

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Curriculum Committee  
of the  
Trumbull Board of Education

Regular Meeting

Trumbull High School Main Office Conference Room  
Thursday, February 18, 2016 – 8:00 a.m.

MINUTES

The meeting was called to order by Ms. Petitti at 8:00 a.m.

Members present

M. Petitti, chair  
L. Timpanelli  
M. Ward  
J. Budd, Ph.D., ex officio

Other

K. Rubano, THS social studies department chair  
A. Kremzar, THS social studies teacher  
S. Lavorgna-Lye, THS world languages department chair  
M. Colon, THS Italian teacher  
J. Conti, THS Italian teacher  
1 member of the public

- I. Approval/Minutes – Regular Meeting 1/21/2016 – Ms. Timpanelli moved to approve the minutes with the following correction: “Mr. Ward moved to adjourn the meeting at 8:55 a.m.; ~~Mr. Ward~~ Ms. Timpanelli seconded.” Mr. Ward seconded the motion. The motion was unanimously agreed to with Ms. Petitti abstaining.
  
- II. New Business
  - a. United States History Curriculum Guide – Ms. Rubano and Ms. Kremzar presented this curriculum guide revision, noting its connection to the 2015 Connecticut Social Studies Frameworks; Ms. Kremzar distributed a relevant scope and sequence page from the Frameworks, a copy of which is attached to these minutes. Ms. Rubano noted the value of starting the high school United States history course at industrialization to allow for more recent decades to be covered in greater depth. Ms. Kremzar added that the new course design will align with the redesigned SAT, including the need for students to be proficient at reading complex primary-source documents. Ms. Timpanelli asked about the

preparation for students coming into the high school social studies program, and Ms. Rubano responded that the work of middle-schoolers in reading, and writing about, primary sources makes an important difference. Ms. Rubano and Ms. Krenzlar noted the department's interest in moving this course again to grade 11 not only to better match area districts' programs, but also to align with the English program and the cognitive literacy development of high-schoolers. Mr. Ward asked if new textbooks are needed for this curriculum revision, and Ms. Rubano responded that the current textbooks are matched well to this curriculum redesign. Ms. Rubano explained that the revised curriculum guide includes emphasis of Connecticut's role throughout history, and additionally that social studies teachers will be participating in developing units and materials linked to the revised curriculum guide at upcoming cadre days and during upcoming Advisory time. Ms. Petitti reiterated the importance of strong grades 8-9 alignment, and Ms. Rubano referenced recent transition conversations about major assessments in the second half of grade 8 that can prepare students well for grade 9. Ms. LaFrance (public attendee) asked for clarification on the rubrics in the curriculum guide; Ms. Rubano and Ms. Timpanelli explained their connection to the NEASC standards. Mr. Ward moved to bring the curriculum guide to the Board of Education for approval at its meeting scheduled for March 1, 2016, and Ms. Petitti seconded. The motion was unanimously agreed to.

- b. New Course Text & Rationale: *Immagina* 2<sup>nd</sup> Edition – Ms. Lavorgna-Lye presented the proposed new course text *Immagina* as a replacement for the previous *Super Ciao!*, a 2005 text that was sufficient when it was purchased, but that is now outdated. Ms. Colon and Ms. Conti explained the virtues of *Immagina*, including its inclusion of relevant non-fiction, its connections to performance-based assessments, and its appropriateness for both ACP and Honors levels of Italian IV. Additionally, the text series matches the series currently in use for French IV and French IV Honors, a point Ms. Petitti supported. Ms. Timpanelli praised that this text goes beyond the previous audio-lingual methods of learning language, and Mr. Ward inquired about the class sizes of these courses. Ms. Lavorgna-Lye and Ms. Colon explained the department's current initiative to have alumni with success in college world language placement speak about their success to current juniors at THS; the department has filmed relevant statements from such alumni as well. Mr. Ward moved to bring the textbook to the Board of Education for approval at its meeting scheduled for March 1, 2016, and Ms. Timpanelli seconded. The motion was unanimously agreed to.
- c. Report, Director of Curriculum, Instruction, & Assessments – Dr. Budd supplemented the earlier conversation about the 2015 CT Social Studies Frameworks by distributing a chart, attached to these minutes, comparing those Frameworks, at each grade level, to the current TPS grade-level themes and content. The chart, developed by Interim K-5 Social Studies Program Leader Brian Fagan, will be discussed in more depth by Mr. Fagan at an upcoming meeting of the Curriculum Committee.

Mr. Ward moved to adjourn the meeting at 8:55 a.m.; Ms. Timpanelli seconded. The motion was unanimously agreed to.

Below is the suggested K–12 sequence:

SAMPLE K–12 SEQUENCE		
Grade	C3 Discipline of Focus	Content Study
Kindergarten	Economics Geography History Civics	Me and My Community: Home, Class, School, and Town communities are studied (ex. class and school rules, maps of neighborhoods and town)
Grade 1	Economics Geography History Civics	Community Beyond My Neighborhood (including International): Compare communities from around the state, nation, and globe to our own.
Grade 2	Economics Geography History Civics	Making a Difference (local/state/national/international): Examining the people that make, and have made a difference. Examining the concept that ALL people can make a difference.
Grade 3	Economics Geography History Civics	Connecticut and Our Town: Past and Present
Grade 4	Economics Geography History Civics	Geographic Themes and U.S. Geography
An introduction to all four disciplines of the C3 framework should be introduced in the primary grades. This would include, but is not limited to, the use of maps, globes, the rights and responsibilities of groups, perspectives on the past; local history, and economic decision-making.		
Grade 5	History	US History I: the Earliest Settlements in North America, Colonial United States History, and the American Revolution
Grade 6*	Geography	World Regional Studies: the West (using the lens of geography to examine past and present features of people and nations in different regions of the world) <ul style="list-style-type: none"> <li>• Middle America and the Caribbean</li> <li>• South America</li> <li>• Western Europe</li> <li>• Eastern Europe</li> </ul>
Grade 7*	Geography	World Regional Studies: the East (includes geography, selected points of history, and current events/culture) <ul style="list-style-type: none"> <li>• Sub-Saharan Africa</li> <li>• The Middle East and North Africa</li> <li>• Subcontinental Asia</li> <li>• East Asia</li> </ul>
* A district could take several approaches to Grades 6/7; this is just one example. For districts wishing to embed the history of ancient civilizations (e.g., Egypt, Greece, China, Aztecs) into their K–12 sequence, this could be an appropriate place.		

Grade 8	History	US History II: the American Revolution—Trans-Mississippi Westward Interaction
High School	History	Modern World History: Industrial Era—Present
	History	US History III: The Gilded Age - Present
	Civics	American Government
	Economics Geography History Civics Social Sciences	Elective Coursework

## USING THE FRAMEWORK DOCUMENTS

All the frameworks documents are organized in exactly the same manner. You will see references to Connecticut Core Standards and C3 social studies frameworks throughout. In each document, you will find:

- A list of course compelling questions that should guide instruction and research in that particular course or grade. All units and lessons during the year should help students address one or more of these compelling questions. Note: for the three years of United States history (Grade 5, Grade 8, high school) the compelling questions are the same; these will obviously be addressed with varying levels of complexity.
- A list of Considerations for Curriculum Development that will suggest curriculum connections across and between grades and courses.
- A description of the C3 Inquiry Arc, including student expectations for each of the dimensions. As noted above, inquiry should be a critical component of social studies instruction at *all* grade levels.
- A list of themes and content for each course, as well as end-of-course compelling questions that might be used for research and/or discussion.
- A detailed summary of the content expectations for each course. On the left side of each content summary, there is a description of themes that a teacher can use throughout a course, applying one or more themes to each unit. On the right side of each content summary, there is a description of “units” and unit expectations. Teachers should be encouraged to combine themes and content in their instruction.
- A list of the history themes, economics themes, civics themes, and geography themes that should be addressed in the course. The themes are adopted from the C3 framework.
- A list of possible inquiry questions (called “compelling questions”) that might be addressed in the course. Compelling questions are included for the disciplines of economics, history, civics and geography. Supporting questions for each compelling question are also included; these are questions that would be discussed/researched that would allow students to tackle the compelling (inquiry) question that they are attached to; these should be discussed/researched *before* students are asked to address the associated compelling question. C3 themes and student expectations that each compelling question addresses are also included. It should be noted that these are sample compelling questions; curriculum developers at the district level should develop similar questions for all courses.

**2015 CT Social Studies Frameworks  
Recommended Grade-Level Themes/Content**

**Note:** Explicitly or implicitly social studies curriculums at each grade level address history, geography, civics, and economics within the year's lessons.

**Kindergarten**

Me, My Family, and My Community, Explore present and past, rules and consequences, purpose and function of maps

**Grade One**

Society and Ourselves – Explore relationships among My Family, My School, and My Community

**Grade Two**

Making a Difference - Individuals/groups of people who made/are making a difference in our town, state, country, world – Rights and responsibilities

**Grade Three**

Connecticut and Local History – Indigenous peoples, local geography, population patterns, economic development, local and State government, Connecticut's role in America's story

**Grade Four**

United States Geography – Analyze how studying regions of the United States builds an understanding of our country. Investigate properties of maps and globes, population migration, immigration

**Grade Five**

Early United States History – Explore cultures of indigenous peoples, analyze reasons that lead people to leave Europe for the New World, compare/contrast settlements/colonies, analyze the major events that stirred unrest and lead to the Declaration of Independence, explore the major events of the American Revolution

**Grades Six and Seven**

World Regional Studies - Investigate eight world regions through the lens of geography, exploring economies, history, and civics in these regions. One possible approach will have Western Hemisphere content in grade 6 and Eastern Hemisphere content in grade 7.

**Grade Eight**

United States History beginning with the U.S. Constitution and ending with Reconstruction

**Current Documented TPS Social Studies  
Grade-Level Themes/Content**

**Note:** Explicitly or implicitly social studies curriculums at each grade level address history, geography, civics, and economics within the year's lessons.

**Kindergarten**

Knowing Myself in School, You and Me, Living Together, Changes in People and Places, Geography – Introduction to simple maps and globes

**Grade One**

Citizenship, Famous Americans, Holidays Around the World, Me and My Family

**Grade Two**

Depending on Others, Knowing Your Family – Different Ethnic and Cultural Heritages, Living in Our Country, People Who Have Made a Difference

**Grade Three**

Communities: Habitats, Native Americans and Their Habitats, Settlements in North America, The United States Today, Communities Around the World, Trumbull, Our Community

**Grade Four**

United States Geographical Regions – Focus is on the Northeast with an emphasis on Connecticut, the Southeast, Midwest, the West and Southwest. Compare and contrast geography, culture, and regional issues

**Grade Five**

Early United States History – Evaluate the impact of the European voyages of exploration on the Western Hemisphere, compare and contrast the settlements and resulting colonies, investigate the causes of pre-revolution unrest leading to the writing of the Declaration of Independence, and explore the major events of the American Revolution

**Grade Six**

Survey course on World Geography

**Grade Seven**

U.S. History Revolutionary Period through the Civil War

**Grade Eight**

U.S. History – Reconstruction through the Modern Era