

Board of Education  
Darien, Connecticut

3:30pm  
**RECEIVED**

**JAN 19 2018**

TOWN CLERK'S OFFICE  
DARIEN CT.

**TUESDAY, JANUARY 23, 2018  
SPECIAL MEETING OF THE BOARD OF EDUCATION**

**PLACE:  
DARIEN PUBLIC SCHOOLS'  
ADMINISTRATIVE OFFICES  
2<sup>nd</sup> FLOOR CONFERENCE ROOM  
6:45 P.M.**

1. Call to order
2. Adjourn to Executive Session (2<sup>nd</sup> Floor Conference Room) for the purpose of discussion concerning: a) legal issue; b) personnel/contractual issues
3. Discussion concerning a) legal issue; b) personnel/contractual issues (proposed for executive session)
4. Reconvene in public session.
5. Adjournment.

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JANUARY 23, 2018**

**PLACE:  
DARIEN PUBLIC SCHOOLS'  
ADMINISTRATIVE OFFICES  
MEETING ROOM  
7:30 P.M.**

**TENTATIVE AGENDA**

- |                                 |                     |           |
|---------------------------------|---------------------|-----------|
| 1. Call to Order.....           | Mrs. Tara B. Ochman | 7:30 p.m. |
| 2. Chairperson's Report.....    | Mrs. Ochman         | 7:35 p.m. |
| 3. Public Comment*.....         | Mrs. Ochman         |           |
| 4. Superintendent's Report..... | Dr. Dan Brenner     | 7:45 p.m. |

\*Public Comments are limited to three minutes per individual and are designed to allow community members to inform the Darien Board of Education of their opinions and/or concerns. Where appropriate, community members are also encouraged to reach out to the school administration during regular school hours. There should be no expectation for dialogue on such public comments to take place at a regular public meeting, given that by law the Board may only discuss matters that are set forth on its agenda.

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JANUARY 23, 2018**

5. Approval of Minutes..... Board of Education
6. Board Committee Reports..... Mrs. Ochman
7. Presentations/Discussions:
  - a. Discussion with the Board. Mrs. Ochman  
of Finance; RTM Education  
and Finance Committees  
regarding 2018-2019  
Proposed Budget
  - b. Curricula Update:..... Dr. Susie Da Silva/  
Mathematics (and recom- Mrs. Linda Johnson  
mendations for implementation)
  - c. Further Discussion and... Dr. Da Silva/  
Possible Action on Mrs. Ellen Dunn  
Proposed New Courses  
for Darien High School  
for the 2018-2019 School  
Year
  - d. Discussion on Acceptance. Dr. Brenner  
of Revenue for Fitch Academy
  - e. Discussion and Possible... Dr. Da Silva  
Action on Proposed  
Middlesex Quiz Bowl  
Field Trips
  - f. Follow Up Discussion on.. Dr. Brenner  
Unfinished Business and  
Possible Modifications to  
2018-2019 Proposed  
Budget

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JANUARY 23, 2018**

7. Presentations/Discussions (cont.):

- g. Further Discussion and... Dr. Brenner  
Possible Action on Master  
Agenda for February –  
August 2018

8. Action Items

- a. Personnel Items..... Ms. Marjorie Cion 9:30 p.m.
  - i. Appointments
  - ii. Resignations

9. Public Comment\*..... Mrs. Ochman

10. Adjournment..... Mrs. Ochman

DB:nv

\*Public Comments are limited to three minutes per individual and are designed to allow community members to inform the Darien Board of Education of their opinions and/or concerns. Where appropriate, community members are also encouraged to reach out to the school administration during regular school hours. There should be no expectation for dialogue on such public comments to take place at a regular public meeting, given that by law the Board may only discuss matters that are set forth on its agenda.

**APPROVED**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Tuesday, December 12, 2017**

**PLACE:**  
**DARIEN PUBLIC SCHOOLS**  
**ADMINISTRATIVE OFFICES**  
**BOARD OF EDUCATION CONFERENCE ROOM**  
**7:30 P.M.**

**BOARD MEMBERS PRESENT:**

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Maroney</i>	<i>Ochman</i>	<i>Ritchie</i>	<i>Stein</i>
Present	X	X	X		X	X	X	X	X
Absent				X					

**ADMINISTRATION PRESENT:**

Dr. Brenner, Dr. Da Silva, Ms. Klein, Mr. Feeney and Ms. Cion

**AUDIENCE:** Approximately 20

- |                                      |   |
|--------------------------------------|---|
| 1. Call to Order                     | Mrs. Tara B. Ochman, Chair,<br>at 7:31pm (0:00) |
| 2. Chairperson's Report              | Mrs. Ochman, Chair, at 7:31pm<br>(0:00)         |
| 3. Public Comment                    | Mrs. Ochman, Chair, at 7:31pm<br>(0:00)         |
| 4. Superintendent's Report           | Dr. Dan Brenner at 7:32pm<br>(0:01)             |
| 5. Approval of Minutes (attachments) | Board of Education at 7:35pm<br>(0:04)          |

**MOTION TO APPROVE THE MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION HELD ON TUESDAY, NOVEMBER 28, 2017:**

**1<sup>st</sup> Mr. Burke**  
**2<sup>ND</sup> Ms. Ritchie**

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Maroney</i>	<i>Ochman</i>	<i>Ritchie</i>	<i>Stein</i>
Yes	X	X	X		X	X	X	X	X
No									
Abstain									

**RESULT -MOTION PASSED UNANIMOUSLY (8-0-0)**

- |                            |                              |
|----------------------------|------------------------------|
| 6. Board Committee Reports | Mrs. Ochman at 7:35pm (0:04) |
|----------------------------|------------------------------|

## PRESENTATIONS AND DISCUSSIONS

### 7. Presentations/Discussions:

a. Annual Special Education Update Including Continued Development of Special Education Department Systems and Structures

Dr. Brenner/Ms. Shirley Klein at 7:37pm (0:06)

b. Report on 2017-2018 Budget and Possible Action on Budget Transfers (attachments)

Dr. Brenner/Mr. Michael Feeney at 8:38pm (1:07)

#### **MOTION TO APPROVE THE BUDGET TRANSFERS DATED DECEMBER 1, 2017:**

**1<sup>st</sup> Mr. Maroney**

**2<sup>ND</sup> Ms. Hagerty-Ross**

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Maroney</i>	<i>Ochman</i>	<i>Ritchie</i>	<i>Stein</i>
Yes	X	X	X		X	X	X	X	X
No									
Abstain									

**RESULT - MOTION PASSED UNANIMOUSLY (8-0-0)**

c. Further Discussion and Action on Updated Five Year Capital Plan (attachment)

Dr. Brenner/ Mr. Michael Lynch at 8:42pm (1:11)

#### **MOTION TO APPROVE THE UPDATED FIVE YEAR CAPITAL PLAN:**

**1<sup>st</sup> Mr. Dineen**

**2<sup>ND</sup> Ms. Ritchie**

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Maroney</i>	<i>Ochman</i>	<i>Ritchie</i>	<i>Stein</i>
Yes	X	X	X		X	X	X	X	X
No									
Abstain									

**RESULT - MOTION PASSED UNANIMOUSLY (8-0-0)**

d. Updated Board of Education Master Agenda (attachment)

Dr. Brenner at 8:46pm (1:15)

## ACTION ITEMS

### 8. Action Items:

#### a. Personnel Items

Ms. Cion at 8:47pm (1:16)

#### i. Appointments (attachment)

#### **MOTION TO APPROVE PERSONNEL ITEMS AS OUTLINED IN THE MEMO DATED DECEMBER 12, 2017:**

**1<sup>st</sup> Mr. Dineen**

**2<sup>nd</sup> Ms. Hagerty-Ross**

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Maroney</i>	<i>Ochman</i>	<i>Ritchie</i>	<i>Stein</i>
Yes	X	X	X		X	X	X	X	X
No									
Abstain									

**RESULT -MOTION PASSED UNANIMOUSLY (8-0-0)**

### 9. Public Comment

Courtney Darby 23 Old Parish Road  
Clara Sartori 161 Old Kings Highway South

Ms. Ochman at 8:48pm  
(1:17)

### 10. Adjournment

Ms. Ochman at 8:51pm  
(1:20)

#### **MOTION TO ADJOURN:**

**1<sup>st</sup> Ms. Ritchie**

**2<sup>nd</sup> Mr. Burke**

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Maroney</i>	<i>Ochman</i>	<i>Ritchie</i>	<i>Stein</i>
Yes	X	X	X		X	X	X	X	X
No									
Abstain									

**RESULT - MOTION PASSED UNANIMOUSLY (8-0-0)**

Meeting adjourned at 8:51pm (1:20)

Respectfully Submitted,

Kathrine Stein,  
Secretary

**APPROVED**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Saturday, January 6, 2018**

**PLACE:**  
**DARIEN PUBLIC SCHOOLS**  
**ADMINISTRATIVE OFFICES**  
**BOARD OF EDUCATION CONFERENCE ROOM**  
**8:00 A.M.**

**BOARD MEMBERS PRESENT:**

	Burke	Dineen	Hagerty- Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Present	X	X	X	X	X	X	X	X	X
Absent									

**ADMINISTRATION PRESENT:**

Dr. Brenner, Dr. Da Silva, Ms. Klein, Mr. Feeney and Ms. Cion

**AUDIENCE:** Approximately 35

- |   |  |
|---|--|
| 1. Call to Order  | Mrs. Tara B. Ochman, Chair,<br>at 8:06 a.m. (0:00)         |
| 2. Presentation of Superintendent's<br>Proposed Budget for 2018-19  | Dr. Dan Brenner/ Mr. Michael<br>Feeney at 8:06 a.m. (0:00) |
| 3. Discussion of Superintendent's<br>Proposed 2018-19 Personnel,<br>Operating, and Equipment Budgets<br>of the Following RCs: | Dr. Brenner,<br>at 8:20 a.m. (0:14)                        |
| • Elementary Schools (05, 07<br>08, 09, 10) followed by Questions<br>and Comments   | 8:35 a.m. (0:29)   |
| • Curriculum (19) and Summer<br>School (23) followed by Questions<br>and Comments   | 8:58 a.m. (0:52)   |
| • Music (13) followed by Questions<br>and Comments  | 9:27 a.m. (1:21)   |
| • Art (14) followed by Questions<br>and Comments  | 10:02 a.m. (1:56)  |
| • Library (21) followed by Questions<br>and Comments  | 10:04 a.m. (1:58)  |
| • Health (17) followed by Questions<br>and Comments   | 10:17 a.m. (2:11)  |
| • 10 Minute Break   | 10:28 a.m. (2:22)  |
| • Technology Education (22) followed<br>by Questions or Comments  | 10:42 a.m. (2:36)  |
| • Physical Education/Athletics (11)<br>followed by Questions and Comments   | 10:43 a.m. (2:37)  |
| • Middlesex Middle School (03)  | 11:59 a.m. (3:53)  |

- followed by Questions and Comments
- 40 Minute Lunch Break 12:31 p.m. (4:25)
- Darien High School (01) followed by Questions and Comments 1:04 p.m. (4:58)
- Fitch Academy (02) followed by Questions and Comments 1:37 p.m. (5:31)
- Technology (15) followed by Questions and Comments 1:53 p.m. (5:47)
- Special Education (24) followed by Questions and Comments 2:22 p.m. (6:16)
- Early Learning Program (26) followed by Questions and Comments 3:12 p.m. (7:06)
- 10 Minute Break 3:14 p.m. (7:08)
- Facilities (12) and Fixed Expenses (25) Followed by Questions and Comments 3:28 p.m. (7:22)
- Capital Projects followed by Questions and Comments 3:52 p.m. (7:46)
- Finance (20) followed by Questions and Comments 4:09 p.m. (8:03)
- Administration (16) followed by Questions and Comments 4:10 p.m. (8:04)
- Personnel/Human Resources (18) followed by Questions and Comments 4:12 p.m. (8:06)

4. Public Comment

Mrs. Ochman, Chair,  
at 4:26 p.m. (8:20)

5. Adjournment

Ms. Ochman at 4:26 p.m.  
(8:20)

**MOTION TO ADJOURN:**

**1<sup>st</sup> Ms. Ritchie**

**2<sup>nd</sup> Mr. Maroney**

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

**RESULT - MOTION PASSED UNANIMOUSLY (9-0-0)**

Meeting adjourned at 4:26pm (8:20)

Respectfully Submitted,

Kathrine Stein,  
Secretary



Date: January 8, 2018

To: Dr. Dan Brenner, Superintendent of Schools

Dr. Susie DaSilva, Assistant Superintendent for Curriculum and Instruction

From: Ellen Dunn, Principal DHS

Re: Proposed Changes to Existing Courses at DHS

The Darien High School Curriculum Council with the support of the DHS Administration proposes the revision of 6 courses for the 2018-19 school year. The course revision proposals are attached. They are as follows:

Introduction to Media Studies

Media Studies: Digital Journalism

Media Studies: Video Production

Writing with Purpose

Senior English

English Capstone

# Curriculum Development 2017 - 2018

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## *New Course Proposal and Changes to Existing Course Darien High School, Curriculum Council*

**Date:** 9/8/2017

**Department:** English

**Proposer:** Francis Janosco, Ivan Crowther, Sybil O'Hare, Jenn Record

**Course Title:** Introduction to Media Studies

*(Please review the guidelines for course naming conventions.)*

1. Grade Level(s):

Please check all that apply

- ☒ 9
- ☒ 10
- ☒ 11
- ☒ 12

2. Course Credit: Please check

- ☒ .5
- ☐ 1.0
- ☐ Other: Explain

3. Course Level: Please check

- X 300
- ☐ 400
- ☐ 650
- ☐ 750
  
- ☐ AP

## Curriculum Development 2017 - 2018

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4. Course Length: Please check

- ☐ Year  
☒ Semester  
☐ Other: Explain

5. Graduation Requirements: Please check

- ☐ Required Course  
☒ Elective Course

6. Fine Arts Requirement:

- ☐ Yes  
☒ No

Prerequisites:

*Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?*

No requirement necessary. This course will replace "Journalism 1" (Introduction to Journalism) in the course catalogue. It will serve as the prerequisite for all of the Media Studies courses offered by the English department.

7. Rationale:

*Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.*

The American media landscape has changed significantly since our school instituted classes in journalism and video production more than ten years ago. Print journalism has been superseded by online enterprises. Traditional video "programs" have been shortened and integrated into online platforms. Online avenues (websites, blogs) and social media (Facebook, Twitter, Instagram) have supplanted many traditional means of communications and approaches to promotion.

In response to these developments, this course (along with the other revised offerings that comprise the Media Studies program) targets those students who wish to understand their place in an ever-evolving media world. This course will set up students for success in subsequent media courses in journalism, video production, and communications, and it will allow all students to hone their communication skills using digital, video, and social media platforms.

## Curriculum Development 2017 - 2018

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### 8. Introduction:

*Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.*

The course will introduce students to the history of media, journalism, and communications. Students will explore traditional writing genres that appear in print and online journalism (editorials, features, news stories, reviews), and they will practice techniques for planning, developing, and revising them. They will engage in these genres using multiple platforms (headline writing and copywriting for journalism and advertising, scriptwriting and storyboarding for video production, tailoring writing for a target audience when blogging).

All media studies courses will provide students to engage in authentic assignments that require the same skills taught and practiced in all English department courses: identifying an audience, brainstorming ideas, and drafting and revising stories that are communicated clearly and fluently.

All student pieces developed in this course (and in all of the media studies courses), regardless of whether they are take written, digital, or video shape, will be considered for publication in our school-sponsored newspaper, newscast, or blog.

### 9. Course Outline:

*Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.*

- What do we mean when we say “media”?
  - Critical analysis of examples
- A brief history of communications
  - print
  - broadcast
  - digital
- Major Issues in Journalism
- Laws/Ethics of Journalism and Communications
- Overview of Journalism Genres
  - editorial (print, digital, video)
  - features (print, digital, video)
  - news reports (print, digital, video)
  - Reviews (print, digital, video)
- Preparation for Publication
  - headlining and captioning

## Curriculum Development 2017 - 2018

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- photography
  - design fundamentals
- Introduction to Video Production
  - storyboarding
  - script writing
  - blocking/lighting/shots
  - editing
  - mini-project
    - public service announcement
    - interview
- The Rise of Social Media
  - types
  - case studies
  - best practices

### 10. Assessment:

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

Students' writing projects will be evaluated using the same rubrics for effective communication used in other English department courses. Rubrics for video projects will be adjusted in order to evaluate visual components. Whenever possible, students will be asked to provide peers with feedback during critique sessions.

### 11. Interdisciplinary Opportunities:

*When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.*

Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:

## Curriculum Development 2017 - 2018

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Interdisciplinary Course:	Teacher(s):	Connections:
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12. Enrollment:

*How many students would you expect to sign up for the course? Provide reasons for your estimation.*

With a concerted effort to promote this class, we expect the class to attract approximately 20 students—enough to fill one section. When considering the size of the 2018-19 rising ninth-grade class, a planned promotional effort within their grade eight classrooms, and a targeted promotional effort toward the ninth and tenth graders, we expect to increase interest in this course.

13. Impact within Department/School:

*If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.*

This course will replace and combine the current English department offering “Journalism 1” (Introduction to Journalism) and the Media offering “Video Production 1”. Because of the practical nature of its content (writing and developing stories/messages for online/digital/video production), it will not affect the enrollment of the other English department offerings.

There are three teachers in the English department who would be in line to teach this course. Currently, the number of students enrolled in S1 Journalism 1 is 10, with another 6 signed up for spring semester. We also have 19 students signed up to take Video Production 1 for the spring semester.

14. Department Discussion:

*Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.*

## Curriculum Development 2017 - 2018

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All of the members of the English department have been given a chance to give feedback on the Media Studies courses, and the department approves of this revised offering.

15. Budgetary Implications:

*Please complete the table below including all anticipated expenses.*

Item	Description	Quantity	Cost	Total
Student Textbooks				
Student Workbooks				
Teacher Edition				
Materials				
Curriculum Work				
Furniture				
Professional Development (training)				
Staffing: fte	To be completed by coordinator			
Other				
Other				

*Please submit the completed proposal to [dcabrera@darienps.org](mailto:dcabrera@darienps.org)  
no later than **September 8, 2017***

*If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.*

## Curriculum Development 2017 - 2018

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### Course Catalog Information:

**Description:** In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

This course will include units on the history of visual media and media literacy. Students will be instructed to achieve competency in all phases of production and on types of communication, such as interviews, features, news stories, editorials, and evaluative reviews. Additionally, students will learn about copy editing, headline writing, layout and production procedures. Journalistic ethics and the role of the school newspaper, video news program, and school blog will be explored. Working in teams, students will be required to produce several projects including: a public service announcement, a blog, an advertisement, and a news report.

**Objectives:** In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

1. To develop an informed and critical understanding of mass media, communications and journalism. 2. To develop students' writing, revising, and editing skills for a variety of genres and platforms. 3. To develop students' ability to think critically about information received from both print and non-print media sources. 4. To develop pre-production skills such as script-writing, storyboarding, and article drafting. 5. To develop basic skills in camera operation, audio recording, lighting, page design, digital design, and the inverted pyramid style.

**Expectations:** What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

The nature of this course will require collaborative work, problems solving, research, and time management. Students will be expected to use all the equipment responsibly. Students will write frequently and in quantity. Reading, written homework assignments, quizzes, and tests will be given. Students will often read newspapers (both print and online), watch segments of television news programs, and interact with online and social media. Students are expected to choose noteworthy artifacts from their classwork and include them in their Media Studies digital portfolio.



# Curriculum Development 2017 - 2018

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## *New Course Proposal and Changes to Existing Course Darien High School, Curriculum Council*

**Date:** 9/8/2017

**Department:** English

**Proposer:** Francis Janosco, Ivan Crowther, Sybil O'Hare, Jenn Record

**Course Title:** Media Studies: Digital Journalism

*(Please review the guidelines for course naming conventions.)*

1. Grade Level(s):

Please check all that apply

- ☒ 9
- ☒ 10
- ☒ 11
- ☒ 12

2. Course Credit: Please check

- ☒ .5
- ☐ 1.0
- ☐ Other: Explain

3. Course Level: Please check

- ☐ 300
- ☐ 400
- ☐ 650
- ☒ 750
  
- ☐ AP

## Curriculum Development 2017 - 2018

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4. Course Length: Please check

- ☐ Year  
☒ Semester  
☐ Other: Explain

5. Graduation Requirements: Please check

- ☐ Required Course  
☒ Elective Course (MAY BE REPEATED)

6. Fine Arts Requirement:

- ☐ Yes  
☒ No

Prerequisites:

*Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?*

Students must have successfully completed "Introduction to Media Studies" (currently Journalism 1) before enrolling in this class. This course will replace "Advanced Journalism" in the course catalogue. ***This course may be repeated.***

7. Rationale:

*Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.*

The American media landscape has changed significantly since our school instituted classes in journalism many years ago. Print journalism has been superseded by online enterprises. Online avenues (websites, blogs) and social media (Facebook, Twitter, Instagram) have supplanted many traditional means of communications and approaches to promotion.

In response to these developments, this course (along with the other revised offerings that comprise the Media Studies program) targets those students who wish to practice and develop their skills in journalism-related enterprises. **Students enrolled in this course will be expected to help write, edit, and produce the print and online editions of the school newspaper.**

## Curriculum Development 2017 - 2018

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### 8. Introduction:

*Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.*

This course will take the place of the current Advanced Journalism course. As such, it will continue to give students hands-on practice with print and (mostly) digital journalism genres and formats. Students will engage in all aspects of online journalism practices: identifying, drafting, and revising genre pieces; identifying, shooting, and manipulating pieces of photojournalism; designing and laying out pages of the newspaper. Students will also work on the business end of media enterprise in selling and designing advertising, and promoting publications via social media platforms.

### 9. Course Outline:

*Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.*

- Instructor will facilitate a student-centered environment where students develop goals, establish teams to meet those goals, create classroom behavioral and production standards as well as construct a community of writers in which students engage in constructive discussion about writing via brainstorming story ideas, collaboratively revising work-in-progress and editing final writing and production. In addition to writing, students choose the responsibilities of day-to-day media production in which they want to engage (leadership, editing, photography, promotion, business, etc.)
- Each week, the instructor will engage in mini-lessons designed to help students develop their skills on an aspect of the journalism enterprise. Topics include but are not limited to: writing styles and vocabulary particular to different genres; control of tone and bias in writing; principles of design; photojournalism; creating dynamic headlines, captions, call-out quotes and their role in marketing a story; responsible and effective use of social media to promote publications; adhering to Associated Press Style and its conventions; improving layout and design skills for both online and print media.
- Students will engage in in-class work on elements that will be evaluated for publication in the student newspaper.
- Students will practice a variety of writing genres.
- Students will keep abreast of current events that interest them by monitoring publications and social media accounts that address their interests. Students will engage in discussions of current events (political, popular culture, scientific, etc.) as a means of creating more informed writing about their areas of interest.
- Elements of the newspaper will serve as the basis for class critique sessions, designed to put students in a position to reflect on their work and the work of their peers.

## Curriculum Development 2017 - 2018

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### 10. Assessment:

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery. rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

Students will be evaluated using the same rubrics for effective communication used in other English Department courses. Whenever possible, students will provide peers with feedback during critique sessions.

### 11. Interdisciplinary Opportunities:

*When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.*

Interdisciplinary	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:

### 12. Enrollment:

*How many students would you expect to sign up for the course? Provide reasons for your estimation.*

With a concerted effort to promote this class, we expect the class to attract approximately 20 students—enough to fill one section per semester. When considering the size of the 2018-19 rising ninth-grade class, a planned promotional effort within their grade eight classrooms, and a targeted promotional effort toward the ninth and tenth graders, we expect to increase interest in the newly conceived Media Studies program, and thereby increase enrollment in Media Studies courses.

## Curriculum Development 2017 - 2018

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### 13. Impact within Department/School:

*If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.*

This course will replace the current English Department offering “Advanced Journalism.” Because of the practical nature of its content (writing and developing stories/messages for online/digital/video production, it should not affect the enrollment of the other English Department offerings.

There is at least one teacher in the English department who would be in line to teach this course. The approximate combined number of students enrolled in the S1/S2 sections of Advanced Journalism is 11.

### 14. Department Discussion:

*Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.*

All of the members of the English department have been given a chance to give feedback on the Media Studies courses, and the department approves of this revised offering.

### 15. Budgetary Implications:

*Please complete the table below including all anticipated expenses.*

Item	Description	Quantity	Cost	Total
Student Textbooks				
Student Workbooks				

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Teacher Edition				
Materials				
Curriculum Work				
Furniture				
Professional Development (training)				
Staffing: fte	To be completed by coordinator			
Other				
Other				

*Please submit the completed proposal to [dcabrera@darienps.org](mailto:dcabrera@darienps.org)  
no later than **September 8, 2017***

*If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.*

Course Catalog Information:

Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior

## Curriculum Development 2017 - 2018

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knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

Students in this course will learn to write in a variety of journalistic genres, will learn approaches to page design and layout, and will prepare themselves to work successfully in all phases of digital media production.

Objectives: In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

1. To refine the techniques of journalistic writing. 2. To publish the Darien High School newspaper, Neirad, and its online edition, Enlino.

Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

The nature of this course will require collaborative work, problems solving, research, and time management. Students will help produce articles for the different publications. In addition, students are expected to take on different responsibilities such as marketing, design production, editorial leadership, and advertising. Students will be expected to use all the equipment responsibly. Students will write frequently and in quantity. Reading, written homework assignments, quizzes, and tests will be given. Students will often read newspapers (print and online), watch segments of television news programs, and interact with online and social media. Students are expected to choose noteworthy artifacts from their classwork and include them in their Media Studies digital portfolio.

# Curriculum Development 2017 - 2018

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## *New Course Proposal and /Changes to Existing Course Darien High School, Curriculum Council*

**Date:** 9/8/2017

**Department:** English

**Proposer:** Francis Janosco, Ivan Crowther, Sybil O'Hare, Jenn Record

**Course Title:** Media Studies: Video Production

*(Please review the guidelines for course naming conventions.)*

1. Grade Level(s):

Please check all that apply

- ☒ 9
- ☒ 10
- ☒ 11
- ☒ 12

2. Course Credit: Please check

- ☒ .5
- ☐ 1.0
- ☐ Other: Explain

3. Course Level: Please check

- ☐ 300
- ☐ 400
- ☐ 650
- ☒ 750
  
- ☐ AP



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4. Course Length: Please check

- ☐ Year  
☒ Semester  
☐ Other: Explain

5. Graduation Requirements: Please check

- ☐ Required Course  
☒ Elective Course (MAY BE REPEATED)

6. Fine Arts Requirement:

- ☒ Yes  
☐ No

Prerequisites:

*Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?*

Students must have successfully completed "Introduction to Media Studies" before enrolling in this class. This course will replace both "Video Production 2" and "Video Advanced" in the course catalogue. ***This course may be repeated.***

7. Rationale:

*Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.*

The American media landscape has changed significantly since our school instituted classes in video production over ten years ago. Traditional video "programs" have been shortened and integrated into online platforms. Online avenues (websites, blogs) and social media (Facebook, Twitter, Instagram) have supplanted many traditional means of communications and approaches to promotion.

In response to these developments, this course (along with the other revised offerings that comprise the Media Studies program) targets those students who wish to practice and develop their skills in video-related enterprises. **Students enrolled in this course will be expected to help write, edit, and produce episodes of "Blue Wave News" as well as journalistic pieces to be integrated into the online version of the student newspaper.**

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### 8. Introduction:

*Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.*

This course will take the place of the current “Video Production 2” and “Video Advanced” courses. As such, it will continue to give students hands-on practice with video genres and formats. Students will engage in all aspects of video production practices: broadcasting, visual effects, animation, and compositing.

### 9. Course Outline:

*Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.*

- Each week, the instructor will engage in mini-lessons designed to help students develop their skills on an aspect of video production.
- Students will engage in in-class work on elements that will be evaluated for broadcast on “Blue Wave News” or published in the online student newspaper.
- Students will practice a variety of video production genres.
- Elements of video pieces will serve as the basis for class critique sessions, designed to put students in a position to reflect on their work and the work of their peers.

### 10. Assessment:

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

Students will be evaluated using the same rubrics for effective communication used in other English department courses. Rubrics for video projects will be adjusted in order to evaluate visual components. Whenever possible, students will provide peers with feedback during critique sessions.

### 11. Interdisciplinary Opportunities:

*When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.*

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<b>Interdisciplinary Course:</b>	<b>Teacher(s):</b>	<b>Connections:</b>
<b>Interdisciplinary Course:</b>	<b>Teacher(s):</b>	<b>Connections:</b>
<b>Interdisciplinary Course:</b>	<b>Teacher(s):</b>	<b>Connections:</b>

### 12. Enrollment:

*How many students would you expect to sign up for the course? Provide reasons for your estimation.*

With a concerted effort to promote this class, we expect the class to eventually attract approximately 15 students—enough to fill one section. When considering the size of the 2018-19 rising ninth-grade class, a planned promotional effort within their grade eight classrooms, and a targeted promotional effort toward the ninth and tenth graders, we expect to increase interest in the newly conceived Media Studies program, and thereby increase enrollment in Media Studies courses.

### 13. Impact within Department/School:

*If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.*

This course will replace the current “media” department offerings “Video Production 2” and “Video Advanced.” Because of the practical nature of its content (writing and developing stories/messages for video production), it should not affect the enrollment of the other English department offerings.

There is one teacher in the English department who would be in line to teach this course. The approximate number of students enrolled in the 900 Video Production 2 course is 8. (We are only running the class during semester one. We did not have enough enrollment in the Advanced class to run it this year.)

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### 14. Department Discussion:

*Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.*

All of the members of the English department have been given a chance to give feedback on the Media Studies courses, and the department approves of this revised offering.

### 15. Budgetary Implications:

*Please complete the table below including all anticipated expenses.*

Item	Description	Quantity	Cost	Total
Student Textbooks				
Student Workbooks				
Teacher Edition				
Materials				
Curriculum Work				
Furniture				
Professional Development (training)				
Staffing: fte	To be completed by coordinator			
Other				

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Other				
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*Please submit the completed proposal to [dcabrera@darienps.org](mailto:dcabrera@darienps.org)  
no later than **September 8, 2017***

*If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.*

### Course Catalog Information:

**Description:** In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

This course will include broadcasting, visual effects, animation and compositing. A component of this course focuses on the creation of 2D visual effects in digital video productions with an emphasis on animation, keyframing, technical accuracy, and proper rendering techniques. Using Adobe After Effects or Discreet Combustion, students will conceptualize and create professional design elements such as show openings for special school events, our education access channel, or a personal endeavor. Students will aid in bridging the gap between the elevated visual expectations set by network television and what is commonly seen broadcasting from a school or public access channel. Students may assist with running the studio, do internal broadcasting via VBrick technology for delivery on certain plasma screens at designated intervals, and pursue individual projects building their skills as they move forward.

**Objectives:** In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

1. To choose an area of video expertise to further personal and professional growth. 2. To set goals with the instructor and to work independently to meet those goals, reviewing and revising the goals as necessary. Some areas of concentration may include animation, audio techniques, post-production effects and news/ script writing.

**Expectations:** What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

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The nature of this course will require collaborative work, problems solving, research, and time management. Students will be expected to keep logs of their time working on projects. All projects will begin with the student's (group's) written proposal which must be approved before any shooting may begin. Projects must meet the broadcast standards for WAVETV and/or Neirad and must meet the deadlines imposed by the teacher/broadcast schedule. Students will be expected to use all the equipment responsibly. Students will write frequently and in quantity. Reading, written homework assignments, quizzes, and tests will be given. Students will often read newspapers, watch television news programs, and interact with online and social media. Students are expected to choose noteworthy artifacts from their classwork and include them in their Media Studies digital portfolio.

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## *New Course Proposal and Changes to Existing Course Darien High School, Curriculum Council*

**Date:** 9/8/2017

**Department:** English

**Proposer:** Suzanne MacLehose

**Course Title:** Writing with Purpose

*(Please review the guidelines for course naming conventions.)*

1. Grade Level(s):

Please check all that apply

- ☐ 9
- ☒ 10
- ☒ 11
- ☒ 12

2. Course Credit: Please check

- ☒ .5
- ☐ 1.0
- ☐ Other: Explain

3. Course Level: Please check

- X 300
- ☐ 400
- ☐ 650
- ☐ 750
  
- ☐ AP

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4. Course Length: Please check
- ☐ Year
- ☒ Semester
- ☐ Other: Explain
5. Graduation Requirements: Please check
- ☐ Required Course
- ☒ Elective Course
6. Fine Arts Requirement:
- ☐ Yes
- ☒ No

### Prerequisites:

*Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?*

### Completion of English 9.

### 7. Rationale:

*Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.*

**This course renames a preexisting course (Senior Composition) listed in the catalog and increases its enrollment potential. Because it targets writing situations that are viewed by students as practical and authentic, we wish to open the course up to sophomores and juniors to develop, draft, and revise their own authentic and practical pieces of writing.**



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### 8. Introduction:

*Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.*

**Here is the current course catalogue description of “Senior Composition,” with slight (but necessary) modifications in bold type:**

*Description: This course prepares college-bound **students** to meet the demands of academic writing and learning. It helps **students** develop their academic writing skills needed for successful work during their senior year, and it prepares seniors for different kinds of college level writing and thinking. It emphasizes structure of the essay, development of ideas, and such specific aspects of writing as transitions and paragraph design. Expectations: This course is designed for students who want an intensive writing course to hone their skills in preparation for college level writing. Students are expected to concentrate on formal expository writing as a supplement to the writing they do in their content area courses. Students will write frequently and will critique each other's compositions. Teacher's evaluation will be based on achievement and degree of improvement.*

**[NOTE: The only change in this section is the switch from “seniors” to “students.”]**

### 9. Course Outline:

*Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.*

***Based on past iterations of the course, the following represents likely unit options within this semester-long course. The unit titles are virtually self-explanatory.***

***[Mini-Unit] The Professionally Crafted Email***

***[Mini-Unit] Social Media Writing and Audience Awareness***

***[Unit 1] Developing a Resume and Cover Letter***

***[Unit 2] The College Application Essay***

***[Unit 3] Approaches for Crafting Essays for College Courses***

***[Mini-Unit] Professional Correspondence***

***[Unit 4] Speech Writing for Leaders***

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### 10. Assessment:

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery. rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

***Students will write frequently and will critique each other's compositions. Teacher's evaluation will be based on achievement and degree of improvement.***

***A final portfolio of student work will be collected and evaluated.***

### 11. Interdisciplinary Opportunities:

*When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.*

Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:

### 12. Enrollment:

*How many students would you expect to sign up for the course? Provide reasons for your estimation.*

***It is estimated that DHS juniors and seniors, especially those who perceive a need for writing support for their college essay and other college application materials, will be interested in this course. It is anticipated that 20 students would enroll in the course.***

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13. Impact within Department/School:

*If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.*

**Since this is a renaming of a preexisting course, we do not anticipate it would impact any of the other current electives run by the department. It is though that some sophomores, juniors, and seniors would elect to engage in a practical and authentic writing elective instead of a free period.**

14. Department Discussion:

*Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.*

**The department has discussed the name change of this course and the broadening of its potential audience and approves of both.**

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15. Budgetary Implications:

*Please complete the table below including all anticipated expenses.*

Item	Description	Quantity	Cost	Total
Student Textbooks				
Student Workbooks				
Teacher Edition				
Materials				
Curriculum Work				
Furniture				
Professional Development (training)				
Staffing: fte	To be completed by coordinator			
Other				
Other				

*Please submit the completed proposal to [dcabrera@darienps.org](mailto:dcabrera@darienps.org)  
no later than **September 8, 2017***

*If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.*

Course Catalog Information:

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**Description:** In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

**Description:** This course prepares college-bound students to meet the demands of academic writing as well as exposing students to practical writing genres that are vital to post-secondary school life. It helps students develop their academic writing skills needed for successful work during their senior year, and it prepares students for different kinds of college level writing and thinking. It emphasizes structure of the essay, development of ideas, and such specific aspects of writing as transitions and paragraph design.\*

**Objectives:** In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

**Course Objectives:** 1. To extend the student's skill in controlling the structure of the essay form. 2. To provide the student with opportunities to explore and improve the techniques of personal essay writing. 3. To help students distinguish narrative and non-narrative elements in the writing of the personal essay. 4. To develop further the student's ability to describe, analyze, and evaluate essay unity and coherence. 5. To develop further the student's ability to use and to distinguish methods of peer critiques.\*

**Expectations:** What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

**Expectations:** This course is designed for students who want an intensive writing course to hone their skills in preparation for college level writing. Students are expected to concentrate on formal expository writing as a supplement to the writing they do in their content area courses. Students will write frequently and will critique each other's compositions. Teacher's evaluation will be based on achievement and degree of improvement.\*

\*The above objectives and expectations are taken verbatim from the course catalogue entry for "Senior Composition." The above description section has been slightly modified from the current "Senior Composition" version in the course catalogue.

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## *New Course Proposal and Changes to Existing Course* *Darien High School, Curriculum Council*

**Date:** 9/8/2017

**Department:** English

**Proposer:** Francis Janosco

**Course Titles:** From Knights to Knaves: British Literature  
Knowing Nothing: Literature and Philosophy  
Beyond the New York School: Contemporary Poetry  
**The Lettered Athlete: Sports and Literature\***  
**Dangerous Creatures: Women and Fiction\***  
**Page and Stage: Literature in Performance\***  
**Rising Suns and Crouching Tigers: East Asian Literature\***  
**Mystery and Mayhem: The Literature of Suspense\***

*\* New courses, if approved, would have specific course catalogue information by January, syllabi and specific readings developed and identified by June 15, and specific coursework materials would be developed the week after school ends. (Curriculum hours were submitted for the CO budget.)*

*(Please review the guidelines for course naming conventions.)*

1. Grade Level(s):

Please check all that apply

- ☐ 9
- ☐ 10
- ☐ 11
- ☒ 12

2. Course Credit: Please check

- ☒ .5
- ☐ 1.0
- ☐ Other: Explain

3. Course Level: Please check

- ☒ 300
- ☐ 400
- ☐ 650
- ☐ 750
- ☐ AP

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4. Course Length: Please check

- ☐ Year  
☒ Semester  
☐ Other: Explain

5. Graduation Requirements: Please check

- ☒ Required Course  
☐ Elective Course

6. Fine Arts Requirement:

- ☐ Yes  
☒ No

Prerequisites:

*Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?*

***No prerequisite. These proposed courses are designed to be run S1.***

7. Rationale:

*Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.*

***All seniors who are not enrolled in one of our two senior AP offerings would enroll in one of these courses. By proposing the revision of three semester courses and the development of five semester courses at the same time, it provides us with a chance to (a) provide seniors with a broader array of literature-based choices, and (b) align the curriculum of all the courses in order to ensure that, while the content will be vastly different, the courses feature commonalities in major assignments, student workload, and final exams.***

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### 8. Introduction:

*Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.*

#### **Mystery & Mayhem: The Literature of Suspense**

The course will provide a survey of a selection of the most important examples of mystery and suspense writing, a diverse and popular genre of literature. A key focus will be on the narrative techniques used by these writers to create character, structure plot and conflict, and maintain suspense. From the locked room mysteries of Poe and Conan Doyle to the hard-boiled detective fiction that peopled *film noir* to today's forensic science-focused series, we will trace the evolution of the genre. We will examine what is revealed about human nature and society by this evolution, by the continued popularity of the genre, and by how fear and guilt, crime, detection, punishment, and moral responsibility are treated in these texts and their adaptations.

#### **The Lettered Athlete: Sports and Literature**

The course will provide a survey of literature about a variety of sports, from the amateur to the professional, from the niche to the mainstream. Our focus will be on sport as a means to illuminate the dramas of human nature and to understand the world in which we live, and we will be alert to the metaphorical and mythic qualities of participating in and observing sports. Whether reading fiction or nonfiction, we will examine the techniques writers use to convey build a scene, develop plot and conflict, and express a point of view. And all the while, we will enjoy the aesthetic experience of stories about winners and losers, triumphant underdogs and scandalous cheaters, tribalism and transcendence.

#### **Page and Stage: Literature in Performance**

This course will explore how literature comes to life—how it is realized and shaped—through performance. Students will consider play scripts not as texts meant to be encountered on the page but as blueprints for action. Through examination of live and filmed performances, as well as experiments in acting and staging, students will investigate how texts are meaningfully embodied and transformed. Special attention will be given to dramatic literature as a vehicle for promoting empathy and for facilitating dialogue about contemporary issues. In addition to surveying works that build upon and re-invent dramatic traditions, the course also will examine processes for adapting interviews, myths and short stories into performance. Students will write in analytical, imaginative, and reflective modes and will have the opportunity to engage with a variety of real-world writing genres.

#### **Dangerous Creatures: Women and Fiction**

The damsel in distress is a seductive image, but where did the notion that women need to be both beautiful and rescued come from? In this course, we will explore the stereotypes associated with women in fictional stories by evaluating how they were formed and what efforts have been taken to reappropriate, revise, and/or dismantle them. This course will specifically focus on the empowered feminine voice and person in fiction and literature. We will look at how these “damsels” secure



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personal power and save themselves from falling victim to a power structure that tries to keep them submissive.

### **Behind the Dragon: East Asian Literature**

The increasing importance of East Asia—defined here as China, Japan, North and South Korea, and Taiwan—has compelled Americans to look at these cultures with new eyes. The cultural, political, and economic forces that draw us together demand new levels of understanding and appreciation, and the school is committed to meeting those demands. Social Studies programs, Mandarin classes, and interdisciplinary programs like the China Exchange add a great deal to the factual base of this learning process, but does not fully address the more abstract elements of the cultures involved. Literature opens a window on the inner life of a nation, offering readers a glimpse of how another culture understands and represents itself. Through a selection of traditional and modern texts, students will learn to see beyond the stereotypes and start to understand the literary, societal, and aesthetic values of this ancient and yet dynamic part of the world.

### 9. Course Outline:

*Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.*

*Each course, regardless of its content, will feature the following:*

#### ***Essential Questions***

- *What is so important about [focus of course content] that people continue to study and celebrate it?*
- *How does [focus of course content] help us understand real-world issues affecting our world today?*
- *How does [focus of course content] allow us to understand different beliefs and cultures and develop empathy for others?*
- *How does [focus of course content] provide us with unique approaches to language for the purpose of conveying powerful truths?*

#### ***Readings***

- *readings from literature that is considered classic or traditional (pre-1970)*
- *readings from literature that is considered contemporary (post-2000)*
- *at least one teacher-assigned book-length text*
- *at least one unit based on readings independently selected by students*

#### ***Projects and Presentations***

- *at least one formal seminar discussion or formal debate*
- *one creative project and project reflection*
- *one individual presentation*
- *one group presentation*

#### ***Written Assignments***

- *one major paper (4 to 6 pages) that features literary analysis*

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- *at least two other papers (between 2 to 4 pages in length)*

### ***Final Exam***

- *new reading component*
- *take-home written component*
- *in-class written analysis component OR*
- *in-class presentation component*

### 10. Assessment:

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery. rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

***Students will be formatively assessed through the use of:***

- *between one and two Google Classroom assignments per week*
- *in-class discussion participation*
- *outlines and drafts*
- *quizzes and journals*

***Students will be summatively assessed through the use of:***

- *completed writing assignments*
- *seminars and debates*
- *projects, presentations*
- *final exam*

***Assessments for major papers and projects will feature collaboratively crafted rubrics. Whenever possible, students will be invited to self-assess their work using criteria that they develop through teacher-guided discussion.***

### 11. Interdisciplinary Opportunities:

*When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.*

Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:

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Interdisciplinary Course:	Teacher(s):	Connections:
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12. Enrollment:

*How many students would you expect to sign up for the course? Provide reasons for your estimation.*

***All non-AP seniors will enroll in one of these required S1 courses.***

13. Impact within Department/School:

*If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.*

***There will be no impact outside of the English department, though it will dramatically change the way senior courses are run within the English department.***

***Students will be provided with choices and thorough explanations of each, and they will then be asked to express their top three choices in prioritized order. Every attempt will be made to grant students with their top choice. If one of the offerings, having failed to draw interest, does not run for two consecutive years, it will then be replaced by a newly developed course designed with a content focus that better meets the needs of our seniors.***

14. Department Discussion:

*Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.*

***The department has developed new course proposals during the fall of 2017 and enthusiastically supports the revisions and additions.***

15. Budgetary Implications:

*Please complete the table below including all anticipated expenses.*

Item	Description	Quantity	Cost	Total
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Student Textbooks	Some new novels may be necessary for some of the new offerings.			
Student Workbooks				
Teacher Edition				
Materials				
Curriculum Work				
Furniture				
Professional Development (training)				
Staffing: fte	To be completed by Department Chair			
Other				
Other				

*Please submit the completed proposal to [dcabrera@darienps.org](mailto:dcabrera@darienps.org)  
no later than **September 8, 2017***

*If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.*

### Course Catalog Information:

Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the

## Curriculum Development 2017 - 2018

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course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

*All of these S1 senior English courses—through their blending of the traditional and the contemporary, the academic and the personal—seek to serve as a bridge between a student’s senior year of high school and first year of college. Furthermore, by broadening the number of S1 courses, seniors will be experiencing a range of options that will more closely mirror what they will encounter at the college level. Each course will feature its own content focus, but all of the courses will feature commonalities in terms of major assignments, student workload, and final exams. Through their writing assignments, these courses will seek to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.*

Objectives: In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options.*
- 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus.*
- 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus.*
- 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic.*
- 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice.*
- 6. To provide students with strategies and guidance for conducting self-directed reading and research.*

Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

*Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments*

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*will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.*

# Curriculum Development 2017 - 2018

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## *New Course Proposal and Changes to Existing Course Darien High School, Curriculum Council*

Revisions in "Red"

**Date:** 9/8/2017

**Department:** English

**Proposer:** Francis Janosco

**Course Title:** English Capstone

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*(Please review the guidelines for course naming conventions.)*

1. Grade Level(s):

Please check all that apply

- ☐ 9
- ☐ 10
- ☐ 11
- ☒ 12

2. Course Credit: Please check

- ☒ .5
- ☐ 1.0
- ☐ Other: Explain

3. Course Level: Please check

- ☒ 300
- ☐ 400
- ☐ 650
- ☐ 750
  
- ☐ AP

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4. Course Length: Please check

- ☐ Year  
☒ Semester  
☐ Other: Explain

5. Graduation Requirements: Please check

- ☒ Required Course  
☐ Elective Course

6. Fine Arts Requirement:

- ☐ Yes  
☒ No

Prerequisites:

*Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?*

***There are no prerequisites. This is the final course for seniors in English.***

7. Rationale:

*Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.*

***This course, meant to serve as a 300-level senior's English academic capstone, or "highest point," is designed as a second semester culminating experience; and yet, because there are many factors that come into play when building students' schedules, the course will be readily offered to seniors for semester one, as well. (Seniors enrolled in either AP offering would experience a modified version of this course.) This course would replace World Literature Seminar.***

***World Lit Seminar features small, college-seminar-sized classes, where seniors are put in a position, as they look ahead to graduation, to learn about the world outside the United States through high-quality literary fiction. At the end of the course, seniors have been required to research, plan, and write the WLS paper, a term-paper length assignment through which they have synthesized more than one independently selected novel-length work of world literature, along with pieces of appropriate literary criticism, in order to express what they have learned about the literature and the culture.***



*The past 15 years have seen increasing numbers of students at the college level gravitating toward STEM and tech-related programs, and, especially in the wake of the Great Recession of 2008, more and more of them have been eschewing humanities offerings—especially literature courses. In a similar vein, the past five years have seen the rise of the Senior Internship Program at DHS, which has not only shortened all senior courses by a month, but also shifted seniors’ attention away from “world cultures” and placed it squarely onto “real world” practicalities.*

*Additionally, the course’s literary term paper requirement, which was conceived as both a means for exploring a world culture and honing one’s literary analysis skills, has become an assignment which, to the department, does not yield enough student growth to warrant the amount of class time and course emphasis given to it.*

*To respond to these changes and meet the needs of our seniors, the English department proposes to replace World Literature Seminar with “Senior Capstone,” a course that will:*

- *have as its focus both an internal “reflection on one’s own education” and an external “debate about the purpose of education,”*
- *revise the academic term paper to place a greater emphasis on student interests, academic reflection, current real-world complexities, and the development of voice,*
- *require the reading of one teacher-selected book-length text, one that will be read through the lens of “the role of education and learning,”*
- *require students to read an independently selected book-length text, one that can be drawn from the realm of world literature or Western literature, classic or contemporary,*
- *feature a number of classic essays and articles that communicate something to us about the traditions associated with education and learning, and*
- *feature a number of contemporary academic articles that communicate something to us about the changing world of education and learning*
- *put seniors in a position to add their voice to the ongoing conversations about the purpose of education at the local, state, national, and global levels.*

*We believe these changes would put our students in a position to experience a course that will constitute a better bridge to their freshman college English class, one that is more aligned with their interests, and one with a clearer focus. While we still believe that great literature is essential to understanding our world, we also believe that great literature will have a more profound effect on our seniors if they are asked to learn its truths while reflecting on the nature of learning itself.*

*And, since an “authentic voice” is, for the student-writer, arguably the most challenging (and rewarding) dimension of his writing to develop, we are making the development of each student’s voice our instructional goal for our college-bound soon-to-be graduates.*

*In addition, with the advent of a Grade 8 Capstone Project, one that will feature student reflection and artifacts of a student's middle school "learning career" (in digital portfolio form), now is the time to put in place a similar Capstone class for DHS graduates, one with its own emphasis on reflection and education.*

*One last point seems necessary to include: By making this shift, the department should not be seen as lessening the value of reading world literature, of learning about other cultures, and of broadening the scope of a student's experience beyond the "bubble" of Darien. The department has every intention to find opportunities for bringing strong voices of world literature into its Grade 9, Grade 10, and Grade 12 courses, including this one. For in this proposed Senior Capstone, students will always be encouraged, when reflecting on the meaning, value, and purpose of education, to seek out book-length texts and shorter articles that provide us with insights into other cultures' ideas on these matters.*

8. Introduction:

*Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.*

*The focus will be on student reflection and self-directed research. This shift in focus can be seen in these two examples of the course's essential questions:*

*What does it mean to engage in an academic, collegiate research process?  
What does it mean to be an educated and literate member of society?*

9. Course Outline:

*Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.*

*If the course is approved, the overall approach would follow the essential question "What does it mean to be educated?"*

**Part I ( 2 weeks) What does it mean to be educated?**

**In order to make the course more relevant and meaningful for students who are about to enter a world beyond Darien, we will ask students to consider what they know and believe. We want to give students a chance to consider and process those ideas in a seminar setting. Instead of beginning with the World, we want to begin with the students and ask students the following question: What does it mean to be educated?**

**The course could begin with the students reflecting on the state of their education and to consider what it means to be educated in a global, 21st century world.**

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Assignment 1: 1-2 pages: What is it you want to be when you grow up? or Write about a time when you wanted to criticize but instead learned something.

The class will discuss the idea of education and the questions that arise about how we learn, what we learn, and what we know. Articles for discussion would include the following sources:

- **I KNOW WHY THE CAGED BIRD CANNOT READ**  
[lcp.org/cms/.../i%20know%20why%20the%20caged%20bird%20cannot%20read.pdf](https://lcp.org/cms/.../i%20know%20why%20the%20caged%20bird%20cannot%20read.pdf)
- **Learn to loathe literature.** By Francine Prose.  
This essay talks about why we are not having students read great literature and are reading second rate books instead. She rails against Angelou's autobiography and *To Kill a Mockingbird*.
- 'Thomas Jefferson: The Art of Power,' by Jon Meacham - The New ...  
[www.nytimes.com/.../thomas-jefferson-the-art-of-power-by-jon-...](http://www.nytimes.com/.../thomas-jefferson-the-art-of-power-by-jon-...)

Jon Meacham's biography of Thomas Jefferson looks at how the founding father balanced his ideals with pragmatism. In this excerpt from Jefferson's biography, Jefferson writes a letter in which he conducts a conversation between his head and his heart. This letter examines how we make decisions and how we think.

- **Why College kids are Avoiding the Study of Literature.**  
<https://www.commentarymagazine.com/articles/why-college-kids-are-avoiding-the-study-of-literature/>

This article suggests that we need literature in order to learn to read the world appropriately and to give us practice for our relationships in the real world.

- **It's Frustratingly Rare to Find a Novel About Women That's Not About Love**  
"Literary girls don't take road-trips to find themselves; they take trips to find men."  
<http://www.theatlantic.com/sexes/archive/2013/07/its-frustratingly-rare-to-find-a-novel-about-women-thats-not-about-love/277621/>

This piece talks about the journey to discover ourselves (a nice look back to grade 9 English) and considers how we are still clinging to stereotypes

- **Between the World and Me: Ta-Nehisi Coates: 9780812993547 ...**  
[www.amazon.com › Books › Biographies & Memoirs › Historical](http://www.amazon.com/Books/Biographies-Memoirs/Historical/Between-the-World-and-Me-is-Ta-Nehisi-Coates-s-attempt-to-answer-these-questions-in-a-letter-to-his-adolescent-son.) Between the World and Me is Ta-Nehisi Coates's attempt to answer these questions in a letter to his adolescent son.

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**Assignment 2: 2 pages** What does it mean to you to be educated?

## **Part II. The Learner in the World (2 weeks)**

This part of the course moves from ideas about how and why and what we learn to the literature, particularly literature of the world. This section will focus on short fiction from around the world to continue the discussion of literature, education, and life.

Students will continue to explore their ideas about how we know what we know and to look beyond what we know and to consider how the stories we are told affect our understanding of the world.

### **Creative Writing :**

Teachers will ask students to consider what we know and how we know it, using Jamaica Kincaid's "Girl" (Antigua) which lists the many things a girl has learned. Use this piece as a model and ask students to write what they have learned from a parent, coach, teacher, sibling and to write a list as Kincaid does.

### **Short fiction choices:**

1. "The Wall Reader" by Fiona Barr (Irish) This story focuses on an educated woman who is lonely; her failure accurately to read the world in which she lives (Ireland during the Troubles) results in serious and life altering consequences for her and her family
2. "Back Yard" by Elsa Joubert (South Africa) This story's protagonist is an educated and wealthy white woman who is unable to understand and successfully communicate the the black servants in her backyard.
3. "The Grasshopper and the Bell Cricket" by Yasunari Kawabata (Japanese) This beautiful story explores the innocence of youth and the wisdom of the old. Simple and profound- a sort of fable.
4. "Three Million Yen" by Yukio Mishima (Japanese) **WARNING: Sexual content.** This story follows an "educated" couple who are planning for their future. These are people that our students might relate to--until the story takes a disturbing turn in the end.
5. "Naval Aviation" by Hans Konig (author born in Amsterdam, lived in CT- story is set in Argentina during the Dirty War) <http://www.newyorker.com/magazine/1998/02/09/naval-aviation>  
This story describes a new graduate of miliary waiting for his first assignment. He anticipates a career of greatness and glory, yet he learns a more real and horrible lesson about life.
6. "Emilie Plead Choose One Egg" by Paule Barton (Caribbean) This short short story is conversation between two people who have no formal education and no power.

**Assignment 3: 2 pages** Choose one of the stories from the above list and write a position paper that makes an assertion about the idea of education or the education of a character from one of the stories above.

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## Part III: The Novel: Literature and Education (2-3 weeks)

Either World Literature or New Literature? After reading short fiction, students read a novel. Whole class option or book group option.

Possible: The Children Act by Ian McEwan

Possible: *The White Tiger* by Aravind Adiga

Students will look at the education of Balram. Is he educated at the end of the novel? What does that mean? Is “being a man” the same thing as being educated?

## Part IV: Independent Reading and Writing (4 weeks)

**Assignment 4: The Seminar essay: personal essay/ literary analysis: 10 pages**

This essay is a personal essay combined with a literary essay that will examine ideas that emerge from the seminar’s work. The essay itself needs to focus on 2 works of literature (possible use of class text as one of the two texts?) and write a thesis that makes an assertion about the idea you have chosen to explore as it applies to the two texts. The essay also should include a personal exploration of the idea; this personal response can start your essay or be integrated throughout.

## Part V Synthesis (1 week)

Students will view David Foster Wallace’s graduation speech: “This is Water”

<https://www.youtube.com/watch?v=8CrOL-ydFMI>

Students will find their favorite graduation speeches or speeches that speak to an idea they have explored in the seminar.

Students will reflect on the work of the seminar and write one final reflective piece which they will share with class.

**Assignment 5: 2 pages** Students will answer the question: What have I really learned?  
This piece can take any form— a poem, a song, an essay, a letter...

Or the student may create visual response to the prompt (art, movie, sculpture), with an attached museum notation.

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### 10. Assessment:

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery. rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

***Essays and short writing assignments will continue to be the primary mode of assessment. The current major essay project for World Lit Seminar will be redesigned and continue to serve as a common assessment across the courses.***

### 11. Interdisciplinary Opportunities:

*When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.*

Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:

### 12. Enrollment:

*How many students would you expect to sign up for the course? Provide reasons for your estimation.*

***All non-AP seniors will enroll in this course **either for first semester or second semester.** All seniors, including AP students, will draft and submit the redesigned term paper.***

### 13. Impact within Department/School:

*If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.*

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***There will be no enrollment impacts, since we are replacing an existing S2 required English course with one that is updated and more responsive to the needs of our students.***

**14. Department Discussion:**

*Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.*

***The department discussed the first version of a replacement course in its first meeting of the year, and all were in favor. A five-member committee (Maclehose, Pavia, Leete, Fernandez, and Janosco) have worked on the revision to the original proposal. The committee has reported out a progress report to the department and will continue to do so. This proposal was shared with the department and discussed in its meeting on November 29, 2017.***

**15. Budgetary Implications:**

*Please complete the table below including all anticipated expenses.*

Item	Description	Quantity	Cost	Total
Student Textbooks	Reading the World: Ideas That Matter (ebook, 1 year) *  * Already submitted to CO as part of district budget.	350	\$32.50	\$11,375.00
Student Workbooks				
Teacher Edition				
Materials				
Curriculum Work	Summer curriculum writing hours have been submitted to CO as a part of the budgeting process.			
Furniture				
Professional Development (training)				
Staffing: fte	To be completed by Department Chair			
Other				
Other				

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*Please submit the completed proposal to [dcabrera@darienps.org](mailto:dcabrera@darienps.org)  
no later than **September 8, 2017***

*If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.*

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### Course Catalog Information:

Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

*This course is designed to serve as a bridge between a student's senior year of high school and first year of college. Its focus will be on an individual student's education, what it means to be educated, and the nature of learning itself. It will emphasize the development and planning of the senior capstone essay project and strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.*

Objectives: In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- 1. To prepare students for freshman college courses through writing experiences that blend the personal with the academic in the pursuit of an authentic writer's voice.*
- 2. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal as well as the academic.*
- 3. To provide students with strategies and guidance for conducting self-directed reading and research.*
- 4. To provide students with opportunities for rich, meaningful reflection on their individual experiences within a secondary school educational system.*
- 5. To provide students with opportunities for rich, meaningful reflection on Western and American educational traditions.*

Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.



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*Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed research, and to participate in seminar discussions. Essays and short writing assignments will be the primary mode of assessment. Each student will be required to develop, draft, revise, and submit a capstone essay project.*

			<b><u>Proposed Middlesex Field Trips</u></b>				
<b><u>Event</u></b>			<b><u>Date</u></b>			<b><u>Location</u></b>	
Regional Quiz Bowl			March 16-17, 2018			Falls Church, VA	
National Quiz Bowl			May 11-14, 2018			Chicago, Ill	

**DARIEN PUBLIC SCHOOLS  
SPECIAL FIELD TRIP REQUEST FORM**

**Trips Beyond 500 Miles, or Outside the U.S.**

(Board of Education Policy 6710)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

**Planning Requirements:** Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. This form **MUST** be submitted to Central Office for approval before final plans or commitments are begun. All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15<sup>th</sup>. It must contain detailed written information about arrangements, which at a minimum, must specify the following:

a. Names of the Darien Public School staff initiating the proposal and responsible for the trip

Ken Romeo, Barbara Ivey, and Andrew Turriago

b. Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.

Date: Mar. 16<sup>th</sup>-17<sup>th</sup>, 2018 Time: All Day Destination: Longfellow MS,  
Falls Church, VA

Affected school time: We request to leave at 12:00 PM on Friday to arrive with enough time to check in,

Eat dinner, and get a healthy night's rest in preparation of the tournament on

Saturday.

c. A description of the rationale for the trip, with special emphasis on the educational value of the experience.

Longfellow Middle School is hosting a regional quiz bowl tournament. Schools from all over the region will compete at a chance to qualify for the nationals in Chicago.

Students will compete in an academic tournament, answering questions from every middle school curricula.

d. An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.

We practice daily for competitions like this. The Quiz Bowl coaches will decide which of our members will go based on availability and skill.

e. The exact modes and times of travel, as well as the exact housing arrangements.

We will charter a bus (company TBD) that leaves on Friday afternoon, stay at a local hotel (TBD), and return on Saturday evening.

f. Detailed daily time schedules of the agenda of activities.

**DARIEN PUBLIC SCHOOLS  
SPECIAL FIELD TRIP REQUEST FORM**  
Trips Beyond 500 Miles. or Outside the U.S.  
(Board of Education Policy 6710)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

<b>Friday</b>		
Leave after school from MMS, arrive at hotel, check in, have dinner		
<b>Saturday</b>		
8:00–9:00	team check-in	TBA
8:00–8:30	Staff check-in	TBA
8:30–9:00	Staff meeting	TBA
9:00–9:30	Player meeting	TBA
9:30–12:00	Preliminary rounds 1–6	Classrooms
12:00–1:30	Lunch (not provided)	-
1:30–4:15	Playoff rounds 7–10	Classrooms
Afterwards, we depart for MMS		

- g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.

**Travel is approximately \$150.00 per person. Hotel is approximately \$150.00 per room. Entrance fee \$75.00 per team (4 teams).**

- h. Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

The Quiz Bowl team has been involved in fundraising efforts all year. We have private donors willing to pay for part of our entry fees. We also will rely heavily on parent contributions.

- i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.

We do not seek any special materials or items from the Darien Public Schools. There would be 2 – 3 coaches attending the trip, and thus we would need coverage for half days on Friday, March 16<sup>th</sup>.

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	<b>The field trip organizer <u>must</u> notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.</b>

**DARIEN PUBLIC SCHOOLS**  
**SPECIAL FIELD TRIP REQUEST FORM**  
Trips Beyond 500 Miles. or Outside the U.S.  
(Board of Education Policy 6710)

**F2**

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.



Signature of Trip Organizer

1/12/18

Date



Signature of Principal

1/17/18

Date

☐

Approved

☐

Not approved

Signature of Superintendent/ Designee

Date

**DARIEN PUBLIC SCHOOLS  
SPECIAL FIELD TRIP REQUEST FORM**  
**Trips Beyond 500 Miles, or Outside the U.S.**  
(Board of Education Policy 6710)

**F2**

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

**Planning Requirements:** Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. This form **MUST** be submitted to Central Office for approval before final plans or commitments are begun. All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15<sup>th</sup>. It must contain detailed written information about arrangements, which at a minimum, must specify the following:

a. Names of the Darien Public School staff initiating the proposal and responsible for the trip

Ken Romeo, Barbara Ivey, and Andrew Turriago

b. Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.

Date: May 11<sup>th</sup>-14<sup>th</sup>, 2018 Time: All Day Destination: MSNCT in Chicago, IL

Affected school time: We request permission to use Thursday, Friday, and Monday as travel days.

c. A description of the rationale for the trip, with special emphasis on the educational value of the experience.

This is one of our two national championships. Schools from all over the country will compete. Students will compete in an academic tournament, answering questions from every middle school curricula.

d. An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.

We practice daily for competitions like this. The Quiz Bowl coaches will decide which of our members will go based on availability and skill.

e. The exact modes and times of travel, as well as the exact housing arrangements.

We will stay at the hotel that will be hosting this tournament (The Hyatt Regency O'Hare)

f. Detailed daily time schedules of the agenda of activities.

**DARIEN PUBLIC SCHOOLS  
SPECIAL FIELD TRIP REQUEST FORM**  
Trips Beyond 500 Miles. or Outside the U.S.  
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F2

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<b>Friday (evening)</b>		
5:00-9:30	Staff check-in	TBA
6:00-9:30	Team check-in	TBA
6:00-9:30	Scrimmage round organization	TBA
<b>Saturday</b>		
8:00-9:00	Late arrival team check-in	Enterprise Ballroom Foyer
8:30-9:00	Staff check-in	TBA
9:00-9:30	Player meeting	Enterprise Ballroom 1-4
9:00-9:30	Staff meeting	TBA
9:45-12:45	Preliminary rounds 1-6	Meeting rooms
12:45-2:15	Lunch (not provided)	-
2:15-5:45	Preliminary rounds 7-12	Meeting rooms
<b>Sunday</b>		
7:30 a.m.	Playoff bracket posted	Information desk
7:30-8:20	Playoff cards distributed	Information desk
8:00-8:20	Staff meeting	TBA
8:30-12:00	Playoff rounds 13-18	Meeting rooms
8:40-12:00	Consolation round organization	TBA
12:00-1:00	Lunch (not provided)	-
1:00	Packet pickup	Information Desk
1:00-2:15	Playoff rounds 20-21	Meeting rooms
2:15	Finals (rounds 22 and maybe 23)	Enterprise Ballroom 1-4
After finals	Awards	Enterprise Ballroom 1-4

- g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.

**Entrance fee \$575.00 per team (3 teams).**

- h. Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

The Quiz Bowl team has been involved in fundraising efforts all year. We have private donors willing to pay for part of our entry fees. We also will rely heavily on parent contributions.

- i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.

We do not seek any special materials or items from the Darien Public Schools. Coaches will need coverage for Friday, May 11<sup>th</sup> and Monday May 14<sup>th</sup>.

**DARIEN PUBLIC SCHOOLS**  
**SPECIAL FIELD TRIP REQUEST FORM**  
Trips Beyond 500 Miles or Outside the U.S.

**F2**

(Board of Education Policy 6710)

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	The field trip organizer <u>must</u> notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.

 _____ <i>Signature of Trip Organizer</i>	1/12/18 _____ <i>Date</i>	 _____ <i>Signature of Principal</i>	1/17/18 _____ <i>Date</i>
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<input type="checkbox"/>	Approved	<input type="checkbox"/>	Not approved	
				<i>Signature of Superintendent/Designee</i> <i>Date</i>



**PROPOSED**  
**BOARD OF EDUCATION MASTER AGENDA**  
**FEBRUARY 2018 THROUGH AUGUST 2018**  
*(Changes in “Red”, “Bold”, “Italics”)*

**February 13th**

- Discussion and Approval of Proposed Board of Education 2018-2019 Budget
- Verbal Update on Kindergarten Enrollment for 2018-2019 – or February 27th
- Update on Standardized Testing Schedule – Smarter Balance Assessment (SBAC) and CMT Science – Elementary and Middle School; and High School Schedule for SAT and CAPT Tests

**February 27th**

- Interim Progress Report on 2017-2018 District Goals and Objectives
- Verbal Update on Kindergarten Enrollment for 2018-2019 – or February 13th
- Continued Review, Revision and Update of Board of Education Policies
- ***Update on Facilities Committee***

**March 14th, Wednesday**

- Presentation and Discussion on Darien High School Second Semester Enrollment Distribution Report – or March 27
- Presentation and Discussion of 2017-18 Budget Update and Action on Budget Transfers
- Update on Kindergarten Enrollment for 2018-2019

**March 27th**

- Presentation and Discussion on Darien High School Second Semester Enrollment Distribution Report – or March 14
- Presentation, Discussion and Possible Approval of Middlesex Outdoor Overnight Field Trip

### **March 27, cont.**

- Presentation, Discussion and Possible Approval of Middlesex Boston Field Trip
- Discussion and Possible Action on Elementary Parent Conference Days for 2018-19 School Year
- Tentative Recommendation for Establishing 2018 Darien High School Graduation Date
- Update on Implementation of 1:1 Initiative with iPads at the High School (2017-18 District Goal)

### **April 17th**

- Further Discussion and Action on Establishing 2018 Darien High School Graduation Date
- First Reading and Discussion of 2019-20 School Calendar – or May 8
- Update on Kindergarten, Elementary, Middle School and High School Enrollment for 2018-2019
- Action on Non-Renewal of Certified Staff Working under One-Year Contracts and Long Term Substitutes

### **May 8th**

- Update and Discussion on Extended School Year Program
- Verbal Update on High School and Middle School Scheduling
- Action on Elementary Parent Conference Days for 2018-19 School Year
- Curricula Update – Science – originally scheduled for September 2017
- First Reading and Discussion of Proposed 2019-20 School Calendar – or April 17
- Presentation, Discussion and Possible Action on Proposed Technology Plan for 2018-2021 (2017-18 District Goal)

## May 22nd

- Presentation and Discussion of 2017-18 Budget Update and Action on Budget Transfers
- Further Discussion and Possible Action on 2019-2020 Darien School Calendar

## June 12th

- Superintendent's Citizenship Awards
- Recognition of DPS Retirees
- Report on High School College Acceptances and Awards; Profile on High School *Class of 2018* and Post High School Plans
- Follow-up Report on Senior Internship Project at Darien High School
- Update on District Enrollment
- Report on Barbara Harrington Fund Awards
- Update on Reiss Fund Conference
- Update on High School and Middle School Scheduling
- Report to Darien Planning and Zoning Commission re Stadium Lights at DHS
- Update, Discussion and Possible Action on Recommended Reallocations for 2018-2019 Budget – or June 26

## June 26th

- Annual Progress Report on 2017-2018 District Goals and Objectives
- Presentation and Possible Approval of Revised Facilities Use Fee Schedule
- Annual Report on Donations
- First Reading and Discussion of Proposed Schedule of 2018-2019 Regular Board of Education Meetings
- Update Master Agenda – February through August 2018
- Update, Discussion and Possible Action on Recommended Reallocations for Adopted 2018-2019 Budget – or June 12
- Presentation and Discussion on Revised Teacher and Administrator Evaluation and Professional Learning Plans

## July 24th

- First Reading of District Goals and Objectives for 2018-2019
- ***Discussion on Board of Education Roles and Responsibilities*** ~~Proposed Change from Board Goals to Board Responsibilities Reviewed on a Yearly Basis~~
- Further Discussion and Possible Action on Proposed Schedule of 2018-2019 Regular Board of Education Meetings
- Update on Enrollment and Possible Action on Utilization of Budget Control
- Update on Facilities
- Superintendent's Contract Renewal

## August 28th

- Verbal Update on Regular and Special Education Staffing for 2018-2019
- Discussion and Action on 2017-2018 Final Year End Financial Report – or September 11, 2018
- Updated Master Agenda – February through August 2018
- First Reading of Board Master Agenda for August 2018-January 2019 – or September 11, 2018
- Adoption of District Goals and Objectives 2018-2019
- ***Adoption of Board of Education Roles and Responsibilities*** ~~and Code of Ethics~~
- Update on Summer Facilities Projects
- Presentation, Discussion and Possible Action on Proposed Revised Facilities Use Fee Schedule
- Discussion and Possible Action on Proposed US-China Exchange Field Trip to Washington, DC
- Appointment of an Impartial Hearing Officer for Student Disciplinary Matters for the 2018-2019 School Year, as they arise

DB:nv

Revised 1/10/18