

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Special Meeting

Tuesday, December 10, 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 11-13-2024
- IV. New Business
 - a. New Course – History Dept -*AP African American Studies*
 - b. New Courses- Unified Arts & Wellness Department
 - 1. *Piano 2*
 - 2. *Wind Ensemble*
 - 3. *UConn ECE Popular Music & Diversity in American Society*
 - 4. *Self Defense/ Personal Safety*
 - 5. *Mindfulness & Dance*
 - c. New Courses- World Language Department
 - 1. *Spanish for Heritage Speakers – Level 1*
 - 2. *Spanish for Heritage Speakers- Level 2*
 - d. New Course- English Department- *Grade 12 ACP/Honors Multicultural Literature*

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Wednesday, November 13, 8:30 a.m.
Trumbull High School Main Office Conference room

MINUTES

I. Call to Order/Introduction

The meeting was called to order 8:37 am.

Members Present

L. Timpanelli, BOE Chair

L.Nuland, BOE Member

J.McNamee, BOE Member

S.Iwanicki, Ed.D, administrative designee

Members Absent

M. Petitti, BOE Curriculum Committee Chair

II. Public Comment- No public comment was received.

III. Approval/Minutes – Regular Meeting 10/24/2024 Ms. McNamee motioned to approve the minutes of 10/24/24. Mrs. Nuland seconded. Mrs. Timpanelli abstained. The motion passed.

IV. New Business

- a. New Curriculum Guide, Pilot Update: *Grade 12 Story of Self*- English teacher, Mr. Kevin Pacelli presented the pilot update, mentioning that teacher, Jim McCaffery, was the original creator of the course. The two worked together to revise current pilot guide being used. Mr. Pacelli is teaching the course and getting a wonderful response from students. He shared it starts off as a hero's journey and then leads into philosophy that students discover through literature. Each unit focuses on an element of the hero's journey. Book groups, shared inquiry groups and answering unit essential questions are formats that the class engages in regularly. Reading analysis, written reflection, presentation and story-telling are also interwoven into units of the course. Mrs. Timpanelli asked about student experiences in transformation. Mr. Pacelli shared that students are more confident in their authentic writing as a result of the experience. Mrs. Nuland inquired about the course as a support for students in college. Mr. Pacelli shared that students do have a better understanding of themselves as a result of the course. Ms. McNamee asked about the development of the English skills for students. Mr. Pacelli said there is a concentration on taking evidence from the text and using it in their writing. Mrs. Timpanelli highlighted the outcomes of Unit 1 seemed to focus on Bloom's Taxonomy level skills such as definitions and using vocabulary. She noted that for seniors, more rigor would strengthen the course. Mrs. McNamee added that there should be inclusion of more sophisticated standards overall. Department Chair Mrs. Rizzo was on hand to address

questions as well. The department will be further crafting this course to bring a revised version of the guide later after it is fully piloted. The teachers are pleased that this initial pilot is resonating with the students and provides more opportunity for Grade 12 electives in English.

- b. Curriculum Guide Revision: *Grade 12 Poetry*- Department Chair Anne Rizzo was joined by Karlen Shupp and Mary Colombo. Mrs. Shupp began by explained that the Grade 12 Poetry guide has been revised to be an Honors/ACP option for students. She highlighted the differences between the levels of the course and the assessments. Each were crafted to differentiate demand of the course credit levels. Mrs. Timpanelli took notice the well-designed nature of the units. Ms. McNamee shared her observance of the inclusion of both traditional and non-traditional poets. Mary Colombo shared the different forms of poetry that students explore and the ways in which specific styles reflect their messages. Mrs. Nuland asked about the inclusion of song in the guide. Ms. Colombo described the manner in which the course uses song as a platform to study elements of poetry and language. The teachers also mentioned culminating performances associated with the course which students enjoy as a part of the learning process. Ms. McNamee motioned to pass the Grade 12 Poetry Guide to the Board for full approval. Mrs. Nuland seconded. The motion passed unanimously.
- c. Curriculum Guide Revision: *Grade 9 ACP Algebra I*- Math teachers Elizabeth Capobianco and Nicole Trommelen presented. Their goal in the revision was to add more applications to the course. A linear example was provided, such as when you are knitting a scarf it is going to grow “this much” in a day of knitting. As it is a 9th grade course, this gives them a foundation. Statistic examples that coordinate with the SAT were also added. They mentioned that making the course more high-interest and “less boring” was a driver for them during their revision. Dr. Iwanicki mentioned that the Defined Learning website may have resources to complement their units. Ms. McNamee motioned to pass *Grade 9 ACP Algebra I*- to the Board for full approval. Mrs. Nuland seconded. The motion passed unanimously
- d. Curriculum Guide Revision: *Grade 9 CP Algebra I*- Math teachers Elizabeth Capobianco and Nicole Trommelen shared that the CP course was reordered so that quadratics come before exponential functions. They revised the depth of the questions and added more support to the units. Mrs. Nuland motioned to pass *Grade 9 CP Algebra I*- to the Board for full approval. Ms. McNamee seconded. The motion passed unanimously

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: October 7, 2024

Title of Course: A.P. African American Studies

Grade Level: 10-12

Department: Social Studies

Length and Credit: Full year/-1 Credit

Prerequisites:

There are no prerequisites courses for AP African American Studies. Students should be able to read a college-level textbook and express themselves clearly in writing.

General Description:

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of African American communities throughout the United States within the broader context of Africa and the African diaspora.

Rationale:

Throughout the AP African American Studies course, students will learn to apply lenses from multiple disciplines to evaluate key concepts, historical developments, and processes that have shaped black experiences and debates within the field of African American Studies. In addition, the class will foster an understanding of the diversity and complexity of African societies and their global connections before the emergence of transatlantic slavery while also developing a broad understanding of the many strategies African American communities have employed to represent themselves authentically, promote advancement, and combat the effects of inequality.

Resources Needed:

- Curriculum writing Summer 2025
- Required text: Freedom on my Mind (3rd Ed. 2021) by Deborah Gay White, Mia Bay, and Waldo Martin, Jr.

Submitted by:

Sean Cafferty (Teacher) and Kathy Rubano (Department Chair for Social Studies)

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: September 23, 2024

Title of Course: Piano 2

Grade Level: 9-12

Department: Music/Fine Arts

Length and Credit: Half Year – 1/2 Credit Course

Prerequisites: Completion of Piano 1, or experience playing piano

General Description:

Piano 2 is a continuation of Piano 1. Students will continue to refine their piano playing skills with elements such as music notation reading, major and minor scales, as well as following chord progressions and basic improvisation. Students will also discuss different styles of piano playing across multiple genres.

Rationale:

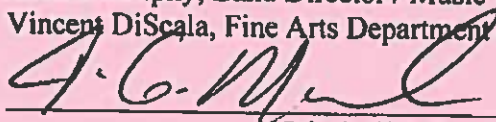
Creation of this course is based on the success of the Intro to Piano class that was started in Fall 2023. It is also to fall in line with the system that is in place for the guitar program, allowing for an introductory course for beginners, followed by a more advanced course for students to continue their learning and develop their skills. Concepts that will be explored include advanced music notation reading, basic improvisation, chord reading, as well as stylistic playing in different genres. This will also provide an avenue for students entering high school with piano playing experience that do not have other musical avenues to pursue. Upon completion of both Intro to Piano and Piano 2, students will have received the one credit in Fine Arts necessary for graduation. This allows for an entirely new pathway for students to earn their required credit.

Resources Needed:

- Curriculum writing Summer 2025

Submitted by: Christopher Siano, A-House Principal, Trumbull High School
Joshua Murphy, Band Director / Music Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School

Reviewed by:


Principal/Designee



10/28/24
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

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: September 23, 2024

Title of Course: Wind Ensemble

Grade Level: 10-12

Department: Music/Fine Arts

Length and Credit: Full Year - 1 Credit Course - Honors

Prerequisites: Audition and Teacher Approval

General Description:

Wind Ensemble is a continuation of the Concert and Marching/Symphonic band classes designed to give advanced students an opportunity to rehearse and perform in a higher-level group. Music will be more challenging and expectations for practice and performance. Prime emphasis will be on improving individual musicianship and advanced ensemble techniques. Performance opportunities will be plentiful and varied.

Rationale:

Creation of this course is designed to allow upperclassmen and advanced students an opportunity to rehearse and perform alongside peers of similar skill level. Currently, there is only one level of band class that all students perform in from grades 9-12. The addition of this course would ensure the skill progression that students have steadily been on from grades 4-8 can continue through their high school years. In this course it will be expected that students put in practice time outside the school day as well as participate in the CMEA Western Region Festival. The addition of this course would also allow for another honors class in the music department, as there is currently only one, Chamber Singers. We are hopeful that the addition of this course will allow further opportunities for personal growth and encourage upperclassmen to continue in instrumental music for the entirety of their high school careers.

Resources Needed:

- Curriculum writing Summer 2025

Submitted by: Christopher Siano, A-House Principal, Trumbull High School
Joshua Murphy, Band Director / Music Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School

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

Revised 10/2020

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: October 18, 20024

Title of Course: Self Defense/Personal Safety
Grade Level: 11-12
Department: Wellness
Length and Credit: Quarter/ .25 Credit Course
Prerequisites: None

General Description:

The "Self-Defense and Personal Safety" class is a practical wellness "selective" designed for high school students to learn essential skills for personal safety and self-protection. This course covers a variety of self-defense techniques, focusing on awareness, prevention, and response strategies to real-life situations. Students will explore topics such as recognizing potential dangers, understanding personal boundaries, and developing situational awareness. Through hands-on practice, they will learn basic self-defense moves and how to effectively escape from various holds and threats. The course emphasizes empowerment, building confidence, and fostering a sense of security. Additionally, students will engage in discussions about personal safety strategies, conflict resolution, and the importance of trusting their instincts. By the end of the course, students will have gained valuable tools to help them navigate challenging situations, promoting their overall well-being and personal safety in everyday life.

Rationale:

The course is designed to empower students with critical skills for personal safety and self-protection. In a world where young people face various risks and challenges, this course provides them with the knowledge and confidence to navigate potentially dangerous situations effectively. As awareness of personal safety issues continues to grow, it is crucial for students to learn how to protect themselves both physically and mentally. This course equips students with practical self-defense techniques and emphasizes the importance of awareness and prevention. By understanding their surroundings and recognizing potential threats, students can make informed decisions that contribute to their overall safety. Additionally, the course fosters a sense of empowerment and self-confidence. Learning self-defense not only teaches physical skills but also helps students build resilience and assertiveness. These qualities are vital as they transition into adulthood and encounter various social situations. By offering this course, the school demonstrates its commitment to the well-being of its students, equipping them with the tools they need to feel secure and confident in their daily lives. Overall, the "Self-Defense and Personal Safety" course is a valuable addition to the wellness program, providing students with lifelong skills that promote their safety and well-being. It also will be aligned to the new national standards for Physical Education with the goal of helping every student find their path to an active lifestyle

Resources Needed:

- Curriculum writing Summer 2024
- Various Equipment

Submitted by: Christopher Siano, A-House Principal, Trumbull High School
Michelle Dankulich, Wellness Teacher, Trumbull High School
Marcellino Petroccio, Wellness Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School

Reviewed by:


Principal/Designee



10/28/24
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

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: October 17, 20024

Title of Course: Mindful Fitness & Dance
Grade Level: 11-12

Department: Wellness

Length and Credit: Quarter/ .25 Credit Course

Prerequisites: None

General Description:

Mindful Fitness & Dance is a wellness "selective" that combines physical movement with mindfulness practices to promote overall well-being. This course encourages students to explore various forms of dance and fitness routines while fostering self-awareness and emotional regulation. Students will learn techniques such as yoga, tai chi, and expressive dance, focusing on body awareness, breath control, and stress relief. Through creative expression and mindful movement, participants will enhance their physical fitness, develop coordination, and cultivate a positive body image. This class emphasizes the importance of mental health alongside physical health, empowering students to make mindful choices that contribute to a balanced lifestyle.

Rationale:

The course is designed to address the growing need for holistic approaches to health and wellness, and as an alternative to team sports in high school education. As students face increasing stress from academic pressures and social dynamics, it is crucial to provide them with tools that promote both physical fitness and mental well-being. This course merges physical movement with mindfulness practices, allowing students to experience the benefits of both disciplines. Mindfulness can reduce stress, improve focus, and enhance emotional regulation, all of which are essential skills for students navigating the challenges of adolescence. Students will not only improve their physical health but also gain valuable tools for self-expression and stress management. This course promotes inclusivity and creativity, encouraging students of all backgrounds and fitness levels to participate. Through mindful movement, students will learn to appreciate their bodies, develop a positive self-image, and cultivate a sense of community. This course aligns with the school's commitment to fostering well-rounded individuals who prioritize their mental and physical health. It also will be aligned to the new national standards for Physical Education with the goal of helping every student find their path to an active lifestyle.

Resources Needed:

- Curriculum writing Summer 2024

Submitted by: Christopher Siano, A-House Principal, Trumbull High School
Michelle Dankulich, Wellness Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School

Reviewed by:

Principal/Designee

Date

Assistant Superintendent

Date

Board of Education Curriculum Committee Member

Date

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Board of Education Curriculum Committee Member

Date

TRUMBULL PUBLIC SCHOOLS

NEW COURSE PROPOSAL

Date Submitted: 11.7.2024

Title of Course: Spanish for Heritage Speakers Level 1

Grade Level: 9-10

Department: World Languages

Length and Credit: Full Year-1 credit

Prerequisites: Teacher recommendation and Spanish Heritage Speaker Placement Test.

Rationale: The course is designed for heritage speakers of the Spanish language who already have some oral language proficiency. This course can accommodate students from a wide range of linguistic backgrounds in grades 9-10 or who are heritage speakers at level 1-2 proficiency in Spanish. Students will build upon their current language skills to develop language and cultural literacy. This course will guide students to develop a deeper appreciation for their cultural history and heritage while recognizing that there are many ways to be Latinx. Students will have the opportunity to build confidence using Spanish to express their thoughts on various themes, interact with other heritage Spanish speakers, understand oral and written passages, create oral and written presentations, and critically view and evaluate authentic resources in the target language.

The influx of Spanish speakers at Trumbull High School over the past few years has grown significantly and it has impacted how Spanish teachers and students are experiencing Spanish courses at THS. Heritage speakers of Spanish often do not have an appropriate level available for them to take as they cannot find success in the levels currently available at THS. The data demonstrates that from 2014 to 2024 there has been an increase of 10% of the Hispanic population at THS, from 8% to 18%. Out of approximately 2100 students attending Trumbull High School, we currently have about 400 students who identify as Hispanic or Latino. Many of these students could benefit from the opportunity to partake in a Spanish language course that could accommodate and enrich both their linguistic and cultural background knowledge. We have the resources available (we would not need to hire additional Spanish teachers if this course became available) as well as the demand for this course that would best support our Hispanic students who would benefit from this linguistic and cultural opportunity at the high school level.

Resources Needed: Supplemental materials/books for Heritage speakers of Spanish and continued access to the WL Language Lab

Submitted by: Susanna Lavorgna Lye

TRUMBULL PUBLIC SCHOOLS

NEW COURSE PROPOSAL

Date Submitted: 11.7.2024

Title of Course: Spanish for Heritage Speakers Level 2

Grade Level: 11-12

Department: World Languages

Length and Credit: Full Year-1 credit

Prerequisites: Teacher recommendation, Spanish Heritage Speaker Placement Test, and/or successful completion of Spanish Heritage Speakers Level 1 course.

Rationale: The course is designed for advanced heritage speakers of the Spanish language who already have strong oral language proficiency. This course can accommodate students from a wide range of linguistic backgrounds in grades 11-12 or who are heritage speakers at an intermediate-advanced proficiency in Spanish. Students will build upon their current language skills to continue to develop language and cultural literacy. This course will guide students to develop a deeper appreciation for their cultural history and heritage while recognizing that there are many ways to be Latinx. Students will have the opportunity to build confidence using Spanish to express their thoughts on various themes, interact with other heritage Spanish speakers, understand complex oral and written passages, create oral and written presentations, and critically view and evaluate authentic resources in the target language.

The influx of Spanish speakers at Trumbull High School over the past few years has grown significantly and it has impacted how Spanish teachers and students are experiencing Spanish courses at THS. Heritage speakers of Spanish often do not have an appropriate level available for them to take as they often cannot find success in the levels currently available at THS. The data demonstrates that from 2014 to 2024 there has been an increase of 10% of the Hispanic population at THS, from 8% to 18%. Out of approximately 2100 students attending Trumbull High School, we currently have about 400 students who identify as Hispanic or Latino. Many of these students could benefit from the opportunity to partake in a Spanish language course that could accommodate and enrich both their linguistic and cultural background knowledge. We have the resources available (we would not need to hire additional Spanish teachers if this course became available) as well as the demand for this course that would best support our Hispanic students who would benefit from this linguistic and cultural opportunity at the high school level. This course would contribute to their college preparation of Spanish as well as further enrich their transcripts.

Resources Needed: Supplemental materials/books for Heritage speakers of Spanish and continued access to the WL Language Lab.

Submitted by: Susanna Lavorgna Lye

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: October 17, 2024

Title of Course: Multicultural Literature

Grade Level: 12 ACP/Honors

Department: English

Length and Credit: Full Year, 1 Credit

Prerequisites:

- Successful Completion of 11 ACP, AP Language & Composition, and/or AP Literature & Composition and English Teacher Recommendation

General Description:

Multicultural Literature ACP/Honors 12 (full year) will explore four units, each focusing on one racial ethnicity per quarter in the United States (African American, Native-Indigenous, Asian-American, and Chicanx & Latinx). Through a study of the units and authors' techniques, students will widen their understanding of how class consciousness, race, stereotypes, and gender are expressed by authors of multicultural literature. More importantly, students will come to see that experiences of cultures are transferable and relatable because humanity shares a story. Students will also have the opportunity to examine how their own culture has shaped their identity and make connections to the cultures they have learned about in the course. Students will read different genres of literature, both fiction and nonfiction, children's books, poems, articles, essays, and short stories.

Rationale:

The proposed **Multicultural Literature ACP/Honors 12** course fills a gap in our English Department's Program of Studies. While the department offers courses that include diverse authors, **Multicultural Literature ACP/Honors 12** specifically focuses on stories from diverse cultural backgrounds that are not as commonly taught in the traditional Canon. It explicitly explores multicultural writing styles. By exploring literature from multiple cultures, students will not only widen their understanding of our interconnectedness despite our differences, they will learn that outstanding and celebrated authors exist in many forms and from many cultures. As stated above, they will— most importantly— observe that experiences of all cultures are transferable and relatable because humanity shares a story. Units of study will include: African American, Native-Indigenous, Asian-American, and Chicanx & Latinx.

Resources Needed:

- Time to review and strategically select multicultural texts
- Curriculum writing team and writing hours
- New texts

Submitted by: Anne Rizza, English Department Chairperson