



Monroe Public Schools

375 Monroe Turnpike
Monroe, Connecticut 06468

WEDNESDAY, MARCH 5, 2014 ~~WEDNESDAY, FEBRUARY 5, 2014~~
(SNOWED OUT IN FEBRUARY)
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 DECEMBER 4, 2013 MEETING

PRESENTATIONS/REVIEWS OF PRACTICE

- I. COURSE PROPOSAL - INTRO TO GUITAR - JULIA STRONG
- II. COURSE PROPOSAL - BASIC PIANO - JULIA STRONG
- III. K-12 ASSESSMENT CALENDAR - SECONDARY INSTRUCTIONAL LEADERS/ELEMENARY COORDINATORS/ADMINISTRATORS
- IV. WORLD LANGUAGE ASSESSMENT DEMONSTRATION - LISA PETERSON
- V. ACADEMIC ACADEMIES - JOE KOBZA

Next meeting date ~ Wednesday, April 2.



Monroe Board of Education
Curriculum Council Committee
December 4, 2013
4:00 PM
Masuk High School

Meeting Minutes

The meeting was called to order at 4:00 p.m. by John Battista.

Those in attendance included: John Battista, Jack Zamarly, Joe Kobza, Jack Ceccolini, Kevin Welch, Ian Lowell, Jim Stoelzel, Mark Schwarz, Debbie Walls, Cindy Brooker, Susan Russell, Jamie Sherry, Mary Rauner, Michael Rinn, Elisa Rubis, and Jennifer Unger.

Old Business

I. Approval of November 6, 2013 Minutes

Motion: Jamie Sherry

Motion to approve minutes from the November 6, 2013 Curriculum Council meeting.

Second: Jack Zamarly

Vote: Unanimous

II. Forensics Course Updated – James Stoelzel

Jim Stoelzel distributed some artifacts concerning the forensic class. He also had a PowerPoint presentation that outlined the contents of the course. Jim discussed the higher order thinking skills that are needed for students to be successful in the class. Guest speakers from the police department came to the class to talk about what actually happens at a crime scene. There are computer programs that are used with the class. The class has expanded out to the law classes and activities that include the whole school. Jim discussed how the high school students will be going to work with students in elementary schools.

New Business

I. Course Revision of AP Physics I/UCT – James Stoelzel

This course replaces the Physics I Honors course. No new textbooks are required. No addition to staffing will be necessary. Two teachers will attend a one week professional development program at Taft. Forty (40) hours for new course curriculum writing will be required due to all of the changes in AP. AP teachers are now dividing up the AP Physics courses into two (2) courses; AP Physics I and AP Physics II (2014-2015). This change will allow UCONN to match AP Physics I and students will get credit for UCONN as well as AP credits.

Motion: Mary Rauner

Motion to send the AP Physics I/UCT course to the Board of Education for approval.

Second: Mike Rinn
Vote: Unanimous

II. Course Revision of Physics I – James Stoelzel

The Physics I course will have less math. It will be equivalent to the “lighter math” course in chemistry. No new textbooks are required. No addition to staffing will be necessary. Twenty (20) hours for revised course curriculum writing will be required. No additional professional development will be required for the teachers. Jim discussed that from Guidance, that there are a large group of students who are going into Nursing or Physical Therapy that need the Physics but don’t need the higher math. The course will use more algebraic skills than calculus skills, while still incorporating the physics concepts.

Motion: Jamie Sherry

Motion to endorse the revised course of Physics 1 and send to the Board of Education for approval.

Second: Elisa Rubis

Vote: Unanimous

*Jim will provide a simple chart to the Board of Education regarding these courses.

The meeting adjourned at 5:00 pm.

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Proposal Form

Course Title	Intro to Guitar		
Subject Area	Music	Grade Span	9-12
Proposal Author(s)	Julia Strong	Date	2-28-2014
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

Student interest has driven a revision to the course offerings in music at Masuk. Due to survey results indicating an increased desire for performance music instruction, the Intro to Guitar course is being proposed.

Provide a narrative description of the course.

The course begins simply with the parts of the guitar, the names of the strings, tuning, and technique. It then explores the basics of music theory with such topics as scales, triads, power chords, and fingering and shapes. At the end of this course, students will understand the structure, parts, and accessories of the instrument, in addition to an understanding of its basic maintenance. Students will also learn to develop correct technique and be able to play basic standards.

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

No prerequisites. This is a stand-alone course at this time.

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?

No additional facilities or staffing is needed.

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

CT K-12 Music Framework, Standard 2: Instrumental Performance
 CT K-12 Music Framework, Standard 5: Notation
 Introduction to Guitar Syllabus, Tunxis Community College
 Classical Guitar Techniques, Aaron Shearer

Part B: How does your Curriculum Proposal meet the Curriculum Philosophy of the district?

Our curriculum supports the Monroe Public Schools mission by ensuring that instruction is engaging, rigorous, relevant, and inquiry based while meeting the needs of the 21st century learner. All students, upon graduation, will be college and career ready, prepared to succeed in a diverse global community.

Provide evidence for each of the following:

Rigorous

Instruction will be individualized to students' existing level of expertise. Because both solo and ensemble pieces will be used, instructor can provide challenging content to all students.

Relevant

The course is driven by student interest. In addition, guitar playing is an authentic and lifelong skill.

Inquiry based

Playing an instrument, similarly to creating a painting, is the "ultimate" inquiry-based pursuit. The student begins by becoming familiar with tools and learning basic techniques. He or she is eventually presented with the blank canvas, or the silent room, and the opportunity to problem-solve with existing knowledge.

Meeting the needs of the 21st century learner

Guitar instruction at Masuk will be individualized, yet also develop the teaming and technology skills necessary for today's learner. In addition to working together to develop an ensemble sound, students will make use of SmartMusic software to guide their independent practice.

Preparing students to be college and career ready

Music performance helps students develop some of the the skills that employers say they want in all employees - discipline, analytical thinking, and effective expression. Also, students who make time in high school to pursue an area of interest are developing both the self-knowledge to identify their passion, and the tenacity to pursue it.

Part C: 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: no hours requested at this time.

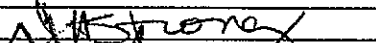
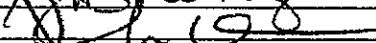
Part D: Professional Development

Please describe any professional development activities needed to implement this curriculum. Do not count curriculum writing in this section.

Activity	Requested Hours
No specific PD requested at this time.	

Part E: 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:		
Department Chair:		3/2/14
Principal/Director:		3/2/14
Director of Instruction:		
Assistant Superintendent:		
Superintendent:		
Board of Education		

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Proposal Form

Course Title	Basic Piano		
Subject Area	Music	Grade Span	9-12
Proposal Author(s)	Julia Strong	Date	2-28-2014
Course of Study	New	<input checked="" type="checkbox"/>	Revised
	Semester	<input checked="" type="checkbox"/>	Full Year

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

Part A: Course Information

Rationale for Requested Curriculum Work

Student interest has driven a revision to the course offerings in music at Masuk. Due to survey results indicating an increased desire for performance music instruction, the Basic Piano course is being proposed.

Provide a narrative description of the course.

Piano class is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits, and learn techniques to increase the muscular agility and flexibility of their hands. At the completion of this course, the student will have learned to play some of the standards of piano repertoire while gaining a thorough understanding of the history and basic concepts of music.

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

No prerequisites. This is a stand-alone course at this time.

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?

No additional facilities or staffing is needed.

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

CT K-12 Music Framework, Standard 2: Instrumental Performance
CT K-12 Music Framework, Standard 5: Notation
Beginner Piano Course Syllabus, Hartt School of Music Community Division
Alfred's Basic Group Piano Course for Adults, Books 1 & 2

Part B: How does your Curriculum Proposal meet the Curriculum Philosophy of the district?

Our curriculum supports the Monroe Public Schools mission by ensuring that instruction is engaging, rigorous, relevant, and inquiry based while meeting the needs of the 21st century learner. All students, upon graduation, will be college and career ready, prepared to succeed in a diverse global community.

Provide evidence for each of the following:

Rigorous

Instruction will be individualized to students' existing level of expertise. Because both solo and ensemble pieces will be used, instructor can provide challenging content to all students.

Relevant

The course is driven by student interest. In addition, piano playing is an authentic and lifelong skill.

Inquiry based

Playing an instrument, similarly to creating a painting, is the "ultimate" inquiry-based pursuit. The student begins by becoming familiar with tools and learning basic techniques. He or she is eventually presented with the blank canvas, or the silent room, and the opportunity to problem-solve with existing knowledge.

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Piano instruction at Masuk will be individualized, yet also develop the teaming and technology skills necessary for today's learner. In addition to working together to develop an ensemble sound, students will make use of SmartMusic software to guide their independent practice.

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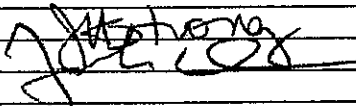
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Assistant Superintendent:		
Superintendent:		
Board of Education		