

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee
of the
Trumbull Board of Education

Special Meeting

Long Hill Administration Building Conference Room
Tuesday, February 14, 2017 – 6:30 p.m.

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval/Minutes – Regular Meeting 1/19/2017
- IV. New Business
 - a. New Course Proposal: SAT Preparation: Reading/Writing & Mathematics
 - b. Report, Director of Curriculum, Instruction, & Assessments

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Curriculum Committee
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Regular Meeting

Trumbull High School Main Office Conference Room
Thursday, January 19, 2017 – 8:15 a.m.

MINUTES

- I. Call to Order/Introduction – The meeting was called to order by Ms. Petitti at 8:15 a.m.

Members present

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

Other

J. Chirles, Trumbull High School A-House Principal
T. Youngberg, Trumbull High School art teacher
P. Horton, Trumbull High School arts team leader
J. Spillane, Trumbull High School English department chair
L. Ryan, Hillcrest Middle School English language arts team leader
J. Malgioglio, Madison Middle School English language arts teacher
C. Rusate, Trumbull High School business education department chair
B. Yerina, Trumbull High School business education teacher

- II. Public Comment – There was no Public Comment.
- III. Approval/Minutes – Special Meeting 12/7/2016 – Mr. Ward moved to approve the minutes as presented. Ms. Timpanelli seconded the motion. The motion was unanimously agreed to.
- IV. New Business
- a. New Course Proposal: Beginning Ceramics
Mr. Youngberg explained that adjusting Beginning Ceramics from a full-year to a half-year course would allow for additional THS students to access arts electives, and that the curriculum could still be accomplished with modest adjustments. Students desiring more study of ceramics would still have intermediate and advanced ceramics course offerings. Ms. Timpanelli moved to bring the new

course proposal to the Board of Education for approval at its meeting scheduled for January 24, 2017, and Mr. Ward seconded. The motion was unanimously agreed to.

b. New Course Proposal: Photography

Dr. Budd noted that Trumbull will join the vast majority of DRG A & DRG B districts by adding a Photography course to its elective offerings. Mr. Youngberg described his passion for photography and his interest in developing the curriculum. Ms. Timpanelli moved to bring the new course proposal to the Board of Education for approval at its meeting scheduled for January 24, 2017, and Ms. Petitti seconded. The motion was unanimously agreed to.

c. New Course Proposals: String Orchestra 9-10 & String Orchestra 11-12

Mr. Horton explained the more natural division of orchestra players into a grades 9-10 ensemble and a grades 11-12 ensemble. Mr. Ward emphasized the importance of continued growth of the THS strings program, a point echoed by Ms. Chirles. Mr. Ward moved to bring the new course proposal to the Board of Education for approval at its meeting scheduled for January 24, 2017, and Ms. Petitti seconded. The motion was unanimously agreed to.

e. Modern Drama Curriculum Guide

Dr. Budd explained the development of this curriculum guide from the initial draft proposal last year; now, based on a year of pilot implementation, the full curriculum guide had been written. He also distributed the attached “Modern Drama Final Project Rubric,” which had been omitted from the packet sent in advance of the meeting. Ms. Spillane highlighted the key units of the course, including the use of literature circles and the inclusion of synthesis and research. Mr. Ward supported field trips as linked to the curriculum, and Ms. Timpanelli and Ms. Petitti discussed an adjustment to the final row of the Final Project Rubric. Ms. Petitti moved to bring the curriculum guide to the Board of Education for approval at its meeting scheduled for January 24, 2017, and Ms. Timpanelli seconded. The motion was unanimously agreed to.

f. New Course Text Proposal: *A Few Good Men* (Core: Modern Drama)

Dr. Budd distributed the attached “English Language Arts Text Review Process” form developed for use by TPS teachers selecting texts for potential Curriculum Committee and Board of Education review; that form had been implemented for the first time with the texts appearing on today’s agenda. Ms. Spillane discussed *A Few Good Men*, in particular its link to the unit including *All My Sons*, and the value of its complex, unsettled ending. Mr. Ward moved to bring the new course text proposal to the Board of Education for approval at its meeting scheduled for January 24, 2017, and Ms. Petitti seconded. The motion was unanimously agreed to.

g. New Course Text Proposal: *The Call of the Wild* (Supplemental: Grade 7 Language Arts)

- h. New Course Text Proposal: *The Finest Hours: The True Story of a Heroic Sea Rescue* (Supplemental: Grade 7 Language Arts)
- i. New Course Text Proposal: *Victory* (Supplemental: Grade 7 Language Arts)
- j. New Course Text Proposal: *Million-Dollar Throw* (Supplemental: Grade 7 Language Arts)

Ms. Ryan presented the context of the Grade 7 Language Arts book-club unit in which these four texts would be offered to students. Each would address the unit's Essential Questions from different perspectives all centered on survival. Ms. Malgioglio explained the student-centered interest that would be generated from all of these texts, and described the greater emphasis on writing and collaboration occurring between both middle schools' language arts teachers this year. Ms. Petitti moved to bring the new course text proposals to the Board of Education for approval at its meeting scheduled for January 24, 2017, and Ms. Timpanelli seconded. The motion was unanimously agreed to.

- d. Sports and Entertainment Marketing Curriculum Guide

Dr. Budd explained that the development of this curriculum guide matched the curriculum development process he had described earlier for Modern Drama; after a year of pilot implementation, Ms. Yerina had been able to develop this full curriculum guide. Ms. Yerina explained the high interest of students in this course content, and the relevant links she draws between current sports and entertainment and the course content. Ms. Rusate emphasized the rigorous nature of the final project for the course. Ms. Timpanelli moved to bring the curriculum guide to the Board of Education for approval at its meeting scheduled for January 24, 2017, and Mr. Ward seconded. The motion was unanimously agreed to.

- k. Report, Director of Curriculum, Instruction, & Assessments

Dr. Budd noted that his comments had all been captured in prior conversation as each item on the agenda had been discussed.

Mr. Ward moved to adjourn the meeting at 9:29 a.m.; Ms. Petitti seconded. The motion was unanimously agreed to.

MODERN DRAMA FINAL PROJECT RUBRIC

	Research This is the section that will evaluate your ability to conduct research on a variety of topics and issues related to modern drama and contemporary social justice issues.	Analysis This is the section that will evaluate your ability to analyze playscripts as literary text and draw inferences and conclusions about them.	Synthesis This is the section that will evaluate your ability to take all your research and analysis and synthesize it to answer an inquiry question that addresses one or more of the course essential questions.	Publishing This is the section that will evaluate your ability to revise and edit your writing and to write for a specific and specialized audience as well as to formally present to a group of peers.
Exceeds Goal	All attributes of “Meets Goal” plus: Research is used effectively to inform the inquiry question and reflects a thoughtful, purposeful curation of information; the “so what” of the researched information is apparent.	All attributes of “Meets Goal” plus: Close text analysis is pervasive and evident through multiple and varied indicators; an implied “thesis” for the interpretation is apparent throughout the materials; the analysis demonstrates a keen ability to read a playscript as a literary text and entertain multiple interpretations.	All attributes of “Meets Goal” plus: Presentation is a seamless blend of literary analysis and research that moves toward a thesis that unequivocally answers the inquiry question (even if acknowledging that the social issues itself is not easily resolved). Multiple perspectives are considered and their relationship to one another is evident.	All attributes of “Meets Goal” plus: Materials maintain a consistent and effective “voice”; graphics and figures enhance the materials both in visual appeal and user-ease; layout of presentation materials enhances presentation’s effectiveness and serves to create interest and excitement; the presentation is polished and exceptionally well-prepared.
Meets Goal	Researched information is accurate and appropriately attributed to sources (e.g., direct quotes are cited in-text; paraphrased information is cited in Works Cited page); research is relevant to the inquiry question.	Analysis reflects clear comprehension of the text; analysis demonstrates ability to exercise close reading and subsequently develop well-supported interpretations.	Presentation provides a logical blend of researched material and playscript analysis that answers the inquiry question. Synthesis may be procedural rather than organically integrated.	The materials are well-edited for spelling, mechanics, grammar, etc. (few errors exist); formatting is clear and user-friendly; graphics are clear and legible; MLA formatting is employed correctly; presentation is appropriate and well-prepared.
Approaches Goal	Researched information may contain inaccuracies or, while interesting, may not be relevant to the inquiry question; research may not be adequately cited to avoid plagiarism.	Analysis may reveal a reading of the text but a lack of comprehension or a superficial reading of the text; analysis may not adequately demonstrate ability to close-read a text.	Information presented in packet may be drawn from a variety of sources but may not be integrated or may not be well-balanced between text analysis and research.	Editing errors may detract from the authority of the packet; graphics may be unclear or distracting; MLA formatting may be incorrect; presentation may be informal and/or not well-prepared.
Requires Revision	Researched information does not hail from reputable sources and/or is not cited; research does not appear in the project.	Analysis is supplanted by cursory summary and/or is rooted in gross inaccuracies.	Information is not synthesized to demonstrate student’s work with both literary text and research sources.	Project does not reflect that editing was a step in student’s publishing process and/or presentation is inappropriate or unprepared.

Overall, To what extent would the text meet student needs in terms of complexity? (Quantitative measures of text complexity may be considered at this point.)

1

2

3

4

5

Final Judgment: Based on all the information gathered above, considering both connection to educational objectives and relevance to student needs, what is the overall rating of this text?

1

2

3

4

5

Additional Comments

Committee Member Names: _____

Please note that the selection and use of all instructional materials must conform with Board Policy 6121.4 (“Non-Discrimination in Instruction/Classroom”) and Board Policy 6161.1 (“Selection of Instructional Material”).

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: February 8, 2017

Title of Course: SAT Preparation: Reading/Writing & Mathematics

Grade Level: 10-12

Department: Interdisciplinary

Length and Credit: Half year; .5 credit

Prerequisites: None

General Description: SAT Preparation is designed to help prepare students for success on the SAT. In addition to reviewing reading, writing, and mathematics skills necessary for college and career success, students will learn specific test-taking strategies, SAT format, and pacing techniques that will then be reinforced through realistic practice tests and reliable, valid feedback.

Rationale: This course will provide interested students the opportunity to improve academic skills assessed on the SAT while exploring and practicing test-taking strategies necessary for maximum success. This course will be taught jointly by an English-certified teacher and a math-certified teacher from the Trumbull High School faculty.

Resources Needed:

- Curriculum writing Summer 2017
- Text and online resources to support course goals

Submitted by: Marc Guarino, Trumbull High School Principal

Reviewed by:	_____	_____
	Principal/Designee	Date
	_____	_____
	Director of Curriculum, Instruction, & Assessments	Date
	_____	_____
	Board of Education Curriculum Committee Member	Date
	_____	_____
	Board of Education Curriculum Committee Member	Date
	_____	_____
	Board of Education Curriculum Committee Member	Date