

Board of Education
Darien, Connecticut

TUESDAY, JANUARY 22, 2019

SPECIAL MEETING OF THE BOARD OF EDUCATION

**Darien Public Schools'
Administrative Offices
Meeting Room
7:00 p.m.**

AGENDA

1. Call to order
2. Adjourn to Executive Session (2nd Floor Conference Room) for the purpose of discussion regarding personnel and litigation pursuant to Connecticut General Statute 1-200(6) (A) and (B)
3. Reconvene in public session.
4. Adjournment.

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, JANUARY 22, 2019**

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

TENTATIVE AGENDA

- | | | |
|---------------------------------|--------------------|-----------|
| 1. Call to Order..... | Mrs. Tara Ochman | 7:30 p.m. |
| 2. Chairperson's Report..... | Mrs. Tara Ochman | |
| 3. Public Comment*..... | Mrs. Tara Ochman | |
| 4. Superintendent's Report..... | Dr. Elliott Landon | |
| 5. Approval of Minutes..... | Board of Education | |

*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 22, 2019**

- 6. Board Committee Reports..... Mrs. Tara Ochman

- 7. Presentations/Discussions
 - a. Presentation of Proposed..... Dr. Susie Da Silva/
New Courses for Darien High Mrs. Ellen Dunn
School for the 2019-2020
School Year

 - b. Report on Enhancements of..... Dr. Susie Da Silva
Technology and Computer
Education Courses at Middlesex
Middle School

 - c. Follow Up Discussion on..... Dr. Elliott Landon
Unfinished Business and
Possible Modifications to
2019-2020 Proposed Board
of Education Budget

 - d. Further Discussion and..... Dr. Elliott Landon
Possible Action on Board
Master Agenda – February
through August 2019

- 8. Action Items
 - a. Personnel Items..... Ms. Marjorie Cion
 - i. Appointments
 - ii. Resignations/Retirements

- 9. Public Comment*..... Mrs. Tara Ochman

- 10. Adjournment..... Mrs. Tara Ochman

EL: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 11, 2018

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

BOARD MEMBERS PRESENT:

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Present	X	X	X	X	X	X	X	X	X
Absent									

ADMINISTRATION PRESENT:

Dr. Landon, Ms. Klein, Ms. Cion and Mr. Feeney

ADMINISTRATION ABSENT:

Dr. Da Silva

AUDIENCE: Approximately 50

- | | |
|---|--|
| 1. Call to Order | Mrs. Tara B. Ochman, Chair,
at 7:32 p.m. (0:00) |
| 2. Chairperson's Report | Mrs. Ochman, Chair,
at 7:32 p.m. (0:00) |
| 3. Public Comment | Mrs. Ochman, Chair,
at 7:34 p.m. (0:02) |
| Sara Parent 227 Hollow Tree Ridge Road, CDSP Co-Chair
Theresa Vogt 22 Circle Road, RTM Education | |
| 4. Superintendent's Report | Dr. Elliott Landon
at 7:37 p.m. (0:05) |
| 5. Approval of Minutes (attachment) | Board of Education
at 7:37 p.m. (0:05) |

MOTION TO APPROVE THE MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION HELD ON TUESDAY, NOVEMBER 27, 2018:

1st Mr. Maroney

2ND Ms. McNamara

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

6. Board Committee Reports

Mrs. Ochman, Chair,
at 7:38 p.m. (0:06)

PRESENTATIONS AND DISCUSSIONS

7. Presentations/Discussions:

a. Discussion of Contemplated
Gift of Darien High School
Cross Country Running Track

Dr. Elliott Landon
at 7:38 p.m. (0:06)

b. Superintendent’s Proposed
Budget Initiatives for 2019-2020

Dr. Elliott Landon
at 8:21 p.m. (0:49)

c. Presentation and Discussion
of Projected Enrollment Report

Milone and MacBroom/
Mr. Michael Feeney
at 9:39 p.m. (2:07)

d. Update on 2018-19 District
Goals

Dr. Elliott Landon/
Mrs. Shirley Klein/
Ms. Marjorie Cion/
Mr. Michael Feeney/
Mr. Michael Lynch
at 10:22 p.m. (2:50)

MOTION TO AMEND THE AGENDA TO MOVE AGENDA ITEM D TO A FUTURE MEETING DATE:

1st Mr. Burke

2ND Mr. Maroney

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

e. Further Discussion and
Action on Updated Five Year
Capital Plan

Mr. Michael Feeney/
Mr. Michael Lynch
at 10:23 p.m. (2:51)

MOTION TO MOVE POWERED VENTILATION AT HOLMES SCHOOL TO A PRIORITY 1:

1st Mr. Maroney

2ND Ms. McCammon

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X	X		X	X
No									
Abstain							X		

RESULT - MOTION PASSED (8-0-1)

MOTION TO MOVE POWERED VENTILATION AT ROYLE SCHOOL TO A PRIORITY 1:

1st Ms. McNamara

2ND

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein

Yes									
No									
Abstain									

RESULT - MOTION FAILS

MOTION TO MOVE EMERGENCY LIGHTING AT ROYLE SCHOOL TO A PRIORITY 1:

1st Mr. Maroney

2ND Ms. McNamara

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes						X			
No	X	X	X	X	X		X	X	X
Abstain									

RESULT - MOTION FAILS (1-8-0)

MOTION TO APPROVE THE UPDATED FIVE -YEAR CAPITAL PLAN AS AMENDED:

1st Mr. Burke

2ND Mr. Maroney

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

f. Further Discussion and Action
on Schedule of Regular
Board of Education Meetings
for the 2019 Calendar Year

Ms. Tara Ochman
at 10:42 p.m. (3:10)

MOTION TO APPROVE THE SCHEDULE OF REGULAR BOARD OF EDUCATION MEETINGS FOR THE 2019 CALENDAR YEAR:

1st Mr. Dineen

2ND Mr. Burke

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

g. Updated Board of Education
Master Agenda

Dr. Elliott Landon
at 10:44 p.m. (3:12)

ACTION ITEMS

8. Action Items:

- a. Personnel Items
 - i. Appointments
 - ii. Resignations/Retirements

Ms. Marjorie Cion
at 10:44 p.m. (3:12)

MOTION TO APPROVE PERSONNEL ITEMS AS OUTLINED IN THE MEMO DATED DECEMBER 11, 2018:

1st Ms. Ritchie

2ND Mr. Maroney

	Brown	Burke	Dineen	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)

9. Public Comment

Mrs. Ochman, Chair,
at 10:44 p.m. (3:12)

10. Adjournment

Mrs. Ochman, Chair,
at 10:44 p.m. (3:12)

MOTION TO ADJOURN:

1st Mr. Burke

2nd Ms. McCammon

	Brown	Burke	Dineen	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 10:44 p.m. (3:12)

Respectfully Submitted,

Kathrine Stein,
Secretary

APPROVED
SPECIAL MEETING OF THE BOARD OF EDUCATION
Thursday, January 3, 2019

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
7:00 P.M.

BOARD MEMBERS PRESENT:

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Present	X	X	X	X	X	X	X	X	X
Absent									

ADMINISTRATION PRESENT:

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

AUDIENCE: Approximately 35

- | | |
|--|--|
| 1. Call to Order | Mrs. Tara B. Ochman, Chair,
at 7:00 p.m. (0:00) |
| 2. Review of 2019-2020 Budget
Book Structure and Format | Dr. Elliott Landon/
Mr. Michael Feeney
at 7:00 p.m. (0:00) |
| 3. Presentation of Superintendent's
Proposed Budget for 2019-2020 | Dr. Elliott Landon/
at 7:11 p.m. (0:11) |
| 4. Public Comment

Jack Davis 197 Hoyt Street, RTM F & B | Mrs. Ochman, Chair,
at 7:30 p.m. (0:30) |
| 5. Adjournment | Mrs. Ochman, Chair,
at 7:31 p.m. (0:31) |

MOTION TO ADJOURN:

1st Ms. McCammon

2nd Mr. Maroney

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X	X	X		X
No									
Abstain									

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

Meeting adjourned at 7:31 p.m. (0:31)

Respectfully Submitted,

Kathrine Stein,
Secretary

(APPROVED AS AMENDED ON 1/8/19)
REGULAR MEETING OF THE BOARD OF EDUCATION
Saturday, January 5, 2019

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
8:30 A.M.

BOARD MEMBERS PRESENT:

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Present	X	X	X	X	X	X	X	X	X
Absent									

ADMINISTRATION PRESENT:

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

AUDIENCE: Approximately 50

- | | |
|---|--|
| 1. Call to Order | Mrs. Tara B. Ochman, Chair,
at 8:33 a.m. (0:00) |
| 2. Discussion of Superintendent's
Proposed 2018-19 Personnel,
Operating, and Equipment Budgets
of the Following RCs: | Dr. Elliott Landon,
at 8:34 a.m. (0:01) |
| • Special Education (24) followed by
Questions and Comments | 8:35 a.m. (0:02) |
| • Early Learning Program (26) followed
by Questions and Comments | 10:05 a.m. (1:32) |
| • Elementary Schools (05, 07
08, 09, 10) followed by Questions
and Comments | 10:48 a.m. (2:15) |
| • Health (17) followed by Questions
and Comments | 11:40 a.m. (3:07) |
| • Curriculum (19) and Summer
School (23) followed by Questions
and Comments | 11:44 a.m. (3:11) |
| • Art (14) followed by Questions
and Comments | 12:15 p.m. (3:42) |
| • Library (21) followed by Questions
and Comments | 12:17 p.m. (3:44) |
| • Music (13) followed by Questions
and Comments | 12:21 p.m. (3:48) |
| • Technology Education (22) followed
by Questions or Comments | 12:29 p.m. (3:56) |
| • Middlesex Middle School (03)
followed by Questions and Comments | 12:32 p.m. (3:59) |
| • 45 Minute Lunch Break | 12:50 p.m. (4:17) |
| • Physical Education/Athletics (11) | 1:31 p.m. (4:58) |

- followed by Questions and Comments
- Darien High School (01) followed by Questions and Comments 2:48 p.m. (6:15)
- Fitch Academy (02) followed by Questions and Comments 3:09 p.m. (6:36)
- Technology (15) followed by Questions and Comments 3:16 p.m. (6:43)
- 10 Minute Break - tentative 3:28 p.m. (6:55)
- Facilities (12) and Fixed Expenses (25) Followed by Questions and Comments 3:38 p.m. (7:05)
- Capital Projects followed by Questions and Comments 4:14 p.m. (7:41)
- Finance (20) followed by Questions and Comments 4:44 p.m. (8:11)
- Administration (16) followed by Questions and Comments 4:46 p.m. (8:13)
- Personnel/Human Resources (18) followed by Questions and Comments 5:03 p.m. (8:30)

MOTION TO ORDER WORK OF AGGREGATE BUDGET CONTROL BUDGET VS. ACTUAL OVER 5 YEARS:

1st Ms. McCammon

2nd Ms. Ritchie

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X			X	X	X		X	
No		X	X				X		X
Abstain									

RESULT - MOTION PASSED (5-4-0)

3. Public Comment

Mrs. Ochman,
at 5:12 p.m. (8:39)

4. Adjournment

Mrs. Ochman at
5:15 p.m. (8:42)

MOTION TO ADJOURN:

1st Ms. McNamara

2nd Mr. Maroney

	Brown	Burke	Dineen	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 5:15 p.m. (8:42)

Respectfully Submitted,

Kathrine Stein,
Secretary

Curriculum Development 2018-19

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

Date: January 7, 2019

Department: Technology and Engineering Education Department

Proposer: Lorraine Westervelt, Computer Science Teacher

Rich Reynolds, Department Coordinator

Course Title: **Advanced Placement Computer Science Principles (AP CS)**

(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
 Other: Explain
3. Course Level: Please check
 200
 300
 400
 650
 750
 900
 AP
4. Course Length: Please check
 Year
 Semester
 Other: Explain
5. Graduation Requirements: Please check
 Required Course
 Elective Course
6. Fine Arts Requirement:
 Yes
 No

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7. 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?

The AP Program recommends that students successfully complete a high school algebra course, such as Algebra I, with a strong foundation in basic algebraic concepts dealing with function notation and problem-solving strategies. Students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. Students do not need to have prior knowledge of any programming language.

- B- or better in Algebra
- Department Approval

8. 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 is a new AP course being offered for the first time in 2019-20. The computer science field is expanding rapidly, thereby the College Board developed this course. The AP CS course we currently offer is intended for students who may become STEM majors, like scientists or engineers. The new AP CSP course is designed to be the “big picture” and intended for any/all students. This class will help students broaden their understanding of computer science through diverse, localized projects focused on problem solving, data management, and cyber security and can be applicable to students planning on working in fields outside of STEM. It is predicted that students may want to take both AP CS & CSP courses and may do so in any order. This class would also round out a student's four year sequence here at DHS, allowing a CS class to be taken each year of high school.

350 Colleges and Universities offer placement credit for AP Comp Science Principles.

“If you learn about computer science, you have the ability to change the world.” *Art Lopez, AP Computer Science Principles Teacher.* AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. ”
College Board website

“The AP Program designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented

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with essential computing tools and multidisciplinary opportunities. Computer science skills are in high demand and are valued by colleges and employers throughout the world.” *College Board website*

According to the U.S. Department of Labor, Bureau of Labor Statistics, Computer and Information Technology Occupations are one of the fastest growing occupations. The College Board lists 130 Career areas that require the skills from AP Computer Science Principles including:

- Operations Research Analysts
- Medical and Health Service Managers
- Aerospace, Civil and Chemical Engineers
- Chemists and Materials Scientists
- Biomedical Scientists
- Economist
- Financial Analysts
- Sociologists
- Public Relations Specialist

“Employment of computer and information technology occupations is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. These occupations are expected to add about 488,500 new jobs, from about 3.9 million jobs to about 4.4 million jobs from 2014 to 2024, in part due to a greater emphasis on cloud computing, the collection and storage of big data, more everyday items becoming connected to the Internet in what is commonly referred to as the “Internet of things,” and the continued demand for mobile computing.” *Bureau of Labor Statistics Website www.bls.gov*

9. 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 AP Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society and the world.”
College Board, About the APCSP

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10. 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.

As crafted by the College Board, the course outline is built on seven big idea principles:

- I. Computing is a creative human activity that engenders innovation and promotes exploration.
- II. Abstraction reduces information and detail to focus on concepts relevant to understanding and solving problems.
- III. Data and information facilitate the creation of knowledge.
- IV. Algorithms are tools for developing and expressing solutions to computational problems.
- V. Programming is a creative process that produces computational artifacts.
- VI. Digital devices, systems, and the networks that interconnect them enable and foster computational thinking.
- VII. Computing enables innovation in other fields including science, social science, humanities, arts, medicine, and engineering business.

11. 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?

The AP Computer Science Principles assessment consists of two parts:

1. Homework, Tests and Projects that build towards mastery of the course objectives
2. AP Exam consisting of two digital projects submitted as a cloud-based portfolio and a multiple-choice exam

Both of these will measure student achievement of the course learning objectives. For the through-course assessment, students will upload digital artifacts and written responses via the

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web-based digital portal. During the year, the assessments utilized will model and prepare students for the AP exam.

12. 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.

This course is not intended to be interdisciplinary, however there are avenues for this to occur. Projects in this class are aimed to be community focused allowing students to work directly with other disciplines and groups here at DHS and beyond. These co-curricular connections can be mutually beneficial and offer opportunities for real world problem solving. Also, the addition of the AP Computer Science Principles would allow interested students the ability to benefit from 4 years of CS education during their time at DHS.

13. Enrollment:

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

Computer Science courses and enrollment 2017-18

Computer Science Fall	20
Computer Science Spring	18
Web Design fall	22
Computer Animation fall	10
Advanced Computer Science full year	5
AP Computer Science A	22

Computer Science Courses and Enrollment 2018-19

Computer Science Fall	32
Computer Science Spring	24
Web Design	17
Computer Animation	21
Advanced Computer Science	7
AP Computer Science A	18

There has been consistent interest in the AP Computer Science, a Java language based programming course in recent years.

Students in AP Comp Sci

2013-14	8
2014-15	16
2015-16	17
2016-17	22
2017-18	22
2018-19	18

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Based on the interest in computer science courses in general, I believe there would be about 24 students who would be interested in this course.

14. 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.

Computer Science is a wide field of study and knowledge of computer science is helpful to people in many fields. The current course offerings within our department meet the needs of a student who will be further developing a skill such as programming, App development or creating websites. This new course is for others who will be using computer science principles within their field of study, such as doctors analyzing research data or business people predicting trends. This new AP Computer Science Principles course will focus on the broader aspects of computing, including computing with large-scale data, the Internet, and cybersecurity. We anticipate a small drop in Web Design and Animation classes removing the need for additional FTE.

15. 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.

This course complements the other courses offered in that it is a big picture course designed for students with a wide range of interests. It allows for students to explore community based, real world problems, create innovative solutions and aligns our department with most of the other schools in our DRG. The department is in support of this new addition to the Technology & Engineering Courses.

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16. Budgetary Implications:

Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Student Textbooks	N/A			
Student Workbooks	N/A			
Teacher Edition	N/A			
Materials				
Curriculum Work				
Furniture	N/A			
Professional Development (training)	AP Training Summer 2019 (July 1-5)	1	950	950
Staffing: fte	N/A			
Other				
Other				

*Please submit the completed proposal to jabennett@darienps.org
no later than **October 1, 2018***

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.

“The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.”

College Board, About the APCSP

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.

As crafted by the College Board, the course outline is built on seven big idea principles:

- I. Computing is a creative human activity that engenders innovation and promotes exploration.
- II. Abstraction reduces information and detail to focus on concepts relevant to understanding and solving problems.
- III. Data and information facilitate the creation of knowledge.
- IV. Algorithms are tools for developing and expressing solutions to computational problems.
- V. Programming is a creative process that produces computational artifacts.
- VI. Digital devices, systems, and the networks that interconnect them enable and foster computational thinking.
- VII. Computing enables innovation in other fields including science, social science, humanities, arts, medicine, and engineering business.

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- Students will work with digital technology to explore innovative ideas and solve real-world problems.
- Students will work with data sets to make decisions, find trends and draw conclusions.
- Students will create artifacts of their knowledge and demonstrate their learning through computational thinking practices.

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 enrolled in this class will achieve the objectives of this course through a series of individual, small group, and large group projects. All students will be involved in the presentation of their work to the group. All students are expected to be able to work independently in researching solutions to higher level programming algorithms in efforts to create innovative solutions to real-world problems. Students will be expected to take the AP Assessment which consists of an exam and 2 performance tasks submitted via the AP Digital Portfolio.

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

Date: 6/20/2018

Department: Art

Proposer: Chris Skaggs

Course Title: Digital Photography 2

(Please review the guidelines for course naming conventions)

1. Grade Level(s):

Please check all that apply

- 9
- 10
- 11
- 12

4. Course Length: Please check

- Year
- Semester
- Other: Explain

2. Course Credit: Please check

- .5
- 1
- Other: Explain

5. Graduation Requirements: Please check

- Required Course
- Elective Course

3. Course Level: Please check

- 300
- 400
- AP

6. Fine Arts Requirement:

- Yes
- No

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7. 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?

Digital Photography 1 will be the only prerequisite required for this course. It would be open to sophomores, juniors, and seniors. In addition, the course will be open to freshman who take Digital Photography (1) first semester of freshman year. The course would be a supplemental class provided as an elective to students who were interested.

8. 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.

Students interested in continuing their photography skills in the digital darkroom and possibly advance to an AP level. Staples, New Canaan, Wilton, and Joel Barlow all have courses that involve a second level of Digital Photography. This course is designed to challenge the students' ability to create a visual language in a 2D platform, on route to an AP level of assessment outside the courses of Drawing and Painting or Ceramics. Students have expressed a strong desire for more authentic and advanced learning opportunities within this field. Additionally, providing these kinds of learning opportunities for our students is in keeping with the core values and beliefs of DHS by promoting an "intellectually challenging" environment.

9. 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 key aim of this course is to guide students to seamlessly control and manipulate the overall look of images to their liking while increasing speed in shooting, without being held back by the technicalities of the camera. This course focuses on mastering the composition and design of images while experimenting with concepts. Students will learn to quickly and efficiently work with and manipulate framing, light effects, focus, depth of field and motion control in order to achieve outstanding images that go beyond technique control and more into developing a style. Techniques learned in class will be applied to various photo fields such as documentary, landscape and studio-type scenarios. Photo 1 and 2 focus on the film and complicated process of the darkroom, while Digital Photo 1 builds on the development of digitally manipulating media. Digital 2 would serve as a bridge between developing compositions and preparing students for the skills necessary to perform at the AP level using applied ideas, concepts, and a more purposeful visual language.

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10. 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.

Quarter 1

Part One of the course provides more advanced competencies in digital camera, DSLR and cell phone camera use, photographic and application design, working practices and digital manipulation including advanced photo treatment and compositing. Students will become conversant in making, uploading and editing their work in a professional workflow. Participants will learn strategies for making better photographs of people in a variety of settings. Students will demonstrate understanding of photographic design and get hands-on experience with a range of equipment such as cameras, lenses, filters, special camera rigs and tripods, strobes, scanners, printers and image capture devices. Many of the assignments in semester one are exploratory, offering practice of new techniques with grading based as much on effort as final product.

Quarter 2

Part Two of the course will move towards specialized techniques for application in photography in graphics, effects, industrial, professional and media settings and the creation and the development of a personal portfolio. There will be increased emphasis placed on larger personal projects to meet specific goals and the use of visual arts concepts and terms to describe, refine and present work.

11. 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?

The course will also include basic editing, weekly assignments, in-class shooting, and review of the photography of artists within the field. Customized Project Rubrics would offer a scale through which students can apply understanding and reflection. Open classroom critiques will accompany each large project with opportunities for students to collaborate on the success of an expressed idea. Students will be expected to show growth in technical skill and reflection within their approaches to artmaking.

12. 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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The course is meant as an interdisciplinary course. The ability to create a visual language will have overlap in many departments that include: Business, History, English, and Humanities. Being able to describe something with visual language has an array of applications within multiple departments. Digital Photo 1 already has developed connections, working with clubs and the yearbook to document and capture DHS events.

13. Enrollment:

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

We have been running Digital Photo 1 for two years. Each Semester we have run at least 2 sections with a cap at 20 students. More than 60% expressed an interest in advancing their photography further. Students are also looking for other opportunities that lead to an AP level of assessment. Students also expressed more interest in taking Digital Photo 1 if it had more opportunities to advance afterward. I would expect to run 1-2 sections a year; 20-40 students per year. We have a Photo club of 20+ active members who already seek out more opportunities to work outside the classroom.

A small Sample of students were surveyed:

83 total Students Surveyed:

63- Who Have taken Digital 1:

95.3 % said they would want to Digital Photo 2.

75% said they would even want an AP level course in the future.

20- Who Have not taken Digital Photo 1

50%- Said they planned on taking Digital 1 in the future

90% of these students wanted an option for Digital 2 in the future.

50% Said they did not plan on taking the course.

60% of these students said they would be more likely to take the Digital 1 course if they had an option to advance and take Digital 2 photo.

14. 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?

This course will provide a different avenue for students to complete a full year of an art elective as required. The art department has had strong enrollment in the field of photography. Film photo has historically been the only option for students to advance in the

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field. With the addition of Digital Photo, our students will continue to have strong enrollment in this style of artmaking.

15. 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.

This course could be taught by many teachers within the department. As with any new elective course, it will detract from enrollment in other elective courses. However, the department thinks it is a worthwhile course to pursue because it answers the interest of our students.

16. Budgetary Implications:

Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Student Textbooks	No textbook needed			
Student Workbooks	N/A			
Teacher Edition	N/A			
Materials	All DSLR Cameras and Software already acquired.			
Curriculum Work				
Furniture	N/A			
Professional Development (training)				

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Staffing: fte	N/A			
Other				
Other				

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 build on the technical skills introduced in Digital Photo 1 while challenging the artist in new ways. Students will be expected to apply an understanding of how they can approach the use and function of Digital Photography in a real-world setting while developing complex and purposeful visual language skills in order to convey ideas through the artmaking process.

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.

Upon Completion of this course, students will:

- Make informed choices about composition when photographing and editing digital images.
- Make informed choices about appropriate technologies for use in a variety of photographic assignments.
- Analyze and discuss complex ideas in works of art and photography.
- Create original works of art of increasing complexity and skill that reflect their feelings and point of view.
- Describe the relationship involving the art maker, the process, the product and the viewer.

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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Successful students in the course will be able to:

- Demonstrate proper camera and digital processing techniques in production of a work of art
- Understand and utilize the steps in the creative process
- Realize the vast amount of career choices in the visual arts
- Produce an accomplished portfolio of work and create an applicable resume

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

Date: 9-24-2018

Department: Music

Proposer: Richard Sadlon/Jonathan Grauer

Course Title: Percussion Ensemble

(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
 Other: Explain
3. Course Level: Please check
 200
 300
 400
 650
 750
 900
 AP
4. Course Length: Please check
 Year
 Semester
 Other: Explain
5. Graduation Requirements: Please check
 Required Course
 Elective Course
6. Fine Arts Requirement:
 Yes
 No

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7. 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 would have had to previously participated in Band at the middle school or high school level or demonstrate an adequate level of musicianship as determined by the instructor.

8. 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.

Teaching percussion and wind instruments in the same class limits the efficiency and effectiveness of instruction and limits the potential of the students. The skill sets required for the winds and the percussion require a more specialized approach which would be more beneficial to each group of students. This course is offered at Greenwich HS, the two high schools in Stratford, Ridgefield HS, and Waterford HS. We believe that we have many students at Darien High School, who would benefit from a more focused study of percussion. The result of this course would improve the level of instruction for students enrolled in the bands as well as the percussion students.

This course addresses several elements of the Darien High School Core Values and Beliefs such as thinking creatively, working collaboratively and independently, communicating in multiple contexts, demonstrating an awareness of other cultures through the performance of multicultural literature, and developing the skills necessary to lead a healthy, well-balanced life as characterized by overall emotional and physical wellness.

9. 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.

Students would benefit by a more focused, in-depth approach to performance on all of the percussion instruments and students would get more performance time by participating in an ensemble that performs music written specifically for percussion ensemble. The percussion instruments would include: timpani, snare drum, xylophone, marimba, chimes, vibraphone, Latin percussion, and various hand percussion instruments. The students would also be required to learn all band and wind ensemble music and participate with those ensembles on concerts, but this would be in addition to studying literature specifically written for Percussion Ensembles. We currently have about 25 percussionists in our ensembles and the band literature seldom utilizes all of the percussionists on any one selection, leaving many without an assignment of a part that they will be performing in concert.

10. 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.

First Marking Period

- Snare grips, tradition and match, mallet grips
- Tuning and maintenance
- Study and assessment of 26 essential rudiments
- Percussion Techniques/Etudes and Exercises (snare, bass, cymbal)
- Percussion Ensemble literature and music for the Concert Band and Wind Ensemble

Second Marking Period

- Two and Four Mallet technique and literature
- Timpani technique, tuning and performance
- Percussion Ensemble literature and music for the Concert Band and Wind Ensemble

Third Marking Period

- Latin Percussion techniques
- Triangle and smaller auxiliary techniques
- Create percussion ensemble improvisation within specific guidelines.
- Create original percussion ensemble compositions for the Darien Young Composers Concert.
- Percussion Ensemble literature and music for the Concert Band and Wind Ensemble

Fourth Marking Period

- World Percussion techniques
- Proficiency assessments on all instruments
- Drum Set techniques
- Percussion Ensemble literature and music for the Concert Band, Wind Ensemble and literature for the Small Ensemble Concert

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11. 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 would be assessed as they would in any of our ensemble classes. SmartMusic is used periodically to assess the understanding of musical concepts and proficiency on exercises and literature. The General Musical Knowledge common assessment would be used as a pre- and post-test as well as self and peer assessment using recordings on a weekly basis. Periodic theory and in-class performance assessments are also given throughout each quarter. Both a mid-term and final exam would be given in this class.

12. 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:

13. Enrollment:

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

We would initially expect 15-25 students in this course. Mr. Grauer currently has 25 percussionists enrolled in concert band and wind ensemble. Based on the current enrollment of percussionists at Middlesex Middle School (about 40), we anticipate that this number will continue to increase.

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14. 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 would not impact any of our other Music Department courses and would enhance the two existing Band ensembles in our department. Right now the Band and Wind Ensemble classes have about 45 students and 75 students respectively. The number of percussionists in these classes often exceeds the musical requirements of the literature and some students may not be engaged in performing on every selection. The nature of the instruments and specific instruction that is required of each percussion instrument requires a more focused, in-depth approach than can be delivered with a large ensemble of multiple wind instruments. The result would be more student engagement for percussion students as well as the wind instrument students.

All students who would currently be enrolled in Concert Band would enroll in Percussion Ensemble. Students who have been selected to perform in the Honors Wind Ensemble, would still be enrolled in only Wind Ensemble, but a student in Wind Ensemble could choose to participate in Percussion Ensemble, as another elective.

15. 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.

We have had a departmental discussion about this course and all teachers agree that, due to the large number of percussion students, this additional course would be beneficial to the students as well as to the Band program. Some students currently in Orchestra, Chorus, Music Theory, Music Technology or students not currently enrolled in any music ensemble may be interested in also participating in this class and can adapt their musical skills to percussion. It may even be an entry point into the department for some students. Jon Grauer, the Band Director, would teach this course. Chris Andrade would teach the one semester Music Theory class that Mr. Grauer is now currently teaching.

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16. Budgetary Implications:

Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Materials	Percussion Ensemble Literature (Included the RC13 Budget allotted for Band music)			
Curriculum Work	None. Basically the same as Instrumental Music. Syllabus will be developed.			
Professional Development (training)	None			

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.

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Students in this class will be engaged in an in-depth study of percussion techniques on all percussion instruments and will study and prepare percussion ensemble music, as well as percussion parts from variety of band literature, for several performances throughout the school year. Music from all musical genres and styles will be studied.

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.

- Students will study and perform on all percussion instruments.
- Students will engage in creating original percussion ensemble music.
- Students will reflect, analyze and respond to percussion ensemble performances and literature.
- Students will perform percussion music from various historical periods and cultures.
- Students will present musical programs with technical accuracy and appropriate context.

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 students in Percussion Ensemble will:

Refine performance techniques, reflect on self and group performances, interpret music from various composers and genres, read musical notation, analyze musical compositions, evaluate, create original music, perform and collaborate with other in order to publicly present percussion ensemble literature.

Please submit the completed proposal to jabennett@darienps.org

*no later than **October 1, 2018***

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 2018-19

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

Date: September 24, 2018

Department: Music

Proposer: Richard Sadlon

Course Title: Guitar Ensemble

(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
 Other: Explain
3. Course Level: Please check
 200
 300
 400
 650
 750
 900
 AP
4. Course Length: Please check
 Year
 Semester
 Other: Explain
5. Graduation Requirements: Please check
 Required Course
 Elective Course
6. Fine Arts Requirement:
 Yes
 No

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7. 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 would be no prerequisites for this course. All students in the Darien Public Schools have had experience learning ukuleles in grade 5 and students who are not in Band, Orchestra or Chorus have had guitar classes in grade 6.

8. 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. Our Music Department feels the need to offer more options for students not participating in Band, Orchestra or Chorus to continue their involvement in music throughout their high school years. We have around 1,400 students at Darien High School and currently have approximately 325 in our ensembles, music theory and music technology courses. Students who have previously studied guitar, either in school or on their own, or students who may be interested in learning to play the guitar for the first time may also be interested in pursuing this elective before graduation.

In the 2012 student course elective survey, over 50 students in grades 9-11 indicated that they would be interested in taking a Beginning Guitar or Guitar Ensemble course and 77 grade 12 students indicated that they would be interested in taking a Guitar class, making it the third most requested elective course by seniors.

Other schools that currently offer guitar classes at the high school level would include: Danbury, East Hartford, Enfield, Farmington, Glastonbury, Greenwich, Monroe/Masuk, Stratford and West Hartford.

This course addresses several elements of the Darien High School Core Values and Beliefs such as thinking creatively, working collaboratively and independently, communicating in multiple contexts, demonstrating an awareness of other cultures through the performance of multicultural literature, and developing the skills necessary to lead a healthy, well-balanced life as characterized by overall emotional and physical wellness.

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9. 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 Guitar Ensemble course will begin by developing and reinforcing basic performance techniques that will eventually lead toward the public performance of beginning and intermediate level Guitar Ensemble repertoire. Students will learn the fundamentals of tone productions, tuning, note reading, rhythmic study, melodic performance, chording, and solo and ensemble performance techniques. Students will engage in critical listening of professional models. Individual evaluation of their own performance progress and the performances of their peers will result in meaningful reflection and improvement of practice. Classical guitars will be provided for each student and they will be expected to prepare performance based assignments as well as written theory-based assignments.

10. 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.

Guitar Ensemble is a performance-based techniques course offering introductory experience in, and opportunity for development and improvement of fundamental skills in guitar. Content covered include:

- Basic guitar playing techniques
- Tuning, instrument care, and basic maintenance
- Note names on the guitar fretboard, basic theory of musical notation
- Reading music notes, rests, music symbols, and guitar tablature. Reading melodies, building chords, and scales
- Identifying different musical forms, structures, styles, basic strumming and picking patterns/techniques appropriate for various musical genres
- Create music through improvisation and songwriting/composition
- Performing a variety of different song styles and genres (including traditional, pop, rock, folk, classical, multicultural and blues) as a soloist, with a partner, and as a large group.

11. 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?

Student work will be assessed through daily formative performance assessments and theory-based written assignments that emphasize skills and concepts that are essential to developing the musicianship necessary to perform guitar literature. Performance rubrics for both self and peer assessment will be utilized. Students regularly reflect on performances through the use of both audio and video recordings and will develop the

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essential skills to be able to continue to grow musically over a lifetime of engagement in music.

12. 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: Spanish	Teacher(s): Jonathan Smith	Connections: The performance of Spanish and Latin songs.
Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:

13. Enrollment:

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

We would expect 15-20 students to initially enroll in this beginning Guitar Ensemble course based on the overall student population, the need for music electives and the number of students who have already studied guitar at Middlesex Middle School. We often get inquiries from parents about elective opportunities for their guitar and piano playing children to study music at the high school level. This course also offers students an opportunity to participate in a musical group without having several years of prior study as required in our Band and Orchestra programs. The guitar courses at other high schools in CT are very popular classes and have been running for several years.

14. 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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Because of the unique nature of this class, this course should not impact other courses in our Department. Some students who enroll in Music Technology, Music Theory or other music classes may also wish to enroll in this class, because they tend to enroll in all of our available musical electives. It would most likely have a minimum impact on other department courses because of the size of the class, the profile of the student opting to enroll in this type of class and because it would fulfill an arts elective requirement.

15. 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 Music Department has reviewed this proposal. Some of the discussion points included the facility/room for the class, the staff member assigned to the course, the storage of instruments, semester vs full-year course and long range plans for a Guitar Ensemble program at Darien HS. The course would be scheduled in our Music Tech Lab F031. Chris Andrade would initially teach the class; and a semester course would be the best way to attract the most students and introduce the program to students. If this course is successful, we may look at a full year Guitar Ensemble for students who have either completed the first year course or have demonstrated the level of proficiency.

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16. Budgetary Implications:

Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Student Workbooks	Guitar Method Books, can cover from 2019-2020 budget.	20	\$15	\$300
Materials	We have an inventory of guitars from MMS)			
Curriculum Work	Not at this time. Will develop course syllabus.			
Furniture	None			
Professional Development (training)	Teacher workshop, from Music Professional Development Acct.		\$200	\$200
Staffing: fte	To be completed by coordinator .1			
Other				

*Please submit the completed proposal to jabennett@darienps.org
no later than **October 1, 2018***

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.

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The Guitar Ensemble class offers an opportunity for students to learn how to play guitar and/or continue their study of music through guitar performance. This course is designed for beginner through advanced students and will enable students to participate in making music through activities such as playing guitar ensemble music, reading music, improvisation, song writing and performing both as a soloists and as part of an ensemble.

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.

- Students will learn basic guitar techniques and concepts
- Students will perform music in a variety of music styles and genres
- Students will create original music through improvisation and songwriting
- Students will analyze and evaluate guitar performance using established criteria

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 students will be expected to decode basic musical notation, perform and refine short assignments in class, demonstrate knowledge of the instrument, read and create original chords, melodies, and songs; and perform guitar music in both small and large guitar ensembles. Guitars will be provided, but students are welcomed to bring their own instruments. Students will be required to perform and present their work on a culminating public performance at the end of the semester.

Darien Public Schools - Administrative Offices

35 Leroy Avenue – P.O. Box 1167 – Darien, Connecticut 06820-1167
Tel: 203-656-7414 Email: sdasilva@darienps.org

Memo

January 17, 2019

To: Elliott Landon, Ed.D., Superintendent of Schools
From: Susie Da Silva, Ed.D., Assistant Superintendent for Curriculum and Instruction, K-12
Re: Enhancements of Technology and Computer Education Courses at MMS

In the budget proposal for the 2019-2020 school year, we have included the cost of enhancing our technology curriculum at MMS. This professional development is a component of Project Lead the Way (PLTW). PLTW is a non-profit organization that develops STEM programs for schools.

PLTW programs are designed to allow students to learn and apply problem-solving, critical and creative thinking, and communication and collaboration skills through hands-on and problem-based learning. PLTW offers three modules: Biomedical Science, Computer Science and Engineering. Each module offers units of study and professional development that is aligned to selected units of study. The unit descriptions can be found here: [PLTW Unit Descriptions](#).

As we began to prepare for further curriculum revisions in both technology and computer education at MMS, it was clear that PLTW is well aligned to our goal of ensuring that our curriculum is innovative and responsive, as well as its commitment to high quality professional development. In addition, PLTW offers students and teachers access to digital resources, as well as continued professional development and curriculum updates for teachers. While our district continues its commitment to creating innovative curriculum with the support of our teachers and administrators, the work of PLTW will ensure our students' experience in STEM is current and responsive to a rapid changing world.

I look forward to answering any questions that you may have at our next Board of Education meeting on January 22, 2019.

P R O P O S E D (changes are in “Red”, “Italics”)

BOARD OF EDUCATION MASTER AGENDA FEBRUARY 2019 THROUGH AUGUST 2019

February 12th

- Discussion and Approval of Proposed Board of Education 2019-2020 Budget
- Update on Kindergarten Enrollment for 2019-2020 – or February 26th
- 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
- *Further Discussion and Possible Action on Proposed New Courses for Darien High School for the 2019-2020 School Year – rescheduled from January 22nd*

February 26th

- Interim Progress Report on 2018-2019 District Goals and Objectives
- Curricula Update: Mathematics/Science
- Update on Kindergarten Enrollment for 2019-2020 – or February 12th
- Continued Review, Revision and Update of Board of Education Policies

March 13th, Wednesday

- Presentation and Discussion on Darien High School Second Semester Enrollment Distribution Report – or March 26
- Presentation and Discussion of 2018-19 Budget Update and Action on Budget Transfers
- Update on Kindergarten Enrollment for 2019-2020

March 26th

- Presentation and Discussion on Darien High School Second Semester Enrollment Distribution Report – or March 13
- Presentation, Discussion and Possible Approval of Middlesex Outdoor Overnight Field Trip

March 26, cont.

- Presentation, Discussion and Possible Approval of Middlesex Boston Field Trip
- Discussion and Possible Action on Elementary Parent Conference Days for 2019-20 School Year
- Tentative Recommendation for Establishing 2019 Darien High School Graduation Date
- Update on Implementation of 1:1 Initiative with iPads at the High School

April 9th

- Further Discussion and Action on Establishing 2019 Darien High School Graduation Date
- First Reading and Discussion of 2020-21 School Calendar – or April 23
- Update on Kindergarten, Elementary, Middle School and High School Enrollment for 2019-2020
- Action on Non-Renewal of Certified Staff Working under One-Year Contracts and Long Term Substitutes – or April 23

WORKING DRAFT

April 23rd

- Action on Non-Renewal of Certified Staff Working under One-Year Contracts and Long Term Substitutes – or April 9
- First Reading and Discussion of 2020-21 School Calendar – or April 9

May 14th

- Update and Discussion on Extended School Year Program
- Verbal Update on High School and Middle School Scheduling
- Presentation, Discussion and Possible Action on Proposed Technology Plan for 2018-2021

May 28th

- Presentation and Discussion of 2018-19 Budget Update and Action on Budget Transfers
- Further Discussion and Possible Action on 2020-2021 Darien School Calendar

June 11th

- Superintendent's Citizenship Awards
- Recognition of DPS Retirees
- Report on High School College Acceptances and Awards; Profile on High School Class of 2019 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 *Adopted* 2019-2020 Budget – or June 25
- *Update from Department Chairpersons*

June 25th

- Annual Progress Report on *2018-2019* District Goals and Objectives
- Presentation and Possible Approval of Revised Facilities Use Fee Schedule – or July 23
- Annual Report on Donations
- Update Master Agenda – February through August 2019 – or July 23
- Update, Discussion and Possible Action on Recommended Reallocations for Adopted 2019-2020 Budget – or June 11

July 23rd

- First Reading and Discussion on Proposed District Goals and Objectives for 2019-2020
- Discussion on Board of Education Roles and Responsibilities
- First Reading and Discussion on Proposed Schedule of 2019-2020 Regular Board of Education Meetings

July 23, cont.

- Update on Enrollment for the 2019-2020 School Year and Possible Action on Utilization of Budget Control
- Update on Summer Facilities Projects
- Update Master Agenda – February through August 2019 – or June 25
- Presentation and Possible Approval of Revised Facilities Use Fee Schedule – or June 25

August 27th

- Verbal Update on Regular and Special Education Staffing for 2019-2020
- Discussion and Action on 2019-2020 Final Year End Financial Report – or September 10, 2019
- First Reading of Board Master Agenda for August 2019-January 2020 – or September 10, 2019
- Action on District Goals and Objectives 2019-2020
- Update on Summer Facilities Projects
- Appointment of an Impartial Hearing Officer for Student Disciplinary Matters for the 2019-2020 School Year, as they arise
- Action Item – to Delegate to its Appointed Hearing Officer Responsibility for Hearing Expulsion Expungement Requests and for Hearing School Accommodations Appeals, including Transportation Appeals as provided by Statute

1/3/19

Revised 1/17/19