



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

WEDNESDAY, MARCH 2, 2016
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 3, 2016 MEETING

NEW BUSINESS

- I. NEW COURSE – FACING HISTORY AND OURSELVES – IAN LOWELL
- II. NEW COURSE – INTRODUCTION TO BUSINESS – MARK SCHWARZ & JOHN BATTISTA

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

- *April 6, 2016*
- *May 4, 2016*



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Monroe Board of Education
Curriculum Council Committee
February 3, 2016
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: John Battista, Sheila Casinelli, Joe Kobza, Mark Schwarz, Ann Odoy, Deb Kovachi, Elisa Rubis, Jack Ceccolini, Jack Zamary, Jim Stoelzel, John Biase, Lisa Peterson, Jonelle DiSette, Janet Halpin, and Bonnie Waring.

Old Business

I. *December 2, 2015 meeting cancelled.*

II. *Approval of November 4, 2015 Minutes*

Motion: Mark Schwarz

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

Second: Jim Stoelzel

Vote: Unanimous

New Business

I. NEW COURSE - FINANCE AND INVESTING - MARK SCHWARZ, JONELLE DISETTE, JANET HALPIN, BONNIE WARING

Mark Schwarz, MHS Assistant Principal & CTE SIL, along with MHS business teachers Jonelle DiSette, Bonnie Waring and Janet Halpin shared a proposal for a new business course entitled Finance and Investing which is a follow up to Personal Finance. Students enrolled in Personal Finance are introduced to a variety of topics within Finance and Investing. The proposed course will afford students the opportunity to delve deeper into these important topics that could affect their adult life decisions. Students enrolled in Finance and Investing will continue the study of a variety of financial and investing topics. This course is ideal for students striving for a more in-depth exploration of concepts affecting their personal financial situations now and in the future. Points of interest include, but not limited to investing, risk management, taxes, credit management, real and personal property, business ownership and planning, economics, and retirement planning and saving. Finance and Investing is largely inquiry based. Students will be researching each topic in depth and applying what they learn to realistic situations. Real-life examples, websites, and resources will be accessed throughout the course.

As an outcome of an audit of the CTE department by the CT SDE in May, 2015, a grant proposal for this course was developed and presented to Lee Marcoux, Consultant, CT State Department of Education, Business and Finance Technology, in June 2015. The grant is being offered to districts in support of a State initiative to increase student participation in Personal Finance education in Connecticut. This proposal was approved by the State and Masuk High School was awarded \$20,000 for the development and implementation of this course. Therefore, there will be no costs to the MPS for this new course. New Textbook - Kapoor Business and Personal Finance Online & Student Edition, 6 year online subscription. Forty hours of curriculum writing time for the teachers to write curriculum for the course. All costs paid for with the grant funds.

A motion was made to move Finance and Investing to the Board of Education for approval.

Motion: Lisa Peterson

Motion to move Finance and Investing to the Board of Education for approval.

Second: Joe Kobza

Vote: Unanimous

II. PRESENTATION - SCHOOL COUNSELING PRESENTATION - ANN ODOY

Ann Odoy, Secondary Instructional Leader for Guidance, shared an overview of the K-12 Comprehensive School Counseling Curriculum. Each grade level from grades K-5 has consistent developmental guidance lessons being presented in classrooms by School Counselors. Whole school programming to support positive school culture and climate such as the school ambassadors program are also implemented in the elementary school. In grades 6-8, STEM and Jockey Hollow combine developmental school counseling classroom lessons with whole school programming of counseling lessons regarding anti-bullying, self-esteem, kindness, and careers. In grades 9-12, students see their counselor during their advisory, course scheduling, and for grades 9 and 10 during classroom lessons. Juniors and seniors have small group and individual counseling sessions supporting all post-secondary planning. Personal, family, and 504 case management is ongoing throughout the year. The goal for each high school student is that every graduating student has a concrete plan for "life after Masuk High School."

The meeting adjourned at 4:39 pm.

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Curriculum Proposal Form

Course Title	Facing History and Ourselves-Honors		
Subject Area	History/Social Studies	Grade Span	10-12
Proposal Author(s)	Vicki Flam, Megan Bartosik, Ian Lowell, Greg Parkhurst, Jamie Sherry, Brian Humpal	Date November, 2015	
Course of Study	New	X	Revised
	Semester	X	Full Year

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

Part A: Course Information

Rationale for Requested Curriculum Work

Many of our top students do not take our sophomore Contemporary World Issues (CWI) course because they are enrolled in the year-long AP US Government and Politics course. This means that the important issues within CWI, such as the Holocaust, Human Rights, and International Affairs are missed by some of our students. Other students are inspired by the actions of national and human rights activists like Mohandas Gandhi and Nelson Mandela and wish to pursue further study. This course will provide the opportunity for all students to challenge themselves in an honors level course by digging deeper into these issues and case studies.

Provide a narrative description of the course.

This course blends the study of human behavior (How and why we act the way we do) and historical case studies from America and around the world, to learn how people's actions affect history. The course requires students to consider their own role as citizens in our community, country, and the world.

The Facing History and Ourselves protocol aims at putting students at the center of their own learning. Text-based seminars, primary and secondary document analysis, and student research will be emphasized. Students will wrestle with difficult questions on topics such as group and individual identity, dehumanization, justice, and reconciliation. The hallmark of this course is critical thinking. Historical content and current events are used as a means of understanding broader themes. For example, when studying acts of prejudice --whether in the Civil Rights Movement of the 1960s or the Holocaust, students examine "we" vs. "them" identity shaping. How is it that people come to identify with certain groups and exclude others? What are the consequences of such actions? Students study the "bystander" vs. "upstander" roles in society. Why do people choose to become involved in some

situations and not in others? When do situations escalate to the point where becoming an upstander is no longer a safe option? How can we examine ongoing events to prevent ourselves, or our society, from reaching that point? These broader issues and themes are connected to the past, current events, and our own roles as active citizens of the world.

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

Academic Level History of grade of an A- or better, CP of B- or better, or previous Honors credit.

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

N/A

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

1. Yes
2. Additional staffing will not be necessary due to a decline in enrollment schoolwide

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

1. Facing History and Ourselves [online resources](#) What is [Facing History?](#) [PSA](#)
2. Molly Schen, Facing History and Ourselves Director of Program Growth
3. Meredith Gavrin, Principal and Co-Founder New Haven Academy
4. "Universal Declaration of Human Rights Online Workshop"
5. The Holocaust and Human Behavior Teacher Workshop
6. Bethel High School Department Chair and Teachers

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:

Standards

Connecticut Core Standards in ELA require students to read, research, and write to build knowledge, arguments and presentations.

[CCSS.ELA-LITERACY.RH.11-12.1-10](#)

[CCSS.ELA-LITERACY.WHST.11-12.1-10](#)

Connecticut Social Studies Framework standards require students to develop questions, research, draw conclusions, communicate them, and when possible, take informed action.

INQ 9-12.1-17 (p.115)

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives.

HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.

HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HIST 9–12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.

HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.

HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Challenging/Relevant

The course material is challenging and inquiry-based requiring students to research and analyze not only historical case studies, but also their own actions, behaviors, and values. Close reading, research, presentation, discussion, listening, and writing skills are developed within the scope of the curriculum.

The material is very relevant as the Facing History and Ourselves protocol requires students to examine universal themes and issues that affect our world every day. It also requires students to engage in examining their own role and values as they relate to these themes such as behavior, prejudice, resistance, and reconciliation.

Inquiry based

The format of the course is established in a way that the teacher will provide a model example of each of the course themes, followed by students participating in an inquiry-based research project to connect the unit theme to a new topic. So not only will the teacher use inquiry-based techniques in his/her instruction, but the students will also engage in inquiry and research within each unit and in the final project.

Technology

Online research and communication will be integral parts of this course. This will take the form of database research, online blogging/chat rooms, and technology-based presentation and communication. Informed action may also be technology-based (i.e. establishing a website, creating awareness of an issue using social media, etc.)

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.

Course Title: Facing History and Ourselves

Authors: Ian Lowell, Vicki Flam, Megan Bartosik, Greg Parkhurst, Jamie Sherry

<p>Course Description: This course blends the principles of human behavior and historical case studies in order to learn about history and our own role as global citizens. The Facing History and Ourselves protocol aims at putting students at the center of their own learning. Text-based seminars, primary and secondary document analysis, and student research will be emphasized. Students will wrestle with difficult questions on topics such as group and individual identity, dehumanization, justice, reconciliation, and bystander/upstander situations. The hallmark of this course is critical thinking. Historical content and current events are used as a means of understanding broader themes. For example, when studying acts of prejudice --whether in the Civil Rights Movement of the 1960s or the Holocaust, students examine “we” vs. “them” identity shaping. How is it that people come to identify with certain groups and exclude others? What are the consequences of such actions? Students study the “bystander” vs. “upstander” roles in society. Why do people choose to become involved in some situations and not in others? When do situations escalate to the point where becoming an upstander is no longer a safe option? How can we examine ongoing events to prevent ourselves, or our society, from reaching that point? These broader issues and themes are connected to the past, current events, and our own roles as active citizens of the world.</p>	
<p>Course Resource: Facing History and Ourselves Curriculum</p>	
Units of Study	Resources
<p>I. Introduction: Identity (5 weeks) Essential Questions:</p> <ul style="list-style-type: none"> ❖ Why do people often create ‘we’ and ‘them’ identities? What are the consequences of that behavior? ❖ Who are we as individuals and communities? ❖ What factors shape your identity? ❖ How do other people identify you? ❖ How do people learn the history of their group and their culture when that group is spread around the world? ❖ What stops people from acting to help others? 	<p>Facing History Identity Chart</p> <p>Holocaust and Human Behavior Book from Facing History and Ourselves</p> <p>Using Photographs to Teach Social Justice: Exploring Identity From Teaching Tolerance</p> <p>Save the Darfur Puppy Article by Nicolas Kristoff, New York Times</p> <p>Using <i>The Sneetches</i> to teach identity</p>

<ul style="list-style-type: none"> ❖ Is history inevitable? ❖ How do our attitudes and beliefs influence our thinking ? How does our thinking affect our actions? ❖ How can we keep our individuality and still be a part of a group? ❖ Why do we stereotype? ❖ What are the negative consequences of creating ‘us’ and. ‘them’ identities? 	
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UNIT I ASSESSMENT: Students will research to develop a collection of current events articles to present a modern topic that demonstrates identity and group bias. They will critically analyze the articles based on their knowledge of identity and human behavior.

<p>II. Dehumanization(5 weeks)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ❖ What is dehumanization? ❖ What is the impact of dehumanization on future generations? ❖ What justification is used to dehumanize? ❖ How is dehumanization used in oppression? <p>This unit will focus on how people are dehumanized in different societies.</p> <p>Teacher Modeled Unit: The Dehumanization of Native Americans</p> <p>Students will select a case study from the following list:</p> <ul style="list-style-type: none"> ● Weimar Republic ● Japanese Internment ● Civil Rights ● Refugee ● South Africa ● Syria ● Cambodia ● Rwanda 	<p>Gilder Lehrman Indian Removal Act Resources</p> <p>The Homestead Act & The Dawes Act</p> <p>History Today Timeline of Native Americans & The Federal Government</p> <p>PBS Indian Boarding Schools</p> <p>NPR Indian Boarding Schools Article</p> <p>Assimilation Through Education</p> <p>Carlisle School Resources</p> <p>Stolen Lives</p> <p>The Cherokee Word for Water</p> <p>All the Indians are dead? Article</p>
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<ul style="list-style-type: none"> ● Women 	
<p>UNIT II ASSESSMENT: Students will be given a unique historical case study to analyze and apply what they have learned by identifying patterns of dehumanization.</p>	
<p>III. Resistance (5 weeks)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ❖ What is resistance? What forms can it take? ❖ How is resistance used to combat dehumanization? ❖ What are the factors that lead to resistance? What are the steps that need to be taken to make resistance successful? ❖ What is the effect of resistance? What is the aftermath? <p>This unit will focus on resistance to dehumanization. This includes both violent and nonviolent resistance.</p> <p>Teacher Modeled Unit: South African resistance to apartheid.</p> <p>Students will select a case study from the following list</p> <ul style="list-style-type: none"> ● Weimar Republic ● Japanese Internment ● Civil Rights ● Refugee ● Syria ● Cambodia ● Rwanda ● Women 	<p>Resources:</p> <p>Freedom in our lifetime: South Africa’s Struggle by Choices Brown University</p> <p>Apartheid Museum: Resistance to Apartheid</p> <p>An audio history of the resistance to apartheid:NPR</p> <p>Music against Apartheid:</p>
<p>UNIT III ASSESSMENT: Text-Based Debate on types of resistance. Which type of resistance is the most effective and successful?</p>	
<p>IV. Judgement, Memory, and Legacy (5 weeks)</p> <p>Essential Questions:</p>	<p>Resources:</p> <p>The Case for Reparations by Ta-Nehisi Coates</p> <p>Article on Rwandans who had a hand in building reconciliation</p>

- ❖ Is justice possible for everyone?
- ❖ Is reconciliation more important than justice?
- ❖ What is the responsibility of the International Community to uphold the Universal Declaration of Human Rights?
- ❖ What should be the role of the United Nations as peacekeeper? How effective can it be?

This unit will focus on the twin goals of justice and reconciliation that follow events of mass dehumanization and its consequences.

Teacher Modeled Unit: Rwanda

Students will select a case study from the following list:

- Weimar Republic
- Japanese Internment
- Civil Rights
- Native Americans
- Refugees
- Syria
- Cambodia
- Women

[First Resolution of the ICTR](#)
[Timeline of Reconciliation](#)
[NYT Article about reconciliation](#)
[Introductory Article explaining different types of courts in Rwanda](#)
[Video with Testimonials from survivors 20 years after Rwanda](#)
[CNN Article and interview with Rwanda's Reconciliation Tutsi President](#)
[CNN Special on Rwanda - video clip](#)
[National Geographic - "In Rwanda, Reconciliation is Hard Won"](#)

FINAL ASSESSMENT: A Student Choice Project - This will include options such as: a Student Action Project, a research paper, Student Documentary/Public Service Announcement. All projects will include a written and presentation-based component.

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 hrs
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
Teacher Collaboration and online/university lectures on topics	6 hrs

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:		
Secondary Instructional Leader		
Principal/Director:		
Director of Instruction:		
Assistant Superintendent:		
Superintendent:		
Board of Education		

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Curriculum Proposal Form

Course Title	Introduction to Business Concepts and Technology		
Subject Area	Business/ CTE	Grade Span	9-12
Proposal Author(s)	Battista / Schwarz	Date	Spring 2016
Course of Study	New	X	Revised
	Semester		Full Year
			X

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

Part A: Course Information

Rationale for Requested Curriculum Work

The original curriculum was developed in 2009 and had a strong emphasis on keyboarding. Now that keyboarding is introduced in the elementary schools, new emphasis on the course was developed. The course updated skills and concepts for the 21st Century.

Provide a narrative description of the course.

IBCT is a survey course designed to provide students with an overview of various topics covered in today's business world. In addition, students will also learn and use beginning/intermediate software skills used in business, such as Word, Excel, Publisher, PowerPoint, etc.

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

None. It is an introductory course.

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

This is a revision to a course. With the implementation of the new technology standards and the introduction to Keyboarding at the elementary schools, there was no longer a need to teach it at the high school level. This course builds upon those keyboarding skills and provides the skills and concepts need to succeed in today's business world.

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

Yes. The hardware and software is currently available in the Business Department.

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

CTE Standards were used to develop the scope and sequence. We consulted with various schools to review course topics. Several textbooks were used to determine material to be covered.

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:

Standards

The CTE Standards were used to develop each lesson.

- Unit I, II and VI: Business Management Standards
- Unit III: Personal Finance Standards
- Unit IV: Marketing Standards
- Unit V: Computer Information Systems Standards
- Unit VII and VIII: Cooperative Work Education Standards

Connecticut Core Standards ~ English Language Arts

Strand: 6-12 Reading Standards for Informational Text (RI)

- Cluster 1: Key Ideas and Details
- Cluster 2: Craft and Structure
- Cluster 3: Integration of Knowledge and Ideas
- Cluster 4: Range of Reading and Level of Text Complexity

Strand: 6-12 Writing Standards (W)

- Cluster 1: Text Types and Purposes
- Cluster 2: Production and Distribution of Writing
- Cluster 3: Research to Build and Present Knowledge
- Cluster 4: Range of Writing

Strand: 6-12 Speaking and Listening Standards (SL)

- Cluster 1: Comprehension and Collaboration
- Cluster 2: Presentation of Knowledge and Ideas

Strand: Language Standards (L)

- Cluster 1: Conventions of Standard English
- Cluster 2: Knowledge of Language
- Cluster 3: Vocabulary Acquisition and Use

Challenging/Relevant

The course is relevant because it is current in the business world. All of the skills that they learn will be relevant for their high school education and beyond.

The technology skills introduced in this course will require students to complete numerous performance based tasks that are both challenging and relevant.

Inquiry based

Once the students learn the content and skills in each of the various units, it will be applied to numerous performance based assessments.

Technology

Each unit of study of specific unit of studies that go along with that unit of study. Each unit requires students to use Word and Excel, as well as other software programs.

Other

This would be an introductory course for any 9th grade student because the skills and concepts learned in this course would be valuable to any student at the high school. The skills and concepts will also introduce students to a variety of potential career paths.

Part C: Scope and Sequence/Units of Study

Develop a Scope and Sequence or Units of Study for the curriculum. (Please insert/attach.)

Introduction to Business Concepts and Technology
Course Scope and Sequence

- I. Business and the Economy
 - A. Business in the U.S. Economy
 - B. Business in the Global Economy

- II. Business Operations
 - A. Financial Management
 - B. Marketing
 - C. Technology
 - D. Human Resources

- III. Career Planning and Development
 - A. Career Research and Planning
 - B. Getting a Job

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

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
Collaboration with colleagues to align course lessons, as needed	2 hours during a PD Day

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:		
Secondary Instructional Leader		
Principal/Director:		
Director of Instruction:		
Assistant Superintendent:		
Superintendent:		
Board of Education		