



Monroe Public Schools
375 Monroe Turnpike
Monroe, Connecticut 06468

~~MAY 7, 2014 WEDNESDAY, APRIL 2, 2014~~
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 MARCH 5, 2014 MEETING

NEW BUSINESS

- I. TEACHERS COLLEGE UPDATE - SHEILA CASINELLI, DEBBIE WALLS, MICHAEL CROWLEY
- II. K-12 LIBRARY CURRICULUM – JACK ZAMARY

Final meeting of the 2013-2014 school year, many thanks to the council for a wonderful year!



Monroe Board of Education
Curriculum Council Committee
March 5, 2014
4:00 PM
Masuk High School

Meeting Minutes

The meeting was called to order at 4:00 p.m. by Sheila Casinelli.

Those in attendance included: Jim Agostine, John Battista, Sheila Casinelli, Jack Zmary, Kay Moser, Alan Vaglivelo, Joe Kobza, Jack Ceccolini, Debbie Kovachi, Julia Strong, Kevin Welch, Ian Lowell, Mike Crowley, Jim Stoelzel, Ann Odoy, Lisa Peterson, Debbie Walls, Cindy Brooker, Jamie Sherry, John Biase, Laura Lawlor, Mary Rauner, Elisa Rubis, Sean Serafino, and Kelly Sherry.

Old Business

I. Approval of December 4, 2013 Minutes

Motion: Laura Lawlor

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

Second: Jamie Sherry

Vote: Unanimous

New Business

I. Course Proposal - Intro to Guitar – Julia Strong

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. At this time, this is a standalone course. At the end of the 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 techniques and be able to play basic standards. It will be an elective course without a GPA impact.

Motion: Jim Agostine

Motion to send Intro to Guitar course to the Board of Education for approval.

Second: Jamie Sherry

Vote: Unanimous

II. Course Proposal - Basic Piano – Julia Strong

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. At this time, this is a standalone 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.

Motion: Jim Agostine

Motion to send Basic Piano course to the Board of Education for approval.

Second: Jamie Sherry

Vote: Unanimous

Presentations/Reviews of Practice

I. K-12 Assessment Calendar

The K-12 Assessment calendar was shared with the committee. It notes our assessments for this current year by grade level K-8 and by subject area in grades 9-12. The Secondary Instructional Leaders shared a little bit about what is on the calendar. World Languages has benchmark assessments. Social Studies has quarterly assessments aligned to the CCSS. ELA and Math also has benchmarks. The calendar is in transition this year as we move our benchmarks to be more aligned to the CCSS. Next year, it will also be in flux as we align to the Smarter Balanced Assessment System and take advantage of the interim and formative assessments. Ultimately, we want to be able to share this with parents but we are not there just yet.

II. World Language Assessment Demonstration

Lisa Peterson, Secondary Instructional Leader for World Languages, shared an upcoming assessment for all level 4 students in French and Spanish. Last year, Lisa gave a pilot of this test to different WL levels to see how our students would do and was quite pleased with the results to request that a larger population be tested this school year.

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is a performance-based assessment of standards-based language learning across the three modes of communication (Interpersonal, Interpretive, and Presentational) as defined by the *National Standards for Learning Languages*. AAPPL Measure assesses Interpersonal Listening/Speaking (ILS), Interpretive Reading (IR), Interpretive Listening (IL), and Presentational Writing (PW) in an online format. AAPPL Measure assesses performance, the language that learners have learned and practiced within a classroom setting, providing evidence that points toward a learner's proficiency level. AAPPL Measure assesses language proficiency within a familiar classroom context.

Students will be tested on the Interpretive Listening and Speaking portion of the test this spring. Individualized student reports with specifics about what band of language acquisition is mastered with a description as to what that means will be given to students this year.

III. Academic Academies

Joe Kobza, Masuk High School Principal, and Ann Odoy, Secondary Instructional Leader for Guidance, shared a **draft** document entitled "Academies - Career Pathways." The purpose of this document is to "support student decision making by providing students with academic guidelines to support their career interests." Each page of the document supports a career pathway for one of ten different possible options (biomedical sciences, business and finance, architecture/construction, humanities, communication, culinary arts, engineering, music and the performing arts, visual arts, and information technology/computers). The committee had a few suggestions on the visual layout of the document so Joe and Ann will make some changes and bring this back to a later Curriculum Council meeting.

The meeting adjourned at 5:00 pm.

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Proposal Form

Course Title	Monroe Library Media Curriculum Grades K-12		
Subject Area	Library Media	Grade Span	K-12
Proposal Author(s)	Library Media Faculty	Date	May 1, 2014
Course of Study	New	Revised	XX
	Semester	Full Year	XX

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

Part A: Course Information

Rationale for Requested Curriculum Work

No existing library media curriculum. In addition, the American Association of School Library (AASL) Standards were recently integrated with the Common Cores State Standards (CCSS). This new curriculum makes important connections to both of those standards sets as well as technology standards from the International Society for Technology Education (ISTE).

Provide a narrative description of the course.

This is a K-12 library media curriculum.

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

This curriculum has prerequisites and sequencing embedded within it.

If this is a revision to a course, what data (quantitative/qualitative) contributed to the need for a revision?

Can the existing school facility/schedule accommodate this change? Require any additional staffing?

Existing schedules will need to be revised in order to deliver this curriculum. Meetings have been scheduled with administration and faculty for this purpose. A library media specialist for Monroe Elementary is included within the proposed 2014-15 budget.

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

Library media faculty and administration used the following resources while developing this curriculum: Teachers College Columbia University, CCSS, AASL (print resources, electronic resources and national conference), ISTE (print and electronic resources as well as state conference), Instructional Leaders and Curriculum Coordinators in E/LA and Social Studies.

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

The developmental needs of students were a primary concern as this curriculum was developed. Other model district curricula were reviewed as well as the CCSS and SBAC.

Relevant

The following curriculum leaders contributed to developing this curriculum to ensure that interdisciplinary connections were made in meaningful and authentic ways: Curriculum Director, English Department Instructional Leader, Social Studies Instructional Leader and Reading Consultants.

Inquiry based

Many if not most of the units within this curriculum were developed to be student centered so that students actively own the learning process. Given the strong emphasis on research within this curriculum, inquiry is central to that work.

Meeting the needs of the 21st century learner

Chicago Tribune: "The role of librarians is being re-branded to reflect their expertise as content curators and trusted navigators in an ever-expanding ocean of information — in whatever format it may exist." This curriculum uses information technology meaningfully to prepare students for success within and beyond our schools.

Preparing students to be college and career ready

Through authentic learning activities and meaningful connections to the CCSS, this curriculum prepares students for success in both college and careers. In addition, ongoing connections to the ISTE standards prepare students with the requisite technology skills for future learning and success.

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:

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
Continued one day workshops at Columbia Teachers College	1 Day

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:		
Principal/Director:		
Director of Instruction:		
Assistant Superintendent:		
Superintendent:		
Board of Education		