**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.

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# A G E N D A
## Special Meeting
Curriculum Committee Meeting
Tuesday, December 12, 2023; 2:30 p.m.
Central Office Conference Room

I. Call to order

II. New Course Proposals for Nonnewaug High School  (Action Anticipated)
    A.     Video Game Design 2
    B.     Jazz Band

III. Adjourn

# Regional School District 14 New Course Proposal

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| **Course Title:** Video Game Design 2 |
| **Grade Level(s): 10 - 12**<br>**0.5 Credit - half year** |
| **Department: Tech Ed Media Arts** |
| **Faculty Member(s) Submitting Course Proposal: Will Michael** |
| **Course Description:** *(Please include a brief description of the course, the graduation requirements the course would help students meet (STEM/Humanities), and whether it is a year long or semester long course.)*<br><br>*This course will use Gdevelop Game Design Software to code and design games. This will meet a STEM graduation requirement. A Prerequisite is Video Game Design 1. Students will expand into more detailed hierarchies of coding and game creation. Increased number of codes, variables, and behaviors will be practiced in Game Design 2. This course can be offered as a full-year with half year option for students that have completed Game Design 1.* |
| **Rationale for Offering this New Course:** *(Please include the anticipated impact on students, how it complements existing course offerings, and the identified educational need this course would address.)*<br><br>*Video Game Design 1 is the most popular class that I currently teach regarding student numbers. Currently, students do not have a second level course to pursue an interest in video game design. The work in video game design 1 offers practice in learning common codes found in 5 genres of games. Game Design 2 would allow for further development of details and quality in platform and side scrolling games. It would also allow for practice in additional games genres.* |
| **Prerequisites:** *(Please list any prerequisite knowledge, skills, or coursework that must be completed in order for students to be prepared for the course.)*<br><br>*Students should complete and pass Video Game Design 1.* |
| **Long-Term Course Outcomes:** *(Please list the projected long-term student outcomes as a result of students being enrolled in the course.)*<br><br>*Long term outcomes include:*<br>*Knowledge in coding logic including:*<br>*Conditions, actions, boolean, number variables, input controls, menus, and structures, sprite creation, spriter interactions, level design, game layout and game flow.*<br><br>*If desired, students have the opportunity to share their designs with college admissions agents and* |

*community members. For students interested in pursuing game design as a career or in higher education, the material can be shared or used to develop their own games that could someday become commercially successful.*

**Scope and Sequence:** *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop, Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)*

Game design provides a heavy amount of problem solving and multiple-solution outcomes. There are several methods to create a specified action within a game. Depending on the game developer's particular way to solve a coding problem, various codes will be created. Additionally, feedback is important to game development as troubleshooting is a major component of coding. It takes collaboration to help determine what line of code is broken. Some VOL attributes are outlined below to serve as an example:

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

An overview of topics covered include, but not limited to:

- Game Menu creation - create menus to select items that players can choose between.

- Add save-data to game - information will be carried to multiple levels to create and preserve sequential game progress

- Open world game with rooms and tasks integrating number and boolean variables

- Grid motion to snap objects to grid for defined motion

- Physics engine for realistic object interaction with boundaries

- *Boolean logic - True/False code statements that allow code to be turned off and on based on particular variables*

- *Number variables - Create code that counts items to be used for tallying objects within a game.*

- *Array variables - Build code that allows lists to be created for variables including high-score storage.*

- *Input variations including keyboard vs mouse control*

*A note on collaboration:*

Collaboration with the coding class run by the math department. Students can work to identify needs and work to create platforms that address those areas.

Through all content created in class:
Students will troubleshoot and repair problems within their own codes and provide feedback to the games that other students developed.
Class-code-bank will serve as a communal portal of solutions and codes that help achieve a desired game

action.

**Required Resources and Projected Financial Needs:** *(Please list any resources that would be required to teach the course and their projected cost.)*

*Gdevelop Software.*
*(Nonnewaug High School already used this software. There is no additional cost)*

# Regional School District 14 New Course Proposal

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| **Course Title:** Jazz Band |
| **Grade Level(s): 9 - 12** |
| **Department: Music** |
| **Faculty Member(s) Submitting Course Proposal: Dr. Bouchard** |
| **Course Description:** *(Please include a brief description of the course, the graduation requirements the course would help students meet (STEM/Humanities), and whether it is a year long or semester long course.)* <br><br> The Jazz Band course is a curricular performing ensemble open to all students who presently play or have a deep interest in learning a jazz band instrument. Students will develop musicianship and technical proficiency on their instruments. Jazz band literature of various Jazz styles and genres will be performed. Students will gain a knowledge and appreciation of Jazz music and the styles of swing, bebop, cool, modern big band, fusion, dixieland, and the blues. The students will learn about the only American created music style. The students will learn about improvisation, creating solo's through improvisation, and improvisational styles in relation to jazz form and theory. Students will study jazz theory and chord harmony in relation to the different jazz styles and improvisation.  The musical aspects of jazz styles in relation to interpretation, phrasing, ensemble balance and blend are emphasized in both the Jazz combo and Jazz big band settings and styles. The music that is performed is meant to be challenging and musically fulfilling. The ensemble will perform at concerts, public, and civic functions. |
| **Rationale for Offering this New Course:** *(Please include the anticipated impact on students, how it complements existing course offerings, and the identified educational need this course would address.)* <br><br> *The Jazz Band class will add another ensemble performance option for students to study music at Nonnewaug High School. The course is one that is offered at high schools across the state and nation. The study of jazz is an important aspect to the study of music, American Composers, and American history due to it being an American music style and creation. The course will allow students who play Guitar, Bass, Piano, and Drum Set a curricular option for them to study music and instrumental technique and pedagogy. Students who currently play jazz wind instruments will have a course to take for the study of Jazz technique and pedagogy on Jazz wind instruments such as the Saxophone, Trumpet, or Trombone. Students will have the ability to study the art of improvisation and the Jazz Theory behind the performance of improvisation in a Jazz style piece of music.* |
| **Prerequisites:** *(Please list any prerequisite knowledge, skills, or coursework that must be completed in order for students to be prepared for the course.)* <br><br> *Students should have taken concert band, orchestra, chorus, piano class, or guitar class.* |

**Long-Term Course Outcomes:** *(Please list the projected long-term student outcomes as a result of students being enrolled in the course.)*

*Long term outcomes include:*

Demonstrating pitch and rhythmic accuracy

Reading and notating rhythmic and melodic patterns

Identifying and applying traditional symbols and terms, and using appropriate terminology

Composing music in a jazz style.

Listening to, analyzing, and evaluating jazz music and improvisation.

Performing on Jazz instruments

Learning to improvise on Jazz instruments.

Developing an understanding of Jazz music in relation to history, culture, and other content areas.

Performing for their peers and others in concert.

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**Scope and Sequence:** *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop, Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)*

**Course Content**
- MU:Cr1.1.E
- Anchor Standard: 1. Generate and conceptualize artistic ideas and work.
- MU:Cr2.1.E
- Anchor Standard: 2. Organize and develop artistic ideas and work.
- MU:Cr3.1.E
- Anchor Standard: 3. Refine and complete artistic work.
- MU:Pr4.1.E
- Anchor Standard: 4. Analyze, interpret, and select artistic work for presentation.
- MU:Pr5.1.E
- Anchor Standard: 5. Develop and refine artistic work for presentation.
- MU:Pr6.1.E
- Anchor Standard: 6. Convey meaning through the presentation of artistic work.
- MU:Re7.1.E
- Anchor Standard: 7. Perceive and analyze artistic work.
- MU:Re8.1.E
- Anchor Standard: 8. Interpret intent and meaning in artistic work.
- MU:Re9.1.E
- Anchor Standard: 9. Apply criteria to evaluate artistic work.

**Course Units**
- Instrumental Development
- Jazz Rhythm
- Jazz Melody & Harmony
- Jazz Form
- Jazz Style & Expression
- Jazz Composing/ Arranging
- Jazz Improvisation
- Performance Etiquette

**Vision of A Learner Attributes**
Think Critically and Creatively
Collaborate and Communicate Effectively
Demonstrate Empathy
Take Initiative
Persevere
Adapt and Adjust

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**Required Resources and Projected Financial Needs:** *(Please list any resources that would be required to teach the course and their projected cost.)*

*The purchase of Jazz Music for the students to study, this would be an additional cost of 250.00 every two years. Once a Jazz Music Library had been built those costs would come down. The rest of the equipment is owned by the district already and no other costs would be projected for the new course.*