

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

COMMITTEE ON LEARNING
MEETING NOTICE

DATE: May 16, 2017
TIME: 7:30 P.M.
PLACE: Lillis Administration Building – Room 2

RECEIVED
TOWN CLERK
2017 MAY 12 P 12:56
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.

1. **Call to Order**
2. **Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. **Discussion**

- A. Curriculum Writing Plan 2017

4. **Public Comment**

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5. **Adjourn**

Sub-Committee Members: Tammy McInerney, Chairperson
Bill Dahl
Dave Littlefield
J.T. Schemm

Alternates: Brian McCauley
Angela C. Chastain

UbD Template, Version 2.0

Figure B.1
The UbD Template, Version 2.0

Stage 1 – Desired Results		
<p>Established Goals</p> <p>What content standards and program- or mission-related goal(s) will this unit address?</p> <p>What habits of mind and cross-disciplinary goal(s)—for example, 21st century skills, core competencies—will this unit address?</p>	Transfer	
	<p><i>Students will be able to independently use their learning to ...</i></p> <p>What kinds of long-term independent accomplishments are desired?</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that ...</i></p> <p>What specifically do you want students to understand? What inferences should they make?</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering ...</i></p> <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p>
	Acquisition	
<p><i>Students will know ...</i></p> <p>What facts and basic concepts should students know and be able to recall?</p>	<p><i>Students will be skilled at ...</i></p> <p>What discrete skills and processes should students be able to use?</p>	

Figure B.1

The UbD Template, Version 2.0 (continued)

Stage 2—Evidence		
Code	Evaluative Criteria	
Are all desired results being appropriately assessed?	What criteria will be used in each assessment to evaluate attainment of the desired results? Regardless of the format of the assessment, what qualities are most important?	PERFORMANCE TASK(S): <i>Students will show that they really understand by evidence of ...</i> How will students demonstrate their understanding (meaning-making and transfer) through complex performance?
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by ...</i> What other evidence will you collect to determine whether Stage 1 goals were achieved?
Stage 3—Learning Plan		
Code	What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?	
What's the goal for (or type of) each learning event?	<i>Pre-Assessment</i>	
	Learning Events <i>Student success at transfer, meaning, and acquisition depends upon ...</i> <ul style="list-style-type: none"> • Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 	<i>Progress Monitoring</i> <ul style="list-style-type: none"> • How will you monitor students' progress toward acquisition, meaning, and transfer, during lesson events? • What are potential rough spots and student misunderstandings? • How will students get the feedback they need?

UbD Checklist for Curriculum Facilitators

Figure B.4

Unit Design Standards**Key:** 3 = Meets the standard; 2 = Partially meets the standard; 1 = Does not yet meet the standard

Stage 1	3	2	1	Feedback and Guidance
1. The listed transfer goals specify desired long-term, genuine accomplishment.				
2. The identified understandings reflect important, transferable ideas.				
3. The identified understandings are stated as full-sentence generalizations—"Students will understand that . . ."				
4. Essential questions are open-ended and thought provoking.				
5. Relevant standards, mission, or program goals are addressed explicitly in all three stages.				
6. The identified knowledge and skill are needed to address the established goals, achieve the targeted understanding(s), and support effective transfer.				
7. All the elements are aligned so that Stage 1 is focused and coherent.				
Stage 2				
8. The specified assessments provide valid evidence of all desired results; that is, Stage 2 aligns with Stage 1.				
9. The specified assessments include authentic transfer tasks based on one or more facets of understanding.				
10. The specified assessments provide sufficient opportunities for students to reveal their attainment of the Stage 1 goals.				
11. Evaluative criteria for each assessment are aligned to desired results.				
Stage 3				
12. Appropriate learning events and instruction will help learners				
a. Acquire targeted knowledge and skills.				
b. Make meaning of important ideas.				
c. Transfer their learning to new situations.				
13. The WHERETO elements are included so that the unit is likely to be engaging and effective for all learners. (See Figure A.2 online for explanation of WHERETO.)				
Overall				
14. All three stages are coherent and in alignment.				
15. The unit design is feasible and appropriate for this situation.				

Before UbD and After

different cause—the unit simply reflects a march through a textbook and its topics. The Social Studies Unit (after UbD), shown as Figure B.6, and the Algebra Unit (after UbD), shown as Figure B.8 (online), provide a more intellectually challenging, focused, and coherent learning experiences. Instead of activities strung together loosely around a topic, there is now a clear focus on important ideas and questions, tighter alignment between the unit goals and assessments, and more purposeful and engaging learning activities in Stage 3.

Sample Units

We invite you to study brief examples of other units designed in multiple-page versions of the UbD Template. Once again, feel free to record ideas for your unit in any box of a blank template, with the understanding that we will be explaining each element in much more detail as you proceed through the modules in this book. These sample units are available online and as downloads for your consideration.

Figure B.5

Social Studies Unit Before UbD

Topic
Topic: Westward Movement and Pioneer Life Social Studies—3rd Grade
Activities
<ol style="list-style-type: none"> 1. Read textbook section—“Life on the Prairie.” Answer the end-of-chapter questions. 2. Read and discuss <i>Sarah Plain and Tall</i>. Complete a word-search puzzle of pioneer vocabulary terms from the story. 3. Create a pioneer-life memory box with artifacts that reflect what life might be like for a child traveling west or living on the prairie. 4. Prairie Day activities—Dress in pioneer clothes and complete seven learning stations: <ol style="list-style-type: none"> a. Churn butter b. Play 19th century game c. Send letter home with sealing wax d. Play “dress the pioneer” computer game e. Make a corn-husk doll f. Try quilting g. Do tin punching
Assessments
<ol style="list-style-type: none"> 1. Quiz on pioneer vocabulary terms from <i>Sarah Plain and Tall</i> 2. Answers to end-of-chapter questions on pioneer life 3. Show-and-tell for memory box contents 4. Completion of seven learning stations during Prairie Day 5. Student reflections on the unit

Source: © 2004 ASCD. All rights reserved.

Figure B.6

Social Studies Unit

Stage 1 – Desired Results			
<p>Established Goals</p> <p>Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>	Transfer		
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Seek out, compare, and critique different historical accounts. • Compare the lives of pioneers on the prairie and “pioneers” today, on their own. • View interactions of civilizations, cultures, and peoples with greater perspective and empathy. 		
	Meaning		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Many pioneers had naïve ideas about the opportunities and difficulties of moving west. • People move for a variety of reasons—for new economic opportunities, greater freedoms, or to flee something. • Successful pioneers rely on courage, ingenuity, and collaboration to overcome hardships and challenges. • The settlement of the west threatened the lifestyle and culture of Native American tribes living on the plains. • History involves making sense of different “stories.” </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • Why do people move? Why did the pioneers leave their homes to head west? • How do geography and topography affect travel and settlement? • What is a pioneer? What is “pioneer spirit”? • Why did some pioneers survive and prosper while others did not? • Whose story is it? • What happens when cultures interact? </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Many pioneers had naïve ideas about the opportunities and difficulties of moving west. • People move for a variety of reasons—for new economic opportunities, greater freedoms, or to flee something. • Successful pioneers rely on courage, ingenuity, and collaboration to overcome hardships and challenges. • The settlement of the west threatened the lifestyle and culture of Native American tribes living on the plains. • History involves making sense of different “stories.” 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • Why do people move? Why did the pioneers leave their homes to head west? • How do geography and topography affect travel and settlement? • What is a pioneer? What is “pioneer spirit”? • Why did some pioneers survive and prosper while others did not? • Whose story is it? • What happens when cultures interact?
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Acquisition of Knowledge and Skill			
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Key facts about the westward movement and pioneer life on the prairie. • Pioneer vocabulary terms. • Basic geography (travel routes of pioneers and location of their settlements). • Key factual information about Native American tribes living on the plains and their interactions with the settlers. </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Using research skills (with guidance) to find out about life on the wagon train and prairie. • Expressing their findings orally and in writing. </td> </tr> </table>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Key facts about the westward movement and pioneer life on the prairie. • Pioneer vocabulary terms. • Basic geography (travel routes of pioneers and location of their settlements). • Key factual information about Native American tribes living on the plains and their interactions with the settlers. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Using research skills (with guidance) to find out about life on the wagon train and prairie. • Expressing their findings orally and in writing. 	
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Figure B.6

Social Studies Unit (continued)

Stage 2—Evidence	
Evaluative Criteria	<i>Students will show their learning by...</i>
<ul style="list-style-type: none"> • Historically accurate • Well crafted • Revealing and informative • Good detail • Clear explanation • Mechanically sound 	<p>PERFORMANCE TASK(S): Evidence is needed of student ability to generalize from the pioneer experience. Ideas:</p> <ul style="list-style-type: none"> • Create a museum display, including artifacts, pictures, and diary entries, depicting "a week in the life" of a family of settlers living on the prairie. (What common misunderstandings do folks today have about prairie life and westward settlement?) Explain how geography and topography affected pioneer travels and settlement. • Write 1 letter a day (each representing a month of travel) to a friend back east, describing your life on the wagon train and the prairie. Tell about your hopes and dreams, then explain what life on the frontier was really like. (Students may also draw pictures and explain orally.) • Formal oral presentation to teacher, parent, or aide: museum docent speech at an exhibit of 19th, 20th, and 21st century pioneers. How are we pioneers? How are modern pioneers like and unlike the people on the prairie? • Imagine that you are an elderly tribal member who has witnessed the settlement of the plains by the pioneers. Tell a story to your 8-year-old granddaughter about the impact of the settlers on your life. (This task may be done orally or in writing.)
<ul style="list-style-type: none"> • Well argued • Well spoken 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Oral and/or written response to one of the essential questions, using pioneer vocabulary in context. • Drawing(s) showing hardships of pioneer life. • Test on facts about westward expansion, life on the prairie, and basic geography. • Explanation of memory box contents. • Quiz on facts about Native American tribes living on the plains.

Figure B.6

Social Studies Unit (continued)

Stage 3—Learning Plan
Summary of Key Learning Events and Instruction
<p>The key to the transfer and meaning goals is that students need to be helped to process <i>Prairie Day</i>, the readings, and other events in terms of the essential questions. The aim is for students to say, in their own words, what prairie life was like and how pioneers then compare to pioneers now.</p> <ul style="list-style-type: none">• Pre-assess: Use K-W-L to assess students' prior knowledge and identify further student-identified learning goals for the unit.• Revise <i>Prairie Day</i> activities (e.g., substitute Oregon Trail 2 computer simulation for "dress the pioneer" and ask for prompted journal entries related to the EQs while the simulation is played). Students are helped to process the prairie day simulation, with the essential questions as the source of inquiry and talk. Students should see and be familiar with the questions and be encouraged to consider them on their own.• Include other fictional readings linked to the identified content standards and understandings (e.g., <i>Little House on the Prairie</i>, <i>Butter in the Well</i>). Add nonfiction sources to accommodate various reading levels, such as <i>Life on the Oregon Trail</i>, <i>Diaries of Pioneer Women</i>, and <i>Dakota Dugout</i>. Guide students in researching the period, using a variety of resources. Link all readings back to the EQs.• For acquisition as well as understanding, ask students to develop a timeline map of a pioneer family's journey west.• To prepare students for transfer, have them develop ideas about how we are all pioneers in some ways, and research current pioneers.• Stage a simulated meeting of a council of elders of a Native American tribe living on the plains to have students consider a different perspective and develop empathy for the displaced Native Americans. Discuss: "What should we do when threatened with relocation: fight, flee, or agree to move (to a reservation)? What impact would each course of action have on our lives?"• Teacher supplies graphic organizers and prompts to help students reflect upon the readings and learning events concerning the nature of a pioneer and the effects of cultural interactions between pioneers and native peoples.• Review the scoring rubrics for memory box, museum display, letters, and journals before students begin the performance tasks. Include opportunities for students to study examples of these products.

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Agenda
Curriculum Writing Overview
New Milford Public Schools
June 15, 2017

- **Welcome and Introductions**
- **Prioritizing the Standards**
- **Overview of the Three Stages of Understanding by Design (UbD)**
- **Overview of the UbD Design Standards**
- **Closing and Evaluation**

**Agenda
 Curriculum Writing Overview
 New Milford Public Schools
 June 26-28, 2017**

	Monday, June 26, 2017	Tuesday, June 27, 2017	Wednesday, June 28, 2017
Morning	<ul style="list-style-type: none"> • Welcome and Introductions • Overview of the Week • UbD Template 2.0, Stage 1 – Desired Results <ul style="list-style-type: none"> ○ Established Goals ○ Transfer ○ Understandings ○ Essential Questions ○ Knowledge ○ Skills 	<ul style="list-style-type: none"> • Review of Monday’s content • UbD Template 2.0, Stage 2 – Evidence <ul style="list-style-type: none"> ○ Code ○ Evaluative Criteria ○ Performance Tasks ○ Other Evidence 	<ul style="list-style-type: none"> • Review of Monday and Tuesday’s content • UbD Template 2.0, Stage 2 – Learning Plan <ul style="list-style-type: none"> ○ Pre-Assessment ○ Learning Events ○ Progress Monitoring
Afternoon	<ul style="list-style-type: none"> • Writing time • Informal , ad hoc training on the topics above • Questions and Evaluations 	<ul style="list-style-type: none"> • Writing time • Informal , ad hoc training on the topics above or topics from previous day’s training • Questions and Evaluations 	<ul style="list-style-type: none"> • Writing time • Informal , ad hoc training on the topics above or topics from previous days’ training • Questions and Evaluations