



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

WEDNESDAY, MARCH 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 FEBRUARY 1, 2017 MEETING

NEW BUSINESS

- I. COURSE NAME CHANGES/UPDATES - MASUK HIGH SCHOOL - JOSEPH KOBZA
- II. FIELD TRIP - GRADE 1 ~ EWML LIBRARY CARDS - JACK ZAMARY
- III. ONE TO ONE TECHNOLOGY STUDY - JACK ZAMARY

*Curriculum Council Meeting dates for 2016-2017, as needed, includes:
April 5,
May 3*



MONROE PUBLIC SCHOOLS
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Monroe Board of Education
Curriculum Council Committee
February 1, 2017
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, Joe Kobza, Julia Strong, Mark Schwarz, Jim Stoelzel, Ian Lowell, Jack Zmary, Jack Ceccolini, Jamie Sherry, Kelly Pecca, Cindy Brooker, Darleen Fensore, John Biase, Mary Rauner, Mike Ances, Roseanne Haughton, Laura Massey, Sue Milne, and Greg Parkhurst.

Old Business

I. *Approval of Dec. 7, 2016 Minutes*

Motion: Jamie Sherry

Motion to approve minutes from the Dec. 7, 2016 Curriculum Council meeting.

Second: Mark Schwarz

Vote: Unanimous

New Business

I. CURRICULUM REVIEW - SOCIAL STUDIES/HISTORY - GRADE 8 AND GRADE 11 - IAN LOWELL, SECONDARY INSTRUCTIONAL LEADER FOR HISTORY

Ian Lowell, Secondary Instructional Leader for History, along with Masuk History teachers Jamie Sherry, Sue Milne, and Greg Parkhurst, shared a plan to update our current US History courses. The rationale for making a change now included reducing duplicated coverage of content, emphasis on depth over breadth, alignment with CT State Frameworks, and giving teachers time for more inquiry, research and skill development. A big concern for the teachers was that there was always too much to teach it all well. With the revised proposal, Grade 8 students will go from learning about 11 different units to doing eight in more detail and Grade 11 will go from 16 units to 13 units. In Grade 8, teachers will be able to cover topics they couldn't before and still have time for research. In Grade 11, teachers will have a research paper each semester. Additionally, Grade 11 teachers will take time to study founding documents from the Early American Period, practicing SAT skills of analyzing a document. By examining other districts, Ian and the history teachers found five others who are doing our plan, four that are doing something close to this new plan, as this plan meets the suggested sequence of the CT State Frameworks. The teachers are confident that our students will leave Masuk with a firm grasp of US History as a result of this revision.

Costs:

- *Course revision curriculum writing hours = 20 hours x \$41.31 per hour grade 8 (summer 2017)*
- *Course revision curriculum writing hours = 20 hours x \$41.31 per hour grade 11 (summer 2017)*

Since this is a revision to a course already approved by the BOE, it does not need to go forward for approval again.

II. CURRICULUM PRESENTATION ~ NEXT GENERATION SCIENCE STANDARDS - K-5 UPDATE - ROSEANNE HAUGHTON, K-5 COORDINATOR FOR SCIENCE

Roseanne Haughton, K-5 Science Coordinator, shared an update on a series of lessons she has been working on with fifth grade teachers from Stepney School. With the Next Generation Science Standards (NGSS) as the basis, the teachers focused the lessons on some science and engineering practices. Those included: Analyzing and Interpreting Data, Using Mathematics and Computational Thinking, and Engaging in Argument from Evidence. Students used their Science Notebooks to make their thinking visible, used Science Talk-Discussion strategies, used Collaborative Work coming to Consensus, and finally used Claims, Evidence and Reasoning strategies. Over the course of several class sessions, Roseanne and the teachers structured the lessons to provide a strong foundation for the students before having them work in groups to test a hypothesis, collect data, and then construct a response based on evidence. The higher level of learning in the classroom was illustrated through the student work samples (photographs and videos) shared during Roseanne's presentation to Curriculum Council.

III. ONE TO ONE TECHNOLOGY STUDY - JACK ZAMARY

Jack Zamary, Director of Technology,

Jack Zamary presented about "technology one-to-one" to the Curriculum Council on February 1st. In that presentation, he sought and received the group's affirmation to serve as a study committee for the one-to-one study. The presentation covered a range of topics including the following:

- Is technology an necessity in schools?
- Definition of one-to-one technology.
- Differences between one-to-one and BYOT.
- What are Open Education Resources (OER)?
- Why consider one-to-one?
- Next steps.

During the presentation, Jack provided an electronic form to gather questions from council members about one-to-one. As a next step in the study, responses to those questions will be provided at the next curriculum council meeting. The board of education will receive an update on the one-to-one study during the May 1st BOE meeting. The complete presentation file can be found at this link:

<https://docs.google.com/presentation/d/1Rmn9hlsJ2ddfT5dCCnfrKffnRTMyfGiZi3mWp7ksiA8/edit?usp=sharing>

The meeting adjourned at 5:13 pm.