

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Curriculum Committee of the  
Trumbull Board of Education

Regular Meeting

Thursday, October 20, 2022, 8:30 a.m.  
Trumbull High School Main Office Conference Room

MINUTES

- I. Call to Order/Introduction- Mrs. Petitti called the meeting to order at 8:30am.
- | <u>Members Present</u>                      | <u>Members Absent</u> |
|---|-----------------------|
| M. Petitti, BOE Curriculum Committee Chair  | L.Nuland, BOE Member  |
| J.McNamee BOE Member                        |                       |
| S. Iwanicki, Ed.D., administrative designee |                       |
- II. Public Comment- Trumbull parent Tara Figueroa shared that she attended to support the work being done to diversify our curriculum. No other public comment was received.
- III. Approval/Minutes – A motion was received by Lucinda Timpanelli to approve the minutes of August 18<sup>th</sup> Curriculum Committee. Mrs. Petitti seconded. Ms. McNamee abstained. The motion passed. A second motion was made by Ms. McNamnee to approve the minutes of the Regular Meeting 09/22/2022. Mrs. Petitti seconded. The motion passed.
- IV. New Business
- a. Grade 6– Reading
1. New Text Approval for Revised Course: Woodson, Jacqueline. *Harbor Me*, 2018- Grade 6 Reading teachers, Kristen Heffernan (Hillcrest) and Morgan Mancini Madison,) presented the text. They shared the setting and plot of the novel and the accessibility of the text for 6<sup>th</sup> graders. They highlighted that it also teaches standards around themes of struggle and narration. Ms. McNamee noted that it is “a modern classic” and the author has earned the National Book Award for another book she wrote *Brown Girl Dreaming*. Mrs. Petitti shared that the real-life experiences are good for students. Ms. McNamee made a motion to approve the book *Harbor Me* and bring it to the full Board. Mrs. Petitti seconded. The motion was approved.
  2. New Text Approval for Revised Course: Lai, Thanhha. *Inside Out & Back Again*, 2011. It was shared that both *Harbor Me* and *Inside Out & Back Again* will be used in Book Clubs with students. *Inside Out & Back Again* highlights the personal experience of a child-refuge and helps students to experience another perspective.

The teachers highlighted that it helps students to understand how much change can happen in just one year in addition to touching on a theme of resilience and hope and teaching standards that involve inference and comprehension. Winner of the National Book Award as well as a Newbery Honor Book, this memoir features a strong protagonist that appeals to 6<sup>th</sup> grade students and allows them to reflect deeply on themes which they can relate to at their grade level. Mrs. Petitti commented that the book touches another culture and yet anyone can relate to the experience. Ms. McNamee noted that both books could be core books as well as supplemental. Ms. McNamee made a motion to approve the book *Inside Out & Back Again*, and bring it to the full Board. Mrs. Petitti seconded. The motion was approved.

b. Grade 7–English Language Arts

New Text Approval for Revised Course: Alifirenka, Caitlin, et al. *I Will Always Write Back: How One Letter Changed Two Lives*. 2015. Grade 7 Language Arts Teacher, Jeanne Malgioglio (Madison) presented the text joined by ELA Instructional Team Leaders Leigh Gabriel (Hillcrest) and Valentina Cenatiempo (Madison). It was shared that this book will be read right after a unit on Africa in the student Social Studies class and because it is narrated by the voice of teens, it really counteracts stereotypes and shows authentic perspectives about Zimbabwe. In addition to the cultural exposure, the different points of view in the book and the themes of kindness and generosity fit well with both the standards and the social emotional development of seventh grade students. Ms. McNamee highlighted that non-fiction is important and standards aligned. Mrs. Petitti stated it was relatable, and that we also need to maintain challenge. A short discussion regarding maintaining rigor and balancing new authors with classic authors, such as Mark Twain was held. It was agreed that there are formats within book clubs and ways to engage readers in reading higher level text that can ensure that rigor is in place. Ms. McNamee made a motion to approve the book *I Will Always Write Back: How One Letter Changed Two Lives*. and bring it to the full Board. Mrs. Petitti seconded. The motion was approved.

c. Grades 9-12– New Curriculum Guide Approval: Jazz Band

THS music teacher Josh Murphy presented the new Jazz Band Curriculum. He shared that the course outlines the study of Jazz which is anything that is not classical instrumental and band music; it could incorporate Latin Music, for example. He reviewed that the guide compliments the two concerts that students get to perform and that students learn basic Jazz Band and a host of concepts and skills around rhythms, the Blues, improvisation and more. Ms. McNamee mentioned that she loved the assignment where students listen to the music and get to analyze it. Mr. Murphy responded that 90% of Jazz is just listening. Mrs. Petitti shared that “it looks like a fun course!” Ms. McNamee made a motion to approve the *Grades 9-12–Jazz Band Curriculum Guide* and bring it to the full Board. Mrs. Petitti seconded. The motion was approved.

d. Grades 10-12– New Curriculum Guide Approval: African American/ Black and Puerto Rican/Latino Course of Studies. Social Studies Department Chair Kathy Rubano shared that the course for this guide is required by the state and that Sean and she had been

attended modules offered by the state to develop its curriculum. The course ran two sections last year and is running two more this year. The students study African American/Black History the first semester and Puerto/Rican Latino the second semester. Mr. Cafferty shared that the reception has been very positive. Ms. McNamee asked the students ever use Spanish in the Latino semester as it is the native language of many of our students. It was shared that while many of our students are fluent in oral Spanish, they struggle with reading and writing academic Spanish. Nevertheless, Mr. Cafferty has incorporated elements into the course, such as magical realism poetry, that students read and translated. He was grateful for the Board's support in working with the state to synthesize all the resources provided to develop the curriculum guide within the History Department and its offerings. Ms. McNamee shared that offering an AP African American History course may be a good follow-up. Ms. McNamee made a motion to approve the curriculum guide for *Grades 10-12 African American/ Black and Puerto Rican/Latino Course of Studies*—and bring it to the full Board. Mrs. Petitti seconded. The motion was approved.

The meeting was adjourned at 9:15a.m.