MASUK HIGH SCHOOL
LIBRARY/MEDIA CENTER
1014 MONROE TURNPIKE
MONROE, CONNECTICUT 06468

CURRICULUM COUNCIL
AGENDA

4:00 P.M.

OLD BUSINESS

- I. APPROVAL OF THE MINUTES FROM THE SEPTEMBER 9, 2015 MEETING

NEW BUSINESS

- I. CTE COURSE REVISIONS
 - A. ARCHITECTURE I, MIKE CERCONI/MARK SCHWARZ
 - B. ARCHITECTURE II, MIKE CERCONI/MARK SCHWARZ
 - C. DRAFTING, MIKE CERCONI/MARK SCHWARZ

Curriculum Council Meeting dates for 2015-2016, as needed, include:

- *November 4, 2015*
- *December 2, 2015*
- *February 3, 2016*
- *March 2, 2016*
- *April 6, 2016*
- *May 4, 2016*



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Monroe Board of Education
Curriculum Council Committee
September 9, 2015
4:00 PM
Masuk High School

Meeting Minutes

The meeting was called to order at 4:00 p.m. by Sheila Casinelli, Curriculum Council Co-Chair.

Those in attendance included: Jim Agostine, John Battista, Sheila Casinelli, Jack Zmary, Joe Kobza, Jack Ceccolini, Debbie Kovachi, Bruce Lazar, Lisa Peznowski, Michael Crowley, Kevin Welch, Ian Lowell, Ann Odoy, Jamie Sherry, Elisa Rubis, Kelly Pecca, John Biase, Mark Schwarz, and Darleen Fensore.

Old Business

I. *Approval of June 4, 2015 Minutes*

Motion: Jamie Sherry

Motion to approve minutes from the June 5, 2015 Curriculum Council meeting.

Second: John Battista

Vote: Unanimous

New Business

II. CURRICULUM COUNCIL PROCESS - JOHN BATTISTA & SHEILA CASINELLI

A. CURRICULUM ADOPTION SCHEDULE

B. CURRICULUM PRESENTATIONS

C. SET CALENDAR FOR THE YEAR

Sheila Casinelli, Director of Instruction, shared the Curriculum Review, Evaluation, and Revision Plan document with the group. Sheila asked the group for feedback in order to update the document to meet our needs better. After review and discussion, there are five steps in the process clearly defined. A spreadsheet indicating the next five years illustrates the staggered schedule for reviewing curriculum. A schedule for sharing revision plans for the 2015-2016 school year was discussed.

The meeting adjourned at 5:00 pm.

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Alignment Review Form

Subject Area	Architecture 1 - CTE	Date
Vertical Team Members	Michael Cercone, William McDonough, John Batista, Mark Schwarz, Sheila Casinelli	10-7-15

Respond to the following questions as they apply to your proposal.

Part A: Curriculum Information and Connecticut Standards

How does the existing curriculum compare to the current Connecticut Standards?

Provided below are a list of Current CTE standards that apply to the Architecture One Curriculum. These standards below help to create an Inquiry based curriculum for Architecture one.

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

Creating and Manipulating Mechanical Drawing Information: Describe and demonstrate the process for creating various types of views using a well-organized process.

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

Identifying Hardware and Operating Systems: Identify and describe the basic hardware and operating systems used in computer aided drafting and design.

Using Hardware and Operating Systems: Describe the process of utilizing various hardware and operating systems.

Drawing and Designing Assemblies: Create assemblies and views in 3-D format.

Using a 3-D Model: Describe and demonstrate the process for converting 2-D drawings to a 3-D format.

Career Awareness: Identify and describe various careers in the engineering field, including educational requirements and ethical expectations.

Teamwork: Explain the characteristics of an effective engineering design team.

Software: Identify and demonstrate the use of various digital resources used in the engineering field.

Design Process: Describe and apply the design process to identify and solve a problem.

What revisions are needed in order to align them?

The curriculum needs to be re-written updating all existing units. New units need to be written from the CTE standards. New units also need to be written for the usage of a computer with both 2D and 3D drawing.

Many units need to be removed or completely rewritten. There are many units that need to be added to update this course to comply with the standards that now exist.

Some units have been altered from Architecture two and are now taught in Architecture One. Other units have been moved from Arch one to Arch two. Many units need to be added.

Part B: Curriculum Analysis

How does the analysis of student data (including student work) demonstrate the need for curriculum revision?

<p>Student Work examples Summaries</p> <p>The past curriculum had students doing a majority of their work on the drawing board. All drawing plans that were created had to be done on the drawing board by hand. Only a few drawings were actually completed using CAD.</p> <p>Students spent almost the entire school year creating a home by hand. Floor plans were drawn, elevations, kitchens, bathrooms and more.</p> <p>The final product was then transferred onto CAD.</p> <p>Now students will be learning how to use both 2D and 3D CAD to create architectural drawings. Units will be added accounting for the usage of the computer.</p>	<p>Student Assessments – formative, summative</p> <p>Throughout the course there will be multiple forms of both formative and summative assessments.</p> <p>Students will start the school year learning about ranch style homes. Each student will create one drawing of a ranch style home on the drawing board.</p> <p>Throughout this process they will learn the basic techniques require to help them create a floor plan. When this is finished they will create their own colonial floor plan on CAD.</p> <p>Every unit from this point will be completed on the computer. During each unit there will be a variety of both forms of assessments.</p>
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Part C: Curriculum from Other Districts

How does the analysis of documents from other school districts demonstrate the need for curriculum revision?

<p>District</p> <ol style="list-style-type: none"> 1. Trumbull, CT 2. Fairfield CT 3. Stratford CT 4. Waterbury CT 5. Boulder, CO 6. Rockwood, MO 	<p>Curriculum Exemplars</p> <ol style="list-style-type: none"> 1. Drafting and Design (9-12), Architectural CAD (10-12), Advanced Architectural CAD (11-12) 2. Intro To Computer Aided Design 10, Intermediate Computer Aided Design 20, Advanced Computer Aided Design 30 3. CAD & Drafting 4. Architecture 5. http://bvsd.org/curriculum/Documents/Architecture.pdf <ol style="list-style-type: none"> a. this curriculum offers a great break down of units that should be taught in both and Architectural Drawing one and Two. b. The curriculum also offers CTE standards taught in the course. 6. http://www.rockwood.k12.mo.us/curriculum/departments/practicalarts/Curriculum/High%20School%20Technology%20Ed%20and%20PLTW%20Curriculum.pdf <ol style="list-style-type: none"> a. pages 31-37 offer a great description of their Architectural drawing one. b. page 38-45 offer a description of their architectural two
<p>District</p> <ol style="list-style-type: none"> 7. Housatonic Community College 8. Naugatuck Valley Community College 9. http://www.humboldt.k12.ca.us/pdf/hrop/Class%20Descriptions/CAD-eureka%20hs.pdf 10. Boulder CT 11. Rockwood MO 	<p>Curriculum Exemplars</p> <ol style="list-style-type: none"> 7. The curriculum includes excellent usage or CAD. It is broken down similar to what I have been teaching in class. <ol style="list-style-type: none"> a. This curriculum does not included any drafting by hand. Everything included is only on the Computer. 8. http://www.humboldt.k12.ca.us/pdf/hrop/Class%20Descriptions/CAD-eureka%20hs.pdf <ol style="list-style-type: none"> a. Offers a great description of units and progress of the course 9. http://www.bvsd.org/curriculum/CTEC/Curriculum/CAD.pdf <ol style="list-style-type: none"> a. this curriculum offers a few units that would be important to teach in drafting. b. It offers CTE standards used in Drafting. 10. http://www.rockwood.k12.mo.us/curriculum/departments/practicalarts/Curriculum/High%20School%20Technology%20Ed%20and%20PLTW%20Curriculum.pdf <ol style="list-style-type: none"> a. Basic Curriculum for all CAD class offered.

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Alignment Review Form

Subject Area	Architecture 2 - CTE	Date
Vertical Team Members	Michael Cercone, William McDonough, John Batista, Mark Schwarz, Sheila Casinelli	10-7-15

Respond to the following questions as they apply to your proposal.

Part A: Curriculum Information and Connecticut Standards

How does the existing curriculum compare to the current Connecticut Standards?

Provided below are a list of Current CTE standards that apply to the Architecture Two Curriculum. These standards below help to create an Inquiry based curriculum for Architecture Two.

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

Creating and Manipulating Mechanical Drawing Information: Describe and demonstrate the process for creating various types of views using a well-organized process.

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

Identifying Hardware and Operating Systems: Identify and describe the basic hardware and operating systems used in computer aided drafting and design.

Using Hardware and Operating Systems: Describe the process of utilizing various hardware and operating systems.

Drawing and Designing Assemblies: Create assemblies and views in 3-D format.

Using a 3-D Model: Describe and demonstrate the process for converting 2-D drawings to a 3-D format.

Career Awareness: Identify and describe various careers in the engineering field, including educational requirements and ethical expectations.

Teamwork: Explain the characteristics of an effective engineering design team.

Software: Identify and demonstrate the use of various digital resources used in the engineering field.

Design Process: Describe and apply the design process to identify and solve a problem.

What revisions are needed in order to align them?

The curriculum needs to be re-written updating all existing units. New units need to be written from the updated CTE standards. New units also need to be written for the usage of a computer with both 2D and 3D drawing.

Many units need to be removed or completely rewritten. There are many units that need to be added to update this course to comply with the standards that now exist.

Some units have been altered from Architecture Two and are now taught in Architecture One. Other units have been moved from Arch One to Arch Two. Many new units have been added that are not included in the current curriculum. Many units have also been removed

Part B: Curriculum Analysis

How does the analysis of student data (including student work) demonstrate the need for curriculum revision?

Student Work examples Summaries	Student Assessments – formative, summative
<p>The past curriculum had students completing a majority of their work on the drawing board. All plans that were created were done on the drawing board by hand. Only a few drawings were actually completed using CAD.</p>	<p>Throughout the course there will be multiple forms of both formative and summative assessments.</p>
<p>Students spent almost the entire school year creating a home by hand. Floor plans were drawn, elevations, kitchens, bathrooms and more.</p>	<p>Students will start the school year creating a contemporary home on CAD. They will have to include walls, windows, doors, kitchens, and bathrooms.</p>
<p>The final product was then transferred onto CAD.</p>	<p>Throughout this process they will be reviewing work similar to Architecture One. Once the plans are done they will learn how to create foundations, frame, create site plans, and more.</p>
<p>Now students will be learning how to use both 2D and 3D CAD to create architectural drawings.</p>	<p>Every unit from this point will be completed on the computer. During each unit there will be a variety of both forms of assessments.</p>

Part C: Curriculum from Other Districts

How does the analysis of documents from other school districts demonstrate the need for curriculum revision?

<p>District</p> <ol style="list-style-type: none"> 1. Trumbull, CT 2. Fairfield CT 3. Stratford CT 4. Waterbury CT 5. Boulder, CO 6. Rockwood, MO 	<p>Curriculum Exemplars</p> <ol style="list-style-type: none"> 1. Drafting and Design (9-12), Architectural CAD (10-12), Advanced Architectural CAD (11-12) 2. Intro To Computer Aided Design 10, Intermediate Computer Aided Design 20, Advanced Computer Aided Design 30 3. CAD & Drafting 4. Architecture 5. http://bvsvd.org/curriculum/Documents/Architecture.pdf <ol style="list-style-type: none"> a. this curriculum offers a great break down of units that should be taught in both and Architectural Drawing one and Two. b. The curriculum also offers CTE standards taught in the course. 6. http://www.rockwood.k12.mo.us/curriculum/departments/practicalarts/Curriculum/High%20School%20Technology%20Ed%20and%20PLTW%20Curriculum.pdf <ol style="list-style-type: none"> a. pages 31-37 offer a great description of their Architectural drawing one. b. page 38-45 offer a description of their architectural two
<p>District</p> <ol style="list-style-type: none"> 7. Housatonic Community College 8. Naugatuck Valley Community College 9. http://www.humboldt.k12.ca.us/pdf/hrop/Class%20Descriptions/CAD-eureka%20hs.pdf 10. Boulder CT 11. Rockwood MO 	<p>Curriculum Exemplars</p> <ol style="list-style-type: none"> 7. The curriculum includes excellent usage or CAD. It is broken down similar to what I have been teaching in class. <ol style="list-style-type: none"> a. This curriculum does not include any drafting by hand. Everything included is only on the Computer. 8. http://www.humboldt.k12.ca.us/pdf/hrop/Class%20Descriptions/CAD-eureka%20hs.pdf <ol style="list-style-type: none"> a. Offers a great description of units and progress of the course 9. http://www.bvsvd.org/curriculum/CTEC/Curriculum/CAD.pdf <ol style="list-style-type: none"> a. this curriculum offers a few units that would be important to teach in drafting. b. It offers CTE standards used in Drafting. 10. http://www.rockwood.k12.mo.us/curriculum/departments/practicalarts/Curriculum/High%20School%20Technology%20Ed%20and%20PLTW%20Curriculum.pdf <ol style="list-style-type: none"> a. Basic Curriculum for all CAD class offered.

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Alignment Review Form

Subject Area	Drafting 1 - CTE	Date
Vertical Team Members	Michael Cercone, William McDonough, John Batista, Mark Schwarz, Sheila Casinelli	10-7-15

Respond to the following questions as they apply to your proposal.

Part A: Curriculum Information and Connecticut Standards

How does the existing curriculum compare to the current Connecticut Standards?

Provided below are a list of Current CTE standards that apply to the Drafting Curriculum. These standards below help to create an Inquiry based curriculum for Drafting.

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

Creating and Manipulating Mechanical Drawing Information: Describe and demonstrate the process for creating various types of views using a well-organized process.

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

Identifying Hardware and Operating Systems: Identify and describe the basic hardware and operating systems used in computer aided drafting and design.

Using Hardware and Operating Systems: Describe the process of utilizing various hardware and operating systems.

Drawing and Designing Assemblies: Create assemblies and views in 3-D format.

Using a 3-D Model: Describe and demonstrate the process for converting 2-D drawings to a 3-D format.

What revisions are needed in order to align them?

The curriculum needs to be re-written updating all existing units. New units need to be written from the CTE standards. New units also need to be written for the usage of a computer with both 2D and 3D drawing.

Many units need to be removed or completely rewritten. There are many units that need to be added to update this course to comply with the standards that now exist.

The Curriculum was last written in 1998.

Part B: Curriculum Analysis

How does the analysis of student data (including student work) demonstrate the need for curriculum revision?

<p>Student Work examples Summaries</p> <p>Students now start units on the drawing board and then transfer what they have learned onto CAD. The prior curriculum focuses only on the drawing board with a basic introduction to CAD towards the end of the school year.</p> <p>A student now will learn the drafting techniques required by hand and on the computer.</p> <p>Students will learn the important techniques required by hand and on the computer to properly draft.</p> <p>Students will also learn how to draft in both 2D and 3D.</p>	<p>Student Assessments – formative, summative</p> <p>Throughout the course there will be multiple forms of both formative and summative assessments.</p> <p>For example when starting a unit students will submit formative assessments almost daily. These will consist of drawings that were completed during class. Towards the end of the unit students will submit summative assessments that will consist of final drawings and tests.</p>
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Part C: Curriculum from Other Districts

How does the analysis of documents from other school districts demonstrate the need for curriculum revision?

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**MONROE CURRICULUM COUNCIL
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Monroe, Connecticut**

**Instructional Materials and Resources Evaluation Form
Vertical Team Use ONLY**

Title:	Technical graphics communications		
Publisher:	McGraw-Hill Higher Education	Copyright Date:	2009
Course:	Drafting , CAD, Pre-Engineering, Architecture One, Architecture Two, Independent study		
Reviewer(s):	Mike Cercone	Date	October 2015

Part A: Rating Survey

Characteristics	Ratings				
	Disagree 1 - Agree 4				
The resource is well aligned with the curriculum key concepts and benchmarks.	1	2	3	4	NA
It provides multiple perspectives for examining a topic.	1	2	3	4	NA
It is thorough in terms of its coverage of identified topics.	1	2	3	4	NA
It is free of bias; including, but not limited to, race, gender, ethnicity, religion, and culture.	1	2	3	4	NA
The layout/format is inviting and supportive of student engagement.	1	2	3	4	NA
The content provides thoughtful challenge for higher level critical analysis.	1	2	3	4	NA

The reading level is appropriate.	1	2	3	4	NA
There are appropriate support materials (i.e., maps, charts, digital resources, etc.).	1	2	3	4	NA
There are meaningful technology support materials (i.e., video, audio, SMARTboard, etc.).	1	2	3	4	NA
There are assessments or materials that lend themselves to assessments.	1	2	3	4	NA

Part B: Resource Information

Strengths of this resource:

This text can be used in all CAD classes: Drafting, CAD, Architecture 1 & 2, Pre-engineering, 3D printing. It will also be used by independent studies that work on CAD.

I currently use this book at Housatonic Community College. It has excellent instruction on all drawing styles covered.

Weaknesses of this resource:

I do not see any weaknesses with this textbook. If there is a weakness it is because it is used at the college level. All drawings that would be used in the classroom are appropriate for all classes.

How can we address the weaknesses?

The weaknesses will be addressed through instruction. I do not see the weakness being an issue in the classroom.

Other comments:

This book can be used for all CAD classes.

Purchasing this textbook would be one way to save. If each CAD class needed a textbook at \$100 it would cost up to \$600 for textbooks per student. This textbook would cut this cost in half per student.

STEP 2
Materials Evaluation, pg.2

Part C: How does this Resource meet the mission of the district?

The mission of the Monroe Public Schools is to ensure that all students reach their full potential as innovative thinkers and responsible citizens through a challenging, inquiry-based curriculum delivered by skilled, dedicated, and engaging educators.

Provide evidence for each of the following:

Standards

This book allows me to cover all CTE standards that are required in a CAD class. The text allows for students to be innovative problem solvers.

Challenging/Relevant

This book is up to date for using CAD. It can be used to complete all drawing styles discussed in class. It helps with great images and instruction.

Inquiry based

Each chapter in the text covers a different style drawings. Students will need to use inquiry based learning to learn how to develop the different styles. The book has many drawings that students will need to solve using various problem solving techniques.

Technology

Computer Aided Design. AutoCAD, Revit, SolidWorks, MasterCAM

Other

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION
Monroe, Connecticut

Instructional Materials and Resources Proposal Form
Submitted to Curriculum Council

Course Title	Drafting, CAD, Pre-Engineering, Architecture One, Architecture Two, Independent studies		
Subject Area	CTE	Grade Span	9-12
Proposal Author(s)	Gary Bertoline and Eric Wiebe and Nathan Hartman and William Ross	Date	January 31, 2008
Course of Study	New		Revised X
	Semester		Full Year X

Respond to the following questions as they apply to your proposal.

Part A: Resource Proposal

Resource Title:	Technical Graphics Communication		
Resource Type: (print or digital)	Print		
Author/Editor:	Gary Bertoline and Eric Wiebe and Nathan Hartman and William Ross	Copyright Date:	January 31, 2008
Publisher:	McGraw Hill	Latest Revision Date:	January 31, 2008

Recommended for use in grade(s)	9-12	High/Avg/Low level:	all
Subject: CAD			
Course Title: Drafting , CAD, Pre-Engineering, Architecture One, Architecture Two, Independent studies			
Digital Resources only: Minimum Device Requirements			

Part B: Resource Information

Rationale for Requested Resource

Basic Technical Drawing written in 1980 is still being used in the drafting Class.

Computers are talked about in the text book. About how they will eventually change Drafting.

Why is this resource needed? Include an explanation of how the text relates to the proposed course of study.

The textbook being used may not last much longer. Many pages are missing. It is also outdated. It is from 1980. The textbook is 35 years old.

A new text is necessary to properly teach.

Identify other resources that were considered, and include the publishers/copyright.

Basic Technical Drawing, Student Edition © 2004

Why was the recommended resource chosen?

This is the text that I use at Housatonic. It is a good text to use for all CAD classes.

It covers everything from basic drawing to very detailed drawings.

STEP 2
Textbook Proposal, pg.2

Part C: Funding

Funding for this course should be included in the budget for the implementation year. Failure to include the funding may result in a delay in implementation. Courses added to program of studies booklets prior to approval by the Board of Education should include "pending BOE approval" alongside the course title.

Budget Request:

Item	Quantity	Unit Price	Extended Price
Resource	25	\$283.67	\$7091.75
Workbooks	0	0	
Software/Online textbook	0	0	
Equipment/Hardware*	0	0	
Other supplies	0	0	
Professional Development			Not needed
		Total	\$7091.75 plus shipping (10% of \$709.18)= \$7800.93

*Describe Equipment/Hardware

Part D: Approval (Signatures required)

I have reviewed this course proposal and I am requesting approval by the Monroe Board of Education.

Title	Signature	Date
Recommended by:		
Secondary Instructional Leader:		
Principal/Director:		
Director of Instruction:		
Assistant Superintendent:		
Superintendent:		
Board of Education		