



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

**WEDNESDAY, JUNE 3, 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 APRIL 29, 2015 MEETING.

NEW BUSINESS

- I. K-12 TECHNOLOGY CURRICULUM – JACK ZAMARY
- II. BUSINESS WORK EXPERIENCE – BONNIE WARING
- III. GRAPHICS – NANCY DEPIETRO
- IV. COMPUTER PROGRAMMING II (JAVA) – WILLIAM MCDONOUGH
- V. PC ENVIRONMENT – WILLIAM MCDONOUGH



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Monroe Board of Education
Curriculum Council Committee
April 29, 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, Jim Agostine, John Battista, Jack Zamary, Jack Ceccolini, Becky, Kosisko, Cindy Brooker, Roseanne Haughton, Debbie Walls, Jamie Sherry, Kelly Pecca, Sean Serafino, Elisa Rubis, and John Biase.

Old Business

I. *Approval of March 4, 2015 Minutes*

Motion: Jamie Sherry

Motion to approve minutes from the March 4, 2015 Curriculum Council meeting.

Note: April 1, 2015 meeting was cancelled.

Second: Jim Agostine

Vote: Unanimous

Note: This meeting replaces the May 6th meeting originally scheduled.

New Business

I. ELEMENTARY MATHEMATICS REVISION CURRICULUM PROPOSAL - CINDY BROOKER

Cindy Brooker, the K-5 Math Coordinator, shared a proposal for a new math resource for K-5 classes. 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) met to look at multiple math resources, narrowed it down to two choices to pilot and made a final recommendation of one resource - Math in Focus. 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 K5 to prepare students for upper grade level instruction. 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 includes 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. A comprehensive Professional Development Plan has been scheduled for implementation of the resource, pending BOE approval. The cost of this resource varies by grade level and number of student materials needed per grade. The total cost of materials = \$122,813.55 plus professional development at \$45,000 = \$167,813.55.

A motion was made to move this K-5 Math Resource to the Board of Education for approval.

Motion: Jim Agostine

Motion to move resource to Board of Education for approval.

Second: Kelly Pecca

Vote: Unanimous

The meeting adjourned at 4:30 PM.

Next meeting date ~ June 3, 2015.

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

CCSS
ISTE Standards
SBAC Technology Skills Checklist
International Literacy Association

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

This K-12 technology curriculum will be embedded in existing Monroe curricula which has already been approved as rigorous and challenging.

Relevant

A relevant 21st Century curriculum must include innovative and authentic technology use.

Inquiry based

This K-12 technology curriculum will be embedded in existing Monroe curricula which has already been approved as inquiry based.

Technology

This is a technology curriculum.

Other

This curriculum will address the SBAC Technology Checklist

Part C: Scope and Sequence/Units of Study

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

[Please see this link](#)

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: 0 (work will occur within grade level and department meetings)

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
NA	

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:	William McDonough	6/3/15
Secondary Instructional Leader	Mark Schwarz	6/3/15
Principal/Director:	Joe Kobza	6/3/15
Director of Instruction:	Sheila Casinelli	6/3/15
Assistant Superintendent:	John Battista	6/3/15
Superintendent:		
Board of Education		

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Proposal Form

Curriculum Area/Course Title: CTE/Business Work Experience Date: May 5, 2015
Subject Area: Business Education Grade Span: 11 and 12
Proposed Author(s) Bonnie Waring
New: Full Year Semester
Revision: X Full Year Semester

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

Part A: Course Information

Rationale for Requested Curriculum Work

Update the existing curricula for Business Work Experience.

Provide a narrative description of the course.

Business Work Experience is a full-year course which provides students with a solid foundation for succeeding in the world of work. Students will explore various career paths which match their personal skills and interests. In addition to developing a career plan, students will also acquire the skills necessary for employment such as resume writing and interviewing.

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

None

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

Information that was covered in the existing curricula is outdated.

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

Yes

Describe how this course can be differentiated for students.

This course can be easily differentiated for students since the material covered has students focus on their own strengths. Students spend a considerable amount of time assessing themselves--personality type, skills, abilities, aptitudes, lifestyle goals, etc.

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

SUCCEEDING IN THE WORLD OF WORK by Grady Kimbrell and Ben S. Vineyard,
McGraw Hill Glencoe, Copyright 2008
PREPARING FOR CAREER SUCCESS by Jerry Ryan and Roberta Ryan, JIST Books,
Copyright 2005
Numerous Internet Sites

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

This curricula is challenging in that students must assess themselves in the area of skills, interests, abilities, aptitudes, to name just a few. Students have a difficult time realizing and accepting the areas that they excel in. Also, there is not a single correct answer for many of the questions/areas that are covered.

Relevant

All students will conclude the course having getting to know themselves; researching careers that they are interested in; developing a career plan, finding and applying for a job, and preparing and participating in a mock interview.

Inquiry based

A large portion of this course is inquiry based. For example, students learn what makes a successful resume and then students prepare a resume for themselves. Students learn what to

do and what not to do during an interview and then students actually participate in a mock interview.

Technology

Microsoft Office Suite, Internet, Personality Survey on the Internet

Other

Students are also introduced to various guest speakers who visit our class to speak about their chosen occupation. We have also invited representatives from Lincoln Technical Institute and Naugatuck Valley Community College to speak with the students about their schools, the programs offered at each, and the admission process.

Part C: Scope and Sequence/Units of Study

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

1. Exploring the World of Work
 - a. What is work?
 - b. Why do people work?
 - c. What is the difference between a job, an occupation, and a career?
 - d. What should one consider when choosing an occupation?
2. The Changing Workplace
 - a. Causes of the changing workplace
 - b. Skills needed in the changing workplace
 - c. Technology trends
 - d. Teamwork
 - e. Diversity
 - f. Job Outlook
3. Getting to Know Yourself
 - a. Lifestyle goals
 - b. Values
 - c. Interests
 - d. Abilities
 - e. Aptitudes
 - f. Personality type
 - g. Learning style

4. Making a Decision
 - a. Seven steps in the decision making process
5. Career Research
6. Job Leads
7. Finding and Applying for a Job
8. Interviewing

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
<p>New Course – Semester approximately 20 hours Year Course approximately 40 hours</p> <p>Revision – Semester approximately 15 hours Year Course approximately 20 hours</p>	<p>Total Hours: 15 hours</p>

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
None	

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:	Bonnie Waring	6/3/15
Secondary Instructional Leader	Mark Schwarz	6/3/15
Principal/Director:	Joe Kobza	6/3/15
Director of Instruction:	Sheila Casinelli	6/3/15
Assistant Superintendent:	John Battista	6/3/15
Superintendent:		
Board of Education		

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Proposal Form

Curriculum Area/Course Title: Graphic Design

Date:

Subject Area: CTE

Grade Span: 9 -12

Proposed Author(s) Nancy DePietro

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

The current graphic course's content, skills, and use of technology has changed significantly since the last revision of this course.

Provide a narrative description of the course.

Graphics design technology provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the graphics design technology offers a range of cognitive skills, aesthetics, and crafts that include typography, visual arts and page layout.

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

No Prerequisites

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

Revisions are needed in order to update the curriculum.

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

Yes, the facility/schedule can accommodate this change. There will be no additional staffing required.

Describe how this course can be differentiated for students.

There are multiple ways to differentiate this course for students because it is a lab format, project based, hands-on course. Students can receive the content of the lesson in multiple ways including teacher lecture, video, other visual aids, handouts, demonstration and peer to peer instruction. The opportunities for one-to-one instruction as well as whole and small group learning are incorporated into the structure of the class.

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

CTE Standards for graphics design technology.

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

Graphics Design and technology are challenging because it is based upon true to life/career problem solving skills. It integrates the concepts of design elements that are specifically tailored to project specifications. Therefore, every student will be challenged beyond their current skill level and knowledge.

Relevant

This area of study is relevant to most things around us. Students could not only employ the skills they acquire to other classroom projects and presentations, they can also apply it to a future career aspiration. We live in a visual world. From cover design of the books we read, to package design of the products we buy, the students will gain knowledge of design principles that surround their everyday lives and and apply them to their own creative process.

Inquiry based

Students will be given various specifications and scenarios for each task/project. Through the process of problem solving, the students will learn through discovery, research, collaboration and other appropriate methods.

Technology

Students will be using industry standard tools and technology to accomplish various tasks and goals. The applications for these skills can reach beyond the realm of graphics design and could be applied to a variety of topics, concentrations, areas of study and career paths.

Other

Students will be navigating and learning Adobe Creative Suite, which includes Photoshop, Illustrator, InDesign, Premiere and Dreamweaver. Not only will students be learning industry standard software for multimedia production, they will also be learning how to learn new software. Adaptability is essential to 21st century living because of ever changing interfaces and applications.

Part C: Scope and Sequence/Units of Study

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

Unit 1- Tools, Technology and Safety

Unit 2 - Elements and Principles of Design

Unit 3 - Typography

Unit 4 - Digital Imaging

Unit 5 - Audience and Format

Unit 6 - Careers and Applications

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: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
None required	

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:	Nancy DePietro	6/3/15
Secondary Instructional Leader	Mark Schwarz	6/3/15
Principal/Director:	Joe Kobza	6/3/15
Director of Instruction:	Sheila Casinelli	6/3/15
Assistant Superintendent:	John Battista	6/3/15
Superintendent:		
Board of Education		

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Proposal Form

Curriculum Area/Course Title: Programming II JAVA

Date: 5-25-15

Subject Area: Computer Science

Grade Span: 10-12

Proposed Author(s): William McDonough

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

Technology and software used to teach the Java course has changed significantly since the last revision of this course.

Provide a narrative description of the course.

Java is a high-level programming language that is one of the most commonly used to create web applications. Java Programs are multi platform and can run on systems such as Macintosh, Windows, Unix and Linux. Java does not run as part of the operating system but must have Java virtual Machine (interface) installed on the machine, there are several available and all are free. Java gives students their first exposure to an object oriented programming language. The emphasis within the course is to use the syntax structure (variable, loop, decision structures, counter) learn in the programming I course and adapt them to an object oriented language. Java is an explicit language that requires extensive code structures to run properly. Course topics will include but are not limited to flow controls, classes, methods, data management. The AP Computer Science test is based on the Java language.

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

Prerequisite
Computer programming I (entry level programming class)

Second level

Java (advanced programming class)

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

It has been over ten years since the last revision. Masuk's technology and course offering in computer science have changed dramatically over that time. Since the last time the curriculum was revised The units of study have been tweaked on a yearly basis to accommodate changes in student population, equipment, programming trends and reference materials becoming available. With all of these small changes that have been made over the years, the approved curriculum in a broad sense is still what we teach. Most of the units of study need to be updated to reflect the changes that have been made to improve the course and keep it relevant to the constantly changing landscape of computer science.

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

Yes

There should not be a need for additional staff, unless students interest increases to where there would be multiple sections of this course.

Describe how this course can be differentiated for students.

The instruction model used for the course currently is inquiry based. To this end the students are introduced to different skills/programming structures through direct instruction, sample code segments and interactive videos. They are then asked to use these skills/structures to create programs that are grouped problem sets. Differentiation can easily be done by making changes in the rigor and/or scope of the problem set or individual programs to meet the needs of individual students.

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

The course offering and curriculum from schools from within our DERG have been reviewed. Several school offer Java as a AP level course only and limit to Juniors and Seniors. Text and Curricula from MIT, RIT, UConn, and WPI have been used to help develop units of this course.

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

Java is a high-level programming language used to problem solve and manage data. Students must take a problem and not only find a solution to the problem but then convert that solution into an logical programming structure that correctly handles all possible outcome of the problem.

Relevant

Web based application are one of the fastest growing area of computer science. Companies such as Autodesk, Adobe and Microsoft are all building cloud/web based applications. Java is a part of almost all web applications.

Inquiry based

Most programs within the Java problem sets are inquiry based. Students are given a list of requirements that must be in their programs but not a specific structure of how or where they must be used. Every programmer needs to develop a style of programming that they are comfortable with. It is discuss about why the teacher programmed in a certain way and that there are many correct ways to program a problem.

Technology

Technology is used on a daily basis. Java is dependant on being able to use computer. There is no text for this class students are challenged to use internet resources and improve their ability to find appreciate sources.

Other

Part C: Scope and Sequence/Units of Study

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

Unit 1 (2-3 weeks)

Introduction to Java

- Students are introduced to the Java interface and basic command of the interface.
- Identify and define terminology
- What is Object Oriented Programming
- Explore real world uses of Java programming

Unit 2 (4-5 weeks)

Programs, Data, Variables and calculations

- Simple programming structure
 - Hello world
 - Libraries
- Data and Variables
 - Types
 - Name protocols
 - Primitives
- Calculations and Mathematical Functions
 - Predefined functions

Unit 3(6-8 weeks)

Loops, Logic and Conditional Structures

- Making Decisions
 - IF Statements
 - Independant
 - Dependant
 - Nested IF Statements
- Logical Operations
- Conditional Operation
- Switch statements
- Variable Scope
- Loops
 - Finite
 - Infinite

Unit 4 (6-8 weeks)

Arrays and Strings

- Arrays
 - types
 - defining
 - Length
 - accessing
- Strings

- Literals
- Objects
- Arrays of Strings
- Operations on Strings

Unit 5 (6-8 weeks)

Classes and Methods

- what is a Class?
- Defining Classes
- Defining Methods
- Method Overloading
- Using Objects
- Recursion
- Nested Classes

Unit 6 (6-8 weeks)

Extending Classes and Inheritance

- Class inheritance
- Polymorphism
- Multi Level Inheritance
- Superclasses
- Abstract Classes

Unit 7 (4-6 weeks)

GUIs and Event Driven Programming

- Graphical User Interfaces
- Java Swing Package
- Event Driven Applications
- Layout and Format

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
<p>New Course – Semester approximately 20 hours Year Course approximately 40 hours</p> <p>Revision – Semester approximately 15 hours Year Course approximately 20 hours</p>	<p>Total Hours:40</p>

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

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:	William McDonough	6/3/15
Secondary Instructional Leader	Mark Schwarz	6/3/15
Principal/Director:	Joe Kobza	6/3/15
Director of Instruction:	Sheila Casinelli	6/3/15
Assistant Superintendent:	John Battista	6/3/15
Superintendent:		
Board of Education		

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Proposal Form

Curriculum Area/Course Title: PC Environment Date:5-25-15
Subject Area: Computer Science Grade Span: 9-12
Proposed Author(s) William McDonough
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

Technology, software and hardware used to teach the PC Environment course has changed significantly since the last revision of this course.

Provide a narrative description of the course.

The PC Environment class is a class that provides students with a hands on experience in which they build a computer. The class is a two pronged approach. First students research all components that are used in current technology computers. They will gain a working knowledge of how a computer works and what hardware parts are need to make a computer. The second phase of the class is dedicated to hands on experience with computers to become comfortable identifying and using different hardware components. During this phase of the the course students will disassemble and reassemble a variety of computers to become familiar with with eh differences and similarities found between computer manufacturers. The students final exam is to build their own computer and have a fully functional computer to take home with them at the end of the class. **There is a lab fee of \$375.00 to cover the cost of the students computers.**

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

No prerequisites
This is an entry level course

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

This would be the first revision since the course was originally approved 8 years ago. Masuk's technology and course offering in Computer Science have changed dramatically over that time. The units of study listed in the current approved curriculum include technology that is no longer used in the computers we build and many units need to be added to cover current technology and hardware. Changes have been made within the classroom over the past years to stay current with technology and the needs of the students. With all of the changes that have been made over the years, the approved curriculum in a broad sense is still what we teach but needs to be updated to reflect the classroom changes that have been made. Most of the units of study need to be updated to reflect the changes that have been made to improve the course and keep it relevant to the constantly changing landscape of computer science.

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

Yes

There should not be a need for additional staff, unless students interest increases to where there would be multiple sections of this course.

Describe how this course can be differentiated for students.

The instruction model used for the course currently is inquiry based and hands on lab time.. To this end the students are introduced to different skills/ knowledge topics through direct instruction, web research and interactive videos. They are then asked to use these skills/knowledge to create presentations, take assessments (hands on, verbal and written). Differentiation can easily be done by making changes in the rigor and/or scope of the problems, presentations or lab requirements to meet the needs of individual students.

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

Teacher has:

- Consulted with computer supplier about changes in options for computer products.
- Researched computer requirements for incoming freshmen at UConn, WPI, RPI and RIT
- Explored what schools within Masuk DRG offer similar course. (none offer course designed around building a computer several offer repair courses)
- consulted with former students that have taken the course and asked for feedback on pro's and con's of the computer's built in class.

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 PC Environment course challenges students to take information and translate it to a hands on process. Students must research/learn the why ,what ,when, and how about every component needed in a computer. Once that have that knowledge they must use that knowledge to physically build the computer and troubleshoot any issues that come up in the process. Finally students must install an operating system and create a fully functional computer. this class combines research and learning with a hands on lab and challenges students to excel at both.

Relevant

Computer science and IT are two areas the are constantly listed as high growth areas in the real world workforce. The work is becoming more and more dependant on computers and the people that service them. I cannot think of a more relevant topic to teach our students.

Inquiry based

Inquiry is used throughout the course. Students presentations are based on a rubric that outlines required elements but gives the students the freedom to express their ideas develop their own style. There are guideline of how to assemble computers but there needs to be input and decision making done by the students and it is continually discussed that there are multiple ways to complete a task and students are challenged to find the solution that works best for them and safely solved that problem at hand.

Technology

The course is designed around furthering the student's knowledge of technology on a daily basis.

Other

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Part C: Scope and Sequence/Units of Study

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

Unit 1 (2-3 weeks)

Power Supplies

- Electrical output
 - Voltage
 - Wattage
- Wiring
 - hard wired
 - module
 - Rails
- Computer needs
- Cost/Value

Unit 2 (2-3 weeks)

Mother boards

- Manufacturers
 - Intel
 - AMD
- Connections
 - SATA
 - Firewire
 - USB
- Power needs
 - Computer uses
- Architecture
 - RAM
 - North Bridge
 - South Bridge
- Speed
- Expandability
- Cost/Value

Unit 3 (2-3 Weeks)

Processors

- Manufacturers
 - Intel

- AMD
- Architecture
 - Cores
 - Virtual Cores
- Speed
- Cost/Value

Unit 4 (3-4 weeks)

Drives and Storage

- Spinning disk
 - Speed
 - Size
- Solid state
 - Speed
 - Size
- Optical
- Cost/Value

Unit 4 (1-2 weeks)

Memory

- RAM
- Video RAM
- Mother Board
- Cost/Value

Unit 5 (2-3 Weeks)

Peripheral devices

- Network cards
- Video cards
- Tuner cards
- Media card readers
- Cost/Value

Unit 6 (1-2 weeks)

Cases

- Size
- Cooling
- Ports
- Cost/Value

Unit 7 (3-4 weeks)

Computer Build

- Case assembly
- Motherboard install
- Processor install
- RAM install
- Drive install
- Wiring

- Operation system

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	Total Hours:20
Revision – 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

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:	William McDonough	6/3/15
Secondary Instructional Leader	Mark Schwarz	6/3/15
Principal/Director:	Joe Kobza	6/3/15
Director of Instruction:	Sheila Casinelli	6/3/15
Assistant Superintendent:	John Battista	6/3/15
Superintendent:		
Board of Education		