



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

WEDNESDAY, FEBRUARY 1, 2017
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 DECEMBER 7, 2016 MEETING

NEW BUSINESS

- I. CURRICULUM REVIEW - SOCIAL STUDIES/HISTORY - GRADE 8 AND GRADE 11 - IAN LOWELL, SECONDARY INSTRUCTIONAL LEADER FOR HISTORY
- II. CURRICULUM PRESENTATION ~ NEXT GENERATION SCIENCE STANDARDS - K-5 UPDATE - ROSEANNE HAUGHTON, K-5 COORDINATOR FOR SCIENCE
- III. ONE TO ONE TECHNOLOGY STUDY - JACK ZAMARY

Curriculum Council Meeting dates for 2016-2017, as needed, includes:

March 1,

April 5,

May 3

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, Joe Kobza, Julia Strong, Mark Schwarz, Kevin Welch, Jim Stoelzel, Ian Lowell, Jack Zmary, Jack Ceccolini, Jamie Sherry, Kelly Pecca, and Barbara Fahr.

Old Business

I. *Approval of Nov. 2, 2016 Minutes*

Motion: Kelly Pecca

Motion to approve minutes from the Nov. 2, 2016 Curriculum Council meeting.

Second: Joe Kobza

Vote: Unanimous

New Business

I. NEW MATERIALS PROPOSAL ~ AP PSYCHOLOGY TEXTBOOK - NEW RESOURCE FORM - IAN LOWELL, SECONDARY INSTRUCTIONAL LEADER FOR HISTORY, AND JAMIE SHERRY, MASUK TEACHER

Ian Lowell, Secondary Instructional Leader for History, and Jamie Sherry, History Teacher at Masuk, shared a new material proposal for AP Psychology textbook. Updated textbook for AP Psychology ~ Our first textbook was not designed specifically for the AP course and is now out of date on several topics according to the classifications of psychological disorders and the DSM-V. The new text not only is accurate, but also provides good practice questions directly aligned to the AP Exam, which our current textbook does not. The AP Psychology course has many opportunities for inquiry-based instruction. The textbook provides the content foundation of the course-required by the College Board and is necessary to put the learning activities in class into context. This new textbook highlights academic vocabulary, uses more diagrams and charts to explain the content, and organizes the topics into learning modules with built in formative assessments. AP Psychology is the most popular AP course at Masuk often being the first or only AP course for students.

Costs:

- *textbook cost - \$124.09 per book X 100 books = \$13,649.90*
- *free teacher resources with the book - digital test banks, formative assessments, PowerPoints, flipped classroom videos, and interactive models*

A motion was made to move the *AP Psychology Textbook* to the Board of Education for approval.

Motion: Kelly Pecca

Motion to move *the AP Psychology Textbook* to the Board of Education for approval.

Second: Jim Stoelzel

Vote: Unanimous

I. NEW COURSE PROPOSAL ~ ANATOMY AND PHYSIOLOGY - NEW COURSE FORM -
JAMES STOELZEL, SECONDARY INSTRUCTIONAL LEADER FOR SCIENCE

James Stoezel, Secondary Instructional Leader for Science, shared a new course for Masuk entitled, Anatomy and Physiology. Based on feedback from current students and recent graduates studying in health care-related majors, there is a gap in the course offerings at Masuk that help prepare students for these college majors and careers. The majority of students in this demographic take college prep Biology I and Chemistry I, so it would be most appropriate to offer a comparable level Anatomy and Physiology course, with an applied focus to better prepare them for future studies. This rigorous college-preparatory elective science course includes a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. The course may also be helpful for those students who plan to enter education as either a life science or physical education teacher. Laboratory activities will include several microscopic analyses of tissue specimens as well as several dissections to accompany the subject matter. New textbook/workbook - The publisher claims that this text engages students in active learning and emphasizes the application of integrated science in your course. Student materials combine math, chemistry, biology, physics, and earth science with content correlated to the National Science Education Standards, clearly identified by icons. This book balances extensive scientific concepts with hands-on classroom and lab activities, readings, intriguing case studies, and chapter-opening scenarios.

Costs:

- textbook = \$125 per book x 50 books = \$6,250
- workbook = \$30 per workbook x 50 = \$1,500
- other supplies = \$2,741 (hands-on lab materials)
- new course curriculum writing hours = 40 hours x \$41.31 per hour (summer 2017)
- professional development - online courses - 10 hours

A motion was made to move *Anatomy and Physiology* to the Board of Education for approval.

Motion: Jamie Sherry

Motion to move *Anatomy and Physiology* to the Board of Education for approval.

Second: Joe Kobza

Vote: Unanimous

The meeting adjourned at 4:40 pm.

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Curriculum Alignment Review Form

Subject Area	U.S. History Grades 8/11	Date	November/December 2016
Vertical Team Members	Doug Delvecchio, Matt Cacace, Jamie Sherry, Susan Milne, Ian Lowell		

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?

CT State SS Frameworks suggest the following sequence for US History in Grade 8 and 11:

Grade 8- Colonial America - Reconstruction (1877)

Grade 11- Gilded Age - Present.

Our current program of studies is:

Grade 8- Colonial - World War II (1945)

Grade 11- American Revolution - Present

Our current curriculum has much greater breadth than the Frameworks making it difficult for teachers to examine topics in appropriate depth. Teachers in both grades have struggled to get through all of the curriculum. The topics covered in Grade 8 and Grade 11 also overlap significantly.

Our plan is to revise both levels to make it easier to incorporate

- 1.) greater content depth,
- 2.) skill development in reading/writing, and
- 3.) student inquiry as emphasized in the state frameworks and district mission.

What revisions are needed in order to align them?

Grade 8 Revisions:

Shorten Chronological History from Colonial - WWII (1945) to Colonial - Reconstruction (1877). This will dramatically shorten what is 'covered' in the course to allow for more inquiry learning, research, and skill development. Additional time and emphasis will be placed on studying content from the Constitution (1789) - the immediate causes of the Civil War (late 1850s) including presidential history, women's rights movements, Native American struggles, the institution of slavery, and antebellum reform movements. Curriculum maps and Final Exam will need revision.

Grade 11 Revisions:

Review of Early American History will be shortened, prescribed, and document-based to account for SAT "Founding Documents and the Great Global Conversation". 3 weeks time will be allotted for document review (founding texts and visuals). The course will then begin with Reconstruction as an overlapping unit between 8th and 11th Grades and move forward chronologically from there. This will make the course primarily an 1865-Present course which adheres to the CT Frameworks suggestions. It will give teachers more time for inquiry, research, and skill development while still providing students with review of "Founding Documents" in preparation for the SAT. Curriculum maps and Midterm/Final Exams will need revision.

Part B: Curriculum Analysis

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

Student Work examples Summaries

Grade 8

- Students rushed through their final units on the World Wars
- Anxiety over last topics for Final Exam

Grade 11

- Students are rushed through topics with the added emphasis on research and close reading
- Inadequate time for both content and skill development (research, inquiry, etc.)

Part C: Curriculum from Other Districts

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

Comparison Document:

Highlighted in gray means - similar to proposed sequence

Highlighted in beige means - similar to what we are currently doing

District	Grade 8	Grade 11
<u>CT State SS Frameworks</u>	American Revolution - Reconstruction	Gilded Age - Present
Monroe (current)	Colonial - World War II	American Revolution - Present
Monroe (proposed)	Colonial - Reconstruction	Reconstruction - Present
Farmington	What is History? Farmington Local History Unit/Project The United States Constitution Crisis With the Constitution – Case Studies	Gilded Age- Present
Simsbury	Thematic Units: Liberty, Equality, Power, and Diversity. Major events explored in this course include the American Revolution, the formation of the Constitution, slavery, the Civil War and Reconstruction, Westward expansion and impact on Native Americans, and immigration.	US History- doesn't specify time, but assumed Gilded Age - Present based on topics in Grade 8
Avon	Colonial- Reconstruction	Late 19th Century- Present
Madison	Colonial-20th Century	Colonial - Watergate
Westport	<u>Thematic</u> - Constitution and Role of Citizen	<u>Thematic</u> - Constitution and Gilded Age - Present content
Trumbull	Grade 7- Revolution - John Adams Grade 8- Jefferson - Progressivism	Gilded Age - Present
Newtown	Grade 7 - Colonies- Constitution Grade 8- New Nation - Civil War	Gilded Age - Present
Darien	Colonial - Civil War	<u>Colonial - Present</u>
New Canaan	<u>Thematic</u> - Gov't, War, Diversity	Gilded Age - Present
Weston	Colonial - Civil War	Gilded Age - Present
Glastonbury	Colonial - Reconstruction	Review + Gilded Age - Present
Guilford	Colonial - Reconstruction	Gilded Age - Present
Wilton	Themes including: Discovery and Exploration, The Growth and Development of the American Economy, The Development of Law in Constitutional America, and Conflict in American History	Colonial - Present

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
New Course – Semester approximately 20 hours Year Course approximately 40 hours Revision – Semester approximately 15 hours Year Course approximately 20 hours	Total Hours: 40 hours total (20 per gr) (Grade 8/11 Revisions)

Part E: Professional Development

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

<i>Activity</i>	<i>Requested Hours</i>
<i>Review of additional content/topics in Early American History for Grade 8 will be done via scheduled Tuesday Meetings.</i>	<i>0.0 hours</i>