



Board of Education

5 Minortown Road ~ Woodbury, CT 06798

www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:

Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.

Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers

Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district

Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A

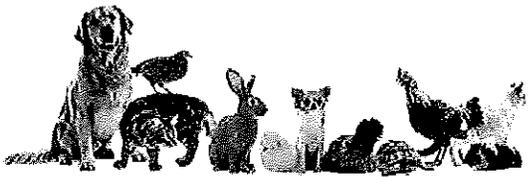
Curriculum Committee Meeting
Thursday, August 31, 2023; 3:00 p.m.
Central Office Conference Room

- I. Call to order

- II. Curriculum Review and Anticipated Approval
 - A. Sophomore Veterinary Science
 - B. Journalism
 - C. Leadership in Journalism
 - D. Sophomore Equine Science

- III. Adjourn

GRADE 10 VETERINARY SCIENCE CURRICULUM



Grade Level(s): 10

Curriculum Author(s): Jennifer Jedd

Course Description: Grade 10 Veterinary Science focuses on career based skills and knowledge. Students will focus on topics such as taxonomy, animal handling and restraint, medical terminology, physical exams, small animal nutrition, tools used in the animal lab, animal grooming and care, animal health and disease. *Credit Type: STEM .5 credit*

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Animal Identification, Terminology, and Ownership</u>	How can I be a responsible pet owner, and select an appropriate animal for my lifestyle?	Different animal breeds and species have different qualities that make them suited for different purposes and lifestyles. The selection of an appropriate animal and understanding the responsibilities of a pet owner are necessary for proper pet ownership.	TCC1, DE1
<u>Animal Restraint</u>	How can I humanely restrain an animal to keep myself, the animal, and others in the room safe?	Different species and breeds of animals require different types of humane restraint in order to perform different procedures on the animal, while keeping the animal and handlers safe and as comfortable as possible.	TCC4, CCE2
<u>Small Animal Grooming and Care</u>	How can I select an appropriate grooming procedure for an animal?	Different species and breeds of animals require different grooming procedures and tools. It is important to be able to maintain and use these tools properly to safely groom the animal, maintain the equipment, and keep the animal healthy and attractive.	TCC4, CCE2, CCE4, TI1, AA1
<u>Small Animal Health and Disease Management</u>	How can I evaluate the health of an animal, and identify, communicate, and treat types of diseases that occur?	There are procedures to determine the status of and maintain the overall health of an animal, as well as the health of individual body systems. There are specific methodologies and terminology for accurate identification of disease types and symptoms, and	TCC1, TCC3, CCE3, TI2



JOURNALISM CURRICULUM



Grade Level(s): 9-12

Curriculum Author(s): Conor Gereg and Kyle Brennan

Course Description: Students will learn different types of journalistic writing, including news, sports, editorials, and features, and will explore the history of journalism and journalistic ethics. The course will ask students to determine the impact of journalistic integrity and corroborating information in a manner that considers the responsibilities of a 21st-century journalist. Students will critically examine the 21st-century media landscape and hone their ability to be aware of how language and content is crafted to meet the needs of a specific audience. Students will simultaneously write, design, and edit the *NHS Chief Advocate*, Nonnewaug's school journalism website. The Journalism course may count only once toward English credit if taken in 11th or 12th grade. Additional Journalism enrollments will count toward the Humanities elective requirements. *Credit Type: Humanities/STEM, 1.0 Credit*

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>The Foundations of Journalism</u>	What are the fundamentals in creating clear communication in journalism?	Clarity and organization in journalism are vitally important to communicate ideas.	TCC2; CCE4; DE4; TI2; P2; AA2
<u>Multimedia Journalism</u>	How can multimedia engage an audience and communicate ideas in journalism?	Effective and engaging journalistic communication can take shape through a range of visual and audio media.	TI4; TCC2; CCE4; DE4; TI2; P2; AA1; AA2
<u>Feature Journalism</u>	How can journalists distill important details about people, events, and ideas to an audience in an engaging way?	Lucid and creative journalistic writing has the power to bring a subject to life.	TCC2; CCE2; CCE4; DE4; TI2; P2; AA2
<u>Opinion Journalism</u>	What are the hallmarks of communicating a defensible opinion?	Understanding and respecting the views of others is essential to not only persuasive writing, but also in providing supportive, actionable peer feedback.	TCC2; CCE4; DE4; TI2; P2; AA2

Last Revised: July 18, 2023
 Board Approved:



LEADERSHIP IN JOURNALISM CURRICULUM



Grade Level(s): 10-12

Curriculum Author(s): Conor Gereg and Kyle Brennan

Course Description: The course will provide the opportunity for second-, third-, and fourth-year journalism students to hone the foundational skills learned from the Journalism course. Students in this course will serve in a leadership capacity on the editorial board for the school journalism website, the *NHS Chief Advocate*. Students will provide instruction to first-year journalism students, model ethical research practices, prioritize content, give feedback to writers, and execute the production of the website, which recognizes its audience, purpose, and context. Responsibilities include, but are not limited to, mentoring students throughout the research and writing process, collaborating with editors and instructors, and serving as liaisons to the school community. Students will also critically examine the 21st-century media landscape and analyze newsworthiness through multiple lenses. Leadership in Journalism may count as an English course if taken in a student's junior or senior year; however, it may only count once as an English credit. Additional Leadership in Journalism enrollments will count toward the Humanities or STEM elective requirements. *Credit Type: Humanities/STEM, 1.0 Credit*

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Leadership in the Foundations of Journalism</u>	What are the fundamentals in creating clear communication in journalism?	Clarity and organization in journalism are vitally important to communicate ideas.	TCC2; CCE3; CCE4; DE4; TI2; P2; AA2
<u>Leadership in Multimedia Journalism</u>	How can multimedia engage an audience and communicate ideas in journalism?	Effective and engaging journalistic communication can take shape through a range of visual and audio media.	TI4; TCC2; CCE4; DE4; TI2; P2; AA1; AA2
<u>Leadership in Feature Journalism</u>	How can journalists distill important details about people, events, and ideas to an audience in an engaging way?	Lucid and creative journalistic writing has the power to bring a subject to life.	TCC2; CCE2; CCE4; DE4; TI2; P2; AA2
<u>Leadership in Opinion Journalism</u>	What are the hallmarks of communicating a defensible opinion?	Understanding and respecting the views of others is essential to not only persuasive writing, but also in providing supportive, actionable peer feedback.	TCC2; CCE4; DE4; TI2; P2; AA2

Last Revised: July 18, 2023
 Board Approved:



SOPHOMORE EQUINE SCIENCE CURRICULUM



Grade Level(s): 10

Curriculum Author(s): Marisa Bedron

Course Description: This course introduces students to the care of horses, including: feeding, health and management practices. In addition, students will learn about careers in the equine industry such as Equine Veterinarian, Feed Representative, Horse Trainer, Riding Instructor, Farm Manager, Farrier, and other support services. Students will spend time working with the school horses as well as off campus experiences related to content.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	<u>Vision of A Learner "I Can" Statements</u>
<u>Horsemanship</u>	How can you be a successful horse handler?	Horsemanship is the art of riding, handling and training horses that requires control of the animal by using restraints, behavior and emotional bonds.	TCC4, CCE2, DE2, TI3, P1, P3, P4, AA1, AA2
<u>Equine Health & Management</u>	How can you maintain the health of an equine animal?	A variety of practices is required to create an active management strategy to promote the health and welfare of an animal by setting disease prevention, detection and management procedures.	TCC2, TCC4, TI1, CCE1, CCE4, P2, AA1
<u>Equine Nutrition</u>	How can you ensure proper nutrition of an equine animal?	An animal's health is directly correlated to the nutritional requirements they receive daily by handlers and owners.	TCC1, TCC3, CCE3, TI2, TI3, AA1

Last Revised: August 15, 2023
 Board Approved:

