November 29, 2018 | Westport Town Hall

WESTPORT BOARD OF EDUCATION
TEACHING AND LEARNING COMMITTEE

NOTICE OF SPECIAL MEETING

AGENDA

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:
9:00 a.m. Town Hall Room 307/309

DISCUSSION:

1. Discussion of educational program for: — Dr. Anthony Buono
   - grades 6-8 staggered schedule at BMS
   - grade 6 if located in elementary school
   - grade 6 if entire cohort is located together
   - independent early learning PreK-Kindergarten facility — Dr. Tina Mannarino

2. High School Graduation Requirements — Dr. Anthony Buono, Mr. James D'Amico

3. B Level courses — Ms. Lauren Francese, Ms. Julie Heller

4. Proposed Course Additions, Deletions, Modifications, 6-12
   - Science: Applied Algorithmic Design and Mobile App Development — Dr. AJ Scheetz
   - Health/Physical Education: Sexual Harassment revised curriculum — Ms. Christine Wanner

5. Other Curricular Business

ADJOURNMENT

High School Graduation Requirements - Committee Recommendation

	Category	Minimum Credits
Humanities	**English** (4.0) **Social Studies** (3.0) Global Themes (1.0) U.S. History (1.0) Civics Requirement (0.5) Area Studies (0.5) **Visual and Performing Arts** (1.0) **Open Humanities** (1.0) Any course in English, Social Studies, Music, Visual Arts, World Language	9.0
STEAM	**Math** (3.0) (one credit can be earned for high school courses taken in the middle school) **Science** (3.0) **Open STEAM** (3.0) *<u>Any course in:</u> Mathematics, Science, Engineering, Technology Education, Computer Science, Media Arts* *<u>Or:</u>* • *Design & Technology, Advanced Design & Technology* • *Animation* • *Digital Foundations* • *Digital Darkroom, Advanced Digital Darkroom* • *Music Technology* • *Audio Production* • *Stagecraft: Scene Design & Construction* **Open STEAM *May include up to 1.0 credit in approved Mastery-Based Learning Experience, online or other alternative learning experience**	9.0
P.E./Health	**Health** (1.0) *(semester freshman year, quarter each sophomore and junior year)* **P.E.** (1.0)	2.0
Wellness	**Wellness Elective** *(list to be established - to include classes beyond PE and health i.e. music, performing arts, visual arts, culinary arts etc.)* *<u>Any Course in:</u> Art, Culinary Arts, Music, P.E., Theater* *<u>Or:</u>* • *Wellness Seminar* • *Academic Support* • *Community Service (by prior approval)*	1.0
	World Languages	1.0
	Mastery-Based Diploma Requirement	1.0
	Electives *May include up to 1.0 credit in approved Mastery-Based Learning Experience, online or other alternative learning experience	3.0 - 4.0
	TOTAL MINIMUM CREDITS:	**26**

NEPC
NATIONAL EDUCATION POLICY CENTER

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Research-Based Options for Education Policymaking

Moving Beyond Tracking

William Mathis, University of Colorado Boulder
May 2013

The Research

For several decades, researchers have documented the effects of tracking students into segregated classrooms according to perceived ability or achievement. Whether known as tracking, sorting, streaming, or ability grouping, an expansive body of literature conclusively shows tracking has been harmful, inequitable, and an unsupportable practice.[1] Initially touted as a way of tailoring instruction to the diverse needs of students, tracking has instead become a way to stratify opportunities to learn, limiting the more beneficial opportunities to high-track students and thereby denying these benefits to lower-tracked students. This generally plays out in a discriminatory way, segregating students by race and socio-economic status.[2] In his 2012 meta-analysis of the vast body of tracking research, John Hattie incorporated 500 studies. Also incorporating the findings of 14 earlier meta-analyses, he found that tracking has "minimal effects on learning outcomes and profound negative equity effects."[3]

These harms likely arise from a combination of predictable elements. Low-track classes tend to have watered-down curriculum, less-experienced teachers, lowered expectations, more discipline problems, and less-engaging lessons.[4] When high-quality, enriched curriculum is provided to all students, the effect is to benefit both high-achieving and low-achieving students.[5]

Successful heterogeneous ("untracked" or "detracked") grouping is found in US schools and abroad. Most notably, top-scoring Finland has long used heterogeneous grouping as a way to promote high achievement among all its students. The Program for International Student Assessment (PISA) report explained, "In countries where 15-year-olds are divided into more tracks based on their abilities, overall performance is not enhanced, and the younger the age at which selection for such tracks first occurs, the greater the differences in student performance, by socio-economic background, by age 15, without improved overall performance."[6] Finland, in addition to having overall high scores, had the smallest achievement gap of participating nations in 2003.[7]

Tracking Remains Pervasive

Despite incontrovertible evidence demonstrating the harms of tracking, the resistance to eliminating tracking is substantial. Rarely couched in the express language of race or class differences, arguments for tracking are generally made on the grounds that it assures high-track courses will not have a diluted curriculum and that meritocracy will be preserved. Yet the preservation of privilege is almost always the subtext.

At the community level, the resistance is generally from "high-track" teachers and parents who believe that they have benefited from a tracked system. The teachers assigned to high-track classes tend to be more experienced and therefore can exercise more power. The parents who are able to secure high-track placement for their children are disproportionately likely to be white, well-educated and politically vocal and therefore similarly able to pressure schools to keep higher-track classes for their children – apart from students of lower wealth, students of color, or both. Alliances between high-track teachers and parents are often formed to protect tracking or fend off de-tracking.[8]

At the policy level, some policy advocates campaign to rehabilitate the idea that tracking can be beneficial. These efforts have not gone unchallenged by researchers.[9]

Recommendations

The following policy recommendations are drawn from Burris, Welner and Bezoza.[10] Greater elaboration on these recommendations, plus companion statutory, language can be found in that earlier brief (here).

Given the clearly documented negative effects of tracking, curricular tracks that separate students by race, socio-economic status or assumptions about their learning ability should be eliminated. In moving toward this goal, specific policy steps are recommended:

- State policies should require schools and districts to identify and describe tracks and to communicate placement policies to state departments of education and to the communities they serve.

- States and non-profit organizations should connect educators with researchers to advance best practices in serving heterogeneous populations.
- States, districts and schools should communicate to the public the rationale for eliminating curricular stratification.
- Districts and schools should phase out curricular stratification, starting with the lowest track.
- Districts and schools should allow open enrollment in advanced placement and international baccalaureate courses.
- Districts and schools should provide sustained professional development so teachers are prepared to successfully instruct all learners in heterogeneous classrooms.
- Districts and schools should listen to all parents, including those who don't readily speak out.

Notes and References

1 The seminal research study, which also includes a discussion of other research, is *Keeping Track* by Jeannie Oakes:

Oakes, J. (2005). *Keeping Track: How Schools Structure Inequality* (2nd edition). New Haven, CT: Yale University Press.

See also:

Burris, C. C., Welner, K. G. & Bezoza, J. W. (2009). *Universal access to a quality education: Research and recommendations for the elimination of curricular stratification*. Boulder, CO: National Education Policy Center. Retrieved May 28, 2013, from http://nepc.colorado.edu/files/Epic-Epru_LB-UnivAcc-FINAL.pdf/.

Welner, K. G. (2001). *Legal rights, local wrongs: When community control collides with educational equity*. Albany, New York: SUNY Press.

2 Burris, Welner, & Bezoza, 2009; Oakes, 2005 (see note 1).

3 Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York, NY: Routledge, 90. See also:

Is Ability Grouping or Streaming Effective? (2012) *ASCD Edge*. Retrieved May 16, 2013 from http://edge.ascd.org/_Is-Ability-Grouping-or-Streaming-Effective/blog/6394531/127586.html/;

Slavin, R. E. (1990). Achievement effects of ability grouping in secondary schools: A best-evidence synthesis. *Review of Educational Research, 60,* 471-499;

Kulik, C. L., & Kulik, J. A. (1982). Effects of ability grouping on secondary school students: A meta-analysis of evaluation findings. *American Educational Research Journal, 19,* 415-448;

Kulik, J. A. (1992). *An analysis of the research on ability grouping: Historical and contemporary perspectives.* Storrs, CT: National Center of the Gifted and Talented;

Slavin, R. E. (1990). Ability grouping in secondary schools: A response to Hallinan. *Review of Educational Research, 60,* 505-507;

Slavin, R. E. (1995). Detracking and its detractors: Flawed evidence, flawed values. *Phi Delta Kappan, 77,* 220-223.

4 Burris, Welner, & Bezoza, 2009 (see note 1).

Oakes, J. (1982). The reproduction of inequity: The content of secondary school tracking. *Urban Review, 14*(2), 107-120.

Oakes, J. (1986). Keeping track, Part 1: The policy and practice of curriculum inequality. *Phi Delta Kappan, 68,* 12-18.

5 Burris, Welner, & Bezoza, 2009 (see note 1).

6 OECD (2010), *PISA 2009 Results: Executive Summary.* (p. 9). Retrieved May 17,2013 from http://www.oecd.org/pisa/pisaproducts/46619703.pdf/.

7 Burris, Welner, & Bezoza, 2009 (see note 1);

Aho, E., Pitkanen, K., & Sahlberg, P. (2006). *Policy development and reform principles of basic and secondary education in Finland since 1968.* Washington, DC: The World Bank;

Finnish National Board of Education. (2004). *Background for Finnish PISA success.* Retrieved July 9, 2007, from: http://www.edu.fi/english/page.asp?path=500,571,36263/.

8 Burris, Welner, & Bezoza, 2009 (see note 1);

Oakes, J. Wells, A. S., & associates (1996). *Beyond the technicalities of school reform: Policy lessons from detracking schools.* Los Angeles: UCLA Graduate School of Education & Information Studies, 40.

See also:

Welner, K. G. (2001). *Legal rights, local wrongs: When community control collides with educational equity.* Albany, New York: SUNY Press.

9 For the arguments set for by tracking proponents and the critiques of these works, see:

Loveless, T. (1999). *The tracking wars: State reform meets school policy.* Washington, DC: Brookings Institution Press.

Loveless, T. (2009). Tracking and Detracking: High achievers in Massachusetts middle schools. *Thomas B. Fordham Foundation.* Retrieved May 29, 2013, from http://www.sbsdk12.org/programs/gate/documents/200912_Detracking.pdf/.

This work has been subject to critique, pointing out weaknesses in research methods and tenuous links between data, conclusions, and policy recommendations. See:

Welner, K. G. & Mickelson, R. (2000). School reform, politics, and tracking: Should we pursue virtue? *Educational Researcher*, 29(4), 22-26.

Welner, K. (2009). Non-evidence about tracking: Critiquing the new report from the Fordham Institute. *Teachers College Record*, Retrieved May 29, 2013, from http://www.colorado.edu/education/faculty/kevinwelner/WelnerTCRLovelessForham.pdf/.

Similarly, a recent, non-peer-reviewed working paper that found tracking to be advantageous was promoted by advocates favoring tracking, but the research was found to be of low quality and not useful in guiding policy. See:

Collins, C. C. & Gan, L. (2013). *Does sorting students improve scores? An analysis of class composition.* Cambridge, MA: National Bureau of Economic Research. Retrieved May 29, 2013, from http://www.nber.org/papers/w18848/;

Burris, C. C. & Allison, K. E. (2013, April). *Review of "Does sorting students improve test scores?"* Boulder, CO: National Education Policy Center. Available online at http://nepc.colorado.edu/files/ttr-tracking-nber-burris_2.pdf/;

Slavin, 1995, Detracking and its detractors (see note 3).

10 Burris, Welner, & Bezoza, 2009 (see note 1).

See also Burris, C. C., & Garrity, D. (2008). *Detracking for excellence and equity*. Washington, DC: Association for Supervision & Curriculum Development.

This is a section of ***Research-Based Options for Education Policymaking****, a multipart brief that takes up a number of important policy issues and identifies policies supported by research. Each section focuses on a different issue, and its recommendations to policymakers are based on the latest scholarship.* ***Research-Based Options for Education Policymaking*** *is published by The National Education Policy Center, housed at the University Of Colorado Boulder, and is made possible in part by funding from the Great Lakes Center for Education Research and Practice.*

The mission of the ***National Education Policy Center*** *is to produce and disseminate high-quality, peer-reviewed research to inform education policy discussions. We are guided by the belief that the democratic governance of public education is strengthened when policies are based on sound evidence. For more information on NEPC, please visit http://nepc.colorado.edu/.*

STAPLES HIGH SCHOOL

NEW COURSE PROPOSAL FORM

Course Title: Applied Algorithmic Design

Credit: 0.5

Credit Area(s): Science

Course Proposed by: _____ Administration _____ Board of Education

_____ Student(s) ____ K-12 Curriculum Review

__X__ Department _____ Other (specify)

Course Catalog Description:

Applied Algorithmic Design Students will learn about complex algorithms to build sophisticated programs, leveraging their knowledge from Introduction to Programming (which focused mostly on syntax and simple algorithms). Examples of some of the algorithms that will be investigated include path-finding algorithms, collision detection algorithms and tree/fractal algorithms. Feedback loops, simple AI, state machines, sprite mechanics and randomization techniques will also be covered as components necessary for developing more sophisticated programs. Deeper knowledge of algorithms and strategies will allow students to develop more realistic and complex programs.

Prerequisite(s):

Introduction to Programming

COURSE/DEPARTMENT INFORMATION:

How many electives does your department currently offer?

Twenty nine

How does this course fit into the course offerings?

(Is it a stand alone, is it part of a sequence or is it replacing another course?)

This course is designed to follow Introduction to Programming but it may be taken at any time after that. It will allow students to develop a deeper understanding of and become more fluent in complex programming constructs not covered in our AP-level class.

Unit	Essential Questions	Standards	Content
Collision Detection Algorithms, Noise/Fractal Algorithms, Path-Finding Algorithms	How do algorithms provide consistent output? How do we use algorithms to create the output that is desired? Why do we use algorithms in programming?	(HS-ETS1-2). Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Students will investigate the varieties of collision detection algorithms, for varieties of shapes and surfaces on objects. They will investigate using fractal algorithms to develop scenery, for example, and path finding to move sprites through landscapes. Students will use concepts to develop their own versions of these ideas in their own program.
Feedback loops, AI, game mechanics and logic,state machines, randomization	How do feedback and mechanics interact with a program to change the outcome? How does a program progress through allowed states? Why do we use different techniques for introducing randomization and noise into a program?	(HS-ETS1-4) Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems.	Students will investigate different types of interactions with programs to understand how feedback loops might affect user behavior. Students will investigate AI, game mechanics, state machines and randomization to experience the effects on their own programs. Students will select techniques to incorporate into their own projects.
Building a game or simulation	How do the pieces work together to create a complete system?	(HS-ETS1-2). Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Students will incorporate the components developed throughout the semester into a complex game or simulation.

Who is your target audience?

Any student who has completed Introduction to Programming.

Has your department discussed the pros and cons of this submission?

Yes. We discussed in February.

What percentage of the department voted "yes" to bring this course forward?

88% of department voted yes.

RATIONALE:

How does this course contribute to the department's goals and objectives?

The department's general goal is to produce graduates who are informed consumers of science information and who are well prepared to pursue a career in STEM if they choose to do so. This course allows students to develop stronger programming skills, while also helps students develop an interest in how the programs work from a Computer Science point of view.

What is the need this course addresses?

This course addresses the need to satisfy student's desire for additional programming courses through their high school career.

How does this course support the recommendation of the latest K-12 review?

How does this align to your current department accepted standards?

Please see the table above. This course aligns directly with the new state science standards, the NGSS.

How does this course support the Staples Mission Statement?

The Staples High School community inspires learning, fosters integrity, and nurtures empathy. This course will fulfill all elements of the Staples Mission Statement through real-world and career connections through the study of embedded systems programming. Students will engage in inquiry, explore problems and solutions.

How does this course support the goals of the Westport 2025 initiative?

Creative→ Students will be encouraged and indeed taught to ask questions about the way algorithms operate, to attempt to answer those questions, and to look for unexpected results. Communication→ During collaborative learning, students will advocate for their ideas but also work together to come to solve problems and build solutions. Critical Thinking→ Students will be asked to connect their new learning to create a new understanding. They will base decisions on what they need to learn next based on prior knowledge, and they will break down ideas into their most fundamental/mechanistic level. Global Thinking→ Students will always be working on meaningful problems since they will see the coherence between what they are trying to figure out and what they have already learned. Through collaborative learning, they will gain an understanding of the problem through discussion of different points of view.

Establish a flow chart of courses and indicate where this course will fit in.

The sequences for the semester long courses are as follows. Introduction to Programming is a prequisite for the other Introductory courses. Web courses and Embedded courses can be taken in any order.

Advanced courses are identified in *italics.* The prequesites for those courses ar the appropriate Introductory course.

Students may choose to take the courses as introductory and advanced for each topic or students may choose to take each of the introductory courses before choosing any advanced options. Other combinations are certainly possible.

Java Programming	Web and Mobile	Embedded
Introduction to Programming 1 semester	Introduction to Web Programming 1 semester	Introduction to Embedded Systems 1 semester
Applied Algorithmic Design 1 semester	*Building Web APPs 1 semester*	
	Building Mobile APPs 1 semester (if approved)	

OR:

Java Programming	Embedded	Web and Mobile
Introduction to Programming 1 semester	Introduction to Embedded Systems 1 semester	Introduction to Web Programming 1 semester
Applied Algorithmic Design 1 semester		*Building Web APPs 1 semester*
		Building Mobile APPs 1 semester (if approved)

Year Long Course:
Advanced Placement Computer Science can be taken any time after Introduction to Programming. It can be taken concurrently with additional computer science courses.

Introduction to Programming 1 Semester	Advanced Placement Computer Science Full Year

STAPLES EXPECTATIONS FOR STUDENT LEARNING:

Academic Expectations:

Students will be expected to engage in nonfiction reading and writing in this course. Students will be expected to work across disciplines and use prior knowledge to drive conclusions and solutions. Students will be expected to collaborate, communuicate, and connect ideas.

Civic Expectations:

Perseverance in spite of difficulties; supporting each other when stuck. Communicating and Critiquing Conclusions Taking Informed Action/Advocacy

Social Expectations:

Collaborating to research and solve problems Work with real-world issues, explore careers in the field

Student Learning Outcomes:

Skills (what students will be able to do):

Analyze and interpret data, particularly when debugging programs and systems. Use mathematics and computational thinking to design algorithms and models for their systems. Constructing explanations and designing solutions

Assessment(s):

- Problem Sets - Stand-alone Programs, Simulations, and Games
- Performance-based assessments

BUDGET AND FACILITY CONSIDERATIONS:

Staffing Requirements:

Will this create an additional staffing need within the department?

We do not anticipate any impact on staffing..

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

Students will bring their own devices for programming..

Facility Requirements:

Minimum Number of Students Needed to Run this Class:

15

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?

We will be drawing from the same student population, so there should be minimal impact on science instructional space.

Are there physical needs or limitations for this course? (water, power, room size, etc.)

STAPLES HIGH SCHOOL

NEW COURSE PROPOSAL FORM

Course Title: Mobile APP Development

Credit: 0.5

Credit Area(s): Science

Course Proposed by: _____ Administration _____ Board of Education

_____ Student(s) ____ K-12 Curriculum Review

__X__ Department _____ Other (specify)

Course Catalog Description:

Mobile APP Development In this course students will learn how to build Mobile APPs, standalone programs that operate in mobile devices such as a phone or tablet. Students will use front-end development tools for UI design and integration with the platform SDK to access device features. Students will integrate their APP with back-end services for user authentication, data services, security and metrics. By the end of the course students will create and deploy their own Mobile APP.

Prerequisite(s):

Introduction to Web Programming and AP CSP or Building Web Apps or per recommendation of Instructor

COURSE/DEPARTMENT INFORMATION:

How many electives does your department currently offer?

Twenty nine

How does this course fit into the course offerings?
(Is it a stand alone, is it part of a sequence or is it replacing another course?)

This course is designed to be a capstone course in the CS sequence. Students will have completed Intro Programming, Algorithms, Intro Web, Building Web Apps and AP CSP.

Unit	Essential Questions	Standards	Content
Unit 1 - Building User Interface for Mobile Apps using a supported Integrated Development Environment	How is Mobile APP design different from Web and Desktop Apps.	(HS-ETS1-2). Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Students will investigate and use an IDE to develop their first APP project. Students will learn to instantiate and connect to core graphics objects provided by the platforms SDK.
Unit 2 - Event based Programming. Connecting asynchronous events to User Interface Elements	How do asynchronous events interact with programs? Why do programs need mechanisms to handle asynchronous events?	(HS-ETS1-4) Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems.	Students will build functional APPs which respond to user interaction. Students will debug their APPSs within the simulators supplied in the IDE.
Unit 3 - Building APPs using the Model View Control Structure	How do the pieces work together to create a complete system?	(HS-ETS1-2). Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Students will incorporate the components developed throughout the semester into a deplyoable, live APP.
Unit 4 - Additional Extension to the APP development environment	What are additional capabilities available to use in the APP development ecosystem? Why are there libraries for these additional capabilities?	(HS-ETS1-2). Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Students will extend the capabilities of their projects by including aspects such as networking, database storage, geolocation and metrics.

Who is your target audience?

Any student who has completed Introduction to Web APPs and desires to take further computer science courses.

Has your department discussed the pros and cons of this submission?

Yes - we discussed during February.

What percentage of the department voted "yes" to bring this course forward?

88% of department approved.

RATIONALE:

How does this course contribute to the department's goals and objectives?

The department's general goal is to produce graduates who are informed consumers of science information and who are well prepared to pursue a career in STEM if they choose to do so. This course allows students to develop stronger programming skills, while also helps students develop an interest in how the programs work from a Computer Science point of view.

What is the need this course addresses?

This course addresses the need to satisfy student's desire for additional programming courses through their high school career.

How does this course support the recommendation of the latest K-12 review?

How does this align to your current department accepted standards?

Please see the table above. This course aligns directly with the new state science standards, the NGSS.

How does this course support the Staples Mission Statement?

The Staples High School community inspires learning, fosters integrity, and nurtures empathy.

This course will fulfill all elements of the Staples Mission Statement through real-world and career connections through the study of embedded systems programming. Students will engage in inquiry, explore problems and solutions.

How does this course support the goals of the Westport 2025 initiative?

Creative→ Students will be encouraged and indeed taught to ask questions about the way algorithms operate, to attempt to answer those questions, and to look for unexpected results.

Communication→ During collaborative learning, students will advocate for their ideas but also work together to come to solve problems and build solutions.

Critical Thinking→ Students will be asked to connect their new learning to create a new understanding. They will base decisions on what they need to learn next based on prior knowledge, and they will break down ideas into their most fundamental/mechanistic level.

Global Thinking→ Students will always be working on meaningful problems since they will see the coherence between what they are trying to figure out and what they have already learned. Through collaborative learning, they will gain an understanding of the problem through discussion of different points of view.

Establish a flow chart of courses and indicate where this course will fit in.

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Students may choose to take the courses as introductory and advanced for eash topic. Students may also choose to take each of the introductory courses before choosing advanced options.

Java Programming	Web and Mobile	Embedded
Introduction to Programming 1 semester	Introduction to Web Programming 1 semester	Introduction to Embedded Systems 1 semester
Applied Algorithmic Design *1 semester (if approved)*	*Building Web APPs* *1 semester*	
	Building Mobile APPs ***1 semester***	

OR:

Java Programming	Embedded	Web and Mobile
Introduction to Programming 1 semester	Introduction to Embedded Systems 1 semester	Introduction to Web Programming 1 semester
Applied Algorithmic Design *1 semester (if approved)*		*Building Web APPs* *1 semester*
		Building Mobile APPs ***1 semester***

Year Long Course:
Advanced Placement Computer Science can be taken any time after Introduction to Programming. It can be taken concurrently with additional computer science courses.

Introduction to Programming 1 Semester	Advanced Placement Computer Science Full Year

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Social Expectations:

Collaborating to research and solve problems Work with real-world issues, explore careers in the field

Student Learning Outcomes:

Skills (what students will be able to do):

Analyze and interpret data, particularly when debugging programs and systems. Use mathematics and computational thinking to design algorithms and models for their systems. Constructing explanations and designing solutions

Assessment(s):

- Problem Sets - Stand-alone Programs, Simulations, and Games
- Performance-based assessments

BUDGET AND FACILITY CONSIDERATIONS:

Staffing Requirements:

Will this create an additional staffing need within the department?

We do not anticipate any impact on staffing..

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

Students will bring their own devices for programming.

Facility Requirements:

Minimum Number of Students Needed to Run this Class:

15

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?

We will be drawing from the same student population, so there should be minimal impact on science instructional space.

Are there physical needs or limitations for this course? (water, power, room size, etc.)

Westport Public Schools K-5 Sexual Assault Education

Per *Connecticut General Statute Sec. 17a-101q*, each school district is responsible for implementing a sexual assault and abuse prevention and awareness which shall be implemented in each local and regional school district in grades K-12, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to (a) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (b) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.

In order to meet this mandate, a "Safe and Healthy Boundaries" curriculum has been developed in consultation with Westport's Elementary Education Coordinator, Supervisor of Psychological Services, School Nurse Supervisor, Coordinator of Health and PE, health teachers, and elementary teachers. Lessons are delivered to students in grades K-5 by a health education teacher.

(1 lesson) Kindergarten students will know:

- Your body is yours and someone else's body is theirs
- How to respect others' boundaries
- It's OK to say no and ways to say no.
- Who the trusted adults are in their lives who can help at school, in the community, and at home.

(1 lesson) Grade 1 students will know:

- Your body is yours and someone else's body is theirs and how to respect boundaries
- How to respect others' boundaries
- The "Bathing Suit Rule" and the "Clean and Healthy Rule"
- Appropriate ways to express feelings (high fives, positive verbal expressions, saying "no thank you" and/or "stop")
- Physical boundaries/gestures that are almost always OK to initiate, never OK to initiate and sometimes OK to initiate

(1 lesson) Grade 2 students will know:

- Your body is yours and someone else's body is theirs
- How to respect others' boundaries
- The "Bathing Suit Rule and the "Clean and Healthy Rule"
- Safe and unsafe touches
- How to recognize "gut" feelings and use them to help make decisions
- Trusted adults in the school, community and at home

(2 lessons) Grade 3 students will know:

- Different people you know have different personal boundaries (i.e. parent, classmate, someone you meet for the first time).
- The difference between harassment and sexual harassment and the school rules around them
- Refusal skills
- Trusted adults in the school, community and at home
- Trusted adults in the school, community and at home

(1 lesson) Grade 4 students will know:

- The difference between harassment and sexual harassment.
- The three types of harassment: written, verbal and physical.
- Refusal skills.

(1 lesson) Grade 5 students will know:

- The difference between harassment and sexual harassment
- The 4 types of sexual harassment (talking, writing, touching and gestures)
- A 3 step approach to dealing with sexually harassing behavior
- Trusted adults in the school, community and at home