



**Monroe Public Schools**  
375 Monroe Turnpike  
Monroe, Connecticut 06468

WEDNESDAY, OCTOBER 2, 2013  
MASUK HIGH SCHOOL  
LIBRARY/MEDIA CENTER  
1014 MONROE TURNPIKE  
MONROE, CONNECTICUT 06468

**CURRICULUM COUNCIL**  
**AGENDA**

**4:00 P.M.**

**OLD BUSINESS**

- I. REVIEW MINUTES FROM MAY 8, 2013 MEETING
- II. ONTRACK – SHEILA CASINELLI/JOHN BATTISTA

**NEW BUSINESS**

- I. FRENCH 4 – TEXTBOOK PROPOSAL – *BIEN DIT 2* – LISA PETERSON
- II. UCONN & AP FRENCH – TEXTBOOK PROPOSAL – *IMAGINEZ* – LISA PETERSON
- III. AP SPANISH – TEXTBOOK PROPOSAL – *TEMAS* – LISA PETERSON

*Next meeting date ~ Wednesday, November 6*

The Curriculum Council Meeting Dates for the Year will be:

November 6, 2013  
December 4, 2013  
February 5, 2014  
March 5, 2014  
April 2, 2014  
May 7, 2014



Monroe Board of Education  
Curriculum Council Committee  
May 8, 2013  
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, Jack Zmary, Mark Antinozzi, Joe Kobza, Julia Strong, Jack Ceccolini, Debbie Kovachi, Bruce Lazar, Cindy Brooker, Debbie Walls, Lisa Peznowski, Michael Crowley, Mary Ahlers, Mary Ellen Daley, Jamie Sherry, Lisa Martinsky, Sean Serafino, Elisa Rubis, Mike Rinn, Mike Collins, John Biase, Dana Kringel, Alli Forger, and Jennifer Unger.

Old Business

I. *Approval of April 3, 2013 Minutes*

Motion: Lisa Peznowski

Motion to approve minutes from the April 3, 2013 Curriculum Council meeting.

Second: Debbie Walls

Vote: Unanimous

New Business

PROPOSAL

I. 3-D PRINTING COURSE - MIKE CERCONO AND JULIA STRONG

Julia Strong, Masuk Assistant Principal, and Mike Cercone, Masuk Tech Ed Teacher, shared a request for a new course entitled 3-D Printing. Many of the students that will be taking this class will be interested in higher education studying engineering. This course will educate students about possible careers in manufacturing and engineering careers in manufacturing. The curriculum will be rigorous in using the applications in everyday problems. Students will have to learn how to use CAD and CAM software. They will also learn how to use and maintain both a CNC and a 3D printer.

Motion: Jamie Sherry

Motion to endorse the 3-D Printing Course.

Second: Lisa Peznowski

Vote: Unanimous

I. GRADE 6 MATH TEXT - MARY AHLERS AND MARY ELLEN DALEY

Mary Ahlers, Math 6-12 Coordinator, and Mary Ellen Daley, Jockey Hollow Grade 6 Teacher, shared a request for a new textbook for grade 6 math. This textbook is aligned to the higher Common Core State Standards. Students are asked to find and describe mathematical patterns, critique the reasoning of others, and perform mathematical applications that were previously part of the 7th grade curriculum (Chapter 5, Ratio, Rates and Data Analysis; Additional Topics, Integers and Absolute Value; Chapter 1, Expressions and Number Properties; and Chapter 7, Equations). This textbook includes real-world applications and practical problem solving in every chapter. Several textbooks were researched, and two

books were piloted with students. The pilots allowed teachers to verify common core alignment/technology integration and monitor student engagement. All three 6th grade math teachers preferred Big Ideas Math over the alternatives.

Motion: Cindy Brooker  
Motion to endorse the Good Ideas textbook.  
Second: Jamie Sherry  
Vote: Unanimous

## UPDATES

### I. K-12 LIBRARY MEDIA, COLUMBIA, AND THE CCSS - MARY RAUNER

Mary Rauner, Fawn Hollow Librarian, shared information about a workshop through Teachers College Reading and Writing Project entitled *Reading, Writing, and Researching in the Content Area: Reading and Writing like a Researcher to Investigate Questions in a Research Community*. Along with Jack Zamary, Sheila Casinelli, Debbie Walls and the district's librarians, Mary attended a full day workshop around utilizing the library and research skills to access the Common Core State Standards across disciplines. Mary shared the use of technology to support this work with examples such as Digital Docs in a Box website (<http://digitaldocsinabox.org/>) and Library of Congress (<http://www.loc.gov>) that both provide examples of primary sources that can be used in classroom lessons. Information learned at Columbia will be used by the district's librarians to inform upcoming curriculum revisions that will better align learning outcomes with the Common Core Standards.

### II. GOOGLE APPS/CHROMEBOOKS - JACK ZAMARY, MICHAEL CROWLEY, SEAN SERAFINO, AND MICHAEL COLLINS

Jack Zamary, Director of Technology, shared a brief overview on the use of Google Docs in instruction and how professional development is moving the district forward with it. Sean Serafino, Monroe Elementary 3rd grade teacher, shared examples on how grade 3 students at ME piloted the use of Google Docs to complete Animal Adaptations research and poetry books as a class. Sean noted that by seeing the work done by others, students were revising the format and content of their research presentation. Mike Collins, Jockey Hollow 7th grade teacher, shared how he uses Google Docs to teach history and research. His students work in small groups to collaborate and research on a topic and record information. Mike feels the use of Google Docs has been a real game changer in his classroom instruction that has contributed to better differentiation and authenticity, and as a result, higher levels of student motivation and interest. Mike Crowley, Masuk English Department Chair, shared how the high school English and Social Studies departments are using the Chromebooks in class and finding them easy to use. Their quick speed to login and get started on research or formalizing responses has been wonderful. Having the Chromebook cart available to move into a classroom has been a great addition to their ongoing work with the CCSS, especially in anticipation of the new computer-based SBAC assessments.

### III. INSTRUCTIONAL SOFTWARE - JACK ZAMARY

Jack Zmary, Director of Technology and Operations, has been talking with the Technology Integrators at each building asking for input on what types of software programs are being used and are most effective. He is working with faculty and administration to better align needs with technology resources. Through this process, he hopes to address high priority needs through phasing out resources that do not meet the broader needs of teachers and students. More to come on this next year as Jack continues to gather data and work with staff on this initiative.

Jim Agostine, Superintendent of Schools, thanked the group for their work with the committee this year noting it as one of the most important committees in the district. John Battista, Assistant Superintendent of Schools, also thanked the group and shared that field trips will come back to the committee to review in regards to curriculum next year as well as some new courses and materials as we learn more about CCSS. Sheila Casinelli, Director of Instruction, reiterated thanks to the committee and asked for any topics for presentations to be sent to her for meetings next year.

The meeting adjourned at 5:15 pm.

**MONROE CURRICULUM**  
**MONROE BOARD OF EDUCATION**  
Monroe, Connecticut

**Instructional Materials/Textbook Proposal Form**

Course Title	AP Spanish		
Subject Area	World Languages	Grade Span	12
Proposal Author(s)	Lisa Peterson	Date	9/9/2013
Course of Study	New		Revised
	Semester		Full Year
			x
			x

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

**Part A: Textbook Proposal**

Textbook Title:	Temas		
Author/Editor:	Draggett, et al.	Copyright Date:	2013
Publisher:	Vista higher Learning	Latest Revision Date:	2013
Recommended for use in grade(s)	12	High/Avg/Low level:	avg/high
Subject	World Languages		
Course Title:	AP Spanish		

**Part B: Textbook Information**

**Rationale for Requested Textbook**

This text aligns to the new design of the AP Spanish exam. It includes directed practice in speaking and reading to help prepare students for the new assessments from the College Board. Cultural information is current. The online text includes access to current events and availability for students to self-assess and receive additional practice based on quiz results.

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

AP exams have changed in all modern languages. All of the exams are now identical in structure and similar in content. AP texts designed to help students prepare for the old version of exams are far different from the new, as the new test is significantly different than past versions.

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

AP Spanish - Preparation for the Exam - Vista (too test specific)  
 Triangulo - Wayside (not updated to new exam, insufficient content)  
 Abriendo Paso - (not updated to new exam, insufficient content)

Why was the recommended textbook chosen?

Treatment of topics, variety of activities and focus on skill building activities and assessments, online support.

### 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.

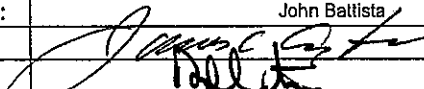
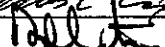
Budget Request:

Item	Quantity	Unit Price	Extended Price
Textbooks	25	90	2250
Workbooks			
Software/Online textbook		included in textbook quote above	
Equipment/Hardware*			
Other supplies	1 teacher materials	2	200
		Total	2450

\*Describe Equipment/Hardware

### 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	10/2/2013
Department Chair:	Lisa Peterson	10/2/2013
Principal/Director:	Joe Kobza	10/2/2013
Director of Instruction:	Sheila Casinelli	10/2/2013
Assistant Superintendent:	John Battista	10/2/2013
Superintendent:		11/6/13
Board of Education		11/12/13

**MONROE CURRICULUM**  
**MONROE BOARD OF EDUCATION**  
Monroe, Connecticut

**Instructional Materials/Textbook Proposal Form**

Course Title	French 4		
Subject Area	World Languages	Grade Span	10-12
Proposal Author(s)	Lisa Peterson	Date	9/9/2013
Course of Study	New		Revised
	Semester		Full Year
			x
			x

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

**Part A: Textbook Proposal**

Textbook Title:	Bien Dit 3		
Author/Editor:	DeMado, et al.	Copyright Date:	2013
Publisher:	Holt McDougal	Latest Revision Date:	2013
Recommended for use in grade(s)	10-12	High/Avg/Low level:	avg/high
Subject	World Languages		
Course Title:	French 4		

**Part B: Textbook Information**

**Rationale for Requested Textbook**

This is the continuation text for Bien Dit 1 & 2 that have been incorporated over the last two years. Faculty and student feedback to the text has been positive. The department intends to continue with this text series.

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

This text includes audio and reading materials that help prepare students for upper level study and higher achievement in the skills areas assessed on AP and AAPPL tests.

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

When the initial text level was purchased, the department considered several options. This text is aligned to the present texts used in Levels 1-3.

Why was the recommended textbook chosen?

Availability of online materials, including audio and self-guided practice for students. The supplementals focus on skill building so that teachers may target areas in lessons and to fit individual needs. There are lesson plans, activity ideas, and supplementals that differentiate.

### 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.

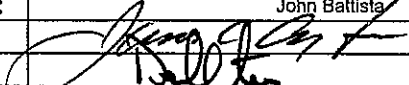

Budget Request:

Item	Quantity	Unit Price	Extended Price
Textbooks	30	90	2700
Workbooks			
Software/Online textbook		Included in textbook quote above	
Equipment/Hardware*			
Other supplies	2 teacher materials	300	600
		Total	3300

\*Describe Equipment/Hardware

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Assistant Superintendent:	John Battista	10/2/2013
Superintendent:		11/16/13
Board of Education		11/18/13



**MONROE CURRICULUM**  
**MONROE BOARD OF EDUCATION**  
Monroe, Connecticut

**Instructional Materials/Textbook Proposal Form**

Course Title	UConn & AP French		
Subject Area	World Languages	Grade Span	11- 12
Proposal Author(s)	Lisa Peterson	Date	9/9/2013
Course of Study	New		Revised
	Semester		Full Year
			x
			x

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

**Part A: Textbook Proposal**

Textbook Title:	Imaginez		
Author/Editor:	Mitschke, et al.	Copyright Date:	2013
Publisher:	Vista higher Learning	Latest Revision Date:	2013
Recommended for use in grade(s)	11-12	High/Avg/Low level:	avg/high
Subject	World Languages		
Course Title:	AP French		

**Part B: Textbook Information**

Rationale for Requested Textbook

This text aligns to the new design of the AP French exam. It includes directed practice in speaking and reading to help prepare students for the new assessments from the College Board. Cultural information is current. The online text includes access to current events and availability for students to self-assess and receive additional practice based on quiz results.

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

AP exams have changed in all modern languages. All of the exams are now identical in structure and similar in content. AP texts designed to help students prepare for the old version of exams are far different from the new, as the new test is significantly different than past versions.

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

AP French - Preparation for the Exam - Vista (too test specific)  
 Allons au-delà - Pearson (updated for new exam, but does not contain the variety and online support of the chosen text)

Why was the recommended textbook chosen?

Treatment of topics, variety of activities and focus on skill building activities and assessments, online support.

### 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.

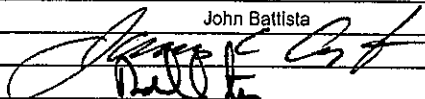

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Board of Education		11/6/13