

October 4, 2017 (back to top of document)
Curriculum Council



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Wednesday, October 4, 2017
Masuk High School
Library/Media Center
1014 Monroe turnpike
Monroe, Connecticut 06468

CURRICULUM COUNCIL
AGENDA

4:00 P.M.

In attendance: John Battista, Jack Zmary, Sheila Casinelli, Ian Lowell, Jamie Sherry, John Biase, Amy Pecora, Kevin Welch, Lisa Peterson, Kay Moser, Darleen Fensore, Pam Srinivasan, Jack Ceccolini, Deb Kovachi, Laura Massey, Joe Kobza, Mary Ellen Mysogland, Mary Rauner, Caitlin Nobili, Sean Serafino, Lori Kostopoulos, Cindy Brooker, Julia Strong, Penny Ploski, Jen Parsell, Amy Alderman, Dawn Parmalee, Roseanne Haughton, Leigh Brewster, Bruce Lazar, Jim Stoelzel, Becky Kosisko,

Old business

I. Approval of the September 6, 2017 meeting minutes.

Motion to approve minutes: Jamie Sherry Second: Kay Moser
Approved unanimously.

New business

I. Curriculum Council Discussion Topic ~ Homework

- A. Policy
- B. Article

1. Special Topic / The Case For and Against Homework

a) What did you learn from the article?

- Balanced article
- Quality homework is important
- Involving parents

- Parents - it may not be the way you learned it, conversation about the student day
 - Purpose of it - ex. Kindergarten what is homework?
 - How do you know the student did the work? (not addressed in the article)
 - Amount of time can vary by student
 - Credit for the work done but who did it
 - Load of work
 - Add up the amount of homework from each class, students up late doing work for many hours (parent feedback)
 - 10 minutes times the grade level - norm - plus 15 minutes for reading
 - Reading should be the focus not the busy work (anecdotal)
 - Teachers not being trained on how to assign homework
 - Economically challenged students - EL students may not have support from parents at home due to language issue
 - Too much homework is detrimental
 - Students who complete homework perform better
- b) How does the article align or differ from BOE policy? (link above)
- Minimum numbers in policy
 - No maximum for time for middle school and high school
 - Like that it represents students, parents and teachers
 - Purpose of homework - objectives don't match the article
 - Language a little dated
- c) T-Chart: What are the benefits and challenges of homework? (In groups of 3-4, choose a unique color for your font and enter your responses at link above).
- d) Next steps:
- (1) Survey students about the amount of time for homework - Jack to make a draft form for students to be shared at the next meeting, also create a parent and faculty survey
 - (a) Amount of homework per subject
 - (b) How many activities are you involved with?
 - (c) What time do you go to bed?
 - (2) Building reps share out and get feedback from buildings
 - (3) Complete the T chart - bring a device for small group work

- II. *Curriculum Resource* ~ Masuk Child Development Class - Ian Lowell, Secondary Instructional Leader History and Jamie Sherry, Masuk History Teacher - Materials Proposal: Brain Rules for Baby: How to Raise a Smart and Happy Child from Zero to Five by John Medina

Ian and Jamie gave the following Presentation

Motion to move to the BOE for approval: Joe Kobza
Approved unanimously.

Second: John Biase

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Instructional Materials and Resources Proposal Form
Submitted to Curriculum Council

Course Title	Child Development		
Subject Area	History/Social Studies	Grade Span	10-12
Proposal Author(s)	Ian Lowell	Date	October 2017
Course of Study	New		Revised X
	Semester		Full Year X

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

Part A: Resource Proposal

Resource Title:	Brain Rules for Baby: How to Raise a Smart and Happy Child from Zero to Five		
Resource Type: (print or digital)	Non-fiction Book		
Author/Editor:	John Medina	Copyright Date:	2010
Publisher:	Pear Press	Latest Revision Date:	2014
Recommended for use in grade(s)	10-12	High/Avg/Low level:	AVG
Subject	History/Social Studies		
Course Title:	Child Development		
Digital Resources only: Minimum Device Requirements	http://www.brainrules.net/brain-rules-for-baby website		

Part B: Resource Information

Rationale for Requested Resource

Incorporate non-fiction reading into the course and as an additional supplement to the aging textbook.

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

The text provides an additional research base for the course in addition to the aging textbook.

STEP 2
Materials Proposal, pg.2

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

A Child Called "It" and *Savage Inequalities* were both non-fiction books that deal with problems related to child development, but were considered too narrow a focus and were more dated (c.1995, 1991).

Why was the recommended resource chosen?

Fits the needs of the class for research based learning that covers a wide variety of topics related to the curriculum.

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	30	10.56	\$316.80
Workbooks			
Software/Online textbook			
Equipment/Hardware*			
Other supplies			
Professional Development			
		Total	\$316.80

*Describe Equipment/Hardware

NA

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:	Jamie Sherry	Oct. 4, 2017
Secondary Instructional Leader:	Ian Lowell	Oct. 4, 2017
Principal/Director:	Joe Kobza	Oct. 4, 2017
Director of Instruction:	Sheila Casinelli	Oct. 4, 2017
Assistant Superintendent:	Jack Zmary	Oct. 4, 2017
Superintendent:		
Board of Education		