



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

WEDNESDAY, OCTOBER 5, 2016
MASUK HIGH SCHOOL
LIBRARY/MEDIA CENTER
1014 MONROE TURNPIKE
MONROE, CONNECTICUT 06468

**CURRICULUM COUNCIL
AGENDA**

*2015-2016 MEETING - CANCELLED APRIL 6 AND MAY 4, 2016 CURRICULUM COUNCIL MEETINGS.
2016-2017 MEETING - CANCELLED SEPT. 7, 2016 CURRICULUM COUNCIL MEETING - PLANNING*

4:00 P.M.

OLD BUSINESS

- I. APPROVAL OF THE MINUTES FROM THE MARCH 2, 2016 MEETING

NEW BUSINESS

- I. CURRICULUM REVIEWS ~
 - A. FRENCH AND SPANISH 1 ~ 1R FORM - REVIEW UPDATE
 - B. FRENCH AND SPANISH 2 ~ 1R FORM - REVIEW UPDATE
 - C. PROBABILITY AND STATISTICS - 1R FORM - REVIEW UPDATE

*Curriculum Council Meeting dates for 2016-2017, as needed, include:
November 2, December 7, February 1, March 1, April 5, May 3*



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Monroe Board of Education
Curriculum Council Committee
March 2, 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: Jim Agostine, John Battista, Sheila Casinelli, Joe Kobza, Mark Schwarz, Lisa Peterson, Kevin Welch, Ian Lowell, Jamie Sherry, Greg Parkhurst, Vicky Flam, Elisa Rubis, and Barbara Fahr.

Old Business

I. *Approval of February 3 Minutes*

Motion: Joe Kobza

Motion to approve minutes from the February 3, 2016 Curriculum Council meeting.

Second: Jamie Sherry

Vote: Unanimous

New Business

I. NEW COURSE - FACING HISTORY AND OURSELVES - IAN LOWELL

Ian Lowell, Secondary Instructional Leader for Social Studies/History, shared a proposal for a new history course entitled Facing History and Ourselves. 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 Historical content and current events are used as a means of understanding broader themes.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.

Costs:

materials = \$0.00, all online/free

curriculum writing = 20 hours (hourly rate of \$41.31)

professional development = 6 hours (during our district PD days or release time)

A motion was made to move *Facing History and Ourselves* to the Board of Education for approval.

Motion: John Battista

Motion to move Facing History and Ourselves to the Board of Education for approval.

Second: Joe Kobza

Vote: Unanimous

II. COURSE REVISION - INTRODUCTION TO BUSINESS CONCEPTS AND TECHNOLOGY - MARK SCHWARZ AND JOHN BATTISTA

Mark Schwarz, MHS Assistant Principal & CTE SIL, and Assistant Superintendent John Battista shared a proposal for a business course revision for Introduction to Business being called Introduction to Business Concepts and Technology. 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. 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.

Costs:

materials = \$0.00, all online/free

curriculum writing = 40 hours (hourly rate of \$41.31)

professional development = 2 hours (during our district PD days, as needed)

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 5:00 pm.

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Alignment Review Form

Subject Area	French 1 & Spanish 1	Date	Sept. 2016
Vertical Team Members	Jesse Caron, Leigh Barone, Lauren Hilmar-Braga, Lisa Peterson, Anne Spoerndle		

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?

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.

What revisions are needed in order to align them?

More work in assessment design, instructional activities, and resource identification would strengthen alignment. For example, the standards include using only authentic, not textbook-produced materials.

Part B: Curriculum Analysis

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

Student Work examples Summaries	Student Assessments – formative, summative
<p>AAPPL recording and student writing samples indicate that more integrated skills’ assessments would increase proficiency.</p>	<ul style="list-style-type: none"> ● AAPPL ● District reading benchmarks ● Teacher assessments

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
New Jersey Department of Ed.	Statewide development of proficiency tasks and target levels.
STARTalk	Focused units that use entirely authentic materials and lead to performance based measures of student mastery.
Glastonbury	Thematic units centred on a focus, textbook-independent, teacher-created
Massachusetts Curriculum Framework	Contains skills-based target statements to guide curriculum development
ACTFL Can-Do Statements	Task-specific statements that students can achieve at different proficiency levels. These can not only serve as objectives, but help build a vertical program leading to success on AP exams.

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 French 1 20 hours Spanish 1

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>
<i>AP vertical teams one-day seminar. All teachers district-wide to attend by the end of 2017-18.</i>	<i>\$190 for two teachers (\$380 total) who need to attend in 2017-18</i>

MONROE CURRICULUM COUNCIL
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Monroe, Connecticut

Curriculum Alignment Review Form

Subject Area	Spanish 2 & French 2	Date	Sept. 2016
Vertical Team Members	Jayson Castillo, Jesse Caron, Lauren Hilmar-Braga, Doris Lacayo, Trish Pagel, Lisa Peterson, Olivia Pruszko		

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?

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.

What revisions are needed in order to align them?

More work in assessment design, instructional activities, and resource identification would strengthen alignment. For example, the standards include using only authentic, not textbook-produced materials.

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>AAPPL recording and student writing samples indicate that more integrated skills' assessments would increase proficiency.</p>	<p>Student Assessments – formative, summative</p> <ul style="list-style-type: none"> ● AAPPL ● District reading benchmarks ● Teacher assessments
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Part C: Curriculum from Other Districts

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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 French 2 20 hours Spanish 2

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
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Curriculum Alignment Review Form

Subject Area	Mathematics - Probability and Statistics (AP and CP)	Date	9/22/16
Vertical Team Members	Kevin Welch Mark McKee Amy Pecora		

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?

Similarities	Differences
<p>The existing curriculum covers the CT Core High School Probability and Statistics Mathematics Standards including many of the Plus Standards (Additional mathematics that students should learn in order to take advanced courses such as Calculus, Advanced Mathematics, Advanced Statistics, or Discrete Mathematics)</p>	<p><u>CT Core High School ELA Standards - Informational Text</u></p> <ul style="list-style-type: none"> ● Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence ● Read and comprehend complex literary and informational texts independently and proficiently. ● Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text ● Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

What revisions are needed in order to align them?

To cover these ELA Standards, several chapters of *Outliers* written by Malcolm Gladwell will be read by the students. A discussion and writing assignment to support central idea and author’s argument will assigned.

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>When reviewing student work, the teachers determined that students required further practice in translating literacy skills into mathematical problems.</p>	<p>Student Assessments – formative, summative</p> <p>Problem Solving/Data Analysis 8.7 - Masuk SAT Benchmark 9.1 - March SAT 9 - PSAT</p> <p>Command of Evidence PSAT 9 - 9 PSAT 10 - 9 SAT - 10</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?

<p>District</p> <p>Trumbull</p> <p>Newtown</p> <p>Oxford</p> <p>Simsbury</p>	<p>Curriculum Exemplars</p> <ul style="list-style-type: none"> ● Projects to connect the curriculum to real -world applications of Statistics ● Course includes projects, reports, cooperative group problem solving, and writing. ● Course will cover meaningful applications so the students will understand the importance and rationale for studying statistics ● Course will emphasize a wide variety of real world applications and offer support for underlying math skills.
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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: 6

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>