



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

WEDNESDAY, NOVEMBER 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 OCTOBER 5, 2016 MEETING

NEW BUSINESS

- I. NEW COURSE PROPOSALS ~
 - A. LITERATURE AND MODERN CULTURE ~ IN FORM - NEW COURSE PROPOSAL -
MICHAEL CROWLEY, ELA SECONDARY INSTRUCTIONAL LEADER
 - B. AP COMPUTER PRINCIPLES ~ IN FORM - NEW COURSE PROPOSAL -
MARK SCHWARZ, CTE SECONDARY INSTRUCTIONAL LEADER, AND
WILLIAM MCDONOUGH, CTE TEACHER MASUK HIGH SCHOOL

*Curriculum Council Meeting dates for 2016-2017, as needed, include:
December 7, February 1, March 1, April 5, May 3*



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Monroe Board of Education
Curriculum Council Committee
October 5, 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, Julia Strong, Lisa Peterson, Kevin Welch, Ian Lowell, Mike Crowley, Jim Stoelzel, Jennifer Parsell, Darleen Fensore, Kay Moser, Jack Zmary, Jack Ceccolini, Roseanne Haughton, Jamie Sherry, John Biase, Kelly Pecca, Elisa Rubis, Amy Pecora, and Alan Vaglivello.

Old Business

I. *Approval of March 2 Minutes*

Motion: Jamie Sherry

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

Second: Kelly Pecca

Vote: Unanimous

New Business

I. CURRICULUM REVIEW - 1R FORM- FRENCH & SPANISH 1 - FRENCH & SPANISH 2 - LISA PETERSON

Lisa Peterson, Secondary Instructional Leader for World Languages, shared her Curriculum Review work for French and Spanish 1, as well as French and Spanish 2. The course is designed to allow students to meet the standards across the five broad domains of the World Readiness Standards. The scope and sequence, instructional activities, and assessments mimic those advocated by ACTFL in order to meet the standards. The ACTFL Can-Do Statements are actionable learning objectives that support the Standards. Curriculum work will create closer alignment of instructional activities and assessments to these statements. Teachers will look to online and free optional materials and resources to add to the curriculum scope and sequence for each course.

Costs:

curriculum writing = 20 hrs per course = 80 hrs (hourly rate of \$41.31) summer 2017

professional development = \$190 for two teachers = \$380 - to attend AP seminar
summer 2017

possible textbook/online cost - will continue to watch through the review process

Since this course is a revision, it needs to be shared with Curriculum Council only. The original course was vetted and approved by the BOE previously.

II. CURRICULUM REVIEW - 1R FORM - PROBABILITY AND STATISTICS
- KEVIN WELCH AND LISA PECORA

Kevin Welch, Secondary Instructional Leader for Mathematics, shared his Curriculum Review work for Probability and Statistics. The existing curriculum covers the CT Core High School Probability and Statistics Mathematics Standards including many of the Plus Standards for Mathematics. Additionally, CT Core ELA standards in Informational Texts were added to the curriculum. To cover these ELA Standards, the students will read several chapters of Outliers written by Malcolm Gladwell. A discussion and writing assignment to support central idea and author's argument will be assigned. Amy Pecora, Masuk Math Teacher, shared using the book in her AP Probability and Stats course this year. Students are responding well to the content of the book and making connections between a nonfiction text and mathematics. Kevin also shared a student written piece in response to reading a chapter. Using this text in a math classroom illustrates the practical application of mathematics in the real world.

Costs:

curriculum writing = 6 hours (hourly rate of \$41.31) summer 2016, completed already

Since this course is a revision, it needs to be shared with Curriculum Council only. The original course was vetted and approved by the BOE previously.

The meeting adjourned at 4:37 pm.

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Curriculum Proposal Form

Course Title	Literature and Modern Culture		
Subject Area	English	Grade Span	12
Proposal Author(s)	Giordano/Crowley	Date	10/15/16
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

This college-prep level course will serve as a semester-long Senior English class that may be chosen to fulfill the graduation requirements of the school. Part of the final stage of Masuk's rewritten English curriculum, Literature and Modern Culture addresses the reading, writing, listening, and speaking sections of the Connecticut Core Standards.

Provide a narrative description of the course.

Students enrolling in Literature and Modern Culture will read/view and analyze a variety of texts that reflect different facets of modern society. Students will explore the interplay between literature and other genres of expression by studying the social, historical, economic, political, and artistic issues presented in each text. The goals of the course include: instilling in students a passion for writing, teaching students how to critically analyze various types of text, and preparing students to be active, critical thinkers in a diverse society.

Focus Questions: How does literature affect their audience differently than other types of text? How do we look at non-print texts with a critical eye? How do writers, artists, and musicians view the human experience?

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

Successful completion of three years of English

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?

Yes, it can accommodate the change. This course requires no additional staffing.

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

- NCTE English Journal:
“‘Signs of Life’ in the High School Classroom: Analyzing Popular Culture to Provide Student Choice in Analytical Writing”
- NCTE English Journal: “Art as Meaning Making”
- Rochester Institute of Technology: “Literature, Culture, and Media” Curriculum

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

This course requires students to view a variety of genres from a critical lens, recognizing the artistry and storytelling of each genre. By comparing the techniques of artists, musicians, and filmmakers to the techniques of the authors, students will analyze structures and their varied uses across different media.

Challenging/Relevant

In a highly digitalized world, it is imperative that students learn how to critically view and discuss different mediums. This course, however, emphasizes print media, requiring a more complete range of communication techniques.

Inquiry based

Each of the units centers around a unifying focus that will lead students to ask questions of the texts (print, visual, and aural). They will need to apply their knowledge to the literature presented, making critical decisions about the pieces.

Technology

The use of technology is woven throughout the course -- flipped lessons about filmmaking and artistic techniques, assessments that require digital presentations, use of online databases to research critical reviews of films, museum websites, music videos online, blogging to react films and texts.

Other

Part C: Scope and Sequence/Units of Study

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

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, none requested

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:	Eric Giordano	10/15/16
Secondary Instructional Leader	Michael Crowley	10/15/16
Principal/Director:	Joseph Kobza	10/15/16
Director of Instruction:		
Assistant Superintendent:		
Superintendent:		
Board of Education		

Title: Literature and Modern Culture

Authors: Eric Giordano, Michael Crowley

<p>Course Description</p>	<p>Students enrolling in Literature and Modern Culture will read/view and analyze a variety of texts that reflect different facets of modern society. Students will explore the interplay between literature and other genres of expression by studying the social, historical, economic, political, and artistic issues presented in each text. The goals of the course include: instilling in students a passion for writing, teaching students how to critically analyze various types of text, and preparing students to be active, critical thinkers in a diverse society.</p> <p>Focus Questions: How does literature affect their audience differently than other types of text?</p> <p>How do we look at non-print texts with a critical eye?</p> <p>How do writers, artists, and musicians view the human experience in similar and different ways?</p>
<p>Units of Study</p>	<p><u>Unit One: Telling Your Story</u> Time Frame: 5 weeks Primary Text Focus: Informational Texts from <i>New York Times</i> and <i>Time</i> and <i>The Tender Bar</i> Complimentary Genre Study: Artwork by Lichtenstein, Serra, Hockney; Song: "Alice's Restaurant" by Arlo Guthrie, "Hurricane" by Bob Dylan; Documentary: <i>Unguarded</i></p> <p>Links: Museum of Modern Art Documentary Information from Academy of Motion Picture Arts and Sciences</p> <p><u>Unit Two: Diverse Perspectives</u> Time Frame: 5 Weeks Primary Text Focus: <i>The Curious Incident of the Dog in the Night-time</i> Complimentary Genre Study: Photography by Arbus, Adams, Avedon, Leibovitz; "The Room Where It Happens" from <i>Hamilton</i> by Lin Manuel-Miranda, "Picture" by Kid Rock and Sheryl Crow; <i>Rear Window</i> by Alfred Hitchcock</p> <p>Link: Artnet for examples of Photography Information on Hitchcock's style</p>

	<p><u>Unit Three: Modern Imagery</u> Time Frame: 5 Weeks Primary Text Focus: <i>The Pit and the Pendulum</i> and <i>Something Wicked This Way Comes</i> Complimentary Genre Study: Artwork by Dali, Grey; “Fire and Rain” by James Taylor, “Lucy in the Sky With Diamonds” by The Beatles, Hans Zimmer Movie Scores; Episode of <i>Mr. Robot</i> by Sam Esmail; <i>Inception</i> by Christopher Nolan; Links: Museum of Modern Art</p> <p><u>Unit Four: Putting It Together</u> Time Frame: 5 Weeks Primary Film Focus: <i>A Beautiful Mind</i> Primary Text Focus: <i>New York Trilogy</i> Paul Auster Complimentary Genre Study: Artwork by Rauschenberg, Tinguely; “You Can’t Always Get What You Want” by The Rolling Stones, “Come With Me” by Puff Daddy; <i>A Beautiful Mind</i> by Ron Howard Links: Museum of Modern Art</p>
<p>Assessments (please pair with appropriate texts)</p>	<p><i>Unit 1 Assessment:</i> Telling Your Story - In collaborative groups compile a collection of images representing a critical point of view on a subject. After researching the topic, synthesize secondary source material and create voice over narration to accompany the images.</p> <p><i>Unit 2 Assessment:</i> Diverse Perspectives - Students will consider how famous artists frame their material, using light and shadows and purposeful arrangement of objects and people to communicate a message and tell a story. Students will construct a written piece that analyzes a famous work of art synthesizing outside source material into their analytical piece.</p> <p><i>Unit 3 Assessment:</i> Modern Imagery - Construct an essay that addresses the following: Is there more value in creating your own image from an author or being delivered a specific one from an artist, musician or filmmaker? Using the texts “The Pit and the Pendulum,” and <i>Something Wicked This Way Comes</i> and one of the complimentary genre texts, students will compose a 3-5 page essay..</p> <p><i>Unit 4 Assessment:</i> Students will choose a film that won the Academy Award for film editing, an art piece that uses mixed media, or a song that mixes two distinct styles. They will compose an informative essay (3-5 pages) that explains how the editing guides the viewer/listener towards deeper understanding of the work’s theme.</p>

Notes	
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MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Curriculum Proposal Form

Course Title	AP Computer Science Principles		
Subject Area	Computer Science	Grade Span	10-12
Proposal Author(s)		Date	10-25-16
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

This is a new AP Course that has been developed to engage more students in the field of computer science. The test has been offered for the last two school years.

Provide a narrative description of the course.

The AP Program designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities.

Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow.

This course teaches the fundamental principles of computer science and exposes the students to a graphical interface app development software. The course also requires technical write assignments.

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

Prerequisite

Completion of Geometry

Is an entry level course for computer science introducing the fundamental concepts of computer science.

STEP 1N
Curriculum Proposal, pg.2

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

This would be a new course to Masuk High school

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 core concepts/principles of computer science through direct instruction, sample code segments and interactive videos. They are then asked to use these concepts/Principles to create apps and technical writing . Differentiation can easily be done by making changes in the rigor and/or scope of the apps and writings 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. The Computer science Principles course is a new course and there are more schools across the state adding it each year. The focus is to bring more students into the field of computer science.

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

Curriculum will be aligned with current standards,CCSS and ISTE

CCSS ELA

Reading,

Writing

speaking and listening standards will be address

CCSS Mathematics (could list all standards will be determined by student activities)

Number and Quantity

Modeling

Functions

Ratios and proportional relationships

ISTE

Create and innovate

Communicate and collaborate

Research and information fluency

Critical thinking, Problem solving and decision making

Challenging/Relevant

Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow.

App development and the computer science principles behind them are found in every facet of our daily life.

Inquiry based

Most apps are inquiry based. Students are given a list of requirements that must be in their app 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. App development 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. (Please attach.)

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

Unit 1 - Getting Started: Preview & Setup

Unit 2 - Introduction to Mobile Apps & Pair Programming

Unit 3 - Creating Graphics & Images Bit by Bit

Unit 4 - Exploring Computing: Animation, Simulation, & Modeling

Unit 5 - Algorithms & Procedural Abstraction

Unit 6 - Using and Analyzing Data & Information

Unit 7 - Communication Through The Internet

Unit 8 - AP CS Principles Exam Prep

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: 40
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
Summer training for CSP certification (paid by Grant)	4weeks

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

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Alignment Review Form

Subject Area	Computer science Java	Date	10-24-16
Vertical Team Members	Bill McDonough Mark Schwarz Jack Zmary John Battista Sheila Casinelli		

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?

This is a new course and will be aligned with CCSS, ISTE and CTE standards

What revisions are needed in order to align them?

Curriculum will be aligned with current standards, CCSS and ISTE

CCSS ELA
Reading,
Writing
speaking and listening standards will be address

CCSS Mathematics (could list all standards will be determined by student activities)
Number and Quantity
Modeling
Functions
Ratios and proportional relationships

ISTE
Create and innovate
Communicate and collaborate
Research and information fluency
Critical thinking, Problem solving and decision making

Part B: Curriculum Analysis

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

<p>Student Work examples Summaries</p> <p>problem sets Reading for understanding quizzes Program completion Technical writing</p>	<p>Student Assessments – formative, summative</p> <p>Used to check understanding of small topics and as summative assessments at the end of units.</p> <p>Students will take the AP Computer Science Principles exam</p>
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Part C: Curriculum from Other Districts

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

District	Curriculum Exemplars
Brookfield	not taught
Fairfield	Java taught very similar to what we teach (AP course)/ not Principles course
Farmington	Introduction programming only taught (no AP)
Greenwich	4 levels of computer science Java taught as AP(no Principles course taught)
Newtown	not taught
Trumbull	Taught as full year course students must have Algebra 2 completed to take (no AP)
Connard	AP Java and AP Principles taught
West Hartford	AP Java and AP Principles taught
Avon	AP Java and AP Principles taught
Jonathan Law	AP Java and AP Principles taught

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: 40
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.

<i>Activity</i>	<i>Requested Hours</i>

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Instructional Materials and Resources Evaluation Form
Vertical Team Use ONLY

Title:	None Needed		
Publisher:		Copyright Date:	
Course:			
Reviewer(s):		Date	

Part A: Rating Survey

Characteristics	Ratings				
	Disagree 1 - Agree 4				
The resource is well aligned with the curriculum key concepts and benchmarks.	1	2	3	4	NA
It provides multiple perspectives for examining a topic.	1	2	3	4	NA
It is thorough in terms of its coverage of identified topics.	1	2	3	4	NA
It is free of bias; including, but not limited to, race, gender, ethnicity, religion, and culture.	1	2	3	4	NA
The layout/format is inviting and supportive of student engagement.	1	2	3	4	NA
The content provides thoughtful challenge for higher level critical analysis.	1	2	3	4	NA
The reading level is appropriate.	1	2	3	4	NA
There are appropriate support materials (i.e., maps, charts, digital resources, etc.).	1	2	3	4	NA
There are meaningful technology support materials (i.e., video, audio, SMARTboard, etc.).	1	2	3	4	NA
There are assessments or materials that lend themselves to assessments.	1	2	3	4	NA

Part B: Resource Information

Strengths of this resource:

Weaknesses of this resource:

How can we address the weaknesses?

Other comments:

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:

Standards

Curriculum will be aligned with current standards,CCSS and ISTE

CCSS ELA

Reading,

Writing

speaking and listening standards will be address

CCSS Mathematics (could list all standards will be determined by student activities)

Number and Quantity

Modeling

Functions

Ratios and proportional relationships

ISTE

Create and innovate

Communicate and collaborate

Research and information fluency

Critical thinking, Problem solving and decision making

Challenging/Relevant

APP development is cutting edge in the society and is extremely competitive and constantly changing

Inquiry based

All APPs are created and designed by the students this is an inquiry based process

Technology

There is a daily use of technology and it applications

Other

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Instructional Materials and Resources Proposal Form
Submitted to Curriculum Council

Course Title	AP Computer Science Principles		
Subject Area	Tech Ed	Grade Span	10-12
Proposal Author(s)	William Mcdonough	Date	10-31-16
Course of Study	New	X	Revised
	Semester		Full Year
			X

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

Part A: Resource Proposal

Resource Title:	Android tablets		
Resource Type: (print or digital)	Digital		
Author/Editor:		Copyright Date:	
Publisher:		Latest Revision Date:	
Recommended for use in grade(s)	10-12	High/Avg/Low level:	all
Subject	Computer Science Tech Ed		
Course Title:	AP Computer Science Principles		
Digital Resources only: Minimum Device Requirements	Android tablet		

Part B: Resource Information

Rationale for Requested Resource

Android tablets are required for the class to run. All students need to develop APPs and the course is based on the use of Android APP developer software. The software is free but the tablets are needed to test and debug the APPs

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

It is required for students to build APP and this is the type of device used to build them

STEP 2
Materials Proposal, pg.2

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

none

Why was the recommended resource chosen?

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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			
Workbooks			
Software/Online textbook			
Equipment/Hardware*			
Other supplies	20	\$400	\$8000
Professional Development			
		Total	\$8000

*Describe Equipment/Hardware

Android Tablets for the students to develop their APPs. this is a required part of the class and a required part of the AP test

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:	Bill McDonough	
Secondary Instructional Leader:	Mark Schwarz	
Principal/Director:	Jack Zamarly	
Director of Instruction:		
Assistant Superintendent:		
Superintendent:		
Board of Education		