

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

COMMITTEE ON LEARNING
MEETING NOTICE

DATE:	March 15, 2011
TIME:	7:30 P.M.
PLACE:	Lillis Administration Building – Room 2

GEORGE C. BUCKBEE
TOWN CLERK

gm

2011 MAR 11 A 10 06 AM

NEW MILFORD, CT

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

A. CALL TO ORDER

B. PUBLIC COMMENT

The Board welcomes public participation and asks that speakers please limit their comments to 3 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Educations personnel and students, nor against any person connected with the New Milford Public School System.

C. ITEMS FOR DISCUSSION

1. Curriculum Handbook
2. Curriculum Update
3. CMT/CAPT Update
4. Block Scheduling Update
5. Smart Board Training
6. TEAM

D. ADJOURN

Sub-Committee Members: Mrs. Alexandra Thomas, Chair
Mr. David A. Lawson
Mrs. Lynette Celli Rigdon
Mrs. Nancy C. Tarascio-Latour

Alternates: Mr. Thomas McSherry
Mr. Rodney Weinberg

NEW MILFORD PUBLIC SCHOOLS

50 East Street
New Milford, Connecticut 06776
(860) 354-3235

**Curriculum Handbook
2010 - 2011**



**Office of the Assistant Superintendent
Maureen E. McLaughlin, Ph.D.**

ADMINISTRATION

JeanAnn C. Paddyfote, Ph.D., Superintendent
Maureen E. McLaughlin, Ph.D., Assistant Superintendent

BOARD OF EDUCATION

Wendy Faulenbach, Chairperson
Daniel Nichols, Vice Chairperson
David Lawson, Secretary
Nancy C. Tarascio-Latour, Assistant Secretary
Lynette Celli Rigdon
Thomas McSherry
Alexandra Thomas
Rodney Weinberg
William Wellman



New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.



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THE FIVE-YEAR CURRICULUM PLAN

As part of the annual budget cycle, principals, assistant principals, department chairs, and other pertinent curriculum leaders are asked to review the five-year curriculum schedule and to make any amendments or suggestions for changes in the plan. By doing the review at that time, it is hoped that adequate funding can be set aside to support curriculum work in the next year to ensure that our curricula will be updated, will challenge students, and will reflect the best practices in the field.

By reviewing the five-year schedule annually, it allows flexibility in the process. Educators may not know from one year to the next that a new state or federal mandate may be coming. Test results may warrant a review to determine what needs to be adjusted to improve student performance. The flexibility to adjust programs to better meet the needs of students is critical. In times of limited resources, annually updating our plan helps us prioritize and address what most needs to be done.

The five-year schedule is designed to have a utilitarian value as well. By updating our plan annually, we expect it will better and more quickly address the needs of those who must use the various curricula. Further, we try to write the various curriculum documents in ways that those who use them most will find them helpful.

**New Milford Public Schools
Office of the Assistant Superintendent
Five-Year Curriculum Plan 2010-2015**

Subject/Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<p align="center">Business & Practical Arts/ Technology</p>	<p>Revise: Computer Programming '04 Marketing I '05 Marketing II & Marketing Work Program 05</p> <p>Propose New Course: "Personal Finance"</p> <p>Estimated Cost: \$4200</p>	<p>Revise: Arch. Drafting II '00 Basic Auto Cad '05 Business Computer App. '05 Business Law '05 Keyboarding '99</p> <p>Develop: General Woodworking Introductory Woodworking</p> <p>Estimated Cost: \$4800</p>	<p>Revise: Practical Arts 7-8: Foods & Nutrition Metal Sewing & Textile Tech Woods</p> <p>Develop: Projects Unlimited</p>	<p>Revise: Arch. Drafting I '07 Arch. Drafting II '00 Arch. Drafting III '06 Website Design I '07 Website Design II</p>	<p>Revise: Accounting I '09 Accounting II College '07 Adv. Auto CAD '09 Machine Drafting '03 Technical Drafting '04</p>
<p align="center">English/ Language Arts K-12</p>	<p>Continue to Develop: Grades K-8 LA</p> <p>English I English II English III</p> <p>Revise: English IV (A/B) '07</p> <p>Propose New Course: "Language & Composition"</p> <p>Estimated Cost: \$21,625</p>	<p>Continue to Develop: Grades K-8 LA</p> <p>English I English II English III</p> <p>Revise: AP English '07 Humanities I & II '07</p> <p>Estimated Cost: \$22,170</p>	<p>Continue to Develop:</p> <p>English I English II English III</p> <p>Revise: Creative Writing '07 Fiction: Science '07 Short '07 Journalism I & II '07 Modern Poetry '07 Writing Workshop '07</p>	<p>Revise: Children's Literature '08 Public Speaking '08 SAT Prep Video Production '08</p>	<p>Revise: Adv. Creative Writing '08 American Studies '09 Drama Workshop '08</p>
<p align="center">Fine Arts</p>	<p>Revise: Ceramics II</p> <p>Estimated Cost: \$786</p>	<p>Revise: Advertising Art & Design Crafts '98</p> <p>Estimated Cost: \$1180</p>	<p>Revise: Cut, Paste & Copy '91 Design Foundations I '04 Design Foundations II '04 Studio Art & AP '05</p>	<p>Revise: AP Art History '05</p>	<p>Revise: Portfolio '09 Sculpture '09</p>

New Milford Public Schools
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Five-Year Curriculum Plan 2010-2015

Subject/Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Library Media					Revise: K-12 Library-Media
Mathematics K-12	Revise: Grade 8 Algebra III '04 Calculus Honors '04 Estimated Cost: \$2544	Revise: Grades K-6 Adv. Algebra & Trig. '06 Algebra II '07 Geometry '05 Intermediate Algebra II '06 SAT Prep Estimated Cost: \$13,110	Revise: Applications Math '07 AP Statistics '08 Consumer Math '07 Geometry Honors '07	Revise: Algebra II Honors '09 Applied Geometry '07 Pre Calculus Honors '08 SAT Prep Statistics '07	Revise: Algebra I '08 Algebra I Honors '09 AP Calculus '08 Elementary Algebra '07

New Milford Public Schools
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Five-Year Curriculum Plan 2010-2015

Subject/Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Music K-12		Revise: Choral Music Grades 4-12 History of Am. Music Theater Estimated Cost: \$2300	Revise: Inst. Music Grades 4-12 Electronic Music Tech.	Revise: General Music Grades K-7 History of Jazz	Revise: Music Appreciation Music Theory
PE/Health K-12	<p style="text-align: center; background-color: yellow;">Propose New Elective: "Early Childhood"</p> Estimated Cost: \$2420	Revise: Health I & II '96 PE I '97 PE II '97 PE III & IV '97 Estimated Cost: \$1425	Revise: Allied Health Careers '97 EMT '06 Medical Technology '00 Sports Medicine '08 <p style="text-align: center; background-color: yellow;">Propose New Elective: "Wellness"</p>	Revise: Adventure Ed. (7-12) '08 PE Leader <p style="text-align: center; background-color: yellow;">Propose New Elective: "Sports Performance"</p>	Revise: Child Development '10 <p style="text-align: center; background-color: yellow;">Propose New Elective: "Outdoor Education"</p>
Science K-12	Coordinate K-8 with GLE's and CCSS Estimated Cost: -0-	Coordinate K-8 with GLE's and CCSS Revise: Ecology/Fall '06 Ecology/Spring '06 Exper. Chemistry '02 Estimated Cost: \$2060	Coordinate K-8 with GLE's and CCSS Revise: AP Biology '07 Astronomy '06 Biology '07 Environ. Earth Science '06	Revise: AP Chemistry '08 Physics '07 Physics Honors '07	Revise: Anat./Phys. Honors I&II '09 AP Physics '09 Chemistry '08 Chemistry Honors '06 Forensic Science '09 Plant Science I & II '08

**New Milford Public Schools
Office of the Assistant Superintendent
Five-Year Curriculum Plan 2010-2015**

Subject/Area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Social Studies K-12	<p>Revise: Grades 7-8</p> <p>Revise: Civics '02</p> <p>Estimated Cost: \$790</p>	<p>Revise: Global Studies '00 Sociology '04 Western Civilization '98</p> <p>Propose new electives: "Forensic Psychology"</p> <p>Estimated Cost: \$5750</p>	<p>Revise: AP Psychology '04 Civics Economics '07 History Through Film '05</p>	<p>Revise: AP US History '07 Chinese Studies Honors '07 Modern America '05</p> <p>Propose new electives: "Macro Economics"</p>	<p>Revise: Am. Studies Honors '09 Intellectual History '09 Introduction to Psych. '10 Russian Studies '06 US History '09 US History Honors '09</p>
World Languages 7-12	<p>Revise: German I '05 German II '05 German III '05</p> <p>Estimated Cost: \$2545</p>	<p>Revise: AP German '05 German IV '05 Spanish I & II '06</p> <p>Estimated Cost: \$3820</p>	<p>Revise: AP Spanish '07 Spanish III, IV '07</p>	<p>Revise: French I '08 French II '08</p>	<p>Revise: AP French '09 French III & IV '09 Russian Studies '06</p>

CURRICULUM DEVELOPMENT WRITING PROCESS

Curriculum and instruction are never static. Curriculum is constantly evolving as we look for ways to improve student performance, enrich student experiences, and increase the academic caliber of our students. State and national curriculum guidelines change, and new assessment mandates are always being legislated.

1. In the fall, as part of the budget development process, administrators, teachers and staff review the Five-Year Plan. Curriculum needs are identified, communicated, and prioritized with the Assistant Superintendent in order to coordinate budget requests.
2. Throughout the year, necessary resources are compiled for the pertinent curriculum writing (e.g., current curriculum documents, state guidelines, national guidelines, pertinent student work, etc.)
3. Pending budget approval, curriculum projects are posted in order to recruit curriculum writers.
4. Most curriculum writing occurs primarily when school is not in session; however, with certain projects, time may be taken when school is in session with the approval of the Assistant Superintendent.
5. Compensation for curriculum writing is in concert with guidelines established by the teacher's contract.
6. After the curriculum draft is received, reviewed, and final edits are completed, it is sent to the Board of Education's Committee on Learning and then to the Board of Education for approval.
7. Any staff development needs associated with the curriculum implementation is to be coordinated with the Assistant Superintendent's office.
8. Teachers are responsible for delivering the curriculum and assessing its adequacy or effectiveness. Teachers are expected to report any problems, deficiencies, or inadequacies that become apparent upon the delivery of the curriculum to building principals, department chairs, and to the Assistant Superintendent.
9. If it is warranted, the curriculum may be brought back for further refinement or revision as part of the Five-Year Plan.

CURRICULUM PHASES

Year 1 Planning	Year 2 Development	Year 3 Year One Implementation	Year 4 Implementation
<p>Planning phase continues throughout the school year.</p> <p>Embraces all the preliminary steps necessary to produce a high quality curriculum:</p> <ul style="list-style-type: none"> • Assessment of current performance trends • Inventory of resources • Collection of model curricula, state standards, current research, and other instructional materials • Assessment of needs: <ul style="list-style-type: none"> - Graduation requirements - Enrollment patterns - Cost effectiveness - Staff available to teach • Assessment of student preparation in course sequences 	<p>Summer 1 – development phase begins during the summer and continues throughout the school year.</p> <p>Encompasses the steps necessary to produce curriculum and identifies materials and professional development that will be needed to support curriculum:</p> <ul style="list-style-type: none"> • Drafts major elements of K-12 curriculum framework <ul style="list-style-type: none"> - Mission statement - Pacing guide - Enduring understandings - Essential questions - Expected performances • Communicates expectations for first year implementation • Prepares for field testing/piloting of new materials as appropriate 	<p>During the first year of implementation, the curriculum is carefully monitored. The strengths of the curriculum are identified as well as any modifications or clarifications that need to be made.</p> <p>Summer 2 – curriculum writing continues:</p> <ul style="list-style-type: none"> • Refines details of units • Identifies formative, summative, and universal assessments with rubrics 	<p>The period of time that the curriculum will be utilized with minor refinements (based on ongoing feedback) that will be made annually.</p> <p>The following indicators may necessitate early review of curriculum documents:</p> <ul style="list-style-type: none"> • Staff feedback • Changes to state or national standards • Changes to CMT, CAPT, SAT, or AP format • Student performance on CMT, CAPT, SAT, and AP

CURRICULUM GUIDE FORMAT

- **Cover Page**
 - a) Name of Course/Subject
 - b) New Milford's Logo
 - c) Date of Adoption
 - d) New Milford, Connecticut

- **Committee Credits**
 - a) Board of Education Members
 - b) Pertinent Administration: principal(s), Assistant Superintendent, Superintendent
 - c) Authors/Committee Membership

- **District Mission Statement**

- **Pacing Guide**

- **Identify Desired Results**
 - a) List Common Core State Standards course will address
 - b) List GLE's (if applicable) course will address
 - c) Enduring Understandings: generalizations of desired understanding via essential questions
 - d) Essential Questions: inquiry used to explore generalizations
 - e) Expected Performances: what students should know and be able to do
 - f) Character Attributes of Strategic Plan: key attributes addressed

- **Develop Teaching and Learning Plan**
 - a) Teaching Strategies: the plan of actions by the teacher to engage students in learning the content which includes differentiation and interventions
 - b) Learning Activities: Cognitive experiences that help learners perceive, process, rehearse, store, and transfer new knowledge or skills

- **Assessments:** the ways to measure and monitor a learner's progress and guide instructional decisions
 - a) Prototype Final Course Assessment (if applicable)
 - b) A performance-based learning assessment
 - c) List of other assessment strategies used
 - d) Rubrics for judging success of major projects, papers, and presentations

- **Resources:** materials to support learning

Preparation of the document should be in Word (Arial 12).

New Milford Public Schools Curriculum Template

(template can be found in the Curriculum tab on our school website)

Committee Member(s):	Course/Subject:
Unit Title:	Grade Level:
	# of Weeks:
Identify Desired Results	
Common Core State Standards	
<ul style="list-style-type: none"> • • • 	
Enduring Understandings	Essential Questions
Generalizations of desired understanding via essential questions (Students will understand that ...)	Inquiry used to explore generalizations
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • • <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • • 	
Character Attribute(s)	
<ul style="list-style-type: none"> • • 	
K-8 Technology Competencies	
<ul style="list-style-type: none"> • • 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • • • <p>Learning Activities:</p> <ul style="list-style-type: none"> • • • 	

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none">•••

Resources

<ul style="list-style-type: none">•••

Example of what a unit might look like. All sections are meant only as models and not necessarily complete.

New Milford Public Schools

<p>Committee Members (s): Jane Eyre, Scott O'Dell</p> <p>Unit Title: Freshman English Research Project: Writing to Change the School</p>	<p>Course/Subject: Freshman English</p> <p>Grade Level: Freshman</p> <p># of Weeks: six to eight</p>
Identify Desired Results	
Common Core State Standards	
<p><u>RL.2:</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>RI.1:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>W.1(a):</u> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><u>SL.1(d):</u> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><u>L.1(a):</u> Use parallel structure.</p>	
Enduring Understandings	Essential Questions
Generalizations of desired understanding via the essential questions (Students will understand that ...)	Inquiry used to explore generalizations
<ul style="list-style-type: none"> ○ Questioning and taking notes facilitate the understanding of a challenging text. ○ A strong thesis statement establishes a clear position that evaluates, recommends, or interprets. It supports the position with three logical reasons or issues. ○ A strong thesis is supported with logic and evidence that may include facts, data, and/or passages quoted from a cited source. ○ Convincing evidence includes a combination of facts, statistics, and quotations from primary sources, experts, and logic. ○ Mature writers revise their own work; therefore, high school students must undertake their own editing and revisions. ○ Reading aloud a clean copy allows the writer to use sound and sight in editing. 	<ul style="list-style-type: none"> ○ How does one persuade school administrators to initiate change in the school or the district? ○ What makes some writing more valuable as a resource for information and learning than others? ○ What makes an effective and powerful position statement? ○ What strategies help work through a challenging text? ○ What strategies facilitate writing so that ideas are organized and deliver a powerful message?

Expected Performances

What students are expected to know and be able to do

Students will know the following:

- The difference between a topic sentence and a thesis statement

Students will be able to do the following:

- Research questions with www.iconn.org and other electronic and print resources.
- Read opposing viewpoints, identify differences of opinion, evaluate evidence, and make their own judgments.
- Use note taking and collaboration with peers to enhance understanding and provide a useful reference for subsequent work.
- Cite sources of information.
- Write effective summaries without plagiarizing.
- Write clearly and persuasively.
- Write or collaborate in writing an effective thesis statement that works with the evidence they have obtained.
- Use a thesis statement to organize their writing.

Character Attribute

- Cooperation
- Perseverance

K-8 Technology Competencies

- Students apply digital tools to gather, evaluate, and use information.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Develop Learning Plan

Teaching Strategies:

- Teacher makes a slide presentation about message, audience, and purpose in research writing. Students respond to five questions about the presentation. Responses are evaluated.
- Teacher introduces MLA format and the process for citing articles and books.
- Teacher makes available a selection of four articles about topics like the use of electronics in the classroom. Students who need considerable support, choose a single topic. Only those students who are able to work more independently may choose a different topic.
- Students experiment using the following strategies to read and to take notes on two different articles provided by the teacher. Depending on the independence of the students, this process is repeated for two to four articles.
 - **Key word summaries:** Each article is divided into four sections. Students are given a timed period (five to ten minutes) to read the section. They then choose three to five key words they would use to summarize what they have read. They repeat this process four times to complete the article. Then they work with a partner and compare key word choices. They may add key words they like. Finally, they write a summary that uses the key words in a paragraph.
 - **TAPS (Think Aloud Problem Solving):** Students are given a timed period (about five minutes) to read part of the chapter. They then have three minutes to take turns talking out what happened in the pages they read. They take another three minutes to write a summary of what they read. The process is repeated until the article is finished.

- **CAPT Reading for Information:** Students read an article and respond to four multiple-choice and two open-ended questions.
- When summaries are completed, students investigate the author in order to identify perspective, authority, and bias.
- Students review a list of statements to identify which are potential topic sentences, which are unsupported opinions, and which are thesis statements that will be effective if the essay provides evidence to back them up.

Learning Activities:

- After students have read and summarized two to four articles in class and prepared their first annotated list of works cited, they go to the library to use www.iconn.org and print resources to locate additional articles. All students should locate at least one article of their own. Advanced students are expected to read and summarize a total of at least seven articles and prepare the CAPT responses for their book.
- Students summarize all their articles and identify perspective, authority, and bias for each author.
- Students add the new summaries to create an alphabetical annotated list of works cited. The independently read novel or short story is also cited and the responses to the CAPT question are added in lieu of a summary.
- Students draft a thesis statement that works with the evidence from the articles they read. Statements are posted for a gallery walk and students make comments and ask questions.
- Students write and type one support section that begins with one of the topic sentences drafted from the thesis.
- Students revise and edit their own work.
- Students exchange support sections with each other for peer revision. Peers raise questions. Students make revisions and submit them to the teacher for feedback.

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To research and write an essay that takes an informed position</p> <p>Role: Researcher</p> <p>Audience: Fellow students and school administrators</p> <p>Situation: Students identify a problem in the high school and research what other schools have done to address the situation and with what results</p> <p>Performance: Persuasive essay</p> <p>Standards: Departmental essay rubric</p>	<ul style="list-style-type: none"> • Response to questions after presentations • Summaries of readings • CAPT response to novel or short story • Annotated list of works cited • Identification of thesis statements • Thesis statement • Detailed outline with list of works cited • Self editing • Peer editing

Resources

- www.iconn.org
- *Opposing Viewpoints*
- Title of article use
- MLA format

Common Core State Standards Key

RL = Reading Standards for Literature

RI = Reading Standards for Informational Text

RF = Reading Standards: Foundational Skills (K-5)

W = Writing Standards

SL = Speaking and Listening Standards

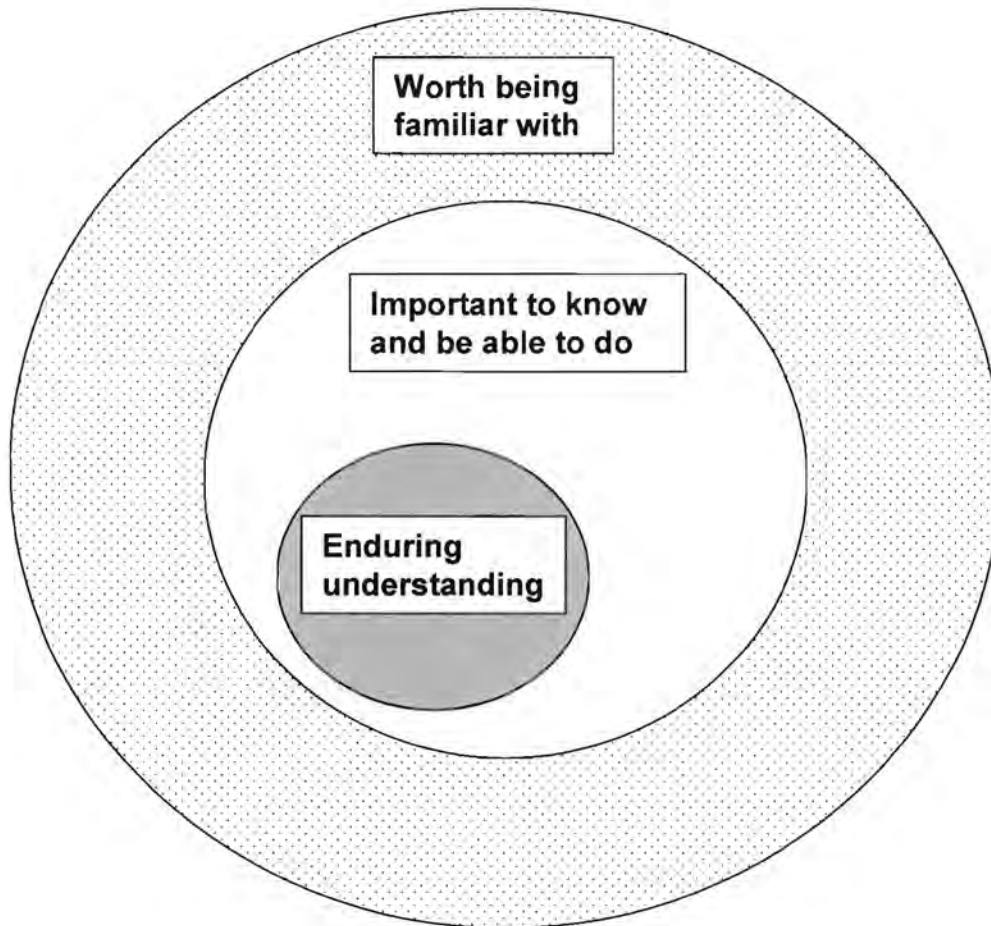
L = Language Standards

Enduring Understandings

State desired understanding as a generalization or a proposition, not a phrase or word.

NOT an enduring understanding: *The unit goal is for students to understand the causes of the Civil War.* Does not tell what understanding about cause and effect is expected.

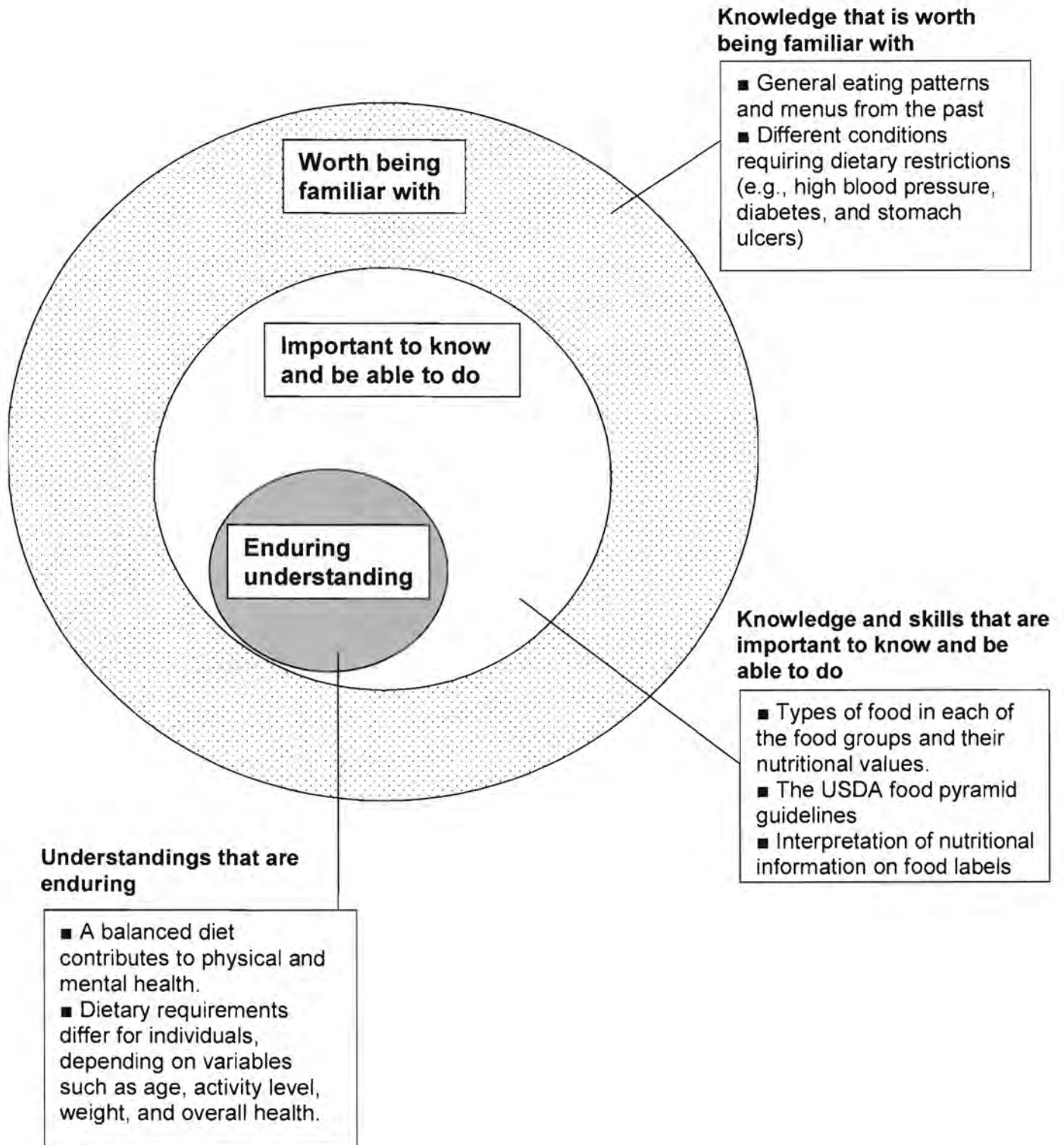
An enduring understanding: *The Civil War was fought over states' rights issues more than over the morality of slavery.* Tells the intended insight, not just the topic.



Establishing Curricular Priorities

Nutrition Unit

Example



From Topics to Understandings

(template can be found in the Curriculum tab on our school website)

Use the following frames to move from a topic, to a more focused topic, to specific understandings. Remember to state the desired understandings as generalizations or propositions. Answer the following questions to help you move from a topic to specific understandings:

Topic

- What about _____ should students understand?
- What aspects of this topic will this unit focus on?



Phrase as a more focused topic.

- What specifically should students understand about _____?
- What do experts understand about _____, and why is it important?
- If the unit on _____ is a story, what's the moral of the story?
- What insights about _____ should students take away?



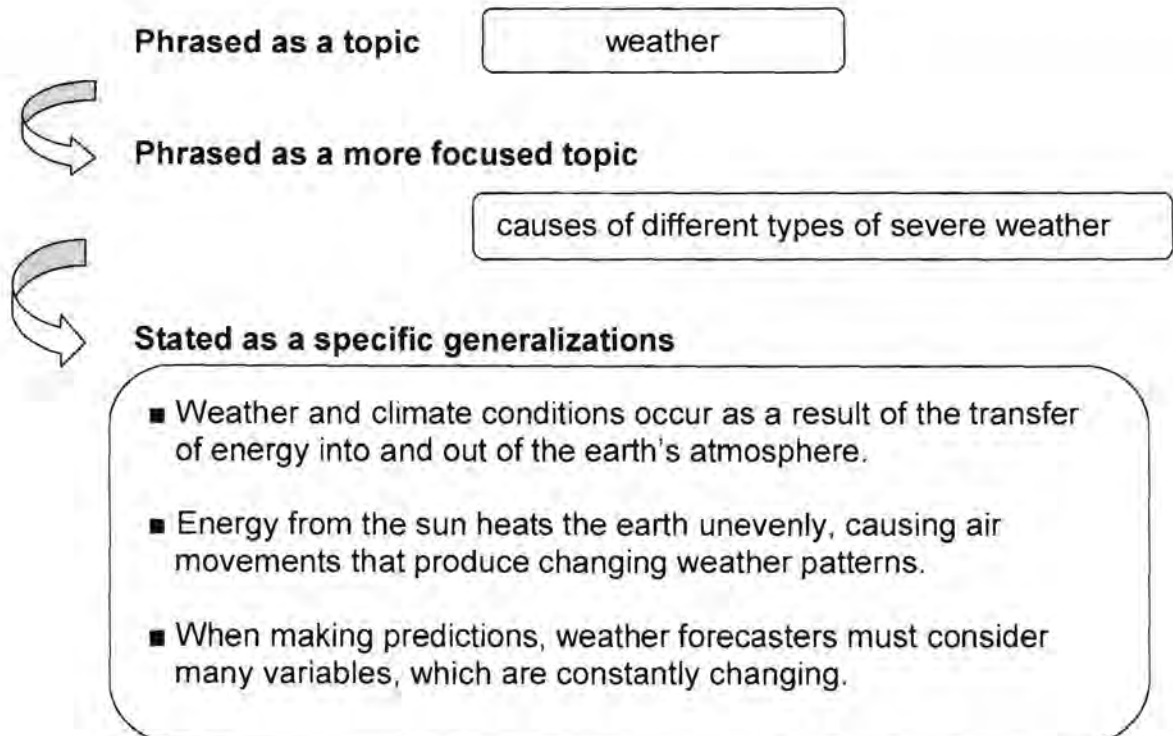
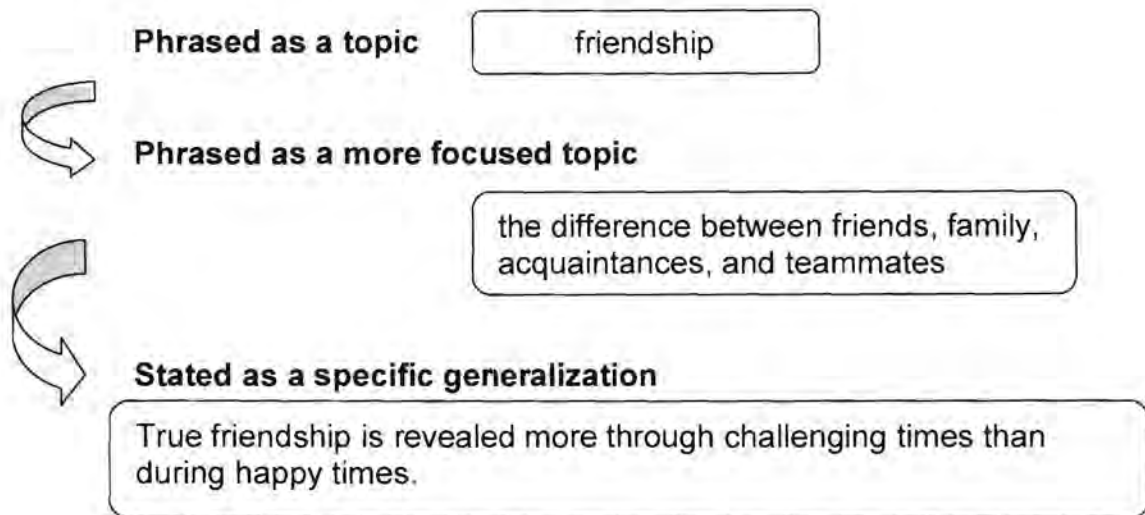
State as a specific understanding, framed as a generalization or proposition.

From Topics to Understandings

Friendship Unit and Weather Unit

Examples

Consider the big ideas you want students to come to understand as a result of exploring a particular topic. The following examples illustrate the movement from a broad topic, to a focus on particular aspects of the topic, to specific understandings. Notice that the desired understandings are stated as specific, yet abstract, generalizations or propositions.



ESSENTIAL QUESTIONS

What specific questions might guide teaching and engage students in uncovering important ideas at the heart of each subject?

- *Have no one obvious right answer*, lead to discussion, inquiry, and research
- *Raise other important questions, often across subject-area boundaries*
 - In nature, do only the strong survive? → What do we mean by strong?
- *Address the philosophical or conceptual foundations of a discipline*
 - Is history inevitably biased?
 - What is wellness?
- *Recur naturally*
 - What makes a great book great?
 - How do effective writers hook and hold their readers?
- *Are framed to provoke and sustain student interest*
 - Is the Internet dangerous for kids?
 - What makes places unique and different?

Sample essential questions: If balance of powers in the US government is the answer, then what questions would help students understand the idea?

- What type of government best suits the fact that all men are created equal?
- What key reasons did the Federalists advance for a balance of powers and was their particular solution wise in light of US history?

Overarching Questions

(abstract and general)

- Point beyond a unit to larger, transferable ideas: For example, when reading a science fiction text, an essential question might ask whether science is great literature. The question goes beyond a specific book, but to science fiction literature in general.
- Link a topic to other related topics and subjects: For example, one might ask how true a story needs to be to make it compelling and memorable. This might link a unit in literature about a specific piece to that of the entire English department and the history department.

Topical Questions

(topic specific)

- Can be answered by uncovering a unit's content: For example, these questions are specific to a topic and can be answered by an in-depth inquiry of the single topic. Several plausible answers are acceptable based on the facts of the unit.

CHARACTER ATTRIBUTES EMBEDDED IN THE CURRICULUM

The revised, Five-Year Strategic Plan, adopted by the Board of Education in 2010, set a target that all curricula have embedded in its instruction and course content at least one character attribute. The purpose of this is to systematically ensure all of New Milford's youth will have received lessons that speak to the attributes identified by a committee of citizens and system personnel that we hope our town's children will personify as they move through our school system and will display as graduates.

Each curriculum guide will include a statement in it that identifies the character attribute the course will highlight and offer an explanation of how either the content or the instructional practices routinely used in that course will address the attribute. Attributes to be highlighted will be taken from the following ten attributes:

Respect	Loyalty
Responsibility	Integrity
Honesty	Cooperation
Courage	Compassion
Citizenship	Perseverance

It will be the Assistant Superintendent's responsibility to ensure that all ten attributes are addressed at the conclusion of the Five-Year Curriculum cycle plan.

TEACHING STRATEGIES

- Suggestions for teaching strategies to support learners who struggle
- Suggestions for teaching strategies to support the extension of learning beyond the lesson objectives
- Research-based teaching strategies (e.g., similarities and differences, summarizing and note taking, nonlinguistic representation, advanced organizers)
- Guidance about classroom environments conducive to learning (e.g., seating arrangements, safety, social interactions)
- Opportunities for varied approaches and choice for learners (e.g., tasks, resources, product formats)
- A variety of teaching and grouping strategies based on student learning needs, preferences, interests, learning styles, intelligences, and cultures
- Specific strategies to address ELL students
- Specific strategies to address students experiencing learning, social-emotional, or behavioral difficulties
- Current event connections
- Interdisciplinary connections
- Teaching strategies aligned with the learning activities

LEARNING ACTIVITIES

- Activities sequenced to target the content in the learner expectations
- Activities promoting higher order thinking and problem solving
- Multiple types of learning opportunities (e.g., group and individual projects, centers, simulations, role playing, performances, debates, demonstrations, discussions, modeling, inter-disciplinary, authentic experiences)
- Activities differentiated to address prior knowledge, learning styles, interests, and the developmental stages of learners
- Opportunities for authentic application of new learning in or out of the classroom
- Specific activities to address 21st century skills (e.g., communication, creativity, problem solving, self-direction)
- Ways to use information and technology to enhance learning, increase productivity, and promote learning

Appendix A

District Assessment Chart
2010-2011

School	September	October	November	December	January	February	March	April	May
K-3	<p>15 Prompt (3)</p> <p>21 DRP (3)</p> <p>DRA 2 (1) begin week of 9/13 - due 10/1</p> <p>K Screening begin week of 9/2 - due 9/17</p> <p>CAP (K) begin week of 9/13 - due 9/17</p> <p>CFA (2) begin week of 9/26 - due 9/30</p>	<p>CFA (K, 1, 3) begin week of 10/4 - due 10/7</p> <p>12 Prompt (2) 30 min.</p> <p>DRA 2 (2, 3) begin week of 10/10 - due 10/28</p>	<p>CFA (K-3) begin week of 11/8 - due 11/12</p> <p>10 Prompt (3)</p> <p>DRA 2 (1) due 11/12 as needed</p> <p>Data Update (K) begin week of 11/1 - due 11/12</p>		<p>CFA (K-3) begin week of 1/10 - due 1/14</p> <p>20 Prompt (3)</p> <p>DRA 2 (1-3) * begin week of 1/10 - due 1/28</p> <p>Data Update (K) begin week of 1/3 - due 1/7</p>	<p>CFA (K-2) begin week of 2/28 - due 3/4</p> <p>CFA (3) begin week of 2/14 - due 2/18</p> <p>9 Prompt (2)</p>	<p>2-29 CMT (3)</p> <p>DRA 2 (1, 2) due 3/18 as needed</p> <p>Data Update (K) begin week of 3/14 - due 3/18</p>	<p>CFA (K-3) begin week of 4/11 - due 4/15</p> <p>11 Prompt (2)</p>	<p>19 DRP (3)</p> <p>DRA 2 (K-3) ** begin week of 5/23 - due 6/3</p> <p>CAP (K) begin week of 5/9 - due 5/13</p> <p>Data Update (K) begin week of 5/23 - due 5/27</p> <p>CFA (K-3) begin week of 5/23 - due 5/27</p>
SNIS	<p>15 Prompt (4-6)</p> <p>21 DRP (4-6)</p> <p>Math Pretest (4-6)</p>		10 Prompt (4-6)		20 Prompt (4-6)		2-29 CMT (4-6)		27 DRP (4-6)
SMS	<p>15 Prompt (7-8)</p> <p>21 DRP (7-8)</p>		10 Prompt (7-8)		20 Prompt (7-8)		<p>2-29 CMT (7-8)</p> <p>17 Orleans-Hanna (7)</p>		27 DRP (7)
NMHS							2-29 CAPT (10)		AP Exams

DRP: 60 minutes

Prompt: 45 minutes (except first prompt in grade 2)

*Grade 3 only if student did not make Oct. benchmark of 30 in fiction and non-fiction

**Grade 3 exempt if DRP over 55

Grades 11-12 – SAT and Achievement Tests throughout the year

Rev. 3/3/11

PERFORMANCE BASED ASSESSMENT (PBA)
Authentic Task

- Is realistic
- Requires judgment and innovation
- Asks a student to “do” the subject
- Replicates or simulates the contexts in which adults are tested in the workplace, community, and home
- Assesses a student's ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task
- Allows appropriate opportunities to rehearse, practice, and consult resources; obtain feedback on performances; and refine performances and products

Prompts for Constructing a Performance Task Scenario

Consider the following stem statements as you construct a scenario for performance task using GRASPS. (Note: These are idea starters. Resist the urge to fill in all the blanks.)

Goal

- Your task is _____
- The goal is to _____
- The problem/challenge is _____
- The obstacle to overcome is _____

Role

- You are _____
- You have been asked to _____
- Your job is _____

Audience

- Your client is _____
- The target audience is _____
- You need to convince _____

Situation

- The context you find yourself in is _____
- The challenge involves dealing with _____

Product or Performance

- You will create a _____
to _____
- You need to develop/design a _____
so that _____

Standards for Success

- Your performance needs to _____
- Your work will be judged by _____
- Your product must meet the following standards _____
- A successful result will _____

Possible Goals for Performance Tasks

advertiser	museum director or curator
artist or illustrator	newscaster
author	novelist
biographer	nutritionist
Boy Scout or Girl Scout	panelist
candidate	park ranger
cartoon character	photographer
caterer	pilot
chairperson	playwright
chef	poet
coach	police officer
composer	product designer
detective	reporter
editor	researcher
elected official	scientist
engineer	ship's captain
expert in _____	social scientist
eyewitness	taxi driver
filmmaker	teacher
firefighter	tour guide
historian	travel agent
intern	TV or movie character
interviewer	tutor
inventor	zoo keeper
lawyer	other: _____
literary critic	

Possible Audiences for Performance Tasks

advertisers
board members (school, community, or foundation)
boss
businesses or corporations (local, regional, or national)
celebrities
community members or helpers
customers or consumers
experts (individual or panel)
foreign embassy staff
friends
government or elected officials (local, state, or federal)
historical figures
judge
jury
library patrons
museum visitors
neighbors
relatives
pen pals
radio listeners
readers (newspaper or magazine)
school staff
students (any age)
travel agent
travelers
TV viewers
visitors (to school, community, state or country)
other: _____

Possible Products and Performances

What student products and performances will provide appropriate evidence of understanding and proficiency? The following table offers possibilities. (Remember that student products and performances should be framed by an explicit purpose or goal and an identified audience.)

Written	Oral	Visual (displayed)
advertisement	audiotape	advertisement
biography	debate	banner
book report or review	discussion	cartoon
brochure	dramatization	collage
crossword puzzle	interview	collection
editorial	newscast	computer graphic
essay	play	constructed item
experiment record	poetry reading	data display
game	presentation	design
journal	rap	diagram
lab report	report	diorama
letter	skit	display
log	song	drawing
magazine article	speech	filmstrip
memo	teach a lesson	graph
newspaper article	other: _____	map
poem	_____	model
position paper		painting
proposal		photograph
questionnaire		poster
research report		scrapbook
script		sculpture
story		slide show
test		storyboard
other: _____		videotape
_____		other: _____

Constructing a Performance Task Scenario
Mathematics Unit

Example

Goal

- The goal is to minimize costs for shipping bulk quantities of M&Ms.

Role

- You are an engineer in the packaging department of Mars, Inc., makers of M&Ms.

Audience

- The target audience is non-engineer company executives.

Situation

■ The context you find yourself in is to convince the company officers that your container design will provide cost-effective use of the given materials, maximize shipping volume of bulk quantities of M&Ms, and be safe to transport.

Product or Performance

■ You need to design a shipping container from given materials so that M&Ms can be shipped safely and cost effectively. Then you will prepare a written proposal in which you include a diagram and show mathematically how your container design provides efficient and effective use of the given materials and maximizes the shipping volume of the M&Ms.

Standards for Success

- Your product must meet the following standards:
 - Use the given materials cost-effectively.
 - Maximize shipping volume of bulk quantities of M&Ms.
 - Be safe to transport.

CONNECTICUT CURRICULUM DEVELOPMENT GUIDE GLOSSARY

alignment: The degree to which assessments, curriculum, instruction, instructional materials, professional development, and accountability systems reflect and reinforce the educational program's objectives and standards

assessment: The measurement of knowledge, skills, and beliefs to determine the level of student achievement in a particular content area (e.g., performance-based assessments, written exams, quizzes)

big idea: Key generalization or enduring understanding that students will take with them after the completion of a learning unit

cognitive domain: One of three types of learning domains: knowledge (cognitive), skills (psychomotor), and attitude (affective)

common assessments: A broad term for assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. Common assessments may be summative or formative

content specific technology: Instruments that are specific to a discipline (e.g., graphing calculators for math or science)

culturally responsive text: Texts that positively reinforce cultural identity and have affirming views of individuals of diverse backgrounds, including African Americans, Asian Americans, American Indians, and Hispanic Americans; historically, literature written by and for these groups of people generally lies outside of the literary canon, recommended book lists, and the school curriculum.

curriculum: Guaranteed course of study and learning objectives that integrates standards, instructional strategies, materials, and assessments to ensure that all students are able to achieve standards

data-driven: Using data to determine strengths and prioritize areas in need of improvement to inform instruction, curriculum, and policy decisions to positively affect student achievement

ELL: English language learners

embedded literacy: reading, writing, listening, speaking, viewing, and presenting

embedded information and technological literacy: Computer skills and the ability to use computers and other technology to improve learning, productivity, and performance

formative assessment: Formative assessments are used to inform and adjust instruction and are not used to evaluate student progress for a grade

grade-level expectations (GLE): A description of what students should know and be able to do at the end of a grade level

higher order thinking: Based on the idea that some types of thinking require more cognitive processing than others and also have more generalized benefits; in Bloom's taxonomy, for example, skills involving analysis, evaluation, and synthesis (creation of new knowledge) are thought to be of a higher order – involving more complex judgmental skills – than the learning of facts and concepts, which require rote memory and recall. Higher order thinking is more difficult to learn or teach but also more valuable because such skills are more likely to be useable in novel situations (e.g., situations other than those in which the skill was learned).

mission statement: A short, written passage that clarifies the beliefs of a school district about the nature of learning and the need for educational services to meet student learning needs

philosophy: A common belief system that guides policy and practice (e.g., All students can learn)

readability levels: The measurement of the textual difficulty or reading difficulty level of a book determined by a readability formula (e.g., calculated by the average number of sentences and syllables per hundred words)

rubric: Scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product, or project

scope and sequence: Defines what should be taught, to what depth, and when it should be taught

scientific research-based interventions (SRBI): The use of educational practices, which have been validated through research as effective, for improved student outcomes; educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention)

summative assessment: Assessments that are employed mainly to assess cumulative student learning at a particular point in time (e.g., unit tests, finals, the Connecticut Mastery Test, the Connecticut Academic Performance Test)

technological literacy: Computer skills and the ability to use computers and other technology to improve learning, productivity, and performance

vertical alignment: Specific learner expectations that are built upon one another to ensure that fundamental knowledge is established, skills are mastered, gaps are eliminated, and that there is increasing sophistication and rigor across grade levels; when curriculum is vertically aligned, teachers have a clear understanding of what students should have already learned, what they currently have to teach, and what students will learn in future courses or year

INTRODUCING A NEW PROGRAM OR COURSE

The form that follows this page is designed to help encourage thoughtful planning and careful decision-making when proposing a new course. It is important to note that requests for a new course should be made in a timely fashion so that it may be adequately budgeted and staffed; therefore, it is requested that proposals for any new courses to be offered in the next budget year be submitted to the Office of the Assistant Superintendent no later than November 1 in the academic year preceding its initial offering.

Requests for a new program or course must have the principal's prior approval. In the case of high school/middle school, it must also have the department chair's prior endorsement (where applicable).

Once a proposal is received by the Assistant Superintendent, it will be reviewed and, if approved, brought to the Committee on Learning for endorsement, thus allowing curriculum writing to move forward.

Once the curriculum is written, it goes back to the Committee on Learning for endorsement and, if endorsed, is sent to the Board of Education for adoption.

FORMAT OF A NEW PROGRAM OR COURSE

The format should include the following:

1. Cover Page
 - a) Name of Course/Subject
 - b) New Milford's Logo
 - c) Date of Adoption
 - d) New Milford, Connecticut
2. Committee Credit
 - a) Board of Education Members
 - b) Pertinent Administration – District and School Level
 - c) Authors/Committee Membership
3. Statement of Purpose
4. Essential Question(s): What is it we want students to know and be able to do?
5. Content/Goals and Skill/Goals by Grade
6. Statement/Examples of Assessments

REQUEST FOR A NEW PROGRAM OR COURSE

Signature of Principal: _____

Signature of Department Chair: _____ (if applicable)

Date: _____ Title of Proposal: _____

Person(s) Submitting Proposal: _____

Curriculum Area: _____

Number of Credits/Level (if applicable): _____

Prerequisite Courses (if applicable): _____

Grade(s): _____

1. Description of Program/Course: What is it the course/program addresses? How does it relate to the Common Core State Standards? What other pertinent information about the proposal do you wish to share (use attachment if more space is needed)?

2. Describe the Current Situation and why the new proposal is needed. Describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

3. Forecasted Impact of Change (use attachment if more space is needed)

A. Describe the likely impact of change on the students intended to be directly served by the program/course.

B. Will it have impact on other students? If so, how?

C. How will it affect students currently being served and possibly caught in a transition process (if applicable)?

D. What is the impact of this proposal on staffing?

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

F. Are there space implications associated with the program/course?

G. How might this impact other programs (e.g., Is a new elective likely to affect enrollment in other departments)?

4. Resources Required for the Program

A. Is there a need for new technology? If so, explain.

B. What current materials will need replacement?

C. Are there staffing needs required because of the resources?

D. Would there be specific needs for materials for SPED or for ELL?

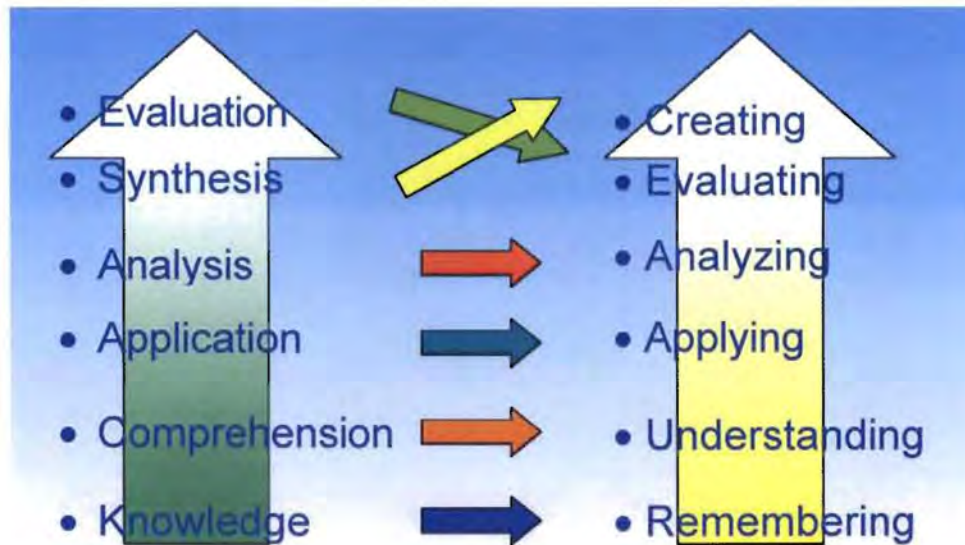
E. Is specialized training required for staff?

5. Name Curriculum Writing Participants and when will it occur?

6. Develop a Projected Budget of Impact Costs for Three Years:

Description	Year 1	Year 2	Year 3	Total
Costs of Text				
Supplies				
Professional Development				
Curriculum Writing				
Staffing				
Other (Identify)				
Total				

BLOOM'S REVISED TAXONOMY



Change in Terms

- The names of six major categories were changed from *noun* to *verb* forms.
- As the taxonomy reflects different forms of thinking, and thinking is an *active* process, verbs were used rather than nouns.
- The knowledge category was renamed. Knowledge is an outcome or product of thinking not a form of thinking *per se*. Consequently, the word knowledge was inappropriate to describe a category of thinking and was replaced with the word *remembering* instead.
- Comprehension and synthesis were retitled to *understanding* and *creating*, respectively, in order to better reflect the nature of the thinking defined in each category.

BLOOM'S REVISED TAXONOMY



Creating

Generating new ideas, products,
or ways of viewing things
Designing, constructing, planning,
producing, inventing



Evaluating

Justifying a decision or course of action
Checking, hypothesizing, critiquing,
experimenting, judging



Analyzing

Breaking information into parts to explore
understandings and relationships
Comparing, organizing, deconstructing,
interrogating, finding



Applying

Using information in another familiar situation
Implementing, carrying out, using, executing



Understanding


Explaining ideas or concepts
Interpreting, summarizing, paraphrasing,
classifying, explaining



Remembering

Recalling information
Recognizing, listing, describing
retrieving, naming, finding

**New Milford Board of Education
 Committee on Learning Meeting Minutes
 March 15, 2011
 Lillis Administration Building**


 2011 MAR 18 4 11:35
 NEW MILFORD, CT

Present:	Mrs. Alexandra Thomas, Chairperson Mr. David Lawson Mrs. Lynette Rigdon
Absent:	Mrs. Nancy Tarascio-Latour

Also Present:	Dr. JeanAnn C. Paddyfote, Superintendent of Schools Dr. Maureen McLaughlin, Assistant Superintendent Ms. Ellamae Baldelli, Director of Human Resources Mrs. Wendy Faulenbach, Board Chairperson
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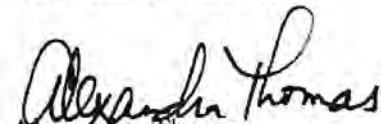
A.	Call to Order The meeting of the New Milford Board of Education was called to order at 7:30 p.m.	Call to Order
B.	Public Comment There was none.	Public Comment
C.	Items for Discussion 1. Curriculum Update <ul style="list-style-type: none"> • Dr. McLaughlin noted that the curriculum plan that was presented would be bound in its final version. She went through the plan and noted some the parts which included the mission statement, the curriculum plan for the next five years, a phase chart which shows how long curricula actually takes to fully implement, a curriculum template including state standards, character attributes, assessments, and K-8 technology competencies. Other items in the plan include how the curricula will lead to enduring understandings and asking the essential questions. The appendix contains some PBA ideas, a glossary of curriculum language, and the new Bloom's taxonomy. • Dr. McLaughlin noted this will be rolled out on a smaller scale with the literacy coaches to help explain to teachers how to use it and answer questions. She said that the high school English department was asked for input, and the consensus was positive. 	Items for Discussion Curriculum Update

	<ul style="list-style-type: none">• Mrs. Rigdon thanked Dr. McLaughlin for the hard work and asked if the character attributes were part of the statewide standards.• Mr. Lawson said the character attributes were initiated by the Committee on Learning, which suggested it be put into the curriculum.• Dr. Paddyfote said all the schools have one of the attributes addressed each month and that it was endorsed in the strategic plan in 2006.• Mrs. Rigdon noted she had witnessed the character attribute in a third grade activity which pulled in characters from the lesson to explain the attribute.	
2.	<p>Curriculum Update</p> <p>Dr. McLaughlin said there are three curricula currently in the process of revision using the new format. Contracts will be going out for the rest of the curricula based on the chart in the curriculum plan. The three currently being developed are Ceramics I, Intro to Psych, and Child Development.</p>	<p>Curriculum Update</p>
3.	<p>CMT/CAPT Update</p> <p>Dr. McLaughlin said the schools are still testing and we are on schedule.</p> <ul style="list-style-type: none">• Mr. Lawson asked when the tests would be finished, and Dr. McLaughlin said they have to be done by March 29th but would be done by the end of this week except for make-ups.• Dr. McLaughlin said Hill & Plain was picked by the state to conduct a supplemental test which is given to pilot questions and does not count toward the district's scores.	<p>CMT/CAPT Update</p>

<p>4.</p>	<p>Block Scheduling Update</p> <p>Dr. McLaughlin said she met with Mr. Greg Shugrue, the principal of New Milford High School, to discuss how to roll out block scheduling. They will use the early release days in May and will have some members from Brookfield High School come to talk with teachers in New Milford. The August professional day will also be used for a discussion of block scheduling.</p> <ul style="list-style-type: none">• Mrs. Thomas asked if there was any rumbling in the system about the change, and Dr. McLaughlin said that because it was a team effort the majority of the teachers have been supportive.	<p>Block Scheduling Update</p>
<p>5.</p>	<p>Smart Board Training</p> <ul style="list-style-type: none">• Mr. Lawson asked how many Smart Boards were in each school, and Dr. Paddyfote said there are approximately 110 in the district.• Dr. McLaughlin said she worked with Mr. Dan Divito, Director of Technology, on scheduling Smart Board training. On May 11, the K-6 schools will use their early release day for training. Schaghticoke will have two days of training on May 4 and 18, and the high school is focused on block scheduling, so they will not have Smart Board training.• Mrs. Rigdon asked if the support staff that got the Smart Board training stayed with the classroom. Dr. McLaughlin said the principals selected the staff for training, so she assumed the principals anticipated the staffing and where it would be best used.	<p>Smart Board Training</p>
<p>6.</p>	<p>TEAM</p> <p>Dr. McLaughlin said she received word that ten of the beginning teachers have completed their TEAM module and requirements, and the names will go to the Superintendent for verification. Dr. McLaughlin noted</p>	<p>TEAM</p>

	there are three groups of teachers: one which started with BEST, one group that had no BEST, and one that started TEAM this year. Those in the BEST program only had to complete one TEAM module and that is done. The other TEAM group will take two years.	
D.	Adjournment Mr. Lawson moved to adjourn the meeting at 8:05 p.m. seconded by Mrs. Rigdon and passed unanimously.	Adjournment Motion made and passed to adjourn the meeting at 8:05 p.m.

Respectfully submitted,


Alexandra Thomas
Committee Chairperson