TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, March 28, 2024, 8:30 a.m.
Trumbull High School Main Office Conference room

AGENDA

I. Call to Order/Introduction

II. Public Comment

III. Approval/Minutes – Regular Meeting 1-10-24

IV. New Business

a. New Text Approval Kindergarten ELA: Perkins, C. 2017. *Rapunzel.* Simon and Schuster,

b. New Text Approval: A.Ornstein, D.Levine, G. Gutek, and D. Vocke. 2013. *Foundations of Education*, 13th Edition, Cengage Learning.

c. Curriculum Course Revision Proposal: *12 Grade Creative Writing*

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Wednesday, January 10th, 2023, 8:30 a.m.
Trumbull High School Main Office Conference room

Minutes

I. Call to Order/Introduction. Call the meeting to order at 8:31.

Members Present
M. Petitti, BOE Curriculum Committee Chair
J.McNamee, BOE Member
L.Nuland, BOE Member
S.Iwanicki, Ed.D, administrative designee

II. Public Comment.
No public comment regarding Curriculum was received.

III. Approval/Minutes – Regular Meeting November 30, 2023. Ms. McNamee moved to approve the November 30th minutes. Mrs. Nuland seconded. The motion was approved unanimously.

IV. New Business

a. New Curriculum Guide- K-5 English as a Second Language – Mrs. Lisa Carino, the Department Chair of English as a Second Language (ESL,) gave a brief introduction of the terminology for students who are now called Multilanguage Learners (MLs,) while the curriculum and team are called ESL teachers. ESL teachers Arielle McGovern and Andrea Denkovich joined in order to showcase the tools and the way in which the curriculum was written. The Language Assessment Scale (LAS) Scores which shared; since implementation of our department goals and a new pull-out program using *National Geographic's Look Program,* students' scores have grown incrementally. The lessons within the curriculum target a skill that can be taught in 30 minutes. Smart Boards were installed each of the instructional spaces and lessons were created by the TPS ESL Department to teach the skills. Additionally, a clear written curriculum was created with instructional goals, key vocabulary, prioritized standards and assessments. Now the ESL Team works in more synchronicity than in the past. Mrs. Nuland motioned to approve the K-5 English as Second Language Curriculum Guide. Ms. McNamee seconded. The motion passed unanimously.

b. Revised Elementary Science Curriculum. Daniels Farm Teacher Kiersten Fallon and K-5 Science Program Leader Liz Doherty presented the Updated Grade 2 Next Generation Curriculum Guide and the Updated Grade 3 Next Generation Curriculum Guide. Teachers from across the district helped to revise the curricula to be sure it is teacher-driven and student focused. Ms. McNamee asked about state testing and it was shared that the Next Generation Science Standards (NGSS) testing begins in Grade 5, but Grade 3 can take Interim Assessment Blocks. Miss Fallon shared that they were able to pilot the last version of the curriculum, take notes and observe for where changes were needed. One noticing was that more differentiation in assessment as well as condensing

lessons for certain topics were important to strengthening the curriculum. They also added supplemental materials to capture student inquiry and interest while building skills—collaboration group work, graphing, using maps were examples of skills that were captured in the revised curriculum. Mrs. Petitti asked if this was a new resource and it was shared that Carolina Biological is the resource used and is *not* new, but the updated curriculum is new in its revisions. Mrs. McNamee asked if there was any literacy components and it was shared that there are literacy articles imbedded in the units (literacy extensions,) and there are a lot of additional materials that allow for more skill building (maps, graphs, etcetera). Materials are also available in Spanish. Mrs. Petitti asked about extra time for teachers to review lessons before implementation. It was shared that there is a small amount of time now that Library is a special. Mrs. McNamee asked about the main changes and it was shared that differentiation was the main focus—being sure choices in teaching to get the material across with fidelity are available. Ms. McNamee motioned to approve the Updated Grade 2 Next Generation Curriculum Guide, and Updated Grade 3 Next Generation Curriculum Guide and Mrs. Nuland seconded. The motion passed unanimously.

c. Mrs. Nuland moved to amend the Agenda to add Molly Dushay and a Science project called *Waves of Change* to the agenda. The project receives $5,000 per school to work from January through December in the THS community toward conservation of local watersheds and Long Island Sound, and increase ocean literacy. Miss Dushay is not only a Science teacher, but also has a presence on LinkedIn and has been doing a lot of work with environmental Science. She came to THS as an intern with technology skills and Mr. Manuel, THS Principal, highlighted that Miss Dushay is always looking for ways to modernize and draw connections for our students above and beyond the traditional. None of the elements of this project are outside of the curriculum, but they compliment what we are doing and give the content a real-world application. Thirty (30) Connecticut schools applied and six (6) were accepted. Miss Dushay applied. Dept. Chair Tom Edwards and Mr. Manuel supported the application. Miss Dushay also added a component of Vision of the Graduate to the application. Trumbull High School's application was approved and we have received the designation as a Long Island Sound School (LISS). Later, Miss Dushay was talking with Kate Southard, an Accounting teacher, who mentioned they do a project looking at the sustainability of a company and social responsibility. Department Chair Christina Rusate also comes up with logos and t-shirts. Each of these educators are going to collaborate with Miss Dushay around sustainability to add a real-world perspective in collaboration with the LISS. Sacred Heart University, where Miss Dushay also teaches as an adjunct professor, has partnered to share with THS students the research that is being done around water conservation and study of the Sound. Ms. McNamee asked the program's focus—was it more community or interdisciplinary. Miss Dushay clarified that it is more community focused and tied to the United Nations and ocean literacy awareness; however, THS was able to do to both the community and the interdisciplinary focus. The Board members applauded the work and thanked Miss Dushay for informing them about the notable addition for our students.

d. Reading Waiver Status Update- Dr. Iwanicki shared a brief overview of the highlights of the latest meeting with the State Department in which a team from Trumbull, led by K-5 Program Leader Kate Engeldrum, shared areas where our waiver did not meet the standard and why we believe we are meeting the standard. A second meeting is arranged for next week. Mrs. Petitti shared that she was at a recent CES meeting in which the waiver was discussed at length. Ms. McNamee added that while this topic is difficult, the discussion has led to some positive shifts for Trumbull as well. Mrs. Nuland added that monitoring students for their needs and identifying them for teaching and learning is important.

e. Future Meeting Date Discussion-

The Committee asked if we could look into Tuesdays as well. The 2024 meetings have been scheduled based on the past three years and when the committee could attend as well as when the curriculum is usually completed. It was shared that if additional meetings are needed, they will be scheduled and the committee could also meet before a Board meeting if needed. Below are the Committee dates and adjustments within the town charter guidelines will be made as needed.

- Thursday, March 28th 8:30
- Thursday, May 16th 8:30
- Tuesday, August 13th 8:30 (if needed)
- Thursday, Sept 12st 8:30
- Thursday, October 17th 8:30
- Thursday, November 14th 8:30

The meeting was adjourned at 9:52am.

TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: 3/13/24

Title of Text: Rapunzel

Authors: Chloe Perkins

Publisher: Simon and Schuster

Year Published: 2017

ISBN Number: ISBN-13 : 978-1481490726

Core[i] or Supplemental: Core

Course: Kindergarten ELA

Grade Level: K

(If applicable) Replaces text: Fairy tales mentor text collection- Unit 1 We Are Readers

Rationale for adopting new text: Diverse literature is a key tool to help to build a child's social and emotional development by encouraging empathy, positive self-esteem, and building healthy relationships. Children who read diversely will more likely be accepting of those that are different from them.
Text Description: The classic tale of Rapunzel gets a fresh twist in this third book of a brand-new board book series, Once Upon a World. With India as the backdrop, and vibrant artwork from illustrator Archana Sreenivasan, Rapunzel is still the same girl who lets down her beautiful hair—but she's totally reimagined. Once Upon a World offers a multicultural take on the fairy tales we all know and love.

Strengths: Representation and diversity is a key component to our ELA instruction. The beautiful illustrations in this book allow for learning and discussion about India, culture, and a princess who may look different than the traditional version. Chloe Perkins' retelling of Rapunzel is straightforward. The culturally diverse illustrations provide bright, eye-catching, and a unique take on a classic story. Archana Sreenivasan's version of Rapunzel (and the beautifully illuminated world around her) is refreshing to the traditional depiction of a fairy tale princess.
Weaknesses: None to note.

Submitted by: Kate Engeldrum, K-5 ELA Program Leader

[i]"Core" refers to a resource that must be used by all students for attainment of course goals.

Reviewed by: _____ _____

Principal/Designee	Date
Assistant Superintendent	Date
Board of Education Curriculum Committee Member	Date
Board of Education Curriculum Committee Member	Date
Board of Education Curriculum Committee Member	Date

TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Resubmitted: March 14, 2024

Title of Text: Foundations of Education

Authors: Ornstein, Allan C.; Levine, Daniel U.; Gutek, Gerald L.; Vocke, David E.

Publisher: Cengage

Year Published: 2017

ISBN Number: 978-1-305-50098-3

Core[i] or Supplemental: Core

Course: UConn ECE H - If You Love It, You Teach It

Grade Level: 11-12

(If applicable) Replaces text: n/a

Rationale for adopting new text: This is the required text for adoption of this course.
Text Description: *Foundations of Education* examines and analyzes the key educational issues and policies affecting American education. The book focuses on a future professional career as an educator through an array of applied features that tie the book's themes to future practice.

Strengths: The strengths of this book are that it is (1) easy-to-read (2) well-organized (3) provides a great overview of all aspects of education: from history to local governance to "who is who" in a school community. The text is comprehensive on the common core curriculum, accountability, technology in education, school reform, diversity, legal rulings, recent trends in school funding and teacher compensation, new instructional practices, the outlook for careers, and many other important topics. The text is available in electronic format for accessibility at home/school, etc. This is the UConn required text for the adoption of this course.

Weaknesses: The content of sections of the text can become quickly outdated, however purchasing the e-text will allow for less expensive updates.

Submitted by: Diane Richards

[i]"Core" refers to a resource that must be used by all students for attainment of course goals.

Revised 7/2016

Reviewed by: _____ _____

Principal/Designee | Date

Assistant Superintendent | Date

Board of Education Curriculum Committee Member | Date

Board of Education Curriculum Committee Member | Date

Board of Education Curriculum Committee Member | Date

TRUMBULL PUBLIC SCHOOLS
COURSE REVISION PROPOSAL

Date Submitted: 2/5/2024

Title of Course: Creative Writing ACP/**Honors**

Grade Level: 12

Department: English

Length and Credit: Half-year course, 0.5 credits

Prerequisites: 11th grade English

General Description:

This course pairs the exploration and analysis of writing choices across a variety of creative genres such as nonfiction, fiction, advertising, television and film, children's literature, and memoir with the creation of student portfolios containing brainstorms and drafts, revised pieces, and reflections. Within these units of study, students will focus on different aspects of the creative process, including idea generation; sensory experience development; sentence and diction variation; point of view, dialogue, plot, and characterization; genre criteria; and storyboarding. Students work in a writer's workshop model, creating several short pieces each week and then revising and developing larger, more substantive works for incorporation into their digital writing portfolios. As writers are also readers, students will read short works as mentor texts to aid in improving their craft. As part of a community of writers, they will share their own work aloud in small and large groups of their peers. The major goal of the course is for each student to develop a writing voice, new creative lenses, and the understanding that creativity is a foundation skill across other fields and subject areas. This course is for both the beginning and experienced creative writer, but it is strongly recommended that students have a passion and the stamina for habitual writing, revision, and idea-generation.

Rationale:

While we offer a variety of writing course senior electives, such as Senior Writing Workshop and Poetry, the only other Honors writing genre focused senior elective available to students is Honors Journalism, a course that by nature of its subject, is a focused study of writing with a narrowed scope. In addition, there are only four Honors senior English electives, and only one, Inquiry into Contemporary Issues and Texts, offers the ACP or Honors option. These limited offerings shortchange student opportunities. Due to the nature of the course, Creative Writing lends itself to a wider exploration of a variety of genres and can offer students additional opportunities to hone their creative thinking and writing skills, thus allowing Trumbull High School students another opportunity to unlock future potential.

Creative Writing, a senior English elective, is an exploratory course that expands students' knowledge of the impact of writing choices and the variety of creative genres while tapping into students' often underutilized or even dormant creative thinking and writing skills. The course pairs the analysis of writing choices across creative genres such as nonfiction, fiction, advertising, television and film, children's literature, and memoir with the creation of student portfolios containing brainstorms and drafts, revised pieces, and reflections. A key tenet of the course is that creativity is not separate from analysis; it is ingrained in all other skills and fields. The course's increased popularity and success is due in part to the fact that students spend the majority of their high school careers writing analytically or informatively, with limited creative experiences. However, at present, Creative Writing is only offered as an ACP level course, which dissuades students who tend to solely pursue courses on the Honors or AP track from enrolling.

Inquiry into Contemporary Issues and Texts offers any enrolled student the opportunity to earn the Honors weight by completing additional assignments to designate the distinction between ACP and Honors: "Students may take the course at the Advanced College-Preparatory or the Honors level; for Honors credit, a student will produce a portfolio at the end of each marking period, including 2-3 additional reflective writing assignments of 250-300 words, each based on additional research leading to 2-3 additional articles related to the student's individual area of inquiry."

As Creative Writing is already a portfolio-based course, students pursuing the Honors weight will extend their learning through independent study, contributing additional examples of their writing to the portfolio, and including additional reflections within the writing and portfolio process. A statement for Creative Writing might read: "Students may take the course at the Advanced College-Preparatory or the Honors level; for Honors credit, in addition to completing the regular portfolio requirements each marking period, a student will complete: an independent study of a writing genre; 2-3 additional reflective writing assignments of 250-300 words each; and 1-2 new writing pieces reflective of their amassed skills and developed perspective as a writer."

During past course selection discussions, students have lamented that they'd like to take Creative Writing, or other English electives, but they are worried about the impact on their GPAs or transcripts as they would need to "drop" to the ACP level from AP or Honors. One student described his decision to take Creative Writing as his "Ken Robinson moment" after he studied the educational innovator and speaker in AP Language & Composition. While this particular student is otherwise enrolled in all APs and Honors courses, he decided to diversify his course load and lean into "a course that would bring [him] joy" despite its ACP level and potential impact on his GPA. In his 2006 TED Talk, "Do Schools Kill Creativity?" which has been viewed on the TED platform over 76 million times, Ken Robinson questions the absence of creativity in schools, asserting that creativity, which he defines as "original ideas that have

value" is "as important as literacy" (Robinson). While students may encounter opportunities to be creative across their different courses, in many core classes, creativity is often optional or a singular experience. Creative Writing "create[s] the conditions under which [students] will begin to flourish" (Robinson) as they participate in a course dedicated to exploring, reawakening, and building creative skills and opportunities.

Thinking and producing creatively is a challenge; students often feel that they or their work is not good enough, and it's simply because they're not practiced in their creativity since it is not something that is an established and continually reinforced skill throughout their academic experiences. But the opportunity to practice and refine creative skills, unlocks potential and inspires a level of confidence that sets them up for future success. High school seniors are about to enter their postsecondary lives where, whether they pursue their studies, a trade, or begin careers, they will be challenged with new learning and experiences, which makes this course even more important. Creativity is a foundational element of all other fields and subject areas, especially in our current societal climate of rapid and constant change and invention. While students learn to start from scratch, take writing risks and make mistakes, share their writing with others, accept critique, and rebuild and polish their ideas through the writing process, they practice their ability to adapt to changing situations and work through discomfort. The course lends itself to not only academic but also social-emotional benefits, and opening the course to a wider range of students will increase the reach of the benefits.

Resources Needed:

- If deemed necessary, curriculum writing Summer 2024 or Cadre day fall 2024

Submitted by: Kristen Kravecs & Adeline Marzialo

Reviewed by: _____ / Principal/Designee _____ 2/7/24 Date

_____ Assistant Superintendent _____ Date

_____ Board of Education Curriculum Committee Member _____ Date

_____ Board of Education Curriculum Committee Member _____ Date

_____ Board of Education Curriculum Committee Member _____ Date