

Special Darien Board of Education

Curriculum Committee Meeting

Thursday, December 8, 2022

8:30 a.m.

Darien Public Schools' Administrative Offices

35 Leroy Avenue

Board of Education Meeting Room

AGENDA

1. Election of Committee Chairperson
2. Selection and Challenging of Instructional Materials
3. Kindergarten through Grade 3 Reading Program
4. New High School Course Proposals for the 2023-2024 School Year
5. Public Comment
6. Adjournment

*** * The Board of Education meeting will be available to the public in person and via Zoom. Wearing of masks is optional and seating is limited by room capacity. Doors open at 8:15 a.m. for the 8:30 a.m. meeting.**

Those members of the community wishing to participate in public comment may join the meeting via Zoom:

<https://darienps.zoom.us/j/93659491486>

Those members of the community wishing to view only, should do so through the Darien Youtube link: <https://www.youtube.com/channel/UCUnnvYKBfFrTWQRuoB6OZA>

In order to reduce audio interference, members of the community are requested not to simultaneously view by Youtube while participating on Zoom.



Memorandum

To: Darien Board of Education Curriculum Committee
CC: Alan Addley, Ed.D., Superintendent of Schools
From: Christopher Tranberg, Ph.D., Assistant Superintendent of Curriculum and Instruction
RE: BOE Curriculum Committee
Date: December 8, 2022

The December Curriculum Committee agenda begins with a review of District practices related to the selection of instructional materials. We will review some of the information shared during the October Curriculum Committee meeting. We will also discuss District Policies and practices related to challenging instructional materials that exist in classrooms and libraries.

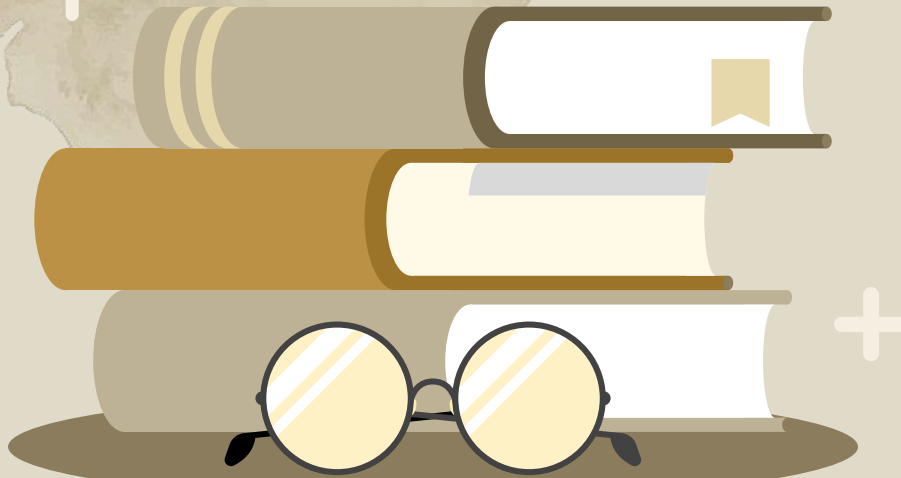
The second agenda item takes a close look at our K-3 reading program in partial response to Connecticut's *Right to Read Legislation* and discourse surrounding the *Science of Reading*. During the presentation Julie Droller, Director of Elementary Education, will discuss current practices and instructional shifts in curriculum to align with ongoing research and best practices in reading instruction. Additionally, Mrs. Droller will share background on the legislation and an overview of how the District is navigating the new legislation requirements.

The final agenda item focuses on three items beginning with a review and discussion of new course proposals at Darien High School. The three new courses were initially proposed during the November 22 regular BOE meeting and will move forward for the approval of the full Board on December 13th. New courses include American Sign Language, Spanish ⅔ : Hispanic Culture Through Art, and Guitar Ensemble. This time with the curriculum committee provides time for additional discussion if needed

Selection of Instructional Materials & Challenging Instructional Materials

BOE Curriculum Committee

December 8, 2022



Christopher Tranberg, Ph.D.

Presentation Overview

01. District Curriculum
Development

02. Challenging
Materials

03. Moving
Forward



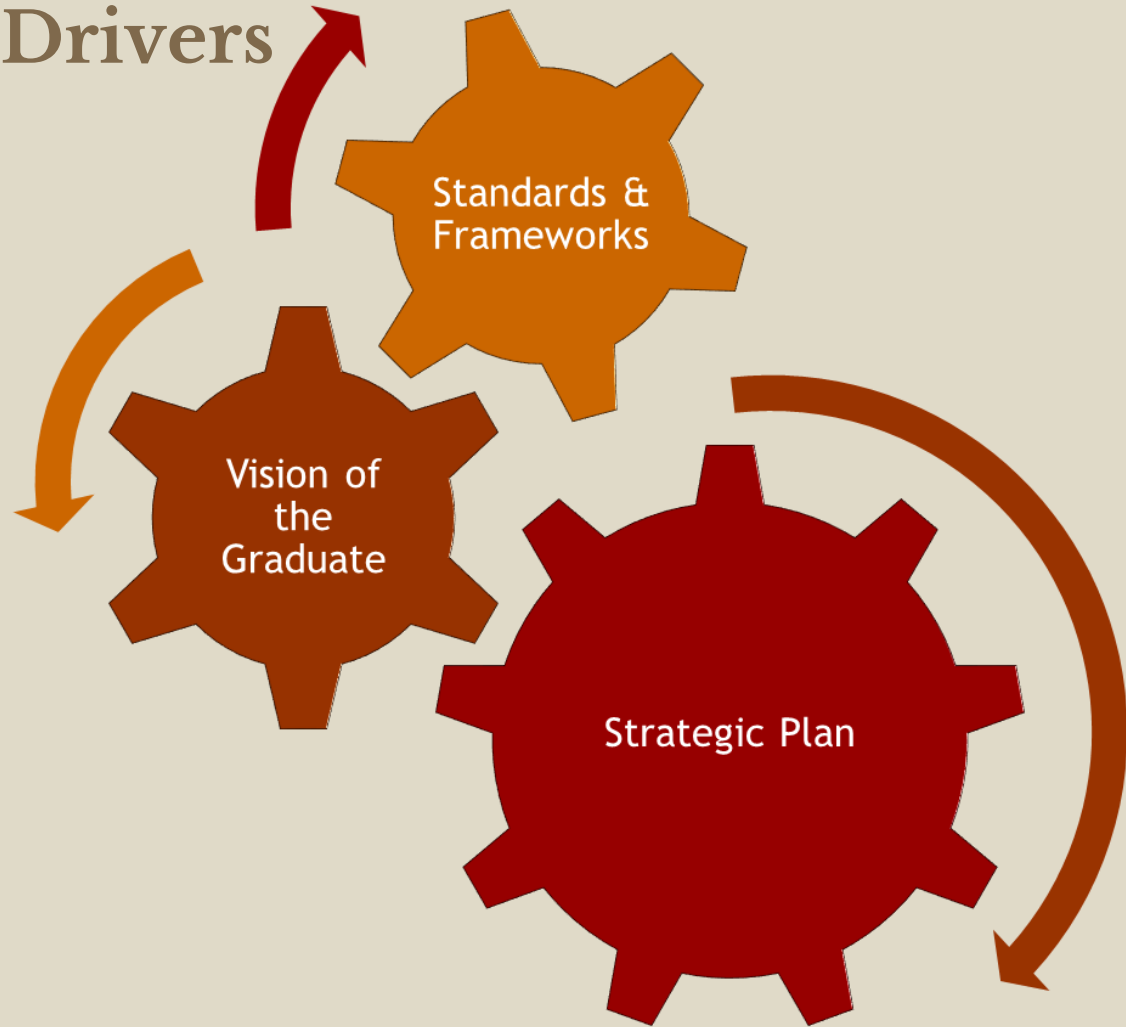
District Curriculum Drivers

Mission

Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves

Vision

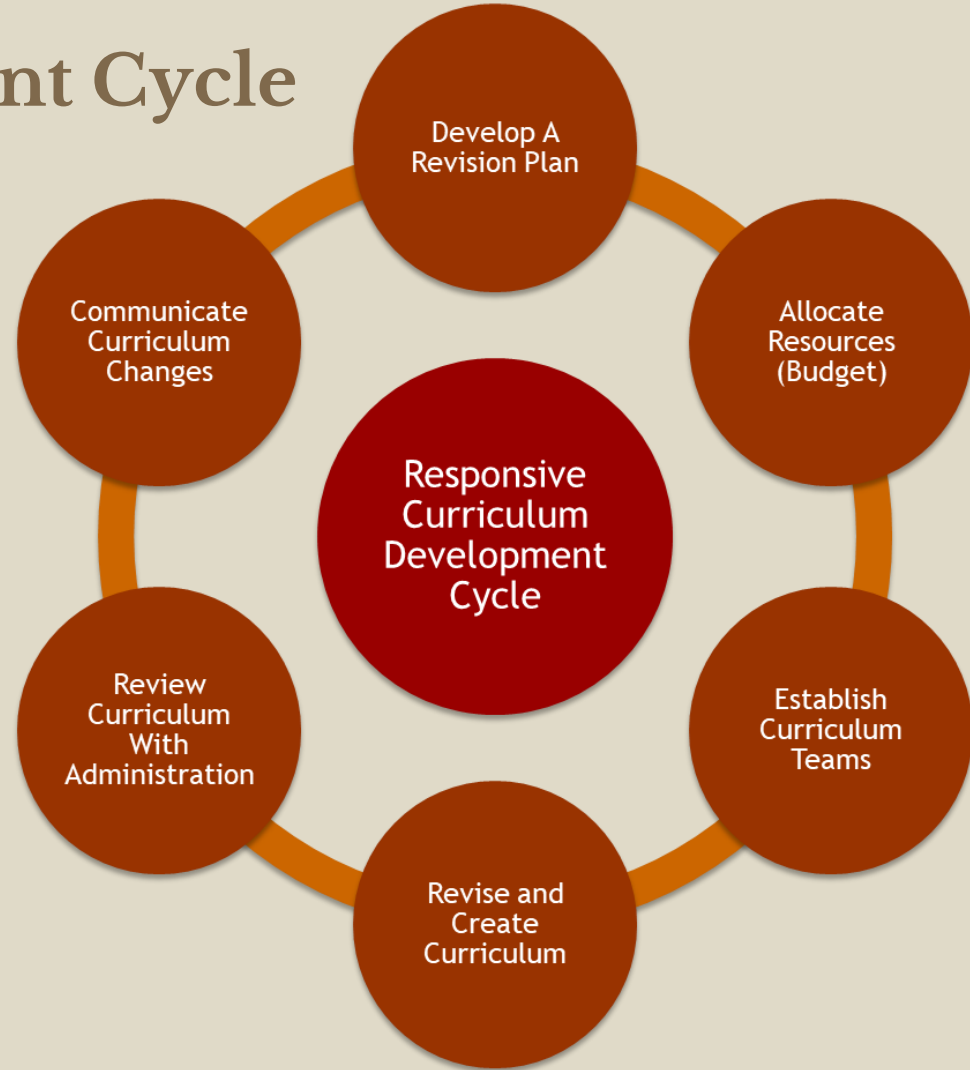
Preparing all students today to thrive in a changing world tomorrow



Curriculum Development Cycle

High-Quality Curriculum Attributes

- Valid
- Reliable
- Adaptable / Responsive
- Aligned
- Data Driven

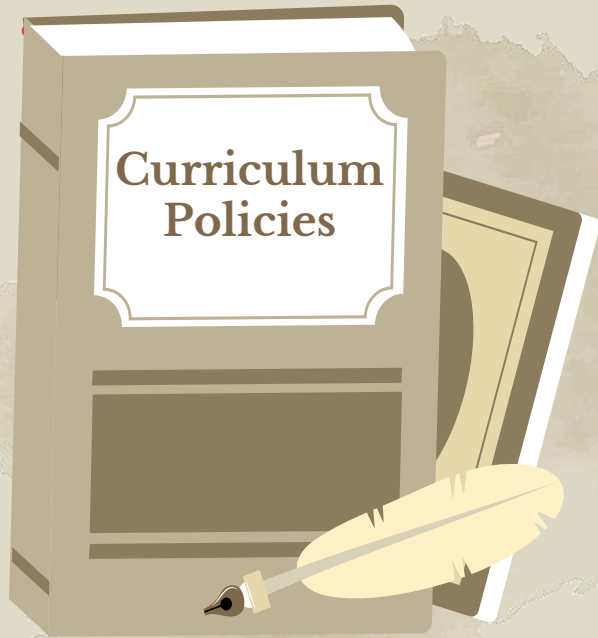


Instructional Resources



Written District **curricula** represent the standards, knowledge and skills, and essential understandings necessary to meet proficiency. Curricula are delivered through sequential learning plans. Student success is assessed (measured and evaluated) through a series of assessments designed for specific grade levels or content areas.

Curriculum is brought to life through teaching that integrates a variety of **instructional resources**. Instructional resources are those materials selected to engage learners and support the delivery of written curriculum with fidelity. Some resources are predetermined (textbooks, software, rubrics) and others selected by teachers (mentor texts, current research articles, media related to current events).



- Policy 6610: Instructional Materials - Selection and Adoption
 - The Board provides educational materials and equipment that support and enrich the curriculum and further the achievement of the district's goals. While the Board is legally responsible for all matters relating to the adoption of textbooks and purchase of library and other supplementary materials, the responsibility for reviewing, selecting and approving instructional materials is delegated to the District Curriculum Leadership Team.
- Policy 6330: Curricular Exemptions
 - The District permits curricular exemptions for instruction in the following areas when written notice is received prior to planned instruction: 1. Dissection; 2. Family life education; 3. HIV/AIDS; 4. Sexual abuse and assault awareness and prevention program; or 5. Firearm safety.

Challenging Instructional Resources

- Follow the District Chain of Communication
- High volume of unresolved curriculum matters are reviewed by District Curriculum Leadership Team.
- Materials are reviewed by Team with consultation of appropriate District personnel.
- Team decision is shared with community members who have inquired on the topic of resource/material in question.



Review Protocol

1. Does the text connect to or support the curriculum?
2. Is the text developmentally appropriate?
3. Are there other resources that represent a similar perspective?
4. Does the text align to / support district goals and guiding documents?



Moving Forward

- Continue Current Practice
- Create a Policy for Challenging Materials in the Instructional Program
- Move to Full Board for Discussion



Questions & Discussion





Instruction

Instructional Materials Selection

Preface

We live in a democratic society which depends on the rights of its citizens to make choices. Making wise choices is possible only if there is freedom of speech, of press, of assembly and of teaching. These freedoms protect the people in their right to hear, to read, to discuss, and to reach judgments according to individual conscience. Without the possession and the exercise of these rights, democracy is impossible.

Ultimate responsibility for the instructional materials used in Westport town schools rests with the Board of Education which delegates the selection of materials to the Superintendent and the professional staff. It is the responsibility of the Superintendent and the staff to adopt and purchase those instructional materials which they believe will do the best job of carrying out the educational goals and objectives set by the Westport Board of Education.

Purpose and Responsibilities

The purpose of education remains what it has always been in a free society: to develop free and reasoning human beings who can think for themselves, who understand their own and to some extent, other cultures, who lives compassionately and cooperatively with others, who respect both themselves and others, who has developed self-discipline and self-motivation and exercises both; to teach them the basic skills; and to give them that foundation of knowledge needed by responsible and productive citizens.

In selecting instructional materials for young people, teachers and librarians consider the contribution that the materials may make to the education of the student, their aesthetic value, honesty, appropriateness, and suitability to the developmental goal of a group of students or of an individual student. Teachers, however, may use different works for different purposes. Choosing materials to be used by an entire class is somewhat different from choosing materials to be used by small groups or by individuals in a media center. The continuing concern, commitment, and action by teachers, administrators, school boards, professional organizations, students, and the citizenry can insure the reality of academic freedom in a changing society.

Policy Objectives

The first objective of this policy is to establish guidelines for the selection of all materials used in the Westport Public Schools.

Materials selected will:

- enrich and support the curriculum;
- stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- provide a background of information which enables pupils to make intelligent judgments in their daily lives;
- provide a wide variety of views on issues so that young citizens may develop, under guidance, the practice of critical analysis of all media, and may recognize that differing viewpoints are valuable and to be welcomed, for out of them may come the synthesis of a new idea;
- be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage and to world cultures;
- reflect the variety of roles individuals may play within the context of society, irrespective of origin or sex;
- place principle above personal opinion and reason above prejudice;
- be appropriate to the varied interests, abilities, and levels of maturity of students in form, structure, and content;
- be based upon critical review in educational and professional journals, in current periodicals, or

through professional analysis.

No one item or piece of educational material is expected to meet all of the above criteria.

The second objective of this policy is to establish appropriate procedures for the judicious consideration and resolution of complaints concerning educational materials in the Westport schools. Individuals having exhausted administrative channels should, if they desire, submit in writing to the Board of Education their complaints on the approved form entitled "Citizen's Request for Reconsideration of Materials" within 30 days following the Superintendent's decision.

Policy adopted: 2006

6161

Instruction

Instructional Materials Selection

I. Review and Selection of Materials

Administrators, librarians, and teachers are responsible for the selection of appropriate educational material in accordance with the guidelines set forth in the Board of Education Policy 6161.

In addition to the general policy guidelines, the following specific criteria are set forth below for greater clarification. Educational materials for purchase are to be considered on the basis of:

- overall purpose
- timeliness or permanence
- importance of the subject matter
- quality of the writing/production
- readability and literary quality
- authority and/or significance of the author/artist/composer/producer
- format, durability and price
- teachers', students' and parents' suggestions and recommendations

Material selection is more than a process of material acquisition: it involves a process of continuous review of instructional materials. Administrators and teachers will regularly review procedures to assure the currency and adequacy of their materials collections.

II. Complaint Procedures

Despite the care taken to select worthwhile materials and the qualifications of teachers selecting and recommending materials, occasional objections may be made. In order to facilitate the handling of complaints, the following procedure has been established:

1. The complainant will identify him/herself and the specific nature of the complaint.
2. The complainant will talk to the educator(s) involved, seeking resolution of the issue and the educator(s) shall report same to the building principal, including the resolution thereof, if any.
3. The complainant will file, failing satisfactory resolution, a formal written complaint on the form entitled, "Request for Reconsideration of Materials" (available from the building principal.)*

*Adapted from:

"Academic Freedom: NCSS Policy Statements," National Council for the Social Studies, Washington, D.C. "The Students' Right to Read," National Council of Teachers of English, Urbana, Illinois American Association of School Librarians, Washington, D.C.

4. The building principal will seek resolution with the complainant and the educator(s) involved on the basis of the written complaint.
5. If the issue remains unresolved, the building principal will submit the complaint to the Chairperson of the Superintendent's Review Committee (SRC) who will be appointed by the Superintendent at that

time.

The committee will consist of:

- a. a member of the Superintendent's immediate staff;
 - b. the WEA president or designee;
 - c. the IAA president or designee;
 - d. no fewer than three classroom teachers, representing level and department or specialization germane to the complaint, and one librarian/media specialist who will be appointed jointly by the Superintendent and the president of the WEA. If good faith efforts by the Superintendent and the president of the WEA to agree on these appointments shall fail after a reasonable period of time, the Superintendent shall make these appointments to the committee;
 - e. three citizens, to be appointed by the Superintendent.
6. The Chairperson will schedule a hearing of the SRC with the parties to the complaint;
- a. the educator(s) involved in the complaint on matters relevant to the selection and educational use of the material in question.
 - b. the complainant on matters relevant to the material in question and on its educational use.
7. The SRC will render an evaluative judgment and recommendation, in writing, to the Superintendent.
8. Within ten days of receiving the SRC's recommendation, the Superintendent will render a disposition, in writing, to the parties involved in the complaint.
9. Complainant or educator(s) desiring to appeal the Superintendent's disposition to the Board of Education must do so within 30 days of the date on which the Superintendent has rendered the disposition.
10. Challenged materials, once judged appropriate, shall be reviewed, if challenged again, only if the Superintendent determines that circumstances so warrant.

Regulation approved: December 6, 1976

**Instruction****Selection of Educational Materials**

The Avon Board of Education will provide the educational materials necessary to support instruction for all students and implement the curriculum. These instructional materials include but are not limited to textbooks, supplementary books and material, educational software, print and non-print materials in the libraries, and audio-visual materials.

1. Except for a change of textbooks, the Avon Board of Education delegates the review and selection of these educational materials to the professional staff.
2. A change of textbooks requires, under Connecticut statute, a two-thirds vote of the Avon Board of Education who will receive notice of the intended change in a meeting of the Avon Board of Education held at least one week before the scheduled vote on the change.
3. In selecting educational materials housed in the library, librarians, teachers, and administrators will be guided by standards of the American Library Association of School Libraries, the American Association of School Librarians, Connecticut Department of Education and the district's curriculum.
4. The educational materials in the libraries will represent a balanced selection of subjects, opinions, and formats. The materials will support the curriculum, instruction, and the diverse interests and learning needs of students.
5. An individual or group may not add, prohibit or remove textbooks, or other educational material from library shelves and classrooms because of personal beliefs.
6. The Superintendent of Schools or his/her designee is responsible for establishing administrative regulations for the selection of educational materials, and procedures for any public request for reconsideration of or complaint about educational materials.
7. The use of instructional materials will comply with Public Performance Site Licenses and the U.S. Copyright Act (Title 17, 94-553).

Legal Reference: Connecticut General Statutes

10-18a Contents of textbooks and other general instructional materials.

10-221 Boards of education to prescribe rules.

10-228 Free textbooks, supplies, materials and equipment.

10-228a Free textbook loans to pupils attending nonpublic schools as amended by PA 07-190, An Act Concerning Textbook Loans.

10-229 Change of textbooks.

Policy adopted: December 17, 2013

AVON PUBLIC SCHOOLS

Avon, Connecticut

Instruction**Selection of Educational Materials**

1. All educational materials must support and be consistent with the approved district's curriculum and related learning objectives, and take into consideration the diverse interests, abilities, age and maturity of students.

2. In addition, the selection and evaluation of educational materials will consider the following:
 - a. Educational significance and purpose;
 - b. Physical format;
 - c. Presentation, including special features such as indexes, tables of contents, illustrations, photographs, maps, charts and graphs;
 - d. Measured readability level;
 - e. Authenticity and accuracy of factual content;
 - f. Artistic quality and/or literary style;
 - g. Technical production or construction that is well crafted, durable, manageable and attractive; and
 - h. The recommendations from faculty, administrators, and if appropriate, students and parents.
3. In selecting material on subjects that may emerge as topics of controversy, the selection and evaluation will be consistent with Policy No. 6144.
4. Material will be selected based on the educational value in its entirety rather than elements such as words, phrases and incidents that some may find objectionable.
5. Gifts of library materials will be accepted if they satisfy the selection criteria listed above.
6. Materials will be purchased in a variety of formats with efforts to incorporate emerging technology.
7. A movie can be a valuable supplement to the curriculum when used to reinforce concepts and skills. Teachers may show a movie that is included as an approved supplementary resource material in the curriculum; but all other movies require the approval of the Principal. As with all educational media, previewing a movie is necessary to determine its appropriateness for the age of the student and relevance to the curriculum.
 - a. Elementary school teachers may show a "PG" rated (rated after 1984) movie with the approval of the Principal and written consent of the parent.
 - b. Middle school teachers may show a "PG" or "PG-13" rated (rated after 1984) movie with the approval of the Principal and written consent of the parent.
 - c. High school teachers may show "PG-13" or "R" rated (rated after 1984) movies with the approval of the Principal and written consent of the parent.
 - d. Teachers will notify the parents one week prior to the showing of the movie. Notification will include the movie rating, the reasons for the rating, the content that may be considered objectionable or controversial; the educational value of the movie; and the unique historical, cultural or literary qualities of the movie.
 - e. Teachers will provide an appropriate and alternative assignment for the student whose parent finds the movie objectionable.
8. Periodic re-evaluation of the library collection is essential to maintain a relevant, attractive and educationally useful collection. The criteria for removing materials from the collection include poor physical condition, obsolete subject matter, lack of student or faculty interest and inaccurate information.
9. Building administrators are responsible for reviewing, approving and maintaining current and accurate inventories of all collections of all supplemental instructional materials used to deliver the approved district curriculum maintained as a part of "teacher libraries." The inventories are to be submitted annually by November 1st to the Assistant Superintendent for Teaching and Learning.

Procedures for Approval of All Textbooks and Instructional Materials

1. All textbooks as defined by Policy #6161 are subject to the following approval process. Only textbooks deemed appropriate to support the approved district curriculum and related learning objectives will be recommended by the administration for approval by the Avon Board of Education. Final recommendations for approval will also take into consideration the diverse interests, abilities, ages and maturity of students.
2. The following steps will be implemented by the administration of the district each time textbooks are being considered, changed (includes new editions of those previously approved) and recommended for

von Board of Education approval:

- District curriculum committees, operating under the direction of the Assistant Superintendent for Teaching and Learning, will review and select appropriate textbooks that meet the criteria as outlined in Policy #6161.
- District curriculum committees, operating under the direction of the Assistant Superintendent for Teaching and Learning, will present their selection of appropriate textbooks to the district's Curriculum Professional Development Council, whose membership will include no fewer than two members of the Avon Board of Education. Presentations of textbooks will include written summaries of the following:
 1. Title
 2. Author(s)
 3. Publication date and publisher
 4. Statement of correlation to district strategic plan
 5. Statement of correlation to approved district curriculum
 6. List of other textbooks considered
 7. List of other CT school districts using recommended textbooks
 8. Confirmation that the recommended textbooks have online/Internet support or other such supports
- All textbooks being recommended for consideration and approval by the Avon Board of Education requires no less than a two-thirds approval by the Curriculum Professional Development Council.
- Upon the acceptance of the recommendations by the Superintendent's or his/her designee, the Avon Board of Education will be notified by the Superintendent of Schools or his/her designee that a change in textbooks is being considered for recommendation to the Avon Board of Education. This notice will commence a period of time of no less than thirty (30) days whereby members of the Avon Board of Education and the public will have the opportunity to review the textbooks being recommended.
- The Superintendent of Schools or his/her designee will also provide the Avon Board of Education at least on week notice that a scheduled vote regarding any textbooks will be placed on an Avon Board of Education agenda.
- All requests for approval of textbooks by the Avon Board of Education will be listed as "New Business" on any meeting agenda.

Procedures for Responding to Public Requests for Consideration or Complaints about Educational Materials

1. Any individual who has a concern about the appropriateness of or a complaint about any educational material should discuss the matter with the teacher or librarian.
2. If after discussion with the teacher or librarian, the individual continues to challenge the appropriateness of the educational material, the individual will complete a *Request for Reconsideration of Educational Materials* form.
3. A committee designated by the Principal will review and complete a written response to the request for reconsideration within three weeks of receiving the completed form. Besides the selection criteria listed above, the following questions will also guide the committee's discussion and response:
 - How is the educational material used to support teaching and learning?
 - Is the educational material identified in the core or supplementary instructional materials list of the curriculum guide? If no, who authorized the use of this material?
 - Have there been other objections regarding this instructional material?
 - Do the objections to the educational material have any merit?
4. The individual may appeal the committee's response, in writing, to the Superintendent of Schools or his/her designee within ten days of receipt of the committee's response.
5. The Superintendent of Schools or his/her designee will review the appeal and render a written position on the appeal within ten working days of the receipt of the appeal notice.
6. The individual may appeal the position of the Superintendent of School of his/her designee, in

writing, to the Avon Board of Education within ten days of the response of the Superintendent or his/her designee.

Regulation approved: December 17, 2013

AVON PUBLIC SCHOOLS

Avon, Connecticut



Instruction

Challenge of Instructional Materials

From time to time, staff members and/or residents of the Town of Farmington or parents of Farmington students may question the use of textbooks, library books or other instructional materials. The Superintendent of Schools shall establish a procedure for reconsideration of the challenged materials.

Policy adopted:

March 4, 2002

Challenge of Instructional Materials

When a parent, staff member or resident challenges the use of a particular textbook, library book or instructional materials, that person shall be asked to present that challenge in writing, to the Building Principal and school librarian or department chairperson using a form provided by the Superintendent of Schools. The Principal shall appoint a committee of three made up of the school librarian and two teachers who will read the material and render their decision to the Principal. Should the committee decide that the material does not meet the criteria of the material selection policy, an appropriate resolution will be agreed upon by the committee and reported to the complainant, the Superintendent and the Board of Education.

If the complainant is not satisfied, the written challenge may be resubmitted to the Superintendent of Schools. The Superintendent will review the appeal and make a decision regarding the material under question and inform the complainant and the Principal.

The complainant may appeal the Superintendent's decision by notifying him/her in writing. The Superintendent shall then notify the Chairperson of the Board who will in turn appoint a committee. The committee will consist of a school librarian, a public librarian, a citizen, a subject specialist in area of material and a psychologist or a child development specialist. The committee will review the challenged material and make its recommendation to the Board of Education whose decision will be final.

Challenged material shall remain in use during the process of review. Each step in the review process shall not exceed 20 working days. Challenged materials once judged appropriate, shall be reviewed, if challenged again, only if the Superintendent determines that circumstances so warrant.



Instruction-

GUIDELINES FOR THE SELECTION AND THE RECONSIDERATION OF LEARNING RESOURCE MATERIALS

For purposes of these guidelines, the term “learning resource materials” will refer to any material (whether acquired from commercial sources or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include but are not limited to books, supplementary reading and informational materials, video recordings, sound recordings, software, electronic media, electronic subscription services, periodicals, pictures, charts, diagrams, slides, transparencies, flash cards, games, globes, kits, maps, and models. Textbook selection is guided by state statute and is described in Board of Education Policy #6161.

I. Selection of Learning Resource Materials

A. Gift of Learning Resource Materials:

A gift of learning resource materials, including learning resource materials donated by teachers, parents and students, free materials, commercially sponsored materials and materials donated as a result of a grant, shall be judged by the selection criteria outlined and shall be included in library media collections or used as classroom resources based on those criteria.

B. Criteria for Selection of Learning Resource Materials:

The professional staff is responsible for recommending learning resource materials which fulfill the guiding principles established by the Board of Education. Recommended materials should provide information and experiences that:

1. Implement, enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity of the students served.
2. Stimulate growth in factual and conceptual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Enable students to make intelligent judgments in their daily life.
4. Provide opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media.
5. Accurately present the achievements and accomplishments of individuals and groups from all ethnic and racial backgrounds and of both sexes.
6. Place the principle of open access to ideas above personal belief and reason above prejudice.

7. Are free of bias and intolerance in the areas of gender, race, color, religion, age, national origin, marital status, sexual orientation and disability.

Beyond these guiding principles, professional staff members are expected to become thoroughly familiar with the learning resource material and consider the following additional criteria for selection:

- Learning resource materials shall support and be consistent with the general educational goals of the district, and the aims and objectives of the Region #14 curricula. The learning resource materials shall also support individual schools and specific instruction.
- Learning resource materials shall meet high standards of quality in authoritativeness, accuracy, artistic quality, literary style, authenticity, integrity, educational significance, factual content, physical format, presentation, technical quality, functionality, and readability.
- Learning resource materials shall be appropriate for the subject area and circumstances of use, and for the age, emotional development, grade level, learning styles and social development of the students for which the materials are selected.
- Learning resource materials shall provide a background of information that will encourage students to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to understand the many important contributions made to our civilization by diverse groups.
- The selection of learning resource materials on controversial issues will be directed toward providing differing viewpoints to encourage students to engage in critical thinking. Learning resources materials on controversial issues may be representative of particular points of view. The work must be judged as a whole, not on the basis of isolated passages. For some topics, biased or slanted resources may be included to meet specific curriculum objectives (e.g. to recognize propaganda and its purpose in a given context). Materials should not be excluded solely due to the origin, background or views of those contributing to their creation.
- Learning resource materials shall be selected for their overall strengths rather than rejected for their weakness.

C. Selection of Library Media Materials

1. Mission of School Library Media Centers

The library media center is an integral component of the educational program in Region #14. The role of the library media center is to implement, reflect and enrich the educational program of the school by providing a balanced collection of a variety of materials in multiple formats. Materials should serve both the breadth of the curriculum and the needs and interests of individual students. In addition to supporting the instructional programs of the school, library media centers ensure that students are effective users and producers of ideas and information by:

- Providing information resources and services to support their academic, artistic and independent needs;

- Developing technology and information literacy skills;
- Providing a welcoming physical and virtual environment that promotes appreciation for lifelong reading and learning.

2. Responsibility

The selection of library media resources may involve input from some or all of the following: administrators, library media specialists, teachers, parents, students, Board of Education and community members. The direct responsibility for coordinating requests and recommendations and acquiring library media resources rests with the school library media specialist. As part of the selection process, the library media specialist will consult reputable, professionally prepared selection guides and other appropriate review resources

3. Criteria for the selection of library media materials

In addition to the criteria in section B above, materials selected for inclusion in the library media center's collection should reflect the school library media center mission and:

- Be current and authoritative
- Encourage life-long reading and learning
- Support district reading literacy initiatives
- Provide resources to support instruction
- Further the professional development of teachers

4. Weeding

The school library media center's function is to support the curriculum with accurate and up-to-date materials; it is not to serve as an archive. Weeding is the systematic and deliberate removal of materials from the library media collection. The library media specialist shall be responsible for periodic weeding of all library media center resources based upon guidelines established by the *American Library Association*.

II. Reconsideration of Learning Resource Materials

A. Guiding Principles:

Students will have access to a wide range of materials at varying levels of difficulty with diversity of appeal and the presentation of different points of view. Despite the quality of the selection process, occasional challenges to learning resource materials may occur. Any resident or employee of the school district may raise objection to a learning resource material used in the district's educational program. This procedure is designed for open discourse regarding the viewpoints and opinions of those persons in the schools and the community who are not directly involved in the selection process.

- When learning resource materials are challenged, the importance of the freedom to read/listen/view must be considered.
- Access to the challenged learning resource material shall not be restricted during the reconsideration process.
- Challenged learning resource material shall be considered on its own individual merits or flaws.
- If the objection can not be resolved informally, a Reconsideration Committee shall be convened to determine the appropriateness of the learning resource material using the district's guidelines and criteria for selecting learning resource materials.
- Internet resources are not subject to reconsideration under these guidelines.
- A decision to sustain a challenge shall not constitute a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

B. Procedure for Processing a Request for Reconsideration of Learning Resource Material:

If the school receives a complaint regarding learning resource material, all parties shall be respectful of each other's viewpoints and open to discourse. All parties should also allow the process to be completed before sharing information widely so the integrity of the process will not be compromised.

Informal Reconsideration

1. The building administrator (or Superintendent in the case of objections to textbooks) and other appropriate staff shall meet with the complainant to attempt to resolve the issue in an expeditious manner.
2. The administrator or other appropriate staff member shall explain the selection guidelines and criteria used for the selection of the learning resource material; the particular place the questioned resource occupies in the educational program; its intended educational usefulness; and any additional information regarding its use.
3. The complainant shall be provided with copies of Board Policy No. 6161 and the *Guidelines for the Selection and Reconsideration of Learning Resource Materials* as well as a *Request for Reconsideration of Learning Resource Materials* form
4. The complainant shall also establish whether his/her request is for reconsideration of a learning resource for his/her individual child or for its use by other students.
5. If the request is for the complainant's individual child only and the administrator is unable to resolve the complaint, the complainant will be referred to the Superintendent for further discussion and exploration of alternatives.
6. If the complainant wishes to request reconsideration of the learning resource material for broad use (other students), then the *Request for Reconsideration of Learning Resources* form must be submitted to the Superintendent's office and the committee procedures outlined below should be followed.
7. If the complainant fails to complete and return the complaint within five (5) school days of receipt of the form, the complaint will be considered withdrawn.

Formal Reconsideration

1. Within ten (10) school days of the receipt of a *Request for Reconsideration of Learning Resources* form, the Superintendent's designee shall appoint a Reconsideration Committee. The committee shall include the following membership: the building principal or other administrative designee, the teacher(s) and department coordinator(s) (secondary level only) involved with the learning resource, a school psychologist (as needed), the building library media specialist, and three parents (other than the complainant). The parent representatives will be annually appointed as needed and represent each school level. The Superintendent's designee may include other district staff deemed to offer expertise in the content area that is the subject of the request for reconsideration.
2. In the case of a textbook challenge, the *Request for Reconsideration of Learning Resources* form shall be submitted to the Superintendent and the Board of Education shall serve as the Reconsideration Committee. They shall follow similar procedures as those defined for the Reconsideration Committee process used for all other learning resource materials, as noted below
3. The Superintendent's designee shall arrange for a Reconsideration Committee meeting as quickly as possible after the complaint is filed, giving the committee members an appropriate amount of time to read or examine the work in its entirety before the meeting. In the case of non-print learning resource materials, the committee may choose to view the material during a committee meeting and shall review the material in its entirety. The Reconsideration Committee may also consult additional district staff or other resources.
4. The Reconsideration Committee shall review the challenged learning resource material and judge whether it conforms to the principles of selection outlined in the district's *Guidelines for the Selection of Learning Resource Materials*. At the first committee meeting, the committee will:
 - a. Review the Region #14 Selection of Learning Resource Materials policy and guidelines;
 - b. Review the *Request for Reconsideration of Learning Resource Materials* form submitted by the complainant;
 - c. Read professional reviews of the learning resource material, if available;
 - d. Discuss the challenged material in the context of the educational program and intended audience for which it was selected;
 - e. Form opinions based on the learning resource material as a whole, rather than on passages or sections taken out of context;
 - f. Discuss the challenged learning resource material based upon documents supplied by the complainant, in the context of its use in the educational program;
 - g. Choose to schedule a second meeting if more discussion or information is necessary;
 - h. In the event a complainant is a parent/guardian of a student, all reasonable efforts shall be made to protect the identity of the complainant. Names or other forms of identifiers shall not be shared with parent representatives. However, Region #14 can not ensure anonymity and may have to release the identity of the complainant as required by law.
5. The final decision will be based on a response to the complaint as presented and will include one of the following statements:
 - a. It is the consensus of the Reconsideration Committee that the learning resource material is compatible with the philosophy and criteria of the selection guidelines and should not be restricted or removed;

b. It is the consensus of the Reconsideration Committee that the learning resource material is compatible with the philosophy and criteria of the selection guidelines, but should be restricted to conditions specified by the committee, or in the case of a textbook, by the Board of Education;

c. It is the consensus of the Reconsideration Committee that the learning resource material is not compatible with the philosophy and criteria of the selection guidelines and should be removed/replaced. (Where the Board serves as the Reconsideration Committee, the Board may not change textbooks except by a two-thirds vote of all members of the board, notice of such intended change having been previously given at a meeting of such board held at least one week previous to the vote upon such change.)

6. Resolution:

a. The Reconsideration Committee shall prepare a written decision, including the meeting date(s), a summary of the findings and a list of the individual committee members that participated.

b. The Superintendent or designee will notify the complainant of the decision and provide the complainant with a copy of the committee's written decision.

c. In the case of a non-textbook request for reconsideration, within ten (10) calendar days of receipt of the decision, the complainant may appeal a decision of the Reconsideration Committee to the Superintendent of Schools. The Superintendent shall review the written decision of the Reconsideration Committee and make a final decision.



In instances where a controversial issue arises on an unanticipated basis during the course of a class discussion, as the result of a student's question, or in the coverage of current events, and where that issue is neither directly related to the course content nor specified as a part of the curriculum, the teacher may deal with the issue on a limited basis, recognizing the existence of legitimate student interest and devoting sufficient time to the question to assure balanced, impartial coverage.

Recognizing the difficult position in which teachers will sometimes be placed in carrying out this policy and in giving students an opportunity to study a controversial issue, the Board places trust and confidence in its employees and will support their actions in such a manner that they are protected insofar as possible from anonymous, unreasonable, or ill-considered complaints and to insure youth a well balanced preparation for American citizenship.

Adopted November 25, 2008

6150 NONDISCRIMINATION IN THE INSTRUCTIONAL PROGRAM

6150.1 No Discrimination in Curriculum

It is the policy of the Simsbury Board of Education that no discrimination on the basis of race, color, religion, sex, age, physical or mental disability or national origin or sexual orientation will exist in the school district with regard to programs, curriculum, assignment or educational opportunities.

The Simsbury Public Schools will continually examine its educational programs and activities to be certain that they do not purposely or inadvertently operate to the detriment of any person on any basis prohibited by law, including the grounds of race, color, religion, sex, age, physical or mental disability, sexual orientation or national origin.

This school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

1. equal right and opportunities for students and staff members in the school community.
2. equal opportunity for all students to participate in the total school program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.

4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to all students.
6. an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Each student will be advised of his/her right to an equal opportunity to participate in school programs without discrimination of any kind through student handbooks and/or other means.

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools
10-15c Discrimination in public school prohibited
10-18a Contents of textbooks and other general instructional materials
10-226a Pupils of racial minorities
10-145a(b) Certificates of qualification for teachers; Intergroup relations programs
10-220 Duties of boards of education, as amended by PA 97- 290, An Act Enhancing Educational Choices and Opportunities.
Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq. Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Revised June 27, 2006

**ADMINISTRATIVE REGULATION
NONDISCRIMINATION IN THE INSTRUCTIONAL PROGRAM**

The Library/Media Center collaborates with classroom teachers in selecting and using materials that are an integral part of the curriculum. The materials are selected for interest, vocabulary, maturity and ability levels for students within the school.

The selection of resource materials shall be in accordance with the American Association of School Librarians Bill of Rights for the Unified School Media Program as stated below.

- Enriching and supporting the curriculum, taking into account interests and reading level.
- Developing the student – intellectually, emotionally, culturally and spiritually.
- Including different points of view on controversial issues to enable the students to develop the ability to read and think critically and make intelligent judgments.
- Representing all ethnic, religious and cultural backgrounds.
- Creating a comprehensive and appropriate quality collection for students placing principle and reason above personal opinion.

Selection of materials will follow the Nondiscrimination in the Instructional Program policy of the Simsbury Board of Education.

Selection Process

Responsibility for the final selection shall be delegated to professionally trained library/media personnel who know the course of study, the methods of teaching and the individual differences of the pupils in the schools for which the materials are provided. Such selection is to be in accordance with the statement of philosophy.

Reputable, professionally prepared selection aids, such as H.W. Wilson's standard catalogs, Booklist, Library Journal, School Library Journal, Library Media Connection, Kirkus Reviews, professional association booklists and other professional journals are used in the selection process as well as teacher and student input. Print materials are judged by the guidelines set forth by the American Association of School Libraries.

All non-print materials are previewed prior to purchase. Non-print materials are judged by the evaluation criteria drawn up by the Association for Educational

Communications and Technology. However, the selection will not be limited to such criteria.

Controversial Materials Procedure

Questions regarding the suitability of specific library materials should be directed to the respective Library Media Specialist and /or Building Principal. If a satisfactory outcome cannot be reached at the building level, criticisms of library materials must be submitted to the Assistant Superintendent for Teaching & Learning on the Citizens' Request Form for Re-Evaluation of Library/Media Center Materials.

A Review Committee comprised of Assistant Superintendent for Teaching & Learning, Building Administrator, Library Media Specialist, and representative teachers will determine the validity of the objection. The Review Committee shall function at the call of the Assistant Superintendent for Teaching & Learning upon receipt of a complaint. The material shall be considered with the specific objection in mind. The decision of the Review Committee shall be completed as quickly as possible and then forwarded to the complainant.

The review of questioned materials shall be treated objectively and as an important matter. Every opportunity shall be afforded those persons or groups questioning school materials to meet with the committee and to present their opinions. The best interest of the students, curriculum, school and the community shall be of paramount consideration. No material shall be removed from use until the Review Committee has made a final decision. Appeals from the decision of the committee may be made to the Superintendent of Schools.

Adopted November 25, 2008

**CITIZEN'S REQUEST FORM FOR RE-EVALUATION OF
LIBRARY /MEDIA CENTER MATERIALS**

Initiated by _____

Address _____

Phone _____

Representing

Self _____

Organization/group _____

Parent _____

School _____

_____ Other (identify)

Material questioned

Book
Author _____

Title _____

AV Material
Media Type _____

Title _____

Other Material
Type _____

Title _____

Please respond to the following questions. If sufficient space is not provided,
please use additional paper.

1. Have you seen or read this material in its ENTIRETY?

_____ Yes _____ NO

2. To what do you object? (Please cite specific passages, pages, etc.)

3. What do you believe is the main idea of this material?

4. What do you feel might result from use of this material?

5. What reviews of this material have you read? (Give complete bibliographic citations.)

6. For what other age group might this be suitable?

7. What action do you recommend that the school take on this material?

8. In its place, what material do you recommend that would provide adequate information on the subject or serve the same educational purpose?

Signature_____

Date_____



Book	Wilton Board of Education Policies and Regulations
Section	Series 6000: Instruction
Title	Policy: Controversial Issues in the Curriculum
Code	6144
Status	Active
Adopted	October 22, 1974
Last Revised	August 30, 2016
Last Reviewed	October 27, 2016

The discussion and study of controversial issues shall be objective and scholarly, with a minimum of emphasis on opinion. The teacher shall approach controversial issues in the classroom in an impartial and unprejudiced manner, and must refrain from using classroom privilege and prestige to promote a partisan point of view. Complaints regarding the teaching of controversial issues shall be taken up in accordance with policy 1312 "Complaints about Conduct of the Schools."

Legal	Connecticut General Statutes § 10-16e; §10-19; § 10-229
Cross References	Policy 1312 Complaints About Conduct of the Schools Policy 6153.1 Field Trips and Other Extensions of Classroom Instructional Activities





Book	Wilton Board of Education Policies and Regulations
Section	Series 6000: Instruction
Title	Regulation: Controversial Issues In Curriculum
Code	6144
Status	Active
Adopted	October 22, 1974
Last Revised	May 8, 2012

Both principals and Instructional Leaders shall be responsible for informing all staff members of the policy on coverage of controversial issues in the curriculum. In doing so they shall emphasize the basic assumption that the school is providing an opportunity for students to study controversial issues, not teaching controversial issues.

A teacher who is in doubt concerning the advisability of discussing certain issues and materials in the classroom shall confer with his/her principal as to the appropriateness of doing so. The building principal should involve the Instructional Leader, or he/she may establish a special review procedure to be followed. If the teacher and principal are unable to agree, the issue should be referred to the Superintendent or his/her delegated agent.

Complaints can be resolved most expeditiously if they are taken first to the staff member or administrator immediately in charge of the area in which the problem arises, then through successive administrative levels to the Superintendent, and subsequently to the Board of Education, if necessary. Whenever a complaint dealing with the handling of a controversial issue in the curriculum or in the classroom is made directly to the Board as a whole or to a Board member as an individual, it shall be referred to the Superintendent for study and possible resolution through normal channels.

If a specific employee is involved because of the circumstances, that employee shall be advised of the nature of the complaint and shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.

Failing to reach a satisfactory resolution to the problem or complaint with the administrator immediately in charge of the area in which the problem arises, the complainant shall be encouraged to ask for review and further consideration through successive administrative levels to the Superintendent, and subsequently the Board of Education, if necessary, as indicated below.

The administrator shall promptly provide the Superintendent with a written report including:

- A statement of the complaint prepared by the complainant and using the format appended to this regulation.
- A summary of the positions taken on both sides of the matter during his/her study of the complaint.
- A summary of the opportunity afforded both sides to be heard.
- A statement on how the complainant would propose to resolve the matter.
- A statement on how the staff member (s) involved would propose to resolve the matter.
- A recommendation on how the complaint can best be resolved from the point of view of the administrator.

If the complaint has not been resolved at the building level, the Superintendent shall establish a review committee composed of the Administrator for Curriculum and five or more members selected from the administrative and instructional areas directly concerned.

In their deliberations, the review committee shall consider the educational philosophy of the school district, the professional opinions of other teachers of the same subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher's own stated objectives in using the materials, and the objections of the complainant.

The findings of the review committee shall be in writing and be transmitted to the Superintendent who will make a decision on the course of action to take and meet with the complainant for purposes of resolving the matter.

The Superintendent shall submit the reports from the building level and district review committee, along with his/her recommendation to the Board, if it becomes necessary to resolve the complaint.

An individual student may be excused from class activities involving the controversial issue in question. The teacher will then assign the student alternate activities of equal merit. Although individuals may be excused from the activity, the continuation of the activity by class, school or district shall not be restricted until final disposition has been made in accordance with this regulation.

Wilton Public Schools Appendix to 6144

Complaint on Handling of a Controversial Issue

This is the format we request a citizen to use to ensure smooth, expeditious consideration of a complaint on the handling of a controversial issue in the school program. We realize there is not enough space to respond adequately to these questions and would prefer that you use other sheets, following this format.

Please summarize the nature of the issue which gives rise to the complaint: _____

Do you know if the issue involved is a part of an accepted and approved curriculum? Yes ____ No ____

Do you know if opposing points of view were also presented as it would pertain to this issue? Yes ____ No ____

Would you please specify your objection regarding the matter under consideration?

For example, if it is thought the controversial issue should not be in the curriculum at all, please give reasons and indicate what you feel might be the result of including this controversial issue in the curriculum: _____

For example, if it is thought the controversial issue should not be in the curriculum at this grade level and curriculum area, please indicate why and suggest another grade level and curriculum area: _____

For example, if it is thought the instructional methods were inappropriate, please explain: _____

For example, if it is thought the resource materials used were inappropriate, please explain: _____

What would you suggest in its place?

Other specific concerns:

Signed	Date
--------	------

Legal	Connecticut General Statutes § 10-16e; §10-19; § 10-229
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Cross References	Policy 1312 Complaints About Conduct of the Schools Policy6153.1 Field Trips and Other Extensions of Classroom Instructional Activities
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K-3 Reading In Darien

Agenda

- Why the shift?
- Timeline/History of “Reading Wars”
- Definition of Terms
- Curricular Resources in Darien
- What Remains Unchanged in our Practice
- Shifts in our Curriculum and Instruction
- Next Steps

Why the Shift?

“

*32% of America's 4th graders and
24% of the nation's 8th graders are
reading below grade level. (NAEP, 2022)*

Ongoing Research About How Kids Learn to Read

- Comprehension begins with oral language
- Intentional Phonemic Awareness instruction
- Phonics instruction - systematic
- High Frequency Words are learned by orthographic mapping
- Cueing for V-SM
- Decodable texts

CT Right to Read Legislation - July 2022

Oversight	Accountability	Support
Coordinated statewide plan for reading and the establishment of the Center for Literacy Research and Reading Success	Legislation requires specific K-3 Universal Screening Reading Assessments and use of reading curricula/programs based on SOR	Provision for state-supported professional development and a plan to collaborate with higher education to align teacher preparation



Background

- **Timeline since January 2022 presentation**
- **History of the “Reading Wars”**

What's happened since our last update?

May 2022

- Program Submission
- CSDE Program Review

September 2022

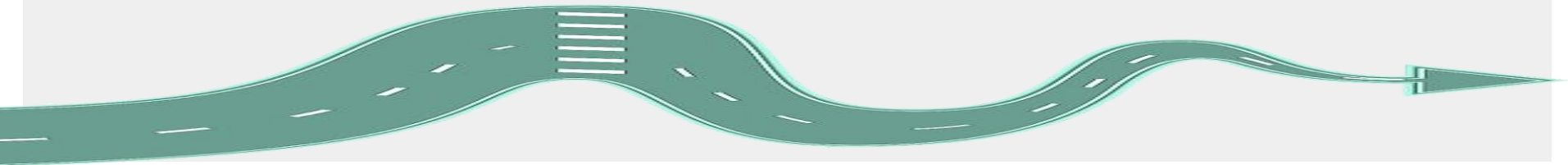
- Program Approval Communication

December 2022

- Survey due
 - Implement approved reading program
 - Request waiver
 - Request extension

Ongoing

Explosion in journalism and social media about the “science of reading”



The Debate is not new!

1950's

Why Johnny Can't Read

Lack of phonics created a national crisis

1960's - 70's

Learning to Read: The Great Debate

Phonics vs. whole word approach

1983

A Nation at Risk

Standards and Accountability to fix a failing education system

2002

Reading First (NCLB)

Scientifically-based reading instruction

2015

Every Student Succeeds Act

States measure performance in reading, math, and science

2022

Science of Reading

State level legislation

The Story in the Media

- Kids are not being taught how to read.
- A systematic structured phonics approach is the only way to teach reading effectively.
- Most teachers use a balanced literacy or “three-cueing approach”.
- Teachers incorporate very little phonics, and instead teach kids to guess at words.



Best Practices in Reading Instruction

- Students do need explicit systematic phonics and phonemic awareness instruction.
- Research points to a broad set of skills required to become proficient at reading.
- Science of reading encompasses research in education, psychology, linguistics and neuroscience.
- A cueing system is used to analyze running records.
- Meaning is important; prompting should be first for decoding, then checking for understanding.

Definition of Terms

Balanced Literacy

A framework, comprised of whole class and small group methods of instruction

Orthographic Mapping

Process of connecting sounds in words to letters to store a word in memory

Phonemic Awareness

The ability to hear and manipulate sounds in spoken words

Cueing

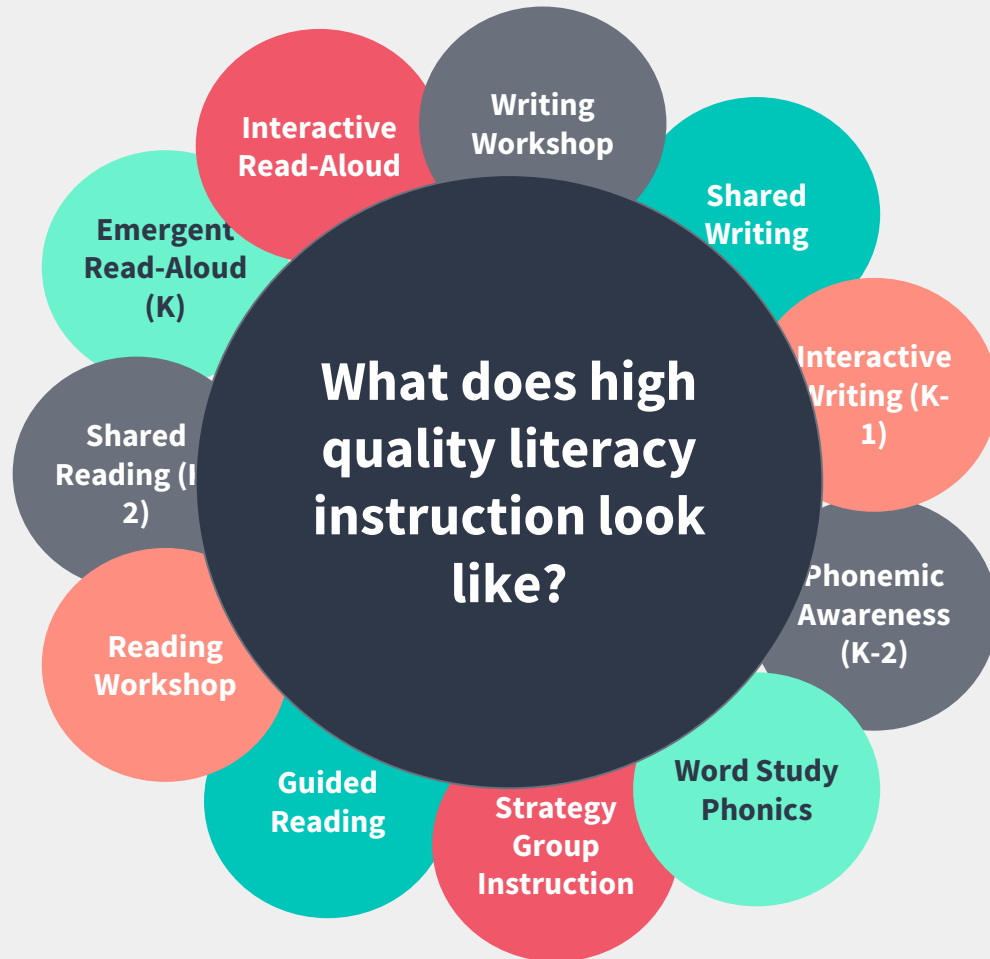
A strategy that prompts readers to use multiple sources of information to figure out words

Phonics

The understanding that letters represent sounds

Decodable Texts

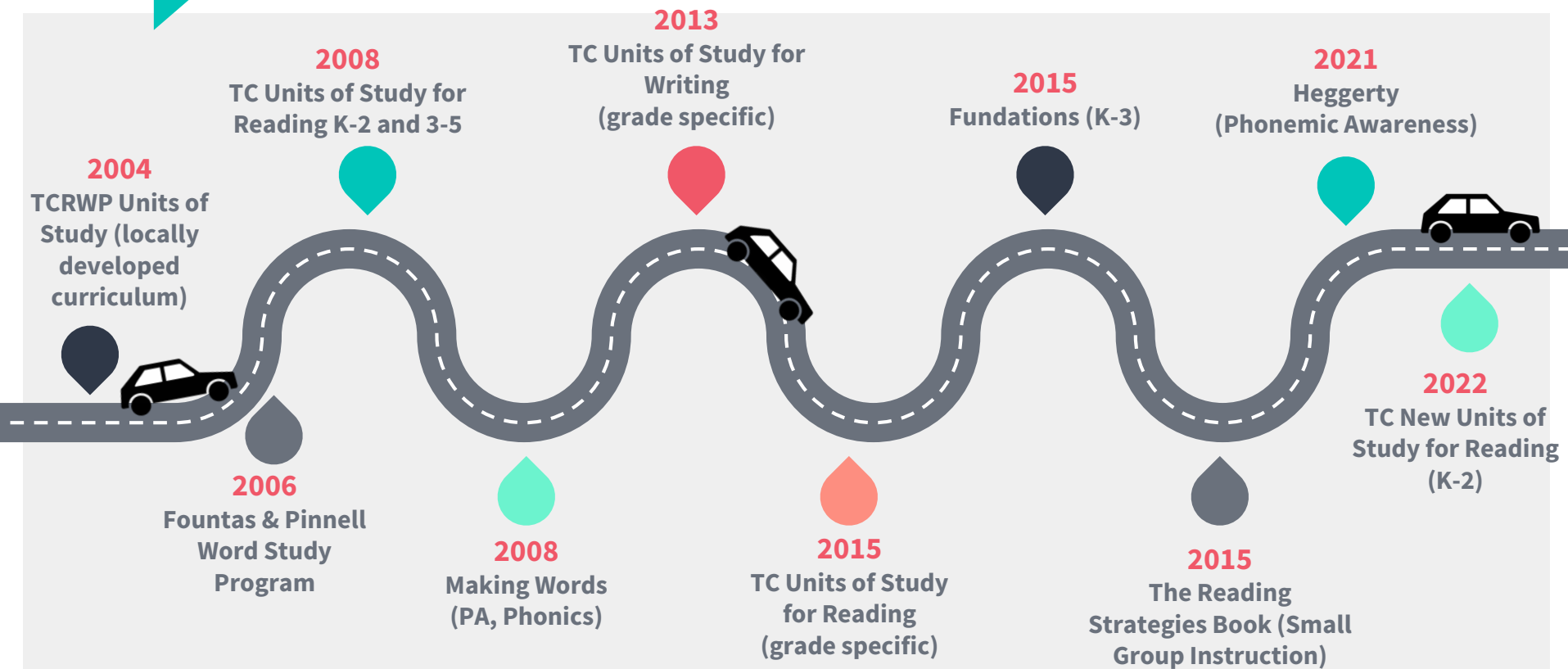
Texts with words that contain only the phonics concepts readers have learned





Curricular Resources in Darien

History of Resources in Darien's K-3 Reading Curriculum



Evidence of Research-based Reading Instruction in Darien

- **What has remained the same?**

How our Instruction Addresses the Science of Reading

- Explicit phonemic awareness instruction using Heggerty program
- Explicit, systematic phonics instruction in grades K-3 using Foundations
- Explicit instruction in comprehension, fluency, critical thinking/text analysis
- Explicit instruction in oral language development, vocabulary, academic discourse through read-aloud
- Data-driven small group instruction
- Adherence to Scientifically Research-Based Intervention (SRBI) process

Tiered Intervention (SRBI) in Darien

- High-quality instruction for all students
- Universal screening and assessments
- Criteria for intervention
- Additional instruction for students not meeting grade level benchmarks (3 tiers)
- Targeted goals
- Progress monitoring
- School-based data teams review progress, adjust plans
- Communication with families



How is our Reading Instruction Evolving?

What are the instructional shifts?

- Strengthening phonemic awareness instruction: Heggerty in Gr. 1, assessment to ensure phonemic proficiency
- Strengthening comprehension and oral language development
- High frequency word instruction through orthographic mapping
- Prioritizing print strategies - prompting for decoding and blending
- Using decodable texts to practice phonics
- Incorporating new assessments for progress monitoring
- Aligning professional development to support SOR for all staff

How have our new reading materials changed?

- More attention to explicit phonics instruction and transfer
- Assessments embedded in each unit across the year
- Small group lessons to address challenges
- Prompts for coaching students in word solving, fluency, and comprehension
- Less reliance on picture support
- No reference to “guessing” at words
- Additional lessons in foundational skills
- Addition of decodable texts
- Instructional texts are at/above grade level

Next steps for Darien

DECEMBER 2022

Submit Survey to CSDE

ONGOING

**Provide high-quality
professional learning to all
staff in SOR**

FEBRUARY 2023

**Complete waiver
application when available**

**Address the gap for
students not meeting
benchmark**

We believe...

All students need explicit instruction in phonemic awareness, phonics, vocabulary, fluency, reading behaviors and comprehension strategies.



Reading is complex and requires a mix of instructional methods and materials.



Motivation stems from being part of a literacy rich environment with texts that all students can and want to read and peers who talk about books.



Students need choice and ownership in learning.



Fostering a love of reading is essential.



At the heart of all good instruction is an expert teacher who uses a knowledge of their students, research-based strategies, and formative assessments to personalize instruction.

Discussion

Appendices (Samples of new resources)

Appendix A

Overview of a Balanced Literacy Framework

Appendix B

Sample Kindergarten scope and sequence of suggested assessments to drive instruction across the year

Appendix C

Sample teaching points in a Kindergarten reading workshop unit (Super Powers)

Appendix D

Sample Grade 1 Word-Solving Coaching Guide

Appendix E

Sample Grade 1 Comprehension Coaching Guide

Appendix F

Sample Phonological Awareness Extensions (additional lessons) for Grade 2

Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)

Memorandum

Date: November 16. 2022

To: Dr. Alan Addley, Superintendent of Schools
Dr. Christopher Tranberg, Assistant Superintendent

From: Ellen Dunn, Principal DHS

Re: New course proposals and proposed changes to existing courses

The Darien High School Curriculum Council, with the support of the administration, proposes the addition of 3 new course offerings for the 2023-24 school year. The course proposals for American Sign Language, Spanish 5/6: Hispanic Culture through Art, and Guitar Ensemble are attached.

In addition, there are several proposed changes to existing courses as follows:

Course Name Changes:

Spanish 5 to Spanish 5/6: Hispanic Culture through Film

Students who enroll in “Spanish 5” have previously taken 300 Spanish 4. Many of the students who take 300 Spanish 4 are now sophomores and may not continue on to AP Spanish Language & Culture as juniors or seniors. In order to create two years of 300 level Spanish options for those students who would like to continue their language study, we have proposed a new course entitled, “300 Spanish 5: Hispanic Culture through Art. This necessitates a name change for the current “Spanish 5” course to reflect more accurately the current curriculum which uses film as the content focus. These two options will provide students with two choices for advanced Spanish studies at the 300 level. Juniors selecting this course, or Spanish 5 with an art focus, may also develop their skills with one additional year of Spanish 300 and may choose to enroll in AP Spanish Language as seniors. If this course and the newly proposed course are both taken, the transcript will reflect Spanish 6 in the senior year in order to accurately reflect an additional year of Spanish language.

Four-year Spanish sequence for MOST students after their Freshman Year entry point:			
Freshman Year	Sophomore Year	Junior Year	Senior Year
Spanish 1	Spanish 2	Spanish 3	Spanish 4
Spanish 2	Spanish 3	Spanish 4	Spanish 5 Culture Through Film Spanish 5 Culture Through Art
Spanish 3	Spanish 4	Spanish 5 Culture Through Film	Spanish 6 Culture Through Art
Spanish 3	Spanish 4	Spanish 5 Culture Through Art	Spanish 6 Culture Through Film
Spanish 3 Honors	Spanish 4 Honors	AP Spanish Language & Culture	AP Spanish Literature & Culture
Spanish 3 Honors	Spanish 4 Honors	AP Spanish Language & Culture	Spanish 6 Culture Through Film Spanish 6 Culture Through Art
Other possible sequences for students after their Freshman Year entry point:			
Freshman Year	Sophomore Year	Junior Year	Senior Year
Spanish 1	Spanish 2	Spanish 3 Honors	Spanish 4 Honors
Spanish 2	Spanish 3 Honors	Spanish 4 Honors	AP Spanish Language & Culture
Spanish 3	Spanish 4 Honors	Spanish 5 Culture Through Film Spanish 5 Culture Through Art	AP Spanish Language & Culture
Spanish 3	Spanish 4 Honors	AP Spanish Language & Culture	AP Spanish Literature & Culture
Spanish 3 Honors	Spanish 4 Honors	Spanish 5 Culture Through Film Spanish 5 Culture Through Art	AP Spanish Language & Culture
Spanish 3 Honors	Spanish 4 Honors	Spanish 5 Culture Through Film	Spanish 6 Culture Through Art

Yellow highlighting indicates a new course proposed for the 2023-2024 school year, where an option did not previously exist.

Red highlighting indicates a course renaming for the 2023-2024 school year.

AP Human Geography

We are proposing to open enrollment in this class to grade 11. This class is currently open to seniors at DHS. The reason for this request is to alleviate some of the pressure on senior schedules. Our hope is that by opening enrollment to juniors, we will provide flexibility in planning and reduce pressure on course selection senior year. As juniors with a love for social studies, the opportunity to experience the high expectations of the course will build skills and confidence for the pursuit of other courses in the senior year. This should lead them to appropriately challenge themselves and also create more balanced schedules by distributing AP classes over multiple years according to interest.

AP European History:

We are proposing a change to enrollment practices for this course. Currently, enrollment in AP European History is open to 11th and 12th grade students. The current prerequisites note that departmental approval may allow other students to enroll. We would like to change this to: “open to sophomores concurrently taking Honors World Studies with teacher approval.” Currently, there are sophomores in the course who sought permission to enroll based on their performance in Western Civilizations and their high level of interest in history. The proposed change in phrasing would more clearly alert students to the eligibility with departmental approval. Because of the rigorous nature of the class, opening enrollment to all sophomores would not be appropriate.

African American and Black Studies and Latino and Puerto Rican Studies

The state requires that this class be offered as a full-year course. Students have a diversity of interests and a full-year elective is rather limiting. Students may not sign up for the class if they have other electives they want to take. Last year (2020-2021) we were able to run the course because students were able to register for the class by semester (and did not have to sign up for the 1-year option). This year, we only offered the 1 year option in accordance with state guidelines and we did not have sufficient enrollment to run the class. If we offer a semester of African American and Black Studies and a semester of Latino and Puerto Rican Studies, it will give students flexibility in their schedules to elect the semester courses. We will still offer a full-year version of the course in order to meet the state’s requirements.

Neuroscience and Biopsychology

This proposal is a request to change the course requirements by adding a laboratory component to this science class.

Neuroscience is a field that is evolving since the original proposal. It is the scientific study of the nervous system including its structure and function, evolutionary history, development, genetics, biochemistry, physiology, pharmacology, and pathology. Neuroscience is at the frontier of investigation of the brain and mind. The study of the brain is becoming the cornerstone in understanding how we perceive and interact with the external world and, in particular, how human experience and human biology influence each other.

The additional lab periods would align the course requirements with other science courses and would provide greater opportunity for students to engage in experimentation that furthers understanding and provides authentic experience in the field of neuroscience.

Curriculum Development 2023-24

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

Date: 9/28/2022

Department: World Languages

Proposer: Christina Vázquez Mauricio

Course Title: Spanish 5/6: Hispanic Culture Through the Arts

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 (Honors)
☐ 650
☐ 750
☐ 400 (AP)

6. Fine Arts Requirement:

- ☐ Yes
☒ **No**

7. STEM Requirement:

- ☐ Yes
☒ **No**

8. Humanities Requirement:

- ☐ **Yes**
☒ No

9. 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? How does this course enhance the offerings within your discipline?*

The prerequisite for Hispanic Culture Through the Arts is Spanish 4, Spanish 4 Honors, or AP Spanish Language & Culture. Offering this course will allow students in their 3rd and 4th year to choose between two 300 level Spanish courses based on their interests. It will also provide a 300 level Spanish option for those students who want to pursue a Spanish course in their senior year other than an AP course. Additionally, students who complete AP Spanish Language as juniors, and who do not choose to pursue AP Spanish Literature, may opt for this course as a Spanish 6 offering in their senior year.

Curriculum Development 2023-24

10. 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 meets the needs and interests of DHS students.*

Any student in grades 10, 11, or 12 who has taken Spanish 4, Spanish 4 Honors, or AP Spanish Language and Culture can enroll in this course. There is a need to create another Spanish 5/6 class to:

- give sophomores in 300 Spanish 4 an opportunity to have choice in their course selection as juniors. They will be able to choose between this course or the current 300 Spanish 5 through film course. Either course will allow them to develop their Spanish proficiency before taking AP Spanish Language & Culture as seniors, if they so choose.
- give juniors in 300 Spanish 4 an opportunity to choose to pursue two possible senior level courses at the 300 level. They will be able to choose between this course or the film course.
- provide a Spanish 6 option for students who have taken the current Spanish 5 course in junior year and who do not choose to pursue AP Spanish Language.
- provide an additional course for students who complete AP Spanish Language and do not choose to pursue AP Spanish Literature.

Four-year Spanish sequence for MOST students after their Freshman Year entry point:			
Freshman Year	Sophomore Year	Junior Year	Senior Year
Spanish 1	Spanish 2	Spanish 3	Spanish 4
Spanish 2	Spanish 3	Spanish 4	Spanish 5 Culture Through Film Spanish 5 Culture Through Art
Spanish 3	Spanish 4	Spanish 5 Culture Through Film	Spanish 6 Culture Through Art
Spanish 3	Spanish 4	Spanish 5 Culture Through Art	Spanish 6 Culture Through Film
Spanish 3 Honors	Spanish 4 Honors	AP Spanish Language & Culture	AP Spanish Literature & Culture
Spanish 3 Honors	Spanish 4 Honors	AP Spanish Language & Culture	Spanish 6 Culture Through Film Spanish 6 Culture Through Art

Curriculum Development 2023-24

Other possible sequences for students after their Freshman Year entry point:			
Freshman Year	Sophomore Year	Junior Year	Senior Year
Spanish 1	Spanish 2	Spanish 3 Honors	Spanish 4 Honors
Spanish 2	Spanish 3 Honors	Spanish 4 Honors	AP Spanish Language & Culture
Spanish 3	Spanish 4 Honors	Spanish 5 Culture Through Film Spanish 5 Culture Through Art	AP Spanish Language & Culture
Spanish 3	Spanish 4 Honors	AP Spanish Language & Culture	AP Spanish Literature & Culture
Spanish 3 Honors	Spanish 4 Honors	Spanish 5 Culture Through Film Spanish 5 Culture Through Art	AP Spanish Language & Culture
Spanish 3 Honors	Spanish 4 Honors	Spanish 5 Culture Through Film	Spanish 6 Culture Through Art

Yellow highlighting indicates a new course proposed for the 2023-2024 school year, where an option did not previously exist.

Red highlighting indicates a course renaming for the 2023-2024 school year.

11. Introduction: *Describe the course content and describe the enduring understandings desired as outcomes for students taking the course. Include what will be taught and what essential questions will be pursued by the students. How does this course relate to the existing course offerings and sequence in this subject/department? Will it replace a course previously offered? How does this course specifically reflect the DPS Vision of the Graduate competencies?*

This course will concentrate on the art of the Spanish-speaking world - visual arts, architecture, short literature selections, and music - to increase students' knowledge and appreciation of the arts while increasing their Spanish communication skills. The course covers works of art beginning with prehistoric cave paintings of northern Spain all the way through today's Hispanic influences on global pop music.

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12. Course Outline:

Please provide a bulleted overview of content topics to be explored during each quarter. Give a brief summary of ideas presented.

Quarter 1: Foundations - foundations of Hispanic art movements that flourished simultaneously on both sides of the Atlantic Ocean, from prehistory to today

- Iberian cave paintings
- Moorish influences on Spanish architecture and poetry
- Indigenous empires

Quarter 2: Reactions - a response to the Spanish conquest and post-colonialism

- Myths - Hernán Cortés, the Popol Vuh
- Spanish royal court painters

Quarter 3: New Definitions

- Cubism and Surrealism
- Modernism

Quarter 4: Modern Identities - Art in, by, and for the public

- Frida Kahlo and Mexican muralists
- Los Chicanos
- Architecture of the American Southwest
- Public art and musical performance in American cities

13. Assessment:

Please list the ways in which students will demonstrate their understanding. (National standardized tests, teacher tests, formative and/or summative mastery. Performance based tasks, portfolios, journals, oral defenses, modeling, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?

Students in this course will also take the STAMP in the Spring as part of their eligibility for the Seal of Biliteracy. As the content focus of the course is the arts, students will create written and oral critiques, participate in debates, and visit local art museums. Students will show their learning through a series of Integrated Performance Assessments (IPAs) to assess the four skills (speaking, reading, writing, and listening) in the four modes (interpersonal, presentational, and interpretive), as well as formative and summative mastery assessments. Students will participate in their own evaluation throughout the course by evaluating their work against models, by participating in in-class activities where they evaluate the work of others using a set of criteria, and by self-evaluation on rubrics. This feedback will build upon students' intermediate language skills as they work towards more advanced proficiency.

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14. 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: Black/Latino Studies	Teacher(s):	Connections: <ul style="list-style-type: none"> • evolution and development of intersectional identities of Black and Latinx communities • resistance and change • how these communities shape US culture/society • examples of action within these communities that address societal issues
Interdisciplinary Course: AP European History	Teacher(s):	Connections: <ul style="list-style-type: none"> • principal themes in modern European history and how they affect(ed) European society, culture, and the arts
Interdisciplinary Course: Historical Art Making	Teacher(s):	Connections: <ul style="list-style-type: none"> • visual arts as a reflection of broader ideas within eras
Interdisciplinary Course: Mural Painting	Teacher(s):	Connections: <ul style="list-style-type: none"> • public art as it impacts human experience
Interdisciplinary Course: AP Human Geography	Teacher(s):	Connections: <ul style="list-style-type: none"> • understanding the interconnectedness among places • population growth, migration, cultural patterns

15. Enrollment:

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

Feeder Course	Enrollment
300 Spanish 4	92
300 Spanish 5 (in its current iteration)	60 juniors
Total	152

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Of the 92 students in Spanish 4, it is expected that half will sign up for this course and the other half will sign up for Spanish 5 Hispanic Culture Through Film. The 60 juniors may continue on to this course or choose to pursue AP Spanish Language other electives. We would expect about 70 students.

16. Department Discussion:

Before submitting this proposal to the Curriculum Council, all teachers and the Department Chair/Department Coordinator 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.

Members of the World Languages Department supported this proposal.

DC Signature: _____ Christina Mauricio _____

17. Budgetary Implications: To be completed by DC

Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Student Textbooks	n/a	n/a	n/a	n/a
Student Workbooks	n/a	n/a	n/a	n/a
Teacher Edition	n/a	n/a	n/a	n/a
Materials				
Curriculum Work	Curriculum Writing	40 hours (10/unit)	\$1,800	\$1,800
Furniture	n/a	n/a	n/a	n/a
Professional Development (training)	n/a	n/a	n/a	n/a
Staffing: FTE	n/a	n/a	n/a	n/a
Other	n/a	n/a	n/a	n/a
Other	n/a	n/a	n/a	n/a

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

Date: 10/17/2022

Department: World Languages

Proposer: Christina Vázquez Mauricio

Course Title: American Sign Language 1

1. Grade Level(s):
Please check all that apply
- | | |
|-------------------------------------|----|
| <input checked="" type="checkbox"/> | 9 |
| <input checked="" type="checkbox"/> | 10 |
| <input checked="" type="checkbox"/> | 11 |
| <input checked="" type="checkbox"/> | 12 |

2. Course Credit: Please check
- | | |
|-------------------------------------|----------------|
| <input type="checkbox"/> | .5 |
| <input checked="" type="checkbox"/> | 1 |
| <input type="checkbox"/> | Other: Explain |

3. Course Level: Please check
- | | |
|-------------------------------------|--------------|
| <input checked="" type="checkbox"/> | 300 |
| <input type="checkbox"/> | 400 (Honors) |
| <input type="checkbox"/> | 400 (AP) |

4. Course Length: Please check
- | | |
|-------------------------------------|----------------|
| <input checked="" type="checkbox"/> | Year |
| <input type="checkbox"/> | Semester |
| <input type="checkbox"/> | Other: Explain |

5. Graduation Requirements: Please check
- | | |
|-------------------------------------|------------------------|
| <input type="checkbox"/> | Required Course |
| <input checked="" type="checkbox"/> | Elective Course |
- * While the course *itself* is not required, a one-year World Language requirement is. This course would satisfy that requirement.

6. Fine Arts Requirement:
- | | |
|-------------------------------------|-----------|
| <input type="checkbox"/> | Yes |
| <input checked="" type="checkbox"/> | No |

7. STEM Requirement:
- | | |
|-------------------------------------|-----------|
| <input type="checkbox"/> | Yes |
| <input checked="" type="checkbox"/> | No |

8. Humanities Requirement:
- | | |
|-------------------------------------|------------|
| <input checked="" type="checkbox"/> | Yes |
| <input type="checkbox"/> | No |

9. *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? How does this course enhance the offerings within your discipline?*

American Sign Language (ASL) is designed to provide students with a learning experience that is different from other, more traditional world language courses, while connecting students to the culture and language of an underrepresented population here in Connecticut and the United States. There are no prerequisites for ASL 1, as it is an introductory course for students. This course would be in the same category as other introductory novice courses, along with all other level one courses open to all students. ASL 1 will also give students an additional path to completing their one-year world language requirement and continue their study in more advanced courses in the future. This course will provide an opportunity for students who are seeking to learn a world language not based on phonology, morphology, grammar, and/or syntax of a language.

10. *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 meets the needs and interests of DHS students.*

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This course will be open to any student that wants to become proficient in a second language whose path to proficiency does not require the development of the morphological and phonological skills that spoken languages do.

The Wilton Public Schools has a robust and growing ASL program, as do the neighboring Greenwich Public Schools and Rye City Public Schools (NY). Based on new graduation requirements and the unique nature of an American Sign Language class, we would therefore like to propose a course of study here at DHS that would appeal to a greater population of students so that we can support their pursuit of world language studies. By having ASL in the DHS course offerings, we further diversify opportunities for our students. The addition of the new course will engage our students in important higher-order thinking skills while learning about the importance of communities and cultures that value non-verbal communication.

11. Introduction: *Describe the course content and describe the enduring understandings desired as outcomes for students taking the course. Include what will be taught and what essential questions will be pursued by the students. How does this course relate to the existing course offerings and sequence in this subject/department? Will it replace a course previously offered? How does this course specifically reflect the DPS Vision of the Graduate competencies?*

The objective of ASL 1 is to bring a person unable to communicate in ASL to a basic level of communicative competence, and to provide students with a solid foundation to be able to continue beyond the first year. Currently the vast majority of students take at least one year of world language, but there are some who take no world language classes. For students wishing to enroll in a level one world language class we offer Spanish, Mandarin, Latin, and French when there are enough students enrolled. These are more traditional language study courses and may not meet the needs of those students who have not historically taken world language classes, but are required to now.

This course will not replace something we currently offer. ASL 1 will be another option for long-term language study in our department.

ASL 1 embodies most, if not all, of the DPS VOG Competencies. It is a new form of communication for students that are beginning their journey with the language that will ultimately allow them to communicate with a new group of people in a new way. Students will grow in their ability to be empathetic towards members of the Deaf community while being immersed in Deaf culture and traditions, with the ultimate goal of being able to communicate in ASL. There is also a growing need for professional ASL interpreters, teachers, and other careers that serve or are a part of the Deaf and Hard of Hearing Community such as SLPs, social workers, and audiologists, among others. As with all world languages, students that become proficient in ASL will be equipped with a life skill that they can take with them beyond their time at DHS.

12. Course Outline: *Please provide a bulleted overview of content topics to be explored during each quarter. Give a brief summary of ideas presented.*

ASL 1 will use the *Signing Naturally* Units 1-6 program from DawnSignPress, the nation's leader in ASL culture, history, and literature. The purpose of this course is to create a foundation upon which receptive and expressive skills will build into the future. They will learn vocabulary and conversational dialogues, and will be able to communicate in reference to a variety of topics at the novice level. To attain this goal, students are provided with opportunities to learn and practice a variety of signs while also continuing to educate themselves about the presence of ASL as a language in our society, and the history and culture of the Deaf community.

The curriculum integrates language, content, and culture into an interrelated series of lessons and activities that promote the use of ASL in a variety of contexts and real life situations. In order to meet the goals, this course is conducted in the target language and students are expected to communicate

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with the teacher and among themselves using as much ASL as possible, thus simulating a total immersion experience. Its rigor and performance expectations require a strong commitment on the part of students to actively participate in class and to dedicate time daily to the completion of assignments and practice. The class will meet on our rotating block schedule every other day. Some sessions will be spent in the language labs in order to maximize opportunities for students to engage with authentic sources and use the language to communicate informally and formally in a variety of tasks, as well as with the recording capabilities on their own devices to playback their signs.

Here is a breakdown of the units in *Signing Naturally*:

1. Introducing Oneself
 2. Exchanging Personal Information
 3. Discussing Living Situations
 4. Talking About Family
 5. Telling About Activities
 6. Storytelling
13. Assessment: *Please list the ways in which students will demonstrate their understanding. (National standardized tests, teacher tests, formative and/or summative mastery. Performance based tasks, portfolios, journals, oral defenses, modeling, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

Similar to the other language courses offered at Darien High School, ASL is taught using a variety of resources to expand students' communication skills in the target language. Students will also use the digital language labs to enhance language study through multimedia tools. These learning environments will be helpful in advancing students' understanding and competency in the language. In addition to a textbook, students also benefit from other 21st century supplemental materials such as videos and blog discussions. It incorporates authentic written and visual texts from a variety of sources, including current events that affect the Deaf community, and the presence of Deaf and Hard of Hearing initiatives in the Hearing world.

Students will also show their learning through a series of Integrated Performance Assessments (IPAs) to assess the four skills (speaking, reading, writing, and listening) in the four modes (interpersonal, presentational, and interpretive), as well as formative and summative mastery assessments. Students will participate in their own evaluation throughout the course by evaluating their work against models, by participating in in-class activities where they evaluate the work of others using a set of criteria, by self-evaluation on rubrics, and by watching playbacks of their signing as compared to models. This feedback will build upon students' novice language skills as they work towards more advanced proficiency in later years.

As the program grows, students in subsequent levels of this course will take the American Sign Language Proficiency Interview (ASLPI), a proficiency assessment sponsored by Gallaudet University and recognized by the Seal of Biliteracy Committee at the State of Connecticut Department of Education. This assessment will qualify students for the Seal of Biliteracy.

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

We anticipate that approximately 24 students will enroll in ASL 1, giving us one full section. This course will attract students who are beginning their language journey at DHS, as well as others who may be interested in pursuing this elective.

Department Discussion: *Before submitting this proposal to the Curriculum Council, all teachers and the Department Chair/Department Coordinator in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary*

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of the department discussion about this course, including the pros and cons brought up by various department members.

Proposing this course was discussed with the department at our department meeting on Monday, October 17, 2022. To show support for this initiative at the District level, Ms. Shirley Klein, Assistant Superintendent for Special Education, was also in attendance. The proposal received the support of members of the department.

DC Signature: Christina Mauricio

15. Budgetary Implications: To be completed by DC
Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Student Textbooks	<i>Signing Naturally</i> Units 1-6, Dawn Sign Press	24	\$84.95	\$2038.80
Student Workbooks	n/a	n/a	n/a	n/a
Teacher Edition	<i>Signing Naturally</i> Units 1-6, Dawn Sign Press - Teacher Curriculum Set	1	\$98.95	\$98.95
Materials	n/a	n/a	n/a	n/a
Curriculum Work	60 hours (10 hours per unit)	60	\$45.00	\$2,700
Furniture	n/a	n/a	n/a	n/a
Professional Development (training)	A certified teacher of record can earn an ASL cross-endorsement by passing a proficiency examination. Additional credits may be necessary.*			
Staffing: FTE	.2	.2	-	-
Other	n/a	n/a	n/a	n/a
Other	n/a	n/a	n/a	n/a

* We are committed to searching for and hiring an experienced and certified ASL teacher. We are also exploring a way to certify current DHS staff.

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

Date: September 9, 2022

Department: Music

Proposer: Colleen Thompson

Course Title: Guitar Ensemble

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

- ☒ 300
- ☐ 400 (Honors)
- ☐ 650
- ☐ 750
- ☐ 400 (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

7. STEM Requirement:

- ☐ Yes
- ☒ No

8. Humanities Requirement:

- ☐ Yes
- ☒ No

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9. 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? How does this course enhance the offerings within your discipline?

There would be no prerequisites for this course. All students in the Darien Public Schools have had experience learning ukuleles in grade 5 and MMS students enrolled in Music Explorations had a unit of guitar in 6th, 7th, and 8th grade.

10. 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 meets the needs and interests of DHS students.

The members of our Music Department believe we should offer more options for students to continue their involvement in music at DHS. We have around 1,400 students at Darien High School and currently have approximately 300 in our ensembles, music theory and music technology courses. This course may appeal to students who have previously studied guitar, either at MMS or through private lessons, and want to play in an ensemble in high school. It may also appeal to students who want to learn to play the guitar for the first time. The instruction would be differentiated to meet the needs of students at all levels.

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

11. Introduction:

Describe the course content and describe the enduring understandings desired as outcomes for students taking the course. Include what will be taught and what essential questions will be pursued by the students.

How does this course relate to the existing course offerings and sequence in this subject/department? Will it replace a course previously offered?

How does this course specifically reflect the DPS Vision of the Graduate competencies?

Students in guitar ensemble learn how to play guitar and/or continue their study of music through guitar performance. They will engage in the artistic processes of Creating, Performing, Responding, and Connecting to music within the course. Objectives and essential questions are as follows:

Course objectives - creating:

- Students will generate ideas to create improvisations, compositions and accompaniments on guitar and will select and develop musical notation and audio/video recording to document their ideas
- Students will use feedback to evaluate and refine drafts of their compositions and perform final versions demonstrating skill in organizing musical ideas.

Essential questions - creating:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- When is a creative work ready to share?

Course objectives - performing:

- Students will learn to play melodies, scales, and chord progressions on the guitar and will apply practice strategies to refine their performance over time
- Students will perform a varied repertoire of guitar music with technical accuracy and expression, demonstrating an understanding of the audience and context of the performance

Essential questions - performing:

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How does the context and the manner in which musical work is presented influence audience response?

Course objectives - responding:

- Students will identify and describe how interest, experiences, and contexts affect the evaluation of music.

Essential questions - responding:

- How do we judge the quality of musical works and performances?

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11. Introduction (continued)

Course objectives - connecting:

- Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Students will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Essential questions - connecting:

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Guitar ensemble will be an extension of the 5th grade ukulele curriculum and 6-8 guitar curriculum. This will be the only class available at DHS for students who already play guitar or want to learn for the first time.

The objectives of guitar ensemble reflect the DPS Vision of the Graduate Competencies, specifically:

Communication

- 1.4: I collaborate with peers to interpret meaning and present our shared learning.
 - Students will work together in small groups and within the full ensemble to select, analyze, and interpret pieces of music, and will refine their performance until it is ready to present to classmates or at a public performance.

Creativity

- 2.2: I take academic risks, without fear of making “mistakes” in front of peers.
 - Students will regularly perform drafts of their own compositions and excerpts from pieces that are “works in progress” to refine their performances.

Curiosity

- 3.6: I explore interests outside of my comfort zone to develop a more well-rounded self.
 - Students can register for guitar ensemble without having any previous proficiency on an instrument. This will allow more students to experience music-making at the high school level.

Empathy

- 1.7: I develop healthy, kind, and meaningful relationships within and outside my school community.
 - We expect this class to attract a diverse group of students. There will be students in grades 9-12 enrolled, some of whom will have a lot of musical experience but are new to the guitar, others of whom are taking an elective music class for the first time. The process of making music together should enable students to form positive relationships with others outside of their typical peer group.

Independence

- 1.1: I rely on my own skills, knowledge, and talents to set and achieve goals.
 - Students will progress at their own pace, choosing roles in the ensemble that highlight their existing strengths, or they may choose to challenge themselves to learn more difficult repertoire.

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12. Course Outline:

*Please provide a bulleted overview of content topics to be explored during each quarter
Give a brief summary of ideas presented.*

Guitar Ensemble is a performance-based techniques course offering an introduction to guitar for new players, with the opportunity for experienced players to develop their playing skills and musicianship. 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
- Creating music through improvisation and songwriting/composition
- Responding to music by listening to and objectively evaluating live and recorded performances
- 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.

13. Assessment:

Please list the ways in which students will demonstrate their understanding. (National standardized tests, teacher tests, formative and/or summative mastery. performance based tasks, portfolios, journals, oral defenses, modeling, 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. Students will set playing goals based on teacher and peer feedback. Performance rubrics for both self and peer assessment will be utilized. Students will also be assessed through written formative and summative assignments to demonstrate an understanding of music theory, musical form, and strumming/picking appropriate for various musical styles and genres. Students will engage in written and verbal reflection of live student performances and recorded professional performances. The final assessment will be a public performance that demonstrates their personal musical and technical growth throughout the semester.

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14. 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: Music Theory/Ap Music Theory	Teacher(s): Chris Andrade and Jon Grauer	Connections: Similar materials used for teaching note reading and musical form
Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:

15. Enrollment:

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

We would need to limit it to 15 per semester due to the size of the teaching space and materials needed. If there is more interest, we could consider opening up more sections in the future.

16. Department Discussion:

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

All members of the DHS Music Department are in support of offering this course.

DC Signature: Colleen Thompson _____

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17. Budgetary Implications: To be completed by DC

Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Student Textbooks	Guitar method books	15	\$28	\$420
Student Workbooks				
Teacher Edition				
Materials	Guitars	15	\$140	\$2,100
	Extra guitar strings	5	\$20	\$100
Curriculum Work	1 teacher to write units	12 hrs		\$600
Furniture				
Professional Development (training)				
Staffing: FTE				
Other				
Other				