

Committee Meeting Agenda/Minutes

Committee:	BOE Curriculum Committee		
Location: Superintendent's Office Chase Building/Room 158 236 Grand Street	Date of Meeting: Monday April 8, 2023	Start Time: 5:15 p.m.	Finish Time:

Team Norms:
1. All meetings will start on time 2. All team members will agree to stay on specific agenda topics 3. A specific agenda will be set for all meeting

Commissioners Present:	Staff Present:

AGENDA			MOTION
	Agenda Item	Time Allotted	Motion by/seconded by Vote tally
1.	Social Studies Curriculum/Atlas Platform ~ Veda Harris	10 minutes	
2.	Early College High - Dual Enrollment Additions ~ Sean Mosley	10 minutes	
3.	Elementary Reading and Language Arts Program ~ Dena Mortensen	15 minutes	
4.	Secondary Reading and Language Arts ~ Jennifer Sarja	15 minutes	
5.	CTE Game Design and Development ~ Mike Merati	10 minutes	
6.	Financial Literacy ~ Janet Frenis	10 minutes	
7.	Adjournment		

Additional notes/minutes:

Minutes prepared by:



Curriculum Committee
April 8, 2024

Social Studies Curriculum – Atlas

- Modern World History

- State asks **Holocaust** and **Genocide** be included:
 - Unit 6: World War II
 - Holocaust: [Final Solution](#), [Nuremberg Trials](#), [Upstander/Bystander](#)
 - Unit 9: Human Rights:
 - [Killing Fields](#), [Slobodan Milošević](#), [Rwanda](#), [Darfur](#), & [Declaration of Universal Human Rights 1948](#)

- Civics

- State asks **role of labor and capitalism in the development of the American and world economies** be included:
 - Unit 1: Structure and Function of American Government
 - Different types of [economies](#), [free market](#), capitalism, entrepreneurialism, and the role of labor

Social Studies Curriculum – Atlas Continued

- US History II
 - State asks that the **labor history, and law** be included:
 - Unit 2: Gilded Age, Industrialization, & Women's Suffrage
 - [Labor Union, workplace, labor conflict](#), and collective bargaining
 - State asks that the **Great Famine in Ireland** be included:
 - Unit 3: The "American Dream" and Immigration [LINK](#)
 - Irish in New England Mill Towns [LINK](#) & Stereotypes in Paddy Songs [LINK](#)
 - Reading on Immigrants in [NYC](#), [New Orleans](#), and [Philadelphia](#)
- United States History III
 - State asks **Native American, African American and Latino history** be included:
 - Unit 3: Civil Rights Movement & Women's Movement
 - Civil Rights [African Americans](#), [Latinos](#), [Asian Americans](#), and [Native Americans](#)
- Atlas course [LINK](#), unit [LINK](#), and lesson [LINK](#).

Early College High–Dual Enrollment Additions

Currently 128 students enrolled

11 out of 15 Seniors will obtain Associate Degree-May 11th graduation

Three Modalities of Coursework

- In-person taught by Crosby instructor
- In-person taught by Post instructor at Post University
- Online-asynchronous taught by Post instructor remotely

District pays \$150.00 per course per updated agreement.

Students/Families must pay to retake courses beyond first attempt (charged discounted rate)

Students can earn up to 60 credits from Post University that are transferable to most other colleges and universities.



Early College High-Dual Enrollment Additions

Freshmen- 3 Post courses all taught by Crosby instructors

Sophomores-3 Post courses all taught by Crosby instructors

Juniors-Various-Students take up to 2 Post courses per term (8-week asynchronous or 16-week in-person)- Modified Schedule- Period 3

Seniors- Students take up to 2 Post courses per term (8-week asynchronous or 16-week in-person)-Modified Schedule Periods 3 and 4



Early College High-Dual Enrollment Additions

Additional Courses Upper Level Courses Include:



- Macroeconomics
- Criminal Law
- Legal Research
- Teaching Exceptional Learners
- Baldrige Principles and Introduction to Quality Standards
- Race, Ethnicity, and Crime
- Managerial Communications
- Criminal Procedure
- Sales and Techniques of Selling
- Social Media Marketing
- Alternative Dispute Resolution

Elementary Reading and Language Arts K-5

- [Key Scoring Criteria](#)
- Diverse RFP Committee
- Benchmark Advance 2022: Core program, bilingual program, SpEd program, & MLL program
- Sample Highlights
 - [Overview](#)
 - [Vertical Progressions](#)

Portrait of a Graduate



1. Communicator
2. Collaborator
3. Life-long learner
4. Knowledgeable
5. Problem Solver
6. Growth Mindset
7. Grit
8. Social/Emotional Intelligence

RESEARCH AND INQUIRY PROJECT

RESEARCH A HABITAT

We can learn even more about a habitat by researching how our favorite plant or animal survives in that habitat. Research an animal or plant and its habitat. Follow the research process in your [BuildReflectWrite e-notebook](#) to create a poster.

1. Choose

Do you have a favorite animal? Is there a plant you find interesting? Choose a plant or animal to learn more about the habitat it lives in. How does it survive there? Work independently or with a partner or group.

2. Explore

Use books, magazines, and websites to do research. Find and use at least 2 credible sources. Before you begin, think of 2 questions you want answered.

3. Interpret

Pick out at least 3 important facts, particularly ones that answer your questions. Include these facts in your poster.

4. Create

Create your poster. Use one of these ideas, or an idea of your own.

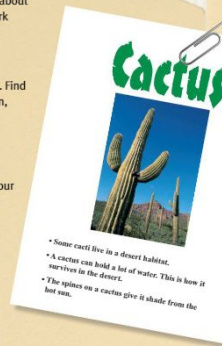
- written poster
- virtual poster

5. Present

Present your poster to the class.

6. Reflect

Think back on your project and the research process. What did you learn about the animal or plant and its habitat? What went well? What would you do differently next time?



▲ A virtual poster has one or more photos that show the topic. It also has facts about the topic. It can use different colors and font styles.

Secondary Reading and Language Arts, Grades 6-12

Unified Middle & High School Curriculum Resource (contract in-progress)

INTRODUCE

Facing Adversity

Ask students what the phrase facing adversity suggests to them. Point out that as they work through this unit, they will read about many examples of people who have faced adversity and overcome obstacles.

Watch the Video

"This 15-Year-Old Beat a Rare Disease to Become a Competitive Cyclist"

Project the Unit 5 Opener Video in class or assign the video for students to watch on their own.

DISCUSS Assign the Unit 5 Introduction: Discussion Board Activity. Alternatively, students can share their responses in a class discussion.

HOME Connection Letter

A customizable Home Connection letter to students' parents, caregivers, or guardians explains what students will be learning in this unit and how they will be assessed. The customizable letter includes:

- The unit's Essential Question
- A list of Whole-Class Learning, Peer-Group Learning, and Independent Learning texts
- Unit Performance Tasks

Home Connection Letter (English)

Home Connection Letter (Spanish)

Facing Adversity

Are there any challenges that are too big to overcome?

Write your response before sharing your ideas.

Pacing Plan

Unit Introduction: 2 days

Black Sunday: The Storm That Gave Us the Dew Boat: 4 days

From Survival to the Storm: The Dust Road Story of Grace Church: 5 days

A More Accessible World: 5 days

Performance Task: 4 days

Grade 7, Unit 5

UNIT 3 AT A GLANCE

UNIT INTRODUCTION	Pacing	Genre / Lexile	Reading Strategy
Unit Introduction Mentor Text: Social Media: Proceed With Caution	2 days	Argument 1080L	
WHOLE-CLASS LEARNING			
Art of Tetsuya Ishida	1 day	Fine Art Gallery Media	
The Metamorphosis Franz Kafka, translated by Ian Johnston	7 days	Novella 1310L	Viewing Strategy: Make Connections
Franz Kafka and Metamorphosis BBC	2 days	Video Media	Read On and Reread
Performance Task Writing Prompt • Writer's Handbook	4 days		Viewing Strategy: Take Notes
PEER-GROUP LEARNING			
The Soldier of Mictlan • Elliptical • Second Estrangement Roberto Gonzales • Harigette Muller • Aracelis Garmy	4 days	Poetry Collection NP	Make Inferences
Revenge of the Geeks Alexandra Robbins	4 days	Argument 1050L	Make Connections
Encountering the Other: The Challenge for the 21st Century Ryszard Kapuscinski	4 days	Lecture 1310L	Evaluate Details
Performance Task Speaking and Listening	2 days		
INDEPENDENT LEARNING			
Independent Learning provides students with the opportunity to analyze a text independently. To facilitate students' independence, no skills have been assigned.	Pacing: 2 days		
Personal Rakshasi Susan Palumbo Short Story Lexile: 800L			
The Orphan Boy and the Elk Dog Blackfoot, retold by Richard Erdos and Alfonso Ortiz Origin Story Lexile: 950L			
By Any Other Name Sandra Rama Rau Memoir Lexile: 1100L			

Grade 10, Unit 3

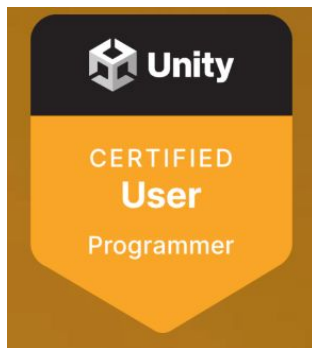
Secondary Reading and Language Arts

Unified Middle & High School Curriculum Resource (contract in-progress)

- Thematic units with engaging essential questions
- Grade-level text support, including bridge texts and audio support
- Student-centered unit design (I Do, We Do, You Do)
- Multilingual learner support including text translations for more than 100 languages
- Culturally-responsive texts with teacher guides to help enhance student discussions, reflection, goal setting, and problem solving
- Supplemental adaptive reading program
- Enrichment opportunities for gifted students
- Adaptive vocabulary, grammar and spelling plans
- Explicit instruction in reading and writing
- Opportunities for academic as well as multimodal writing
- Benchmark assessments with standards mastery
- Alignment with Portrait of a Graduate

CTE – Game Design & Development

- ❑ eDynamic Learning Curricula - Units at a Glance
 - ❑ Foundations of Game Design 1a Introduction
 - ❑ Foundations of Game Design 2a Storytelling, Mechanics, Production
 - ❑ Game Design 2a Build a World
 - ❑ Game Design 2b Launch a Game



Title	Course Code	Credits (if Applicable)	Grade/s
Game Design and Development 1	8007	0.5	All
<i>Recommended completion of Software Development 2</i> Does your love of video games motivate you to pursue a career in this field? Pursue your passion by learning about the principles of game design through the stages of development, iterative processes, critiques, and game development tools. Put these new skills to work by designing your own game in Unity.			

Title	Course Code	Credits (if Applicable)	Grade/s
Game Design and Development 2	8008	0.5	All
Prerequisite: Game Design and Development 1 Now that you have the basics of game design down, let's use your creativity to develop a game from start to finish in Unity! Develop your game creation skills and practice with the tools professionals use to launch your career options in the field of game design. The content of this course focuses on storytelling, game mechanics, and production.			

Title	Course Code	Credits (if Applicable)	Grade/s
Game Design and Development 3	8010	1.0	10-12
Prerequisite: Game Design and Development 2 Are you ready to enter this multi-billion-dollar industry and start applying your technical skills into a compelling package that will catch the eye of an employer? Beginning with conceptualization and the design process, you'll develop your game's story elements, narrative, plot, characters, and assets. Using game design software, you'll bring your game to life by applying lighting, audio, visual effects, player choice options, AI, and consider the type of controls to use for your game. Build an immersive world using the cool tools that Unity has to offer. Get ready to build atmospheric landscapes, mountain runs, stair builds, and implement obstacles. All of the moving parts of the game development process come together so you can unleash your game into the world!			

Financial Literacy

- CT State Department of Education announced the Next Generation Personal Finance (NGPF) semester course as it's model curriculum.
- Units on: Behavioral Economics, Banking, Investing, Types of Credit, Managing Credit, Paying for College, Career, Insurance, Taxes, Budgeting, and Consumer Skills
- Graduating class of 2027

<https://www.ngpf.org/curriculum/>