

September 6, 2017 ([back to top of document](#))
Curriculum Council



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Wednesday, September 6, 2017
Masuk High School
Library/Media Center
1014 Monroe turnpike
Monroe, Connecticut 06468

CURRICULUM COUNCIL
AGENDA

4:00 P.M.

In attendance: Sean Sarafino, Mike Crowley, Jamie Sherry, Joe Kobza, Lisa Peterson, John Battista, Deb Kovachi, Kay Moser, Darleen Fensore, Kelly Pecca, Kevin Welch, Becky Kosisko, John Biase, Ian Lowell, Jack Zmary

Old business

I. Approval of the Minutes from the May 3, 2017 meeting.

Approved unanimously

New business

I. ***Curriculum Resource*** ~ Spanish and French Classes - Lisa Peterson, Secondary Instructional Leader World Languages - Materials Proposal:

- APprens (for AP French Classes)
- Imagina (for Level 5 Honors)
- Tejidos (for AP Spanish)

Lisa gave the following presentation:

<https://docs.google.com/a/monroeps.net/presentation/d/1vTipW18ESkBC0TwIJRr2sTIn0wicEK6DQ3SJGdb9-z4/edit?usp=sharing>

Approved

II. *Curriculum Resource* ~ Jockey Hollow U.S. History Classes - - Ian Lowell, Secondary Instructional Leader History - Materials Proposal: In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents, and Five Black Lives

Ian gave the following presentation:

<https://docs.google.com/a/monroeps.net/presentation/d/1zArnOgxmFC1qd-ltkafL6z6oL5iAKiUHNCHsEyMz0Js/edit?usp=sharing>

Approved

III. Curriculum Council Subcommittee Recommendations for Consideration and Discussion

- Review the recommendations
- Possible subcommittee to be formed to reevaluate the review process

Discussion about possible steps for this process:

- Review the current condition/process/curriculum/data
- Review best practices and research
- Explore new directions
- Make recommendations and share with appropriate stakeholders

Discussion about next steps:

- Review current homework policy and CAFE's sample policies from other districts.
- Curric council building reps inform their faculty about this work
 - Determine who is interested and invite to next meeting
 - Put the theme on the beginning of agenda
- Review draft homework survey(s)
- Mary shares and article for about homework

IV. Google update - Jack Zmary, Technology

- Guardian email summaries



Monroe Board of Education
Curriculum Council Committee
May 3, 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, John Battista, Alan Vaglivello, Bruce Lazar, Cindy Brooker, Elisa Rubis, Ian Lowell, Jack Ceccolini, Jack Zamar, James Stoelzel, Jamie Sherry, Joe Kobza, Julia Strong, Kelly Pecca, Laura Massey, Lisa Peterson, Mark Schwarz, Mike Crowley, and Roseanne Haughton.

Old Business

I. Approval of April 5, 2017 Minutes

Motion: Joe Kobza

Motion to approve minutes from the *April 5, 2017* Curriculum Council meeting.

Second: Elisa Rubis

Vote: Unanimous

New Business

I. CURRICULUM REVIEW ~ GRADES 3-5 READING - SHEILA CASINELLI, DIRECTOR OF INSTRUCTION AND PROFESSIONAL DEVELOPMENT (PRESENTING FOR D. WALLS)

Sheila Casinelli, Director of Instruction, shared a presentation illustrating the work that has been started this year with Reading in grades 3-5. In 2010 when the Connecticut Core Standards were adopted by Connecticut, Monroe teachers, under the direction of Deborah Walls, K-5 ELA Coordinator, wrote curriculum maps for all grades K-5 in reading and writing. With Monroe's partnership with Teachers College (TC) starting four years ago, Debbie worked with teachers to rewrite our Writing Curriculum Maps to reflect TC's Writing Units of Study. Last school year, grade 5 teachers began using the Reading Units of Study and this year all teachers in grades 3-5 have utilized the Reading Units of Study. Sheila illustrated the value of utilizing the TC Units of Study by highlighting student work samples and a brief video of a classroom lesson. Curriculum writing hours and a continued partnership with Teachers College to provide professional development to our teachers was noted.

II. CURRICULUM REVIEW ~ CREATIVE WRITING REVIEW - MICHAEL CROWLEY,
SECONDARY INSTRUCTIONAL LEADER ENGLISH LANGUAGE ARTS

Mike Crowley, Secondary Instructional Leader for ELA, shared an overview of the Creative Writing Course at Masuk highlighting the different units in this semester elective English course. In Unit 1, Introduction to the Writing Community, students share their writing and gain a perspective on peers' writing. Unit 2 Creative Non-Fiction looks at narrative non-fiction, crafting a college essay, and a personal memoir. Unit 3 Children's Literature forms a partnership with Masuk library and elementary classrooms through reading student-created stories aloud to classes through SKYPE. Unit 4 Elements of Fiction has students looking closely at setting, character, point of view, dialogue, theme, audience, and genre. Unit 5 Short Story helps students see that writing is never done, it can always be improved and then shared through public readings. Each year Masuk is offering more sections of this course as it is a nice compliment to a literature course elective.

III. ONE-TO-ONE TECHNOLOGY STUDY - JACK ZAMARY

Jack Zamary, Director of Technology, thanked the members of the curriculum council for their support and work in examining a One-to-One Technology plan for Monroe. At the BOE meeting on Monday, May 1, the Monroe BOE recommended that Jack and the administration at Masuk go forward with offering a One-to-One pilot study with students of the American Studies Course being offered in the fall. Once the final Masuk schedule is complete and the roster of students is established information about the One-to-One study will be shared with those students. Jack will come back to curriculum council during the 2017-2018 school year to provide an update on the study.

The meeting adjourned at 4:35 pm.

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION
Monroe, Connecticut

Instructional Materials and Resources Proposal Form
Submitted to Curriculum Council

Course Title	Tejidos		
Subject Area	World Languages	Grade Span	12
Proposal Author(s)	Lisa Peterson	Date	Sep 6 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:	Tejidos		
Resource Type: (print or digital)	Supplemental text		
Author/Editor:	Megan Cory	Copyright Date:	2013
Publisher:	Wayside Publishing	Latest Revision Date:	2013
Recommended for use in grade(s)	12	High/Avg/Low level:	High/Avg
Subject - World Languages			
Course Title: AP Spanish			
Digital Resources only: Minimum Device Requirements			

Part B: Resource Information

Rationale for Requested Resource

This text provides extensive practice in all skill areas specifically organized to look like AP Exam tasks. The supporting content and scaffold exercises build student proficiency and test-taking skills. This text aligns perfectly with the themes and structure of the AP Spanish program. It is the Spanish version of the French text APprensions, which is also submitted or approval for use in 2018-19.

STEP 2
Materials Proposal, pg.2

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

The text takes real materials (radio interviews, magazine and newspaper articles, TV interviews, etc. and develops activities and assessments that offer opportunities for students to learn everyday vocabulary about topics of current interest, read, write, and speak about them at an AP level. It supplements the main text Temas well. Where Temas falls a bit short in structured conversations and scaffolded listening, Tejidos fills in the gaps.

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

AP:Preparing for the Examination (Vista 2012)

Why was the recommended resource chosen?

The first resource is a good collection of AP-formatted tasks, but it lacks the supporting instructional materials to lead students to mastery of these complex tasks. This text would be used as practice exam materials.

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	30	900
Workbooks			
Software/Online textbook			
Equipment/Hardware*			
Other supplies			
Professional Development			
		Total	900

*Describe Equipment/Hardware

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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:	Lisa Peterson	9-6-17
Secondary Instructional Leader:	Lisa Peterson	9-6-17
Principal/Director:	Joe Kobza	9-6-17
Director of Instruction:	Sheila Casinelli	9-6-17
Assistant Superintendent:	Jack Zmary	9-6-17
Superintendent:	John Battista	9-6-17
Board of Education		

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION
Monroe, Connecticut

Instructional Materials and Resources Proposal Form
Submitted to Curriculum Council

Course Title	APprenons		
Subject Area	World Languages	Grade Span	12
Proposal Author(s)	Lisa Peterson	Date	Sep 6 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:	APprenons		
Resource Type: (print or digital)	Supplemental text		
Author/Editor:	Elizabeth Zwanziger, et al.	Copyright Date:	2015
Publisher:	Wayside Publishing	Latest Revision Date:	2015
Recommended for use in grade(s)	12	High/Avg/Low level:	High/Avg
Subject - World Languages			
Course Title:AP French			
Digital Resources only: Minimum Device Requirements			

Part B: Resource Information

Rationale for Requested Resource

This text provides extensive practice in all skill areas specifically organized to look like AP Exam tasks. The supporting content and scaffold exercises build student proficiency and test-taking skills. This text aligns perfectly with the themes and structure of the AP French program. It is the French version of the Spanish text Tejidos, which is also submitted or approval for use in 2018-19.

STEP 2
Materials Proposal, pg.2

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

The text takes real materials (radio interviews, magazine and newspaper articles, TV interviews, etc. and develops activities and assessments that offer opportunities for students to learn everyday vocabulary about topics of current interest, read, write, and speak about them at an AP level. It supplements the main text *Thèmes* well. Where *Thèmes* falls a bit short in structured conversations and scaffolded listening, *APprenons* fills in the gaps.

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

AP:Preparing for the Examination (Vista 2012)

Why was the recommended resource chosen?

The first resource is a good collection of AP-formatted tasks, but it lacks the supporting instructional materials to lead students to mastery of these complex tasks. This text would be used as practice exam materials.

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Board of Education		

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Instructional Materials and Resources Proposal Form
Submitted to Curriculum Council

Course Title	Imagina		
Subject Area	World Languages	Grade Span	11-12
Proposal Author(s)	Lisa Peterson	Date	Sep 6 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:	Imagina Espanol sin barreras 2nd edition		
Resource Type: (print or digital)	Supplemental text		
Author/Editor:	Jose A . Blanco, et al.	Copyright Date:	2011
Publisher:	Vista (ISBN-13: 978-1605760872 ISBN-10: 1605760870)	Latest Revision Date:	2011
Recommended for use in grade(s)	11-12	High/Avg/Low level:	High/Avg
Subject - World Languages			
Course Title:Spanish 5h			
Digital Resources only: Minimum Device Requirements			

Part B: Resource Information

Rationale for Requested Resource

<p>This text provides relevant practice in listening comprehension designed specifically to move students to intermediate levels of proficiency. The text is also an excellent resource for teaching vocabulary and grammar in context.</p>

STEP 2
Materials Proposal, pg.2

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

Students at this level are working to reach an intermediate range of proficiency, but need authentic resources that are scaffolded and edited to help them comprehend. For many students, level 5 honors also serves as a pre-AP course. This text is designed as an upper-level course to help specifically with listening and speaking and aligns intentionally with AP exam design and themes. The French program has used the text successfully for about four years.

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

AP:Preparing for the Examination (Vista 2012), Conversacion y repaso (Heinle 2011) , and Triangulo (2013), and Abriendo Paso (Pearson 2012)

Why was the recommended resource chosen?

The first resource is a level too difficult for level 5 students and should be used only with AP level classes. The other three are not as focused on listening and speaking. They will not serve our needs as well as Imagina.

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	300
Workbooks			
Software/Online textbook			
Equipment/Hardware*			
Other supplies			
Professional Development			
		Total	300

*Describe Equipment/Hardware

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Part D: Approval (Signatures required)

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Board of Education		

MONROE CURRICULUM COUNCIL
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Instructional Materials and Resources Proposal Form
Submitted to Curriculum Council

Course Title	U.S. History		
Subject Area	History/Social Studies	Grade Span	Grade 8
Proposal Author(s)	Ian Lowell	Date	9/6/17
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:	In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents, and Five Black Lives		
Resource Type: (print or digital)	Print, book		
Author/Editor:	Kenneth Davis	Copyright Date:	2016
Publisher:	Henry Holt Company	Latest Revision Date:	2016
Recommended for use in grade(s)	8	High/Avg/Low level:	1110 Lexile Ages 12-17
Subject	History/Social Studies		
Course Title:	US History		
Digital Resources only: Minimum Device Requirements	N/A		

Part B: Resource Information

Rationale for Requested Resource

In an effort to include more historical, non-fiction reading in the hands of students I am proposing to include this book in our classes.

STEP 2
Materials Proposal, pg.2

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

The text provides a more complete view of the American Presidents as well as the slaves who worked for them who are often lost in our study of history. Following the revision of 8th Grade US History to give greater focus to the Early American Period, this book provides information about the presidencies of several of our earliest presidents as well as valuable information on the institution of slavery.

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

I was Born a Slave- slave narratives Edited by Yuval Taylor

Why was the recommended resource chosen?

Selections from some slave narratives (such as Frederick Douglass) can still be used, but this resource provides both information regarding slavery and the presidents who will be studied. The chosen book is also a lower lexile reading- more appropriate for 8th grade students.

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	120	12.59	1,606.80
Workbooks			
Software/Online textbook			
Equipment/Hardware*			
Other supplies			
Professional Development			
		Total	1,606.80

STEP 2
Materials Proposal, pg.3

*Describe Equipment/Hardware

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Part D: Approval (Signatures required)

I have reviewed this course proposal and I am requesting approval by the Monroe Board of Education.

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Recommended by:	Ian Lowell	9-6-17
Secondary Instructional Leader:	Ian Lowell	9-6-17
Principal/Director:	Joe Kobza	9-6-17
Director of Instruction:	Sheila Casinelli	9-6-17
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