



THE WOODSTOCK ACADEMY  
BOARD OF TRUSTEES  
NOTICE OF MEETING

ACADEMIC COMMITTEE  
AGENDA

Date: Monday, January 14, 2019  
Time: 5:30 p.m.  
Location: AH 119 - South Campus

1. Call to Order
2. Citizen's Comments
3. Secretary's Report – Minutes of December 10, 2018
4. Course Proposals
  - a) AP Psychology
  - b) Weight Training 1
  - c) Outdoor Pursuits
  - d) Sports Management
  - e) AP Computer Science Principles
  - f) Multicultural Food
  - g) Advanced Pastry & Baking
5. Semester 2 Campus Usage Update
6. NEASC Program Report Draft Review
7. Other
8. Citizen's Comments
9. Adjournment

*The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.*

MINUTES OF THE MEETING  
THE WOODSTOCK ACADEMY  
BOARD OF TRUSTEES  
ACADEMIC COMMITTEE  
December 10, 2018



These minutes are for  
informational purposes only.

3.

**PRESENT:** Musumeci, Joseph; Paquette, Philippa; Harten, Michael; May, Val; Musko, Jason; Singleton, Holly; Walley, David; Chen, Yilin (alternate); Pan, Jingy  
**ABSENT WITH NOTIFICATION:** Child, Barbara; Young, Scott; Eaton, Mackenzie

**1. Call to Order**

The meeting was called to order at 5:30 p.m. by Chairperson, Philippa Paquette.

**2. Citizen's Comments – None.**

**3. Secretary's Report—Minutes of November 12, 2018**

**MOTION:** (Musko/Singleton) To approve the Minutes of November 12, 2018.  
Unanimous

**4. Test Day Update**

Expected vs. actual growth in math is excellent. Math courses are more content based than reading courses. Five administrators/department chairs were trained last week, and are meeting to discuss the differences and what to do. They will analyze the specific questions. Other factors like gender and performance will be looked at. This will be equivalent to the WA Data Team.

**5. Edu-Cademy**

Nearpod, Student Mental Health, Student Exceptionalities, Nature Walks, Faculty Book Club (already met once; read *Educated*).

**6. Professional Development**

This was added to the agenda in error, and was not discussed.

**7. Course Proposals**

These three courses are designed for Grade 13 students who often do not complete the second semester because of their commitment to colleges. These classes do not earn credit but they get grades. The courses were approved by the group.

**8. Residential Life Follow up**

The cleanliness of cutlery has improved and the students have met to discuss bathroom hygiene.

**9. Other –** J. Musumeci visited classes on Veteran's Day. He admired Val May's and Melany Gronski's instruction and considers them role models in continued learning. He liked the integration of iPads into the classes.

The group agreed to change the January 7<sup>th</sup> meeting date to January 14<sup>th</sup>. There will not be a meeting in February.

**10. Citizen's Comments – None.**

**11. Adjournment**

**MOTION:** (Pan/Chen) To adjourn at 6:35 p.m.

Unanimous

Respectfully submitted,

*Philippa Paquette*

Academic Committee Chair

*The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.*

# PROPOSAL FOR CURRICULUM CHANGE

4. a.

**Course Title:** Advanced Placement Psychology **New ☒ Change** ☐

**Target Population: Grade(s)** 9 ☐ 10 ☐ 11 ☒ 12 ☒ 13 ☒

**Level(s):** Gen ☐ SCP ☐ ACP ☐ Hon/AP ☒

**Core** ☐ **Elective/Supplemental** ☒ **Pilot** ☐ **Duration:** One semester ☒ One year ☐

**Credits:** 1/4 ☐ 1/2 ☐ 1 ☒ 2 ☐

**Description of course objectives, essential questions, content, and student skills (include 21<sup>st</sup> Century skills):**

The goal of this course is to introduce students to the study of psychology for the purpose of preparing them to continue their exploration of the content at the college level. In this class, students will be introduced to the foundational principles of the discipline as well as skills necessary to read, understand, conduct and write about psychological research. Critical thinking, analysis and writing skills will be developed and scaffolded alongside the core content of introductory psychology to prepare students to take and succeed with the AP Psychology exam in May.

Built from the College Board's AP Psychology course outline, the following content units will be included:

## **Unit 1: Psychology's History and Approaches**

*Objectives:*

1. Compare and Contrast the Psychological Perspectives.
2. Develop and present a timeline of Psychologists.

## **Unit 2: Research Methods: Thinking Critically with Psychological Science**

*Objectives*

1. Create a Psychological research project using the scientific research method and present.

## **Unit 3: Biological Bases of Behavior**

- 3A: Neural Processing and the Endocrine System
- 3B: The Brain
- 3C: Genetics, Evolutionary Psychology and Behavior

*Objectives*

1. Identify the 4 lobes of the cerebral cortex.
2. Diagram the parts of the brain and describe their functions.

## **Unit 4: Sensation and Perception**

*Objectives*

1. Label and diagram parts of the ear and the eye
2. Discuss Gestalt psychology's contribution to our understanding of perception.

## **Unit 5: States of Consciousness**

*Objectives*

1. Describe the psychological and physiological effects of depressants, stimulants and hallucinogens.
2. Analyze dreams and identify the latent vs. manifest meaning behind them in a dream project.

## **Unit 6: Learning**

*Objectives*

1. Describe the process of classical conditioning.
2. Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination.

## **Unit 7: Cognition**

- 7A: Memory
- 7B: Thinking, Problem Solving, Creativity and Language

*Objectives*



1. Explain how the nature vs. nurture debate is illustrated in the theories of language development.

### **Unit 8: Motivation and Emotion**

- 8A: Motivation
- 8B: Emotions, Stress and Health

#### *Objectives*

1. Identify the 3 theories of emotion.
2. Define achievement motivation, including intrinsic and extrinsic motivation.

### **Unit 9: Developmental Psychology**

#### *Objectives*

1. Create a "Lifetime" project identifying personal social, emotional, and cognitive goals reached during different stages of your life.
2. Describe the theories of Piaget, Erikson, and Kohlberg.
3. Distinguish between longitudinal and cross-sectional studies.

### **Unit 10: Personality**

#### *Objectives*

1. Describe the humanistic perspective on personality in terms of Maslow's focus on self-actualization and Rogers' emphasis on people's potential for growth.

### **Unit 11: Testing and Individual Differences**

#### *Objectives*

1. Distinguish between reliability and validity of intelligence tests.

### **Unit 12: Abnormal Psychology**

#### *Objectives*

1. Chart the different psychological disorders and describe the symptoms of each.

### **Unit 13: Treatment of Psychological Disorders**

#### *Objectives*

1. Identify the different modes of therapy and explain how each could be used.

### **Unit 14: Social Psychology**

#### *Objectives*

1. Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination.

### **Description of how the course fits into the philosophy and programs offered by department:**

Goals of the Social Studies department include promoting civic awareness, fostering intelligent citizens and developing skills needed through the study of social sciences, in order to support the creation of global citizens. In its focus on the causes and consequences of human behavior, this course aligns with departmental goals and provides students an additional departmental opportunity to develop critical thinking skills and utilize those skills to understand themselves and their communities.

Traditionally, Honors Psychology's enrollment is high. Over the past five years, three or four sections are enrolled with between 22-26 students. With an informal survey taken in 2015 of sixty students, 20 indicated that they would enroll in an AP section. Moreover, students have taken AP Psychology as an independent study or a virtual class in the past. The addition of the class to the Social Studies Curriculum fulfills a student need.

**Prerequisites:** Completion of World History and American Government and Politics

**Rationale for proposal** (to include relevance to the school mission, identified student need, and supporting data):

In learning how to understand one's own behavior and the behavior of community members and societies, this course addresses the mission of WA to prepare students to become lifelong learners and global citizens. Additionally, as a College Board Advanced Placement offering, this course will



allow an additional opportunity for students to pursue rigorous curriculum.

a.

### Interdisciplinary connections/opportunities:

In Unit 2, students will address statistical methods used in quantitative research. This content presents an opportunity for collaboration with the Math department.

Unit 3, Biological Bases of Behavior, addresses brain structure and functioning to understand human behavior. Collaboration with Biology classes will be possible with this content.

Units 7-9 address learning, cognition, motivation and emotion and development present many opportunities for collaboration with both English and other Social Studies courses as the content in these units draws heavily on the individual students' experiences as learners.

### Technology Integration:

This course will allow students to make use of the iPads and related applications throughout the course.

**Resources required** (e.g. new text, materials, staffing, classroom requirements, professional development, etc.):

Students will require a textbook for the course. Instructor will require professional development time for course design, attendance at the AP summer institute and curriculum planning.

### Timetable for implementation:

Fall 2019

### Plan to assess the *success/effectiveness* of the proposed new course/course change

(Completed assessment plan to be submitted to Woodstock Academy Leadership Team on May 1):

Mid-term and end of term assessments aligned with the AP test format and content, as well as analysis of students performance on the AP exam, will provide instructive for continued course development and refinement. Students will also complete course evaluation and feedback forms.

### Signatures of teachers proposing the course:

K. Watkins

Dept. of SS:

#### APPROVAL PROCESS

Consensus ☒ Disapproval \_\_\_\_\_ Date 12/5

Woodstock Academy Leadership Council:

Approval ☒ Disapproval \_\_\_\_\_ Date 12/19/18 *mmt*

Academic Committee:

Approval \_\_\_\_\_ Disapproval \_\_\_\_\_ Date \_\_\_\_\_

b.

## PROPOSAL FOR CURRICULUM CHANGE

Course Title: Wt. Training 1 New X Change    

Target Population: Grade(s) 9 X 10 X 11 X 12 X 13 X

Level(s) ST     CP     Hon     ACC    

Core     Elective/Supplemental X Pilot    

Duration: One semester     One year    

Credits:  $\frac{1}{4}$       $\frac{1}{2}$  X 1     2    

**Description of course objectives, essential questions, content, and student skills (include 21<sup>st</sup> Century skills):**

The health/PE department has seen a continued interest in our weight training class. This interest has led us to varying levels of experience in our classes. It is our goal to give all students a solid foundation of proper lifting and technique and to better understand safe wt. training practices. Teaching these concepts through the use of the Volt program is a more efficient way to differentiate the teaching and learning process for the students. This will ensure that all students become more proficient at performing movements associated with weight training concepts. In turn students will be better prepared to actively participate in wt. training 2 (which is our current wt. training course). The Volt program is a program that can be utilized by students and instructors to via cell phone or ipad. The program has prescribed work outs with animations to show students how the movements can be made. Additionally student can receive a printout that provides the same information as the app but without animations. This will allow for the instructor roam freely throughout the class assisting students as needed and providing additional training/support as needed.

1. How can functional training be incorporated into a strength training workout to increase levels of physical fitness?
2. What are some examples of progressive resistance exercises?
3. How would you apply the components of health related fitness to activities of daily living?

Below are the Physical Education Standards that this course are aligned with.

H.9.1. Maintain and further develop the fundamental movement skills in open environments

H.9.2. Demonstrate competence in applying basic locomotor, non-locomotor and manipulative skills in the execution of more complex skills

H.9.3. Use complex movements and patterns within a variety of dynamic environments

H.9.4. Develop advanced skills in selected physical activities

H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances

H.10.2. Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others

**Description of how the course fits into the philosophy and programs offered by department:**

This class is in line with our philosophy because it centers on the concepts of lifelong fitness, new experiences and sound fitness development and concepts. The course creates a pathway for the students to learn content in a safe, friendly and successful environment.

Prerequisites: None

**Rationale for proposal (to include relevance to the school mission, identified student need, and supporting data):**

As stated above, we have a large number of students who are interested in our strength training program. As a department, we would like to better serve the needs of our students by providing a course that does a more comprehensive job of providing students with the foundation needed to be successful. This aligns with the mission of the school by providing experiences for students that will help them to become more successful later in life.

Interdisciplinary connections/opportunities: None

Technology Integration: Use of iPads with the Volt program

Resources required (e.g. new text, materials, staffing, classroom requirements, professional development, etc.): None

Timetable for implementation: Fall of the 2019-2020 school year

Plan to assess the *success/effectiveness* of the proposed new course/course change (Completed assessment plan to be submitted to Woodstock Academy Leadership Team on May 1):

Signatures of teachers proposing the course: A. B. Hinc

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Dept. of <u>PE/Health</u> :	APPROVAL PROCESS	Consensus <u>X</u> Disapproval _____ Date <u>12/5/18</u> .
Woodstock Academy Leadership Council:		Approval <u>X</u> Disapproval _____ Date <u>12/19/18</u> . <i>mmh.</i>
Academic Committee:		Approval _____ Disapproval _____ Date _____



## PROPOSAL FOR CURRICULUM CHANGE

Course Title: Outdoor Pursuits

New X Change   

Target Population: Grade(s) 9    10 X 11 X 12    13   

Level(s) ST    CP X Hon    Acc   

Core    Elective/Supplemental X Pilot   

Duration: One semester X One year   

Credits:  $\frac{1}{4}$      $\frac{1}{2}$  X 1    2   

**Description of course objectives, essential questions, content, and student skills (include 21st Century skills):**

The main objective of the course is to expose students to a variety of outdoor experiences by which they learn or further develop skill sets that foster personal growth.

Some Essential questions:

How does Outdoor living affect our lives? Or lack thereof?

How does facing challenges in class translate to real life?

How can service to others affect you and those your serving?

4 C's: This course encompasses all of the 4 C's: Critical thinking, Creativity, Collaboration and Communication through the various activities in class. From learning how to prepare a tent site to setting up and leading WMS 8th graders on our ropes course, students will be presented the opportunity to utilize the aforementioned 4 C's.

**Standard 11 Participate regularly in physical activity**

**Standard 13 Exhibit responsible personal and social behavior that respects self and others in physical activity settings**

**Standard 14 Value physical activity for health, enjoyment, challenge, self- expression and/or social interaction**

**Description of how the course fits into the philosophy and programs offered by department:**

*This course fits our PE philosophy in that it will cultivate an appreciation and enjoyment of the outdoors while providing various opportunities of challenge fostering personal growth.*

**Prerequisites:**

## General PE

### **Rationale for proposal** *(to include relevance to the school mission, identified student need, and supporting data):*

The rationale for this course is that it ties into our school mission in that it will offer diverse opportunities for learning through rigorous experiential activities cultivating an attitude of being a lifelong learner. We have also found that during our climbing unit there are always some students who absolutely love Climbing and would love to continue but cannot because of time constraints and the lessening interest from the remainder of the class.

### **Interdisciplinary connections/opportunities:**

Possibly working with the Science department, testing stream water for potability and then teaching the filtration system. Also possible would be History, exploring the land behind South campus to determine land use in years past (100-200 years ago).

### **Technology Integration:**

Use iPad "Compass App" for the orienteering unit.

Use iPad to watch demonstrations on the potential skills covered in class. Kayaking, canoeing, sailing, preparing/building a tent site.

### **Resources required** (e.g. new text, materials, staffing, classroom requirements, professional development, etc.):

This course will need the use of at least one of our Ropes courses as it will serve as a major component of the class.

I will need a bus license. Camp Woodstock is being generous in that we can use their equipment for kayaking, canoeing and Sailing but we would need to pay for the lifeguard \$25/hr (approx \$200 total for the 2 days). Rock climbing trips both indoor and outdoor (students would be responsible but possibly school/dept could supplement.

### **Timetable for implementation:**

Spring 2019 Provided that we will be able to Ropes course preferably North because of the Indoor elements.

**Plan to assess the success/effectiveness of the proposed new course/course change**  
*(Completed assessment plan to be submitted to Woodstock Academy Leadership Team on May 1):*

### **Signatures of teachers proposing the course:**

\_\_\_\_\_  
Jeff Boshka

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Dept. of PE/Health: APPROVAL PROCESS

Woodstock Academy Leadership Council:

Academic Committee:

Consensus X Disapproval \_\_\_\_\_ Date 12/5/18

Approval X Disapproval \_\_\_\_\_ Date 12/19/18

Approval \_\_\_\_\_ Disapproval \_\_\_\_\_ Date \_\_\_\_\_

**Reasons for Disapproval (select all that apply):**

Lacking necessary course information

Curriculum does not align with state standards and frameworks

Insufficient reading/writing components

Insufficient core curricular concepts

Insufficient laboratory work/inquiry-based learning

Lack of resources to support course

Negative impact on overall school program

Demographics insufficient to support course

Other

Please resubmit with the following changes:



## PROPOSAL FOR CURRICULUM CHANGE

Course Title: Sports Management New x Change       
 Target Population: Grade(s) 9 10 11 x 12 x 13  
 Level(s) Gen      SCP      ACP      Hon/AP       
 Core      Elective/Supplemental x Pilot       
 Duration: One semester x One year       
 Credits:  $\frac{1}{4}$        $\frac{1}{2}$       1      2     

**Description of course objectives, essential questions, content, and student skills (include 21<sup>st</sup> Century skills):**

Woodstock Academy is committed to providing educational programs that meet the needs of a variety of audiences. Our course offerings through the health and physical education departments are lifestyle and career focused, designed for students who wish to increase their subject-matter knowledge as well as prepare them for new challenges related to their personal areas of interest.

Market research indicates the need for sports management courses that will provide sports management professionals with a solid foundation in the business, operational, and administrative context of sport management. This course will also appeal to those wishing to better understand the working of the sports industry as well as those who aspire to transition to careers in the sports industry.

***Description of how the course fits into the philosophy and programs offered by department:***

This course will draw an audience comprised of those who wish to advance in the sports management field, those who would like to better understand the workings of the sports industry, and those who would like to transition to careers in the sports industry.

The goal of many of the courses offered by the health and physical education department is to inform and empower students to live a healthy and active lifestyle, to develop and maintain positive self-images and self-esteem, and to cultivate an appreciation and enjoyment of physical activity. This class would focus on the skills of literacy, advocacy, analyzing influences, goal setting, decision-making, communication and leadership.

**Prerequisites:**

General PE and one other PE Course

**Rationale for proposal (to include relevance to the school mission, identified student need, and supporting data):**

Market research indicates the need for sports management courses that will provide sports management professionals with a solid foundation in the business, operational, and administrative context of sport management. This course will also appeal to those wishing to better understand the working of the sports industry as well as those who aspire to transition to careers in the sports industry.

New England is home to numerous professional, semi-professional and collegiate sports teams, including one MLB team, one NFL team, one NBA team, one WNBA team, one NHL team, two NWHL teams and one professional Soccer team. New England is also home to the New Hampshire Motor Speedway as well as the New England Dragway.

New England is also home to major college athletics as well as numerous DII, DIII and junior colleges. There are well over 200 high schools in Connecticut that compete in 24 sports, all involving events where state championships are run/governed at the state level.

The state of Massachusetts has 18 colleges or universities with sports management listed as either a major or a masters level program. Connecticut has 7 colleges or universities with sports management offerings.

As previously stated the goal of many of the courses offered by the health and physical education department is to inform and empower students to live a healthy and active lifestyle, to develop and maintain positive self-images and self-esteem, and to cultivate an appreciation and enjoyment of physical activity. This class would focus on the skills of literacy, advocacy, analyzing influences, goal setting, decision-making, communication and leadership. This course will continue to add a diversity of opportunities within out school and continue to support the mission of Woodstock Academy.

#### **Interdisciplinary connections/opportunities:**

#### **CT Business Management Frameworks Performance Standards**

##### **1.0 Analyze the planning function.**

###### **Beginning**

Explain planning and why management plans.

\*Apply the decision-making process to business applications.

###### **Intermediate**

Apply the decision-making process to business applications.

Analyze possible outcomes of a decision.

Prepare a business plan.

###### **Advanced**

Discuss the importance of vision, mission, goals, and objectives setting within the context of the business environment.

Analyze a business plan.

Compare and contrast the planning function to other management functions.

##### **2.0 Analyze the organizing function.**

###### **Beginning**

Explain the importance of organizing in business. Intermediate

\*Explain reasons for centralizing and decentralizing authority

Describe how the organization provides accountability by delegating authority.

d.

#### Advanced

Compare and contrast the organizing to other management functions

CT State Standards English Language Arts

9-10.SL.1.a.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

11-12.SL.1.a.

Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

9-10.SL.1.b.

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

11-12.SL.1.b.

Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

9-10.SL.1.c.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

#### Technology Integration:

The continued use of student iPads

Resources required (e.g. new text, materials, staffing, classroom requirements, professional development, etc.):

Human Kinetics is the educational resource company we have used for our sports medicine books, "Fundamentals of Athletic Training." It would be suggested to use them as well for the textbook and course detailing, "Contemporary Sport Management."

#### Timetable for implementation:

Fall of 2019

Plan to assess the *success/effectiveness* of the proposed new course/course change (Completed assessment plan to be submitted to Woodstock Academy Leadership Team on May 1):

Signatures of teachers proposing the course:

Kevin Bissan



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Dept. of PE/Health:

## APPROVAL PROCESS

Consensus X Disapproval \_\_\_\_\_ Date 12/5/18.

Woodstock Academy Leadership Council:

Approval X Disapproval \_\_\_\_\_ Date 12/19/18.

Academic Committee:

Approval \_\_\_\_\_ Disapproval \_\_\_\_\_ Date \_\_\_\_\_

l.

New \_\_\_\_\_ Change X

Target Population: Grade(s) 10 X 11 X 12 X 13 X

Level(s) ST \_\_\_\_\_ CP \_\_\_\_\_ Hon X Acc X

Core \_\_\_\_\_ Elective/Supplemental X Pilot \_\_\_\_\_

**Duration:** One semester \_\_\_ One year \_\_\_

Credits:  $\frac{1}{4}$  \_\_\_\_\_  $\frac{1}{2}$  \_\_\_\_\_ 1 X 2 \_\_\_\_\_

Description of course objectives, essential questions, content, and student skills (include 21<sup>st</sup> Century skills):

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

*Description of how the course fits into the philosophy and programs offered by department:*

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

**Prerequisites:**

None - however it is recommended that students complete high school level algebra 1.

**Rationale for proposal** (to include relevance to the school mission, identified student need, and supporting data):

Since the proposed APCSP course is introductory and most of the curricular requirements were being covered by the original computer science course slight adjustments are needed to meet College Boards Standards primarily in format and submission of student work/artifacts.

**Interdisciplinary connections/opportunities:**

AP CSP is designed to attract a greater diversity of students to the field, focusing on creative problem solving and real-world applications to better prepare them for college and career. Students do not need previous computer science experience to take this course. A high school algebra course like Algebra 1 is the recommended prerequisite. When it comes to the future, there are few guarantees. But you're not likely to find a field with a more than computer science. Employment of software developers is projected to grow 24 percent from 2016 to 2026, much faster than the average for all occupations. Software developers will be needed to respond to an increased demand for computer software.

**Technology Integration:**

Currently the computers in S207 are compatible. College board and 3rd party vendors are developing platforms supporting ipad integration.

**Resources required** (e.g. new text, materials, staffing, classroom requirements, professional development, etc.):

None- resources for the current course are sufficient for AP CSP. Syllabi provided by approved 3rd part vendors are available for purchase and free use. We are proposing one of the Free options.

**Timetable for implementation:**

2<sup>nd</sup> semester 2018-2019 as pilot

**Plan to assess the *success/effectiveness* of the proposed new course/course change** (*Completed assessment plan to be submitted to Woodstock Academy Leadership Team on May 1*):

Successful completion of the AP CSP Exam by students

Signatures of teachers proposing the course:

P. Sumner

**APPROVAL PROCESS**

Dept. of Career, Family, and Technology:

Consensus X Disapproval \_\_\_\_\_ Date 12/5/18.

Woodstock Academy Leadership Council:

Approval X Disapproval \_\_\_\_\_ Date 12/19/18. mdt.

Academic Committee:

Approval \_\_\_\_\_ Disapproval \_\_\_\_\_ Date \_\_\_\_\_



## PROPOSAL FOR CURRICULUM CHANGE

Course Title: Multicultural Food New   x   Change       

Target Population: Grade(s)   9     x    10     x    11     x    12     x    13     x  

Level(s) ST        CP   x   Hon        ACC       

Core        Elective/Supplemental   x   Pilot   x  

Duration: One semester   x   One year       

Credits:  $\frac{1}{4}$          $\frac{1}{2}$    x   1        2       

Description of course objectives, essential questions, content, and student skills (include 21<sup>st</sup> Century skills):

2. Explain the impact of physical, psychological, cultural, spiritual, and social influences on food choices.
3. Describe the impact of global and local events and conditions on the cost and availability of foods.
17. Demonstrate skills in safe handling of knives, tools, and equipment.
19. Describe and practice good personal hygiene/health procedures, and report symptoms of illness.
20. Explain and demonstrate methods for properly handling and storing both raw and prepared foods.
21. Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked, and ready-to-eat foods and between animal or fish sources and other food products.

**K. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.**

Students come to understand other perspectives and cultures.

How does ethnic makeup influence a culture's food customs?

How does climate and location influence food availability?

How do religious beliefs influence food choices?

Additional skills: standard kitchen measurements, interpreting a recipe, knife skills, food preparation skills, operating kitchen equipment

***Description of how the course fits into the philosophy and programs offered by department:***

Multicultural Food is an opportunity for more students to experience food preparation and nutrition during their high school career. This course can complement a student's study of language and world history. This will be an option for students who would rather take a class than be in study hall every other day.

**Prerequisites:** none

Multicultural Food will not satisfy the prerequisite for Culinary Arts and Pastry and Baking.

**Rationale for proposal (to include relevance to the school mission, identified student need, and supporting data):** Food is a nonthreatening way to expose students to other cultures and help them develop a global perspective. In the study hall survey, 66% of students indicated that they would consider taking a class in place of study hall and some suggested that they would like a foods class or one that does not require a time commitment outside of class. This class will meet every other day for one semester.

**Interdisciplinary connections/opportunities:** World Language Department, Social Studies Department, International student population

**Technology Integration:** Research food cultures around the world, search for recipes, collect recipes, prereading recipes via eBackpack, view how-to videos on cooking techniques

**Resources required** (e.g. new text, materials, staffing, classroom requirements, professional development, etc.): Lab access, teacher, food supplies

**Timetable for implementation:** Pilot during the 2019-20 school year

**Plan to assess the *success/effectiveness* of the proposed new course/course change** (*Completed assessment plan to be submitted to Woodstock Academy Leadership Team on May 1*): Enrollment numbers, survey at start of class about motivation to be in this class, survey at end of class

**Signatures of teachers proposing the course:** JoAnn Johnson

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**APPROVAL PROCESS**

Dept. of Career, Family and Technology:

Consensus x Disapproval \_\_\_\_\_ Date 12/5/18

Woodstock Academy Leadership Council:

Approval X Disapproval \_\_\_\_\_ Date 12/19/18 *mdt*

Academic Committee:

Approval \_\_\_\_\_ Disapproval \_\_\_\_\_ Date \_\_\_\_\_

## PROPOSAL FOR CURRICULUM CHANGE

Course Title: Advanced Pastry & Baking New X Change     

Target Population: Grade(s) 9      10 X 11 X 12 X 13     

Level(s) Gen      SCP X ACP      Hon/AP     

Core      Elective/Supplemental X Pilot X

Duration: One semester X One year     

Credits: ¼      ½      1 X 2     

Description of course objectives, essential questions, content, and student skills (*include 21<sup>st</sup> Century skills*):

### Culinary and Food Production

#### A. Career Paths: Analyze career paths within the food production and food services industries.

2. Summarize education and training requirements and opportunities for career paths in food production and services.

#### B. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.

3. Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
4. Describe food service management safety and sanitation program procedures.
5. Demonstrate good personal hygiene and health procedures and report symptoms of illness.
6. Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
7. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

#### C. Food Service Equipment: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

8. Operate and maintain tools and equipment following safety procedures and OSHA requirements.
9. Demonstrate procedures for cleaning, sanitizing, and storing equipment, tools, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.

#### D. Professional food Preparation Methods and Techniques: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

13. Demonstrate professional skills in safe handling of knives, tools, and equipment.
15. Utilize weight and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
22. Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

What employment skills should a person possess to be successful in the culinary workplace?

How does the manipulation of hard and soft wheats impact the outcome of baked products?

How can variation in the cost of ingredients impact the price charged to customers?

Additional skills: employment soft skills, costing recipes, marketing product



**Description of how the course fits into the philosophy and programs offered by department:**

Advanced Pastry & Baking is an opportunity for our students to extend and strengthen their baking/decorating skills.

**Prerequisites:** Family Foods & Nutrition, Pastry & Baking

**Rationale for proposal (to include relevance to the school mission, identified student need, and supporting data):**

End of the year surveys from previous Pastry & Baking courses reported that 90% of the students would take another Pastry & Baking course if one became available. The South Campus's Bakery has 2 blocks when not in use. The student need is there so I feel that it is important to offer more Baking courses since there is interest.

**Interdisciplinary connections/opportunities:**

Any of the baking courses can work with any department. In the past we've worked with World Languages, Math and History. We also cater for Res life and, ideally, Advanced Pastry & Baking will be working with Flik.

**Technology Integration:**

We will be using our iPad's at least weekly to research new ideas for recipes, to research the newest techniques used in Baking and to view videos on decorating/piping skills.

**Resources required** (e.g. new text, materials, staffing, classroom requirements, professional development, etc.): With this course it might require more staffing and more professional development to stay abreast to new techniques being used in the field.

**Timetable for implementation:** Hopefully getting the proposal approved. Next students signing up for the course to be able to take it in the Fall of 2019. Writing the course curriculum during the Spring and Summer of 2019. Running at least one class per semester at the South Campus Bakery.

**Plan to assess the success/effectiveness of the proposed new course/course change** (Completed assessment plan to be submitted to Woodstock Academy Leadership Team on May 1):

Signatures of teachers proposing the course:

Emily Nisler

Dept. of C, F, T:

**APPROVAL PROCESS**

Woodstock Academy Leadership Council:

Academic Committee:

Consensus X Disapproval \_\_\_\_\_ Date 12/5/18

Approval X Disapproval \_\_\_\_\_ Date 12/19/18 mpth

Approval \_\_\_\_\_ Disapproval \_\_\_\_\_ Date \_\_\_\_\_

Draft

6.

**Standard 4 (Program):** The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school's mission and core values, and is consistent with the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.

Assessment of Standard	
Passing (The students' experience is supported.)	Failing (The students' experience is compromised.)
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1

Brief narrative description of the school's position with regard to this standard  
(This summary may be copied and used in the *Visiting Committee Report*.)

One of the greatest strengths of The Woodstock Academy is its program. The Woodstock Academy is able to offer a variety of core and elective courses at different levels. The Woodstock Academy also has an array of school-sponsored activities such as community service organizations, clubs, and sports that enhance the program. Furthermore, courses at The Woodstock Academy address the academic needs of all students including college-bound students and school-to-career students. We are able to provide to our students a variety of ways that facilitate transitions between middle school and high school, between grades in high school and between high school and post-secondary schools. Our block scheduling provides teachers with an opportunity to vary instruction from whole group, to small group, to teacher-centered and to student-centered. The Residential Program has diversified and enriched our population. The advisory program provides opportunity to make student connections. The school is able to offer the Cutler House program to at-risk students who need extra help in order to succeed in the classroom. The Academy has an exceptionally high graduation rate and students have been accepted at top colleges and universities worldwide.

Self-study committee membership, meeting schedule, and procedures

The ten members of the self-study committee for Standard 4 included:

Co-chair: Susan Lovegreen, Science Teacher  
Co-chair: Amy Couture, Mathematics Teacher  
Kelly Danielson, English Teacher  
Ian Jackson, Music Teacher,  
Caitlin Alger, Visual Arts Teacher,

Eric Collelo, Technology Teacher  
Ann Rathbone, Assistant Athletic Director  
Alyssa Geissler, Guidance Counselor  
Susan Schofield, Administrative Assistant  
Chris Green, Campus Safety.

Three of the committee members are parents of The Woodstock Academy students as well.

The committee met on 4 designated professional development days beginning in March 2018.

March 2018

At the first meeting, members volunteered to read and analyze background materials (listed below) in order to collect data for this standard.

June 25, 2018

At subsequent meetings the indicators for Standard 4 were discussed and analyzed, and each member took a turn writing a report for a specific indicator. At the end of each meeting, the committee as a whole drew up a list of questions for various faculty members. At the final meeting, the committee discussed Woodstock Academy's strengths and weaknesses and aspects needing attention. They also discussed what the rating should be for this standard.

August 20<sup>th</sup>

The committee met to review what members wrote last time decided on whether not we met an indicator or not and wrote a brief narrative on our strengths and weaknesses of the school

October 10, 2018

The committee met to review recommendations for edits and comments. We revised the document to add supporting evidence to statements, revised spelling and grammar. Lastly, we edited and revised areas of strengths, weaknesses and aspects warranting attention.

**List of background materials reviewed and people interviewed:**

- X Faculty survey
- X Parent *survey*
- X Student survey
- X Department and major program reports
- X Publications
  - Woodstock Academy 2008 NEASC Full Report*
  - Woodstock Academy Prospectus 2018-2019*
  - Departmental Program Reviews*
  - School Climate 2017-2018 surveys*



### **Comments regarding suggested indicators:**

Professional development time, which occurred in August and June for the 2018-2019 school year, is used by faculty members to discuss issues of teaching and learning at The Woodstock Academy. Additional opportunities occur formally at full, monthly faculty meetings, monthly department meetings and informally as subgroups within the faculty. Professional Development options available to teachers over the past three school years have included technology, instruction for English Language Learners, collaboration among departments for curriculum and instruction, relationship building, wellness, round table discussion, assessment design, and school safety. There is a Teaching and Learning Committee comprised of a member from every department that meets every third Thursday of the month to plan Professional Development and to address each department's needs.

There are several ways that department members meet less formally to discuss programs such as department meetings and summer meetings. Similarly, substitute teachers are made available to allow members of the Business Education Department to meet twice throughout the year. Teachers who co-teach classes have a common prep period. Many departments have expressed the need for more time for interdisciplinary and interdepartmental collaboration during professional development time. Teachers also expressed the need for professional development to be more spread out throughout the school year. Holding professional development days primarily during the opening and closing of school days are not optimal for focusing on discussions of teaching and learning.

In addition, all teachers complete two peer observations, one with a teacher in his/her department and one with a teacher from another discipline. Teachers meet before and after each observation to discuss the lesson. The interdisciplinary observation allows teachers to see how their students learn in other classes and observe practices that are not characteristic of their discipline. The departmental observation provides ideas on how to incorporate best practices.

The school programs are an extension and reflection of the *Mission Statement* of The Woodstock Academy "...to prepare all students for a lifetime of learning by providing academic rigor, a safe environment, and a diversity of educational experiences...". The school programs are also reflected in the School Prospectus and described under the curriculum section:

### **Curriculum Statement**

The Woodstock Academy offers approximately 250 courses in a broad-based curriculum to meet the needs of a diverse population. We have grown our course offerings by 67 % (from 150 to 250 courses) in the past ten years to address and remain current with changing student interests and learning needs, and to demonstrate consideration for the appropriate intellectual, social, physical, aesthetic, emotional, and ethical development of students. There are five designated instructional levels of courses offered: Advanced Placement (AP) & Early College Experience (ECE), Honors (H), College Prep (CP), Standard (S), and Participatory (P). All courses are selected based on the individual student's goals, aptitudes, and interests with assistance from the student's counselor.

Input survey data obtained from the school climate survey, data from students, teachers, and parents is essential and incorporated into the course selection process.

The Woodstock academy offers over 80 clubs and activities which provide opportunities for social engagement to build relationships between students, between students and faculty, and between the school and local community. There have been athletic upgrades of the gym, and many of the athletic fields, and general facilitated upgrades to buildings and grounds. There have also been major renovations that include three new science labs with a fourth renovation being planned for the summer of 2019.

Continuity is addressed both within the same courses in departments as well as between grades and levels of courses. Within the same course, common final exams, common objectives, collaboration, revisiting courses annually and modifying as needed, common materials (textbooks, online material, apps), and common assessments throughout the courses provide continuity.

Professional development time, while limited during the school year, is also utilized by many departments for the purpose of curriculum revision. Each department has different, yet appropriate curriculum guidelines they follow. For example, World Language uses ACTFL curriculum, math uses a combination of CT common core and SAT guidance, Science follows NGSS, English follows CT Common Core, Technology follows CTE (CT Tech Ed). Curriculum mapping is done on the Rubicon Atlas website, and each department has most of the curriculum in Rubicon Atlas. There has not been enough professional development time, however, to enter new course curriculum into Rubicon Atlas. There is also no formal document or plan for systematically reviewing curriculum by department on a rotating basis.

All departments use departmental meetings to assess and adjust major curricula as necessary. However, curriculum development, review, and improvement is difficult for departments with limited time available to meet with multiple teachers both across the curriculum and in progression of classes. Similar to the Business Department, more departments should request substitutes be provided in order for teachers of the same subjects to meet for additional time throughout the year.

Payment is offered to faculty each summer to facilitate work on departmental curriculum. In addition, each teacher is allotted \$250 per year to spend on professional development activities and materials. If a department feels the need to update its curriculum and program, there is a process in place by which teachers may propose new courses. First, a new course must be approved by the department; then it is reviewed and approved by The Woodstock Academy Leadership Team; the Academic Committee of the Board of Trustees, which membership currently includes two teachers, makes the final approval.

There are various ways that departments pay attention to the transitions between grades in order to facilitate a student's passage from one level to another. For the incoming freshmen and transfer students, there is Freshman Transition Day and an Orientation Day, which is a day for



these students to get acclimated to the layout of the school and to introduce them to our school's procedures, faculty, and staff. There is also an Eighth Grade Open House offered for the incoming freshmen; attending students are shown what we have to offer in terms of academics, athletics, and extracurricular activities. Within most departments, skills are properly sequenced from year to year, with prerequisites needed for upper level classes. The Counseling Department visits colleges to help students assess which post-secondary schools are appropriate for them. Counselors also meet individually or with small groups of students to help students prepare for life after high school. In addition, there is a full residential life orientation schedule of events for boarding students to become familiar with the campus and surrounding area. The Academy also hosts a freshman brunch, a freshman picnic, an eighth grade moving up ceremony, and a freshman and sophomore social night where sophomores plan a welcoming event for the incoming freshmen.

Students can take a variety of academic and elective courses at The Woodstock Academy such as International Relations, Current Affairs, World Cultures, the History of Living Religions, Latin, Spanish, Italian, and French that allow them to explore the multicultural nature of the region, country, and world. Furthermore, The Academy offers several classes that are heterogeneously grouped in order to allow students to experience the diversity of different learning styles in class. These include: Biology, Chemistry, Organic Chemistry, Forensics, Physics, Ecology, Foundations of Science, Anatomy & Physiology, Human Biology, Environmental Science, Biotechnology, Military History, World Culture, Modern US History, American Government and Politics, European History, Sociology, Psychology, Current Affairs, International Relations, Introduction To Community Activism, Culture and Sport, Cultural Anthropology, Economics, Law, Human Rights, band, choir, art, physical education, and consumer sciences. The Woodstock Academy Prospectus lists all courses and levels offered. Through the Virtual High School Program, a variety of classes are offered that are not available at The Academy.

In addition, the Academy has a school climate coordinator, and a diversity facilitator that has worked with small groups of students and faculty to raise issues of diversity and promote tolerance. The Academy also offers a Climate Squad to break down stereotypes and promote tolerance among the entire student body. The Gender Student Alliance is active in fostering a more tolerant atmosphere. The World Language exchanges have offered students an opportunity to explore Africa, France, Italy and Spain, and as a result, students improve their language ability and understanding of other people and cultures. The World Language Department sponsors an annual language week in March to help make students aware of different languages and cultures. In Consumer Science, students get to study a culture or country of personal interest in the Family Foods class. Currently, a Family Foods class has planned a multicultural unit with a World Cultures class in which students research various countries, and prepare and sample foods from around the world.

The boarding population consists of students from 21 countries and 11 states. Students from other countries provide meals and share cultural opportunities together. These opportunities include International Week sponsored by the International club. During the week, the various Language Honor Societies partner up with the International Club to provide music, culture and food from the various countries our students come from. International Week provides this



cultural exchange opportunity each day for 5 days (for 5 different countries). In addition, the members of our boarding population meet throughout the year to cook dinner with staff. Boarding students make a side dish, a main course, or dessert from their own country to share with everyone at the dinner. Celebrations are also planned for Chinese New Year in January.

### **Athletics**

All students at Woodstock Academy have the ability to participate in more than two dozen interscholastic and intramural sport programs, including unified sports in all three seasons.

The Athletic Department's primary goals are to cultivate each student-athlete's mind, body, and spirit in ways that inspire, teach positive life lessons, and create enjoyment. The mission of the Woodstock Academy Athletic Department is to provide broad-based, competitive, athletic programs that enrich the academic experiences and achievements of its student-athletes. The Athletic Program considers itself an extension of the classroom, and the academic success of all student-athletes is encouraged and monitored.

### **Co-Curricular**

The Woodstock Academy offers not only a large but also diverse range of activities. Departments design co-curricular activities to enrich and extend what students are learning in the classroom. They provide a great opportunity for students to apply what they learn in the classroom in a more hands-on way, learn new skills (academic skills, social skills, leadership skills, etc.), and develop and strengthen relationships. Some examples of these clubs are The Robotics Team, Math Team, Model UN, Ocean Bowl, and FCCLA.

### **Consumer Science**

The Family and Consumer Science program offers quality studies in the areas of Fashion Technology, Foods Science, Culinary Arts, and Human Development. Students enrolled in any of its 10 elective courses will acquire an enhanced understanding of the relationship between individuals, families, communities, and the environment in which they live. Notable aspects and highlights of the department include access to multiple Early College Experience (ECE) credit offerings, the ability to acquire ServSafe certification, access to a dedicated commercial grade culinary lab and a dedicated pastry kitchen. Teachers adjust lab activities based upon the needs of the students (Unified Foods) and students are given options that allow them to demonstrate their successful understanding and application of project goals.

### **Counseling**

The department currently employs six full-time counselors with a student-counselor ratio of 1:210. The Director of Counseling/504 Coordinator has a load of 1:70. In addition, the department has one full-time registrar and secretary an administrative assistant that works for 10 months in the academic year. The Woodstock Academy College and Career Counseling Program is founded on the belief that each student possesses intrinsic worth and is a unique and dynamic individual capable of personal growth and self-direction. Respectful of differences, the program assists and supports students as they begin to understand themselves, develop decision-making and problem-solving skills, and plan for the future. The program provides a diversity of experiences suited to the individual student's aptitudes, interests and goals while providing necessary and important information in preparing for success in further education or a career. Counseling promotes effective communication and life-planning skills that help students grow

into responsible adults. Each student has a student success plan which outlines his or her course plan for all four years in addition to a post-graduation plan. Each counselor is a 504 case manager and participates in individual 504 meetings as well as individual special education meetings. Each counselor provides personal attention to students and parents in order to assist with personal, academic and post-graduation planning.

### **Cutler House Program**

The Cutler House offers a learning environment for students who need additional support to be successful in academic studies but who do not qualify for Special Education services. Cutler House personnel work with students identified as “at-risk” within school. The Cutler House Program recognizes the uniqueness of each individual student, identifies the learning supports needed to assist students in working towards a higher level of achievement, and strives to empower the individual with the motivation and confidence to succeed in his or her academic program of study.

### **Student Services Department**

The Student Services Department offers on-site leadership and inclusion for all students through unified courses, team-taught courses, and multi-level courses. Students may have additional support through a language arts lab, mathematics lab, or applied skills class. The Student Services Department also offers Unified Sports and those teams compete with other high schools. Each student with a disability has an Individualized Education Plan (IEP) with goals and objectives according to his/her needs. During Applied Skills blocks special education teachers assist students to achieve their goals on the IEP. The instruction is student-centered, strength based using different techniques and approaches according to each student’s unique needs. Students have an annual review of goals and objectives to help develop each his/her program as well as triennial evaluations to assess progress which impacts the planning of the student programs. Instructional Assistants are experienced and highly qualified.

### **English**

Through literature-based curricula, both English 1 and 2 enhance reading, writing and speaking skills. In English 2, the Sophomore Writing Workshop, emphasizes student writing in various genres. Students continue in English 3, a thematic study of classic and contemporary American literature and its cultural contributions. Seniors must complete at least one credit in English chosen from subject or genre-specific courses such as Shakespeare, Mythology, Science Fiction, and Poetry. Additional electives provided by The English Department include Creative Writing, Introduction to Theatre, and Theatre Workshop. With departmental approval and supervision, seniors may also arrange independent studies in areas of special interest. Notable aspects of the department include Early College Experience (ECE) courses, writing labs, and The Writing Centaur, a student-run writing support center. In addition, the annual Robertson Essay contest, a competition for seniors, is offered and the winner of which receives a monetary prize and the honor of reading his or her essay at graduation. The English Department has established department-wide literary analysis and research paper rubrics, which help to address continuity between courses. This year, department members also have shared student learning objectives (SLOs), which allow for even more connection and support within the department. Furthermore, our program’s focus on student-centered learning and academic rigor is an integral component of the school’s mission to develop lifelong learners who are well-



prepared for life beyond high school. The curriculum is then also analyzed during PPT and 504 meetings to determine if student needs are met. Open communication with parents and case manager's—both electronic and in-person—is also encouraged to allow for overall transparency.

### **Health and Physical Education**

The Health and Physical Education department offers a wide variety of classes and physical activities which meets the needs of our students. Classes vary from traditional physical education offerings, such as team sports to more individualized classes where focus is on the major components of physical fitness and exercising. The variety of classes offer the students the ability to focus on their likes and interests resulting in a more enriching and valued experience. The department has also increased the use of technology in its classes which has resulted in a more effective learning atmosphere. The health curriculum is taught through a variety of teaching methods including, but not limited to, lecture, visuals, projects, tactile activities, class discussions, and various forms of technology.

The department allows students to take unique courses that individually serve/meet their needs. This philosophy affects the department's teaching because it strives to get as many students as active as possible and to be more up-to-date on common practices and trends in physical education. This helps to maximize the student's involvement and aids the students in fostering a lifestyle of wellness. The curriculum is adapted through a needs assessment evaluation based on overall class abilities, needs and interests. Classes are analyzed for continuity by the development of unit plans which provide a platform to ensure consistency in teaching from course to course and teacher to teacher.

### **International**

The Woodstock Academy offers international students a multitude of diverse educational opportunities. The Academy offers English Language Learners (ELL) several classes and levels to help students improve their English while they are studying here in the US. Each student has a college counselor who helps him or her to plan a schedule and ensures enrollment in all of the correct classes in order to be accepted to a University in the United States. The Academy's diverse residential community is made up of students from twenty-one countries and eleven states. Twenty-five families live on campus and serve as dorm parents that support boarding students through the joys and challenges of high school while also sharing important life skills to develop independence. Students are a part of an engaging learning environment with academic support and tutoring to keep them focus on college and career goals.

### **Math**

Students at The Woodstock Academy are required to study a logical sequence of three Math courses. Courses are available in a variety of ability levels as well as different areas of Mathematics. Course options include Basic Mathematics, Algebra, Geometry, Trigonometry, Statistics, and four levels of Calculus. The math department offers 20 courses, including Early College Experience (ECE) credit and AP courses. The department recognizes that all students are individuals with varying needs. As such, one of our strengths is implementing instructional



components that address visual, auditory, and tactile learners. The Mathematics Department provides a curriculum that meets varying student abilities and interests. If a student exhausts the department's offerings before graduation, independent studies are available in additional areas of interest such as Advanced Calculus.. The department recognizes the individuality of learners and, as such, lessons are designed using a variety of instructional methods which address visual, auditory, and tactile learning styles.

### **Music**

The Music Department is one of the flagship programs of The Academy and it reflects the school's long-term commitment to arts education. Programmatic offerings are extensive and offered during and after school. A large variety of courses provide introductory and advanced study in vocal and instrumental performances, musical theatre, music theory, and music technology and production. After school ensembles include pep band as well as audition-based groups such as Drum Line, Hill Singers, Jazz Band, and an annual musical theatre production.

The department understands that there are many different ways in which students learn and respond to information and tries to be very sensitive to all learning types. In the past few years, the department has started a Unified Music class that has been very successful. In addition to the Unified Music class, the faculty of the Music Department has also taken great strides to ensure that all students feel welcome and accepted within the department. For those that might be more intellectually challenged, teachers often utilize the buddy system when appropriate to help the students with the pacing of the ensembles. Faculty also modify assessments when necessary and attempt to present a visual aid when explaining topics; in addition faculty will explain a concept in multiple ways, allowing students to ask questions, until confident that the concept is understood.

### **Science**

The introductory course, Foundations of Science, develops the principles for scientific thinking and research while studying concepts such as Earth's energy and resources, chemistry of matter, and climate change. The second required course for students is the study of the living world through Biology 1. Chemistry is an exciting required laboratory course beginning with the 2022 graduating class. Students have the opportunity to enrich their science experience through a diverse offering of electives. Physics is advised for a well-rounded science education. Students are also able to choose courses offered at various levels in Anatomy & Physiology, Environmental Science, Human Biology, Forensics, Organic Chemistry, Biotechnology and Field Ecology. A hands-on laboratory experience is integral for all classes. Notable aspects of this department include opportunities to earn Early College Experience credit and/or advanced placement in Biology, Chemistry, Environmental, Physics and Biotechnology, access to two newly renovated laboratories, a Physics lab in the new STEAM center and two multi-purpose laboratories, and experience with extensive hands on field work for long term environmental and ecological studies.

### **Social Studies**

Social Studies courses at The Woodstock Academy engage learners by encouraging them to identify and form points of view, develop clear oral and written expression, and think critically.

Students take three required social studies courses as a part of the core curriculum. Freshman students start their Social Studies education broadly by enrolling in World History or World Cultures. Sophomores enroll in U.S. Government and Politics where they learn more specifically about and how to participate in federal, state, and local government and politics. Finally, Juniors study U.S. Modern History. Elective course offerings include Sociology, Psychology, Military History, Latin American History, International Relations I and II, Connecticut History, and many more. As with other departments, courses are offered at a variety of levels to allow students to individualize their studies. The Social Studies Department has a nationally recognized Model U.N. program with opportunities for both the novice and serious competitors.

### **Technology, Business, and Career**

The Woodstock Academy believes that in a world brimming with innovation, technological literacy is essential. Students can enhance their technological education with Innovative Technology, Web Page Design, Desktop Publishing, Visual C++ Programming, and A+/PC Repair. Students can add creativity to their technological education with elective courses in Exploring Multimedia, Broadcasting, 3D Animation and Game Design, and Computer Aided Design in Engineering and Architecture. Students can take a hands-on approach to vocational education with Wood Technology 1&2 and Building Construction. Business-minded students can prepare for future careers with courses in Accounting, Entrepreneurship, Law, and Personal Finance. Courses prepare students with marketable skills for future careers and hobbies to last a lifetime.

### **World Language**

The Woodstock Academy offers courses in six languages: Spanish, German, Mandarin, French, Italian, and Latin. Studying a second language allows students to engage with an increasingly globalized society and gives them an appreciation and understanding of other cultures, current events awareness, lifetime skills, travel opportunities, and, of course, enjoyment. Students will grow to use their second language as a means of communication and self-expression. Additionally, students who study a second language have an advantage in college admissions and career placement opportunities. Proficiency in a second language is a valuable asset for any employee, especially for those in government, business, and the service sector. The Woodstock Academy's language programs cover all four components of language proficiency: speaking, listening, writing, and reading. Students at The Woodstock Academy are required to take one credit of a foreign language as a graduation requirement, but are highly encouraged to take a sequence of courses given the many benefits of knowing a second language in a multicultural world. Woodstock Academy offers language courses at the Standard, College Preparatory, Honors, ECE and Honors levels.

Finally, all Virtual High School (VHS) courses are monitored regularly and adhere to the National Education Association's recommended course guidelines for high quality online courses. Online courses are intended to augment the curriculum and provide learning



opportunities where financial resources do not justify the addition of courses to meet a particular student's needs.

#### **Notable strengths of the school in this area**

The learning population of Woodstock Academy consists of students from many regions of the United States and 21 various international locations. The Woodstock Academy offers a comprehensive academic program with leveling and diverse offerings in all departments as well as a comprehensive athletic program which meets the needs of the student population.

The Woodstock Academy has an exceptionally high graduation rate with acceptances at top colleges and universities worldwide. The career and technical training department does an exceptional job transitioning students for post-graduate careers.

#### **Notable weaknesses/needs**

The amount of time devoted to professional development and/or collaboration during the school year has been shifted to the beginning and end of the school year. Prior to 2018, Faculty and staff would meet before school opening, on many half days throughout the year, and at least 2 full days throughout the year. We also lost the opportunities to collaborate during the school day with the loss of PLCs.

The placement of the professional development days at the beginning and end of the year limit the focus of that time. Especially days at the end of the year, teachers are more focused on finishing up the year (grading, moving classrooms, etc.) than collaboration and production of new material to be used right away.

Curriculum development, review, and improvement is difficult for departments with limited professional development time available to meet with multiple teachers both across the curriculum and in progression of classes.

#### **Aspects warranting attention**

None

#### **Recommendations for school improvement and issues for further discussion**



The committee recommends that the Dean of Academics continue to evaluate and assess survey and feedback data from faculty and staff in order to ensure that PD offerings and their time frame meet the interests and needs of the school community.

The committee recommends that the Head of School continue to examine ways to ensure that professional development is offered during the school year so that faculty and staff both as a whole and within departments are able to collaborate on a more regular basis.

The school recommends that the Dean of Academics design a policy for regularly reviewing the academic program and ensuring consistency both horizontally and vertically within department's curricula.