

# TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the  
Trumbull Board of Education

## Regular Meeting

Wednesday, February 8<sup>th</sup>, 2023, 8:30 a.m.  
Trumbull High School Main Office Conference room

## AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval/Minutes – Regular Meeting October 1-10-2023
- IV. New Business
  - a. New Course Proposal- Grade 12 Authentic Science Research
  - b. New Course Proposal- Grade 11 and 12 Astronomy
  - c. New Course Proposal- Grade 11 and 12 Forensic Science
  - d. New Course Proposal- Grade 9-12 Percussion Ensemble
  - e. New Course Proposal- Grade 11 and 12 Introduction to Piano
  - f. New Course Proposal- Grade 10-12 Unified Physical Education
  - g. New Course Proposal- Grade 12 Story of Self – Exploring Non-fiction Memoir
  - h. Future Meeting Date Adjustment to August 24<sup>th</sup> Date Discussion

# TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

## Curriculum Committee of the Trumbull Board of Education

### Regular Meeting

Tuesday, January 10<sup>th</sup>, 2023, 8:30 a.m. Trumbull High  
School Main Office Conference room

### MINUTES

- I. Call to Order/Introduction- Mrs. Petitti called meeting was called to order at 8:33am.

Members Present

M. Petitti, BOE Curriculum Committee Chair  
L. Nuland BOE Member  
J. Norcel, BOE Member  
S. Iwanicki, Ed.D., administrative designee

Members Absent

J. McNamee, BOE Member

- II. Public Comment- No public comment was received.
- III. Approval/Minutes – Regular Meeting 11-29-22 Mrs. Nuland motioned to approve the minutes from 11-29-2022. Mrs. Petitti seconded. The motion passed.
- IV. New Business
- a. New Text Proposal- Kindergarten Social Studies- Kindergarten teacher, Jennifer Crawford shared that the Kindergarten curriculum is going well and the students have been engaged with the new standards of comparing past and present. For example, students watched a video of people using a rotary phone, something they do not see in the present. At Frenchtown, they also used voting cards for a unit to help further engage learners in understanding the voting process. The committee also reviewed the curriculum to consider elements of equity. The book *It's okay to be different* by Todd Parr is a book that they can use to approach the topic of differences across a number of areas aimed at inclusivity for all. Mrs. Petitti asked if the whole series would be purchased. It was shared that the series will be purchased for the library. She noted that it is also in the public library. Mrs. Norcel noted that the book celebrated diversity which is not just about skin color. Mrs. Nuland added that the book highlights several differences. Mrs. Nuland moved to approve the book *It's okay to be different* by Todd Parr and bring it to the full Board. Mrs. Petitti seconded. Mrs. Norcel was also in support of the book. The motion passed.
- b. Curriculum Guide Update- Grade 2 Social Studies  
Librarian Lindsay Armstrong, a teacher leader on the curriculum revision committees, presented for Grade 2. Grade two revised some of the formative and summative assessments since the first pilot version. They noted that the branches of government were a challenge for the age level. They added more pictures and group work to assessments to

build deeper understanding. The curriculum writing team also proposed the book *Rise Up and Write It: With Mail, Posters, and More!* The book really relates to the concepts and standards in the unit. It has pull-outs and aspects that students can interact with as well. Mrs. Norcel noted that it integrates with the ELA units and could be turned into individual as well as group projects. Middle school social studies teacher and fellow curriculum revision team member, Mrs. Cerulli, added that the teams did discuss ELA integration when they built the units. Mrs. Armstrong highlighted that Unit 2, for example, dovetails perfectly with their informational writing unit. The *Magic Tree House: #35 Camp Time in California* is being used as a read aloud. It focuses on the John Muir and presents a historical fiction perspective on creating a monument. Mrs. Norcel asked if teachers are prepared to discuss the negative aspects which may arise regarding building a monument. The team mentioned that teachers discuss monuments not just from why they are created, but materials they might use and the values communities might want people to remember when creating a monument. Art teachers are involved in some schools. At Booth Hill, students presented their monuments in front of a green screen and celebrated the qualities and choices they made as they used their prepared scripts. Mrs. Petitti asked how new teachers might be aware of expectations. It was shared that teachers have had time on professional development days to discuss social studies curriculum and expectations. In addition, library media specialists support grade levels with resources and implementation ideas. Overall, the district, principals, as well as teacher leaders do build in time to help to pull teachers together to maintain consistency in teaching the standards according to the guide. Mrs. Armstrong shared examples of student work. Students prepared a google slide show on their favorite change maker, dressed up as that person and presented. Other students within Trumbull prepared a wax museum of change makers. Each school works as teams which helps new teachers. Mrs. Nuland motioned to approve the Grade 2 Curriculum Guide and bring it to the full Board. Mrs. Petitti seconded. The motion passed. Mrs. Nuland motioned to approve the books *Rise Up and Write It: With Mail, Posters, and More!* and *Magic Tree House: #35 Camp Time in California* and bring them to the full Board. Mrs. Petitti seconded. The motion passed.

- c. Curriculum Guide Update- Grade 3 Social Studies- Middle school social studies teacher, Lisa Cerulli, was a teacher leader on each of the curriculum teams revising curriculum this year. She presented the Grade 3 Social Studies Curriculum Guide and that it begins with the indigenous peoples and then builds on further historical concepts throughout our state. There are some topics about revolution and war that occur at this grade level, but all topics are approached at an age-appropriate level. The book *The Little Book of Government* serves as a very simplistic jumping off point that all students can read independently before they dive into more complex topics specifically in Connecticut. The teams also looked into field trips and ways to engage students on many levels. Mrs. Norcel suggested that for the 23-24 school year, we should also buy the corresponding text on Presidential Elections that corresponds with *The Little Book of Government*. Mrs. Nuland moved to approve the Grade 3 Curriculum Guide and bring it to the full Board for approval, Mrs. Petitti seconded. The motion passed. Mrs. Norcel moved to approve *The Little Book of Government* and bring it to the full board for approval. Mrs. Petitti seconded. The motion passed
- d. Curriculum Guide Update- Grade 4 Social Studies- Grade 4 social studies teacher, Stacey Weinstein, shared that the Grade 4 Social Studies Curriculum is primarily about U.S. Geography and that there is a lot of positive feedback about it. It starts with the background of Connecticut and then branches into the regions using different social studies skills and

celebrates the differences and similarities in the regions. The assessments allow for students to explore different geography and cultures across the regions with student choice embedded. One of the aspects that students explore is student research around states within a region. Mrs. Weinstein shared an example of the student work on the project. There is a virtual field trip subscription that can be purchased. The pros and cons of virtual field trips were discussed. Mrs. Nuland moved to approve the Grade 4 Social Studies Curriculum Guide and bring it to the full Board for approval. Mrs. Petitti seconded. The motion passed.

e. Curriculum Guide Update- Grade 5 Social Studies.

Mrs. Carrano, grade 5 teacher leader and representative on the revision team, presented on behalf of the Grade 5 team. She shared that the teachers can see the effects of the other grade levels work on the social studies pilots as they affect the incoming grade 5 students. Students are coming to class more familiar with topics they were not before—economics, for example. The Grade 5 team discussed moving from using completely technology for the project to hybrids of paper and technology. This adjustment helped in terms of equitable resources for students as well. The grade level uses Scholastic TrueFlix which has text features and ties into the ELA units and helps to master the curricular concepts as well. The content is heavy in this grade level. Mrs. Petitti asked if the grade level has the resources they need. Mrs. Carrano shared that they do have resources, in particular Brainpop has some really strong support as well as Trueflix, but there are pockets that they are researching to find more. Overall, the new curriculum guide has been working well, particularly in Unit 3 where it is tied in with ELA. Mrs. Norcel made a motion to approve the new Grade 5 Curriculum Guide and bring it to the full Board for approval. Mrs. Nuland seconded. The motion was approved.

f. Future Meeting Dates- The Board members discussed dates for this year's curriculum committee. It was noted that Thursdays at 8:30 has been past practice and has the least interruption to the school district. It was also noted that a February meeting will be needed for any new course approvals. Mrs. Nuland noted that she could make the dates as could Mrs. Petitti. Mrs. Nuland made a motion to approve the dates. Mrs. Petitti seconded. The motion passed. Mrs. Petitti also noted that while the Committee does not yet know Mrs. McNamee's teaching schedule for the semester, adjustments could be discussed at a later date as needed. Approved dates are listed below.

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|--|--|
| • Wednesday, February 8 <sup>th</sup> , 8:30       | • Thursday, August 24 <sup>th</sup> 8:30   |
| • Thursday, March 23 <sup>rd</sup> 8:30            | • Thursday, Sept 21 <sup>st</sup> 8:30     |
| • Thursday, May 18 <sup>th</sup> 8:30              | • Thursday, October 19 <sup>th</sup> 8:30  |
| • Thursday, June 15 <sup>th</sup> 8:30 (if needed) | • Thursday, November 30 <sup>th</sup> 8:30 |

# TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: 1/4/23

**Title of Course:** Authentic Science Research

**Grade Level:** 12

**Department:** Science

**Length and Credit:** Full year

**Prerequisites:**

Completing honors or higher in 2/3 of the following; Physical Science, Biology, Chemistry.

**General Description:** This course will give students the ability to conduct high level research in a field of interest, design experiments of their own, and foster submissions to state and local science fairs. Students will learn how to find academic papers, the components of research papers, the intricacies of the experimental method, as well as be able to design and conduct their own research in a field of their own choosing.

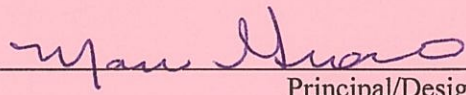
**Rationale:**

Many of the students who intend on pursuing science degrees post-secondary education at Trumbull High have not been exposed to experimental design or academic research. This course will prepare students to be able to understand scientific research in order to better prepare them for their future in the sciences.

**Resources Needed:**

Time to write curriculum and plan the units as well as subscription access to an online research library.

Submitted by: Will Heher

Reviewed by: <u></u>	<u>1/24/23</u>
Principal/Designee	Date
_____ Assistant Superintendent	_____ Date
_____ Board of Education Curriculum Committee Member	_____ Date
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# TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: 1/4/23

Title of Course: Astronomy

Grade Level: 11 & 12

Department: Science

Length and Credit: Half-year course, 0.5 credits

**Prerequisites:**

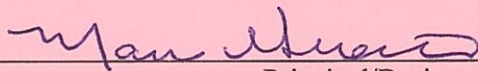
Successful completion of Geometry and Integrated Physical Science for all students;  
Successful completion of Chemistry or concurrent enrollment in Chemistry;  
For senior students, concurrent enrollment in Physics is preferred and recommended;  
Or department chairperson's permission

**General Description:** This course will focus on the history and methodology of Astronomy and Astrophysics. Starting from fundamental observations of the Earth-Moon-Sun system, students will learn how humans discovered the size and scale of our Solar System, the Milky Way Galaxy, and beyond. Emphasis will be made to the NGSS Science Practices

**Rationale:** Students have an interest in Astronomy, which is touched upon in both the 9<sup>th</sup> grade and Physics science courses. A half-year course dedicated to the subject will allow students to more deeply explore our place in the universe. With the new state graduation requirements and the removal of lab credit for non-AP Biology, Chemistry, and Physics courses, students need additional opportunities to earn STEM credits towards graduation.

**Resources Needed:** A textbook for the course will need to be vetted and purchased.  
Use of Hillcrest Planetarium at various times during the course. (?)  
Demonstration Equipment for the course (e.g. Globes, maps, posters, scale-model of Solar System)

Submitted by: Jonathan Albers, THS Physics teacher

Reviewed by:  1/24/23  
Principal/Designee Date

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Assistant Superintendent Date

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Board of Education Curriculum Committee Member Date

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Board of Education Curriculum Committee Member Date

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Board of Education Curriculum Committee Member Date



# TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: 1/6/23

Title of Course: Forensic Science

Grade Level: 11 & 12

Department: Science

Length and Credit: Half-year course, 0.5 credits

**Prerequisites:**

Successful completion of Geometry and Biology for all students;  
Successful completion of Chemistry or concurrent enrollment in Chemistry;  
For senior students, concurrent enrollment in Physics is preferred and recommended;  
Or department chairperson's permission

**General Description:** This course will focus on the history and application of forensics as a means of using science to solve crimes. This is hands-on course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics. The instruction in this course is a combination of lecture (in class & by online video) demonstrations, laboratory assignments, article reviews, projects & student-centered learning, where you learn by doing instead of by watching. Emphasis will be made to enhance NGSS Science Practices.

**Rationale:** Based on the popularity of cultural forensics properties (TV/movies/books) and the historical popularity of the Trumbull High forensics club, students clearly have an interest in forensics. This represents an authentic hands-on exploration of a real world application of science. A half-year course dedicated to the subject will allow students to apply their biology, chemistry, and physics to a topic with relevance to students. With the new state graduation requirements and the removal of lab credit for non-AP Biology, Chemistry, and Physics courses, students need additional opportunities to earn STEM credits towards graduation.

**Resources Needed:** A textbook (hard cover or online) for the course will need to be vetted and purchased. Professional guest speakers and possible visit to Henry Lee Forensic Institute in West Haven. Forensic science lab kits and other relevant equipment (fiber analysis, blood analysis, fingerprinting).

Submitted by: Jordan Miller, THS Chemistry teacher & former Forensics Club adviser

Reviewed by: Man Miller 1/24/23  
Principal/Designee Date

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Assistant Superintendent Date

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Board of Education Curriculum Committee Member Date

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Board of Education Curriculum Committee Member Date

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Board of Education Curriculum Committee Member Date



# TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

**Date Submitted:** October 11, 2022

**Title of Course:** Percussion Ensemble  
**Grade Level:** 9-12

**Department:** Music

**Length and Credit:** Half Year - .5 Credit Course, or Full Year – 1 Credit

**Prerequisites:** Previous Percussion experience, or instructor recommendation

## **General Description:**

Percussion Class is an extension of the regular band class designed to give percussionists individualized and group instruction on various percussion instruments. This course is designed to ensure all students receive a well-rounded percussion education in their specialized area.

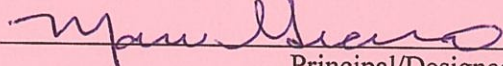
## **Rationale:**

Currently, in the band classes, percussionists are unable to receive the individualized instruction they require to improve at their chosen instrument. Given the uneven ratio of wind instrumentalists to percussionists in the band class setting, much of the time is spent on wind player technique and development. While the percussion students are included in all this work, it would be more beneficial to them if they had their own section in which to learn. Also, current percussion students do not have the ability to learn or practice other percussion instruments during the band class given our current structure of rehearsal. Percussion instruments include Snare Drum, Bass Drum, Timpani, Accessories (Triangle, Temple Blocks, Crash Cymbals, etc.), Mallets, and many more. In a percussion ensemble course, students would be provided the opportunity to learn and develop on all of these, making them more versatile and well-rounded percussionists.

## **Resources Needed:**

- Curriculum writing Summer 2023

Submitted by: Christopher Siano, A-House Principal, Trumbull High School  
Joshua Murphy, K-12 Music Team Leader, Trumbull High School

Reviewed by:   
Principal/Designee

11/24/23  
Date

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Assistant Superintendent

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Date

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Board of Education Curriculum Committee Member

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# TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: September 8, 2022

**Title of Course:** Unified Physical Education

**Grade Level:** 10-12

**Department:** Wellness/Special Education

**Length and Credit:** Half Year - .5 Credit Course

**Prerequisites:** Recommendation and approval needed for general education students

## General Description:

Unified Physical Education is a course where students of varying ability levels and backgrounds have the unique opportunity to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. Unified Physical Education focuses on the social, intellectual, and physical growth of all participants.

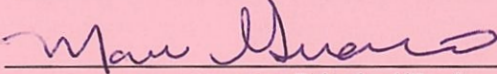
## Rationale:

The current system of Adapted Physical Education is a self-contained model which allows for minimal interaction with general education students. The implementation of Unified P.E will focus on physical, intellectual, and social/emotional learning of all participants. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships. This program will help to improve the overall competence and confidence of living a physically active lifestyle.

## Resources Needed:

- Curriculum writing Summer 2023

Submitted by: Christopher Siano, A-House Principal, Trumbull High School  
Pamela Nitsche, Adapted Physical Education Teacher, Trumbull High School  
Jennifer Wolyniec, Supervisor Special Education 9-12, Trumbull High School  
Vincent DiScala, Fine Arts Department Chairperson, Trumbull High School

Reviewed by: 	1/24/23
Principal/Designee	Date
Assistant Superintendent	Date
Board of Education Curriculum Committee Member	Date
Board of Education Curriculum Committee Member	Date
Board of Education Curriculum Committee Member	Date



# TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

**Date Submitted:** October 11, 2022

**Title of Course:** Intro to Piano

**Grade Level:** 9-12

**Department:** Music

**Length and Credit:** Half Year - .5 Credit Course

**Prerequisites:** None

## General Description:

Intro to Piano provides students with individualized training in basic piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn the basics of note reading and performance technique. A command of the basic elements of music is developed through exercises in composing and arranging. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students needs no prior experience playing the piano to enroll in Intro to Piano

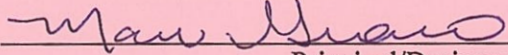
## Rationale:

There is currently no course at Trumbull High School offering instruction in piano. With the success of the Guitar program and need to include more arts courses in our course offerings for non-performing students, it seems appropriate to branch out into the realm of piano, one of the most played instruments worldwide.

## Resources Needed:

- Curriculum writing Summer 2023
- Funding for Piano Keyboards
- Use of M1 Classroom

Submitted by: Christopher Siano, A-House Principal, Trumbull High School  
Vincent DiScala, Fine Arts Department Chairperson, Trumbull High School  
Joshua Murphy, K-12 Music Team Leader, Trumbull High School

Reviewed by:  1/24/23  
Principal/Designee Date

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Assistant Superintendent Date

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Board of Education Curriculum Committee Member Date

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Board of Education Curriculum Committee Member Date



# **TRUMBULL PUBLIC SCHOOLS**

## **NEW COURSE PROPOSAL**

**Date Submitted:** 02.02.23

**Title of Course:** Story of Self

**Grade Level:** 12

**Department:** English

**Length and Credit:** Half year; 0.5 credit

**Prerequisites:** Successful completion of grades 9-11

### **General Description:**

Through the close reading of non-fiction (memoir) literary narratives, this course will explore the concepts and principles that contribute to creating individuality. At the core of the course is the premise that through daily writing and class discussion, students can learn more about the tapestry of human experience and how an individual finds purpose and forges meaning in their life.

The literary narratives explored in this course will serve to inform the formative writing, as well as validate student questions and thoughts about the actions of the characters or subjects of each text. Furthermore, students will gain empathy as they write and reflect daily about experiences that are unlike their own. The goal is to foster critical thinking and independence, as well as strengthen reflective practices in an effort to influence broader thinking about a single person's contribution to the world.

Units for this course will be broken down into three parts. Each of these parts will contribute to a written portfolio that students will submit at the end of the course as a summative and culminating assessment called: *Story of Self*. All of the topics will explore how an individual reacts to and/or engages in:

- Overcoming an Obstacle/ Going through a Defining Moment
- Being Called to Action
- Breaking a Norm/ Finding Originality

While self-discovery and self-awareness are not limited to these three areas, each of the focuses will serve as a thread to bring the course together. Through the process of participation in the crafting of their "Story of Self Portfolios" which includes: interviewing real people, class discussions, lessons, and activities students will authentically question and explore the elements of their own individuality as well as those of the people that are in their lives.

### **Essential Questions:**

- What is the meaning or purpose of our existence?



- How do we discover purpose in our lives?
- How does an individual learn what their capabilities are?
  - Why do we allow ourselves to admit we are incapable of something?
  - Why do we allow ourselves to admit we are capable of something?
- What are the things that help us open ourselves to achieve our true potential?
- How do the external factors in our lives influence our behavior?

#### **Proposed Media:**

- Anthem – Ayn Rand\*
- Ishmael – Daniel Quinn\*
- The Reason I Jump – Naoki Higashida
- Into the Wild – John Krakauer
- Wild – Cheryl Strayed
- The Alchemist – Paulo Coelho (if it doesn't conflict with 9<sup>th</sup> grade teachers)\*
- *Finding Joe* – Directed by: Patrick Solomon

\* NOTE – The course will initially use one work of fiction as a bridge to the non-fiction texts that address a spectrum of ideas that will help students identify passions in their own lives and the lives of others.

#### **Rationale:**

There are two major muses for the creation of this course. The first is to fill an area of need within the current 12<sup>th</sup> grade English elective offerings that allows heterogeneous grouped students to work closely with non-fiction texts. The second is the creation of a curriculum that addresses each of the eight elements in the *Vision of the Graduate*.

With regard to non-fiction texts:

As stated in the "General Description," the course will initially use one work of fiction as a bridge to the non-fiction texts that address a spectrum of ideas that will help students identify passions in their own lives and the lives of others. There is a need for our learners to have more opportunities to access real stories, from real people within the current course offerings, and there is more demand for this skill in post-high school learning.

With regard to the Vision of the Graduate:

Authentically, this course addresses each of the eight elements of the Vision of the Graduate. Below are some highlights of a few of those learning moments:

- Students will use "critical thinking and problem solving" when discussing the choices and decisions characters (real people) make in the texts that are read. They will evaluate the impact those choices have on their paths to individuality.
- "Communication" is the central theme of summative assessment (*Story of Self Portfolio*), as it will allow students to effectively tell their own stories and the stories of other people



in their lives. Specifically, for the assessment, students will utilize effective strategies in communication as they learn to extract more from the interviews they facilitate with their subjects.

- The course will engage students in a variety of “collaborative” activities. One specific example will be during and throughout the writing process. By utilizing a workshop model, students will use peer to peer and peer to teacher collaborative moments to enhance the quality and depth of their writing.
- The level of empowerment that comes from a workshop model and a student-centered classroom will yield greater “self-efficacy.” This course is structured to engage students in their own learning and to set them up for success by learning more about their own independence.
- Students will consistently be challenged to evaluate the roles expectations and environment play in influencing who we become as people. Students will explore these ideals deeply as they grapple with how it is that an individual forges meaning in their lives. This level of “innovation” is key to growth.
- With that in mind, students will explore real life stories of individuals applying a “growth mindset” to their own paths. By reading and writing about people who pursue their passions and find reward from doing so, students will begin to see the value of reflection and how it leads to personal improvement.
- In addition, students will see the value of “emotional intelligence” and the role it plays in the growth or stasis of the characters and people in the texts studied.
- And lastly, “integrity” is the core of good people. By exploring the decisions people make and the repercussions or yields of those actions, students will gain insight into what it takes to do the right thing when no one is looking.

In the end, this course will engage students in thinking to help them transition the big ideas they learn about, and apply them to the real world, thus preparing them for post-high school learning. All this while enhancing their social/ emotional awareness and growth.

**Resources Needed:**

- Curriculum writing Summer 2023
- Materials and supplies to support approved curriculum

Submitted by: Adeline Marzialo, English Department Chair, Trumbull High School; James McCaffrey, English teacher, Trumbull High School

Reviewed by:

Principal/Designee

22.23

2/2/23

Date

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**Assistant Superintendent**

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**Board of Education Curriculum Committee Member**

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