



**MONROE PUBLIC SCHOOLS**  
— MONROE, CONNECTICUT —

**WEDNESDAY, APRIL 29, 2015  
MASUK HIGH SCHOOL  
LIBRARY/MEDIA CENTER  
1014 MONROE TURNPIKE  
MONROE, CONNECTICUT 06468**

**CURRICULUM COUNCIL  
AGENDA**

**NOTE:**

**APRIL 1, 2015 MEETING CANCELLED  
MAY 6, 2015 MEETING CANCELLED  
NEXT MEETING: SEPTEMBER 9, 2015**

**4:00 P.M.**

**OLD BUSINESS**

- I. APPROVAL OF THE MINUTES FROM THE MARCH 4, 2015 MEETING.

**NEW BUSINESS**

- I. ELEMENTARY MATHEMATICS REVISION CURRICULUM PROPOSAL – CINDY BROOKER



MONROE PUBLIC SCHOOLS  
— MONROE, CONNECTICUT —

Monroe Board of Education  
Curriculum Council Committee  
March 4, 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: Sheila Casinelli, Jack Zamarly, Jack Ceccolini, Mike Crowley, Kevin Welch, Ian Lowell, Jim Stoelzel, Laura Massey, Jamie Sherry, Kelly Pecca, Sean Serafino, Elisa Rubis, Amy Pecora, John Biase, and Alan Vaglivello.

Old Business

I. *Approval of November 5, 2014 Minutes*

Motion: Jamie Sherry

Motion to approve minutes from the November 5, 2014 Curriculum Council meeting.

*Note: December 2014 and February 2015 meetings were cancelled, no January meeting scheduled.*

Second: Jack Ceccolini

Vote: Unanimous

New Business

I. GRADE 8 FUNDAMENTALS OF ALGEBRA – KEVIN WELCH

Kevin Welch, the 6-12 Math Instructional Leader, shared a proposal for a new math resource for the grade 8 Fundamentals of Math course at Jockey Hollow. A vertical team consisting of 7th and 8th grade math teachers met to look at the new resource. Currently, our grade 6 and grade 7 math classes are using the grade appropriate Big Ideas resources. This new grade 8 Big Ideas resource uses abstract thinking, reasoning and inquiry and allows the students to persevere in mastering the

content in the course. An online component helps support the teacher's planning as well as helps the student with intervention and enrichment. The Big Ideas resource is aligned with the 8th grade Common Core Standards. This resource offers the teacher the opportunity to differentiate the content of the course. Each section enables the student to work on practicing skills, problem solving and taking the math deeper for a more conceptual understanding. The cost of this textbook is \$91 per text-workbook; 120 copies x \$91.00 = \$10,920 plus shipping and handling of \$873.60 = \$11,793.

A motion was made to move the text to the Board of Education for approval.

Motion: Ian Lowell

Motion to move text to Board of Education for approval.

Second: John Biase

Vote: Unanimous

## II. SENIOR ENGLISH ELECTIVES – MICHAEL CROWLEY

A.FILM AND LITERATURE

B.MODERN DRAMA

C.MONSTERS AND MADNESS: HORROR LITERATURE

D. THE MODERN HERO

E. WAR LITERATURE

Mike Crowley, the 6-12 English Instructional Leader, shared a proposal for five new Senior English Elective Courses at Masuk. A vertical team consisting of English teachers from grades 9-12 at Masuk have spent the past couple years exploring English offerings for seniors. These new offerings are aligned to the Connecticut Core Standards and integrate reading, writing, speaking and technology. They follow the pattern of compressed academic levels this cohort has taken while at Masuk. The five different courses were chosen based on student interest surveys. The Film and Literature Course will have students explore the interplay between film and literature by studying the social, historical, and artistic issues presented in each text. The Modern Drama Course provides a survey of modern drama, focusing on works that have shaped both the theatre and other forms of media. Time will be spent understanding the fundamentals of theatre so that students can more effectively trace its growth of the past 80 years. The Monsters

and Madness: Horror Literature Course surveys texts from the beginnings of literature through Victorian England and Modern America to examine the concepts of monsters, madness, and mayhem. The Modern Hero Course explores the worlds of entertainment, politics, and sports to define what makes someone 'heroic' in today's world. The War Literature Course will have students examining and exploring various themes and concepts of war, including but not limited to the issues and effects of war on men and women fighting, the families left behind, and the innocent victims of war. Each course will utilize a variety of texts, essays/articles from magazines, as well as films. Due to the variety of resources, the budget for each course is as follows:

• Modern Hero	\$2815.91
• Horror Literature	\$4665.23
• Film & Literature	\$3449.44
• War Literature	\$2444.09
• Modern Drama	\$2574.00
Total cost:	\$15,948.67

A motion was made to move these courses and resources to the Board of Education for approval.

Motion: Elisa Rubis

Motion to move these courses and resources to Board of Education for approval.

Second: Laura Massey

Vote: Unanimous

The meeting adjourned at 5:00 PM.

The May 6, 2015 meeting has been cancelled.

We will see you September 9, 2015!

**MONROE CURRICULUM COUNCIL**  
**MONROE BOARD OF EDUCATION**

Monroe, Connecticut



Curriculum Area/Course Title: Elementary Mathematics Date: April, 2015  
Subject Area: Mathematics Grade Span: K-5  
Proposal Author: Cindy Brooker  
New:  Full Year  Semester  
Revision:  Full Year  Semester

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

**Part A: Course Information**

**Rationale for Requested Curriculum Work**

K-5 teachers have been using Engage NY math modules to deliver math instruction since August, 2013. However, upon review, it was determined not to be the best resource for students, teachers, and parents.

**Provide a narrative description of the course.**

The K-5 Mathematics curriculum follows the Connecticut Core Standards. The content standards are covered by domains that are grade dependent as follows: Counting and Cardinality, Operations and Algebraic Thinking; Number and Operations in Base Ten; Number and Operations - Fractions; Measurement and Data; and Geometry. In addition, the Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education and should be evident in all lessons.

**Describe any prerequisites for taking this course and how this course fits in a sequence.**

Elementary mathematics is a year-long progression that builds upon the previous year's learning.

**If this is a revision to a course, what data (quantitative/qualitative) contributed to the need for a revision?**

A survey was taken of teachers to determine what they require in a math instructional resource based on previous math resources and Engage NY Modules.

**Can the existing school facility/schedule accommodate this change? Require any additional staffing?**

Yes, the school can accommodate this change and no additional staffing is needed.

Describe how this course can be differentiated for students.

Math in Focus has embedded differentiation in every lesson, as well as Re-Teaching, Extra Practice, and Enrichment books to be utilized as needed.

In developing this course, please cite the research and sources consulted in designing this proposal.

A 30-member vertical team consisting of classroom and Special Education teachers, the K-5 Math Coordinator, elementary principals, parents, Board of Education members, Director of Curriculum and Instruction, Director of IT and Operations, Superintendent and Assistant Superintendent of Schools reviewed five math resources that were being considered based on what districts in DRG B were currently using. Based on their review and analysis, the committee chose two resources for teachers to use in a 12-week pilot. During the 12-week period, the teachers received training and attended site visits to neighboring schools. The teachers then rated the two resources based on a set of criteria which gave point value to each criterion. They also performed a side-by-side comparison of each resource. The final determination was that Math in Focus was the best resource for our district.

Part B: How does your Curriculum Proposal 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:

Challenging

The lessons in Math in Focus differentiate for every level of understanding. Each chapter in Math in Focus has a "Put on Your Thinking Cap" activity which is challenging to all students. There is also an additional component book for Enrichment activities.

Relevant

Math in Focus is aligned with the Connecticut Core Standards. There are numerous opportunities in all grades for students to practice SBAC-like (Smarter Balanced Assessment Consortium) tasks that students take in Grades 3-5.

### Inquiry based

Each lesson contains a 5-minute warm up and “Problem of the Lesson” that is used to drive discussion. Through “Turn & Talk” and partner and group work, students are provided the opportunity to share ideas and explore strategies.

### Technology

Math in Focus comes with an online component (Think Central) which is a portal that allows students, parents, and teachers to access many materials for their specific purposes. These materials include student textbooks and workbooks, teacher guides, interactive manipulatives, tutorial videos, and other teacher resources. There are professional development videos for teachers as well as helpful videos for parents.

### Other

In addition to the vertical team, Math in Focus was reviewed by sixth-grade teachers as well as the Secondary Instruction Leader in Math and was recommended as a resource for Grades K-5 to prepare students for upper-grade level instruction.

### Part C: Scope and Sequence/Units of Study

Develop a Scope and Sequence or Units of Study for the curriculum.

*see website:*

[http://www.hmhco.com/~media/sites/home/education/global/pdf/scope-and-sequence/mathematics/elementary/math-in-focus/mif\\_gradek-5\\_scope\\_and\\_sequence.pdf?la=en](http://www.hmhco.com/~media/sites/home/education/global/pdf/scope-and-sequence/mathematics/elementary/math-in-focus/mif_gradek-5_scope_and_sequence.pdf?la=en)

### Part D: Curriculum Writing

If this proposal is approved, you will be expected to map the units of study that will be covered in this course of study.

Recommended Hours	Requested Hours
<b>New Course</b> – Semester approximately 20 hours Year Course approximately 40 hours	Total Hours: 72 hours (12 hours per grade level to align assessments, craft pacing guides, revise progress report rubrics)
<b>Revision</b> – Semester approximately 15 hours Year Course approximately 20 hours	

**Part E: Professional Development**

Please describe any professional development activities needed to implement this curriculum. Do not count curriculum writing in this section.

Activity	Requested Hours
<b>August 24, 25, November 3, and March 24 - Inservice Days</b>	<b>24</b>
<b>September, November, March - One or two days for each school with a Math in Focus trainer and a grade-specific demo lesson in a classroom.</b>	<b>72</b>

**Part F: 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: K-5 Math Coordinator	Cindy Brooker	
Secondary Instructional Leader:	Kevin Welch	
Principal/Director:	Sheila Casinelli	
Director of Instruction:	Sheila Casinelli	
Assistant Superintendent:	John Battista	
Superintendent:		
Board of Education:		



**MONROE CURRICULUM COUNCIL  
MONROE BOARD OF EDUCATION**

Monroe, Connecticut



Title:	Math in Focus		
Publisher:	Houghton Mifflin	Copyright Date:	2015
Course:	Elementary Mathematics		
Reviewer(s):	Math Adoption Vertical Team	Date:	April 22, 2015

**Part A: Rating Survey**

Characteristics

Ratings: Disagree 1 - Agree 4

The resource is well aligned with the curriculum key concepts and benchmarks.				4	
It provides multiple perspectives for examining a topic.				4	
It is thorough in terms of its coverage of identified topics.				4	
It is free of bias; including, but not limited to, race, gender, ethnicity, religion, and culture.				4	
The layout/format is inviting and supportive of student engagement.				4	
The content provides thoughtful challenge for higher level critical analysis.				4	
The reading level is appropriate.				4	
There are appropriate support materials (i.e., maps, charts, digital resources, etc.).				4	
There are meaningful technology support materials (i.e., video, audio, SMARTboard, etc.).				4	
There are assessments or materials that lend themselves to assessments.				4	

## Part B: Resource Information

Strengths of this resource:

Math in Focus is aligned with the Connecticut Core Standards and the Mathematical Practice Standards. Its engaging lessons are designed with problem solving at its core. Math in Focus has strong differentiation options, as well as embedded formative assessment for all students. There are additional re-teaching, extra practice, enrichment, and fact fluency components. There are many (Smarter Balanced Assessment Consortium) SBAC-like tasks for students at all grade levels. Parents will receive School-to-Home letters, which include the strategies being taught in school, relevant math vocabulary and tips to help their children at home. They will also have access to support videos online.

Weaknesses of this resource:

This resource will require professional development training in order for teachers to fully understand how best to utilize all the many options.

How can we address the weaknesses?

We have planned out extensive professional development training for the implementation of Math in Focus for the 2015-2016 school year and continued PD in subsequent years.

Other comments:

This resource is also being used by six out of eight elementary school districts in DRG A.

## 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:

### Challenging

The lessons in Math in Focus differentiate for every level of understanding. Each chapter in Math in Focus has a “Put on Your Thinking Cap” activity which is challenging to all students. There is also an additional component book for Enrichment activities.

### Relevant

Math in Focus is aligned with the Connecticut Core Standards. There are numerous opportunities in all grades for students to practice SBAC-like (Smarter Balanced Assessment Consortium) tasks that students take in Grades 3-5.

### Inquiry based

Each lesson contains a 5-minute warm up and “Problem of the Lesson” that is used to drive discussion. Through “Turn & Talk” and partner and group work, students are provided the opportunity to share ideas and explore strategies.

### Technology

Math in Focus comes with an online component (Think Central) which is a portal that allows students, parents, and teachers to access many materials for their specific purposes. These materials include student textbooks and workbooks, teacher guides, interactive manipulatives, tutorial videos, and other teacher resources. There are professional development videos for teachers as well as helpful videos for parents.

### Other

In addition to the vertical team, Math in Focus was reviewed by sixth-grade teachers as well as the Secondary Instruction Leader in Math and was recommended as a resource for Grades K-5 to prepare students for upper-grade level instruction.

**MONROE CURRICULUM COUNCIL  
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

**Instructional Materials and Resources Proposal Form**  
**Submitted to Curriculum Council**

Curriculum Area/Course Title: Elementary Mathematics Date: April, 2015  
Subject Area: Mathematics Grade Span: K-5  
Proposed Author(s)  
New:  Full Year  Semester  
Revision:  Full Year  Semester

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

**Part A: Resource Proposal**

Resource Title: Math in Focus  
Resource Type (print or digital): Print (primarily) with digital components  
Author(s)/Editors(s) Marshall Cavendish Copyright Date: 2015  
Publisher: Houghton Mifflin  
Recommended for use in Grade(s): K-5 Subject: Math Course: Elementary Math  
Digital Resources only: Minimum Device Requirements:

**Part B: Resource Information**

**Rationale for Requested Resource**

Monroe Public Schools used Growing with Mathematics for math instruction for approximately 12 years. It was aligned with the Connecticut Frameworks and the NCTM Process Standards. The Connecticut Mastery Test was the standardized assessment used. When Connecticut adopted the Connecticut Core Standards, we began using the Engage NY Modules for the past 2 years. It was aligned with the Common Core State Standards and the Mathematical Practice Standards. The Smarter Balanced Assessment Consortium is being used as the standardized assessment for Connecticut. MPS found several weaknesses in using the Engage NY Modules. All teachers were surveyed to identify their concerns and a Math Adoption Team was formed to investigate new mathematical resources.

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

K-5 teachers have been using Engage NY math modules to deliver math instruction since August, 2013. However, upon review, it was determined not to be the best resource for students, teachers, and parents.

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

Math Expressions, Houghton Mifflin, 2015;  
Investigations, Pearson, 2001;  
Stepping Stones, Origo, 2015;  
Engage NY, Eureka, 2013.

Why was the recommended resource chosen?

Teachers in Monroe were looking for a challenging math instructional resource rich with problem solving, differentiation options, technology components, as well as strong teacher, student, and parent support. After spending 12 weeks with this resource, teachers agreed that Math in Focus was the challenging math instructional resource that would meet their needs and the Math Adoption Team agreed.

### 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	varies by grade level, see proposal	varies by grade level, see proposal	\$57,160.00
Workbooks	varies by grade level, see proposal	varies by grade level, see proposal	\$32,404.80
Software/Online textbook	included in cost of student book		\$0.00
Professional Development			\$45,000.00
Other supplies - Manipulatives Shipping & Handling			\$25,214.40 \$8,034.35
		Total	\$167,813.55

NOTE: Detailed Houghton Mifflin Harcourt Cost Proposal by grade level attached.

\*Describe Equipment/Hardware

Existing equipment/hardware
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STEP 3 - Resource Proposals

**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: K-5 Math Coordinator	Cindy Brooker	
Secondary Instructional Leader:	Kevin Welch	
Principal/Director:	Sheila Casinelli	
Director of Instruction:	Sheila Casinelli	
Assistant Superintendent:	John Battista	
Superintendent:		
Board of Education		