

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

**COMMITTEE ON LEARNING
MEETING NOTICE**

DATE:	March 15, 2016
TIME:	7:30 P.M.
PLACE:	Lillis Administration Building – Room 2

RECEIVED
TOWN CLERK
2016 MAR 11 P 12:53
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 and Possible Action

A. Review and Approval of Curriculum

- | | |
|--|---|
| 1. Algebra I | William Knipple, NMHS Math Dept. Head Teacher |
| 2. Development of Western Civilization | Greg Holmes, NMHS Social Studies Dept. Chair |
| 3. Modern America 1945 to 1990 | Greg Holmes, NMHS Social Studies Dept. Chair |
| 4. Sociology | Greg Holmes, NMHS Social Studies Dept. Chair |
| 5. AP Literature & Composition | Kathleen DelMonico, NMHS English Dept. Chair |
| 6. Public Speaking | Kathleen DelMonico, NMHS English Dept. Chair |
| 7. Modern and Contemporary Poetry | Kathleen DelMonico, NMHS English Dept. Chair |

B. Request for New Program or Course

- | | |
|-------------------------------|--|
| 1. Middle East Studies | Greg Holmes, NMHS Social Studies Dept. Chair |
| 2. Literature and Media Study | Kathleen DelMonico, NMHS English Dept. Chair |

C. Request for Course Revision

- | | |
|-------------------------------------|--|
| 1. Introduction to Video Production | Kathleen DelMonico, NMHS English Dept. Chair & |
| 2. Advanced Video Production | Jeff Bronn & Alessandro Amenta, English Teachers |

4. Items of Information

- | | |
|---|----------------------------|
| A. The need for a program to support at risk high school students | Laura Olson |
| B. November Professional Development: results of staff survey | Joshua Smith |
| C. Curriculum Council | Joshua Smith |
| D. Summer School Proposal | Joshua Smith & Genie Slone |
| E. Schaghticoke Middle School:
Daily schedule revisions for 2016-2017 – a preliminary look | Genie Slone |
| F. Revisions of Math Curriculum for 7th grade pre-algebra
and 8th grade algebra: a pilot for 2016-2017 | Genie Slone |
| G. Revisions for 6th grade Health for 2016-2017 | Genie Slone |

5. Public Comment

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6. Adjourn


Sub-Committee Members: Bill Dahl, Chairperson
Dave Littlefield
Brian McCauley
Tammy McInerney

Alternates: J.T. Schemm
David A. Lawson

The Committee on Learning curriculum
can be previewed in the
Office of the
Acting Assistant Superintendent

Lillis Administration Building – Room #6
Office Hours: 8:00 a.m. – 4:00 p.m.

Requests for a New Program or Course

Signature of Principal: 
Signature of Department Chair: _____ (if applicable)

Date: October 19, 2015

Title of Proposal: Middle East Studies _____

Person(s) Submitting Proposal: Michael Abraham

Curriculum Area: Social Studies

Number of Credits/Level (if applicable): 0.5

Prerequisite Courses (if applicable): None

Grade(s): 11-12

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

This course would provide students with a unique opportunity to analyze the social dynamics of the contemporary Middle East through film and literature, and analyze the political dynamics of the region through Model UN and other simulations aimed at addressing ongoing issues pertaining to Syria, ISIS, the Arab-Israeli conflict and the Arab Spring. The course would include an opportunity for students to participate in the Fairfield University Model UN program which typically includes 1-2 issues directly relating to the Middle East.

The course would also offer students the opportunity to learn the fundamentals of Arabic writing and speaking, examine cultural content specific to the many different ethnic groups that inhabit the region.

Sample Topics:

- What were the goals and aspirations of the Arab Spring? To what extent did they materialize?
- How did we get from Al-Qaeda to ISIS? What policy options would be best for the U.S. in meeting such challenges?
- In what ways do key ethnic groups such as Sunni Arabs, Shi'a Arabs, Kurds, Persians, etc. differ?
- What new approaches might a newly appointed diplomat promote in trying to make subtle advances in settling the long standoff between Israelis and Palestinians?

In so far as relationship to the Common Core is concerned, this course would draw upon noted periodicals such as Foreign Affairs so that students may analyze and comprehend and synthesize information in our simulations. Therefore, the course would specifically match the following Common Core standards as well as the standards cited below from the American Council on Teaching Foreign Languages (ACTFL).

CCSS.ELA-Literacy.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

American Council on Teaching Foreign Languages (ACTFL)/ National Standards of Language Learning (NSLL)

ACTFL/NSLL - Interpretive 4.2 Evaluate similarities and differences in language use and idiomatic expressions between the target language and one's native language

ACTFL/NSLL - Presentational 1.3 Produce a variety of creative oral and written expressions

ACTFL/NSLL – Comprehension and Collaboration 4.1 Demonstrate an awareness of formal and informal language expressions in other languages and one's own

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

The Middle East is a region that has shaped and preoccupied American foreign policy since the mid-20th century, and will continue to do so for decades to come.

Last year, at the end of their AP World History year, several students expressed an interest in studying the complex issues facing the Middle East in more depth. The AP World History course has been very successful, but the nature of the course is historical and it moves quickly from topic to topic. Likewise, the Global Studies course offers some exposure to the region, but it also moves quickly and can only touch upon the contemporary politics of the region.

This particular course would have strong pertinence in that it helps meet a demand for increased career readiness as programs within many states are adopting Arabic language programs and the National Security Education Program (NSEP), a program created by the Office of the U.S. Defense Department in 1991, presently ranks Arabic as the most critical language of study for our nation's security.

Alternative would be to not host such a class, but my sense is that it is an exciting opportunity that would attract many students and potentially prompt some to consider collegiate study and possibly a career in policy shaping, public service, government and so on. Another alternative is to host the course in alternate years so that students may take it in Junior or Senior year.

The only disadvantage I see is it could draw students from other classes.

3. Forecasted impact of change: (again, use an additional sheet if needed)

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

Students who take the course will likely be inspired to deepen their research of the region and possibly travel there in college or at the least study Arabic.

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

This course could draw students from other classes, possibly Economics, Psychology, Chinese Studies, Russian Studies or Modern America. Again, the alternative of hosting it in alternate years may help address such possibilities.

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

For some students it may offer a chance to study something really interesting while earning extra credits needed toward graduation.

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

In my own case, I usually teach one section of Chinese Studies, maybe a second one or History through Film. My sense is that it would be a lateral move.

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

Students should be able to pair their schedules up with another elective.

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

20 – 25 students would be ideal.

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

This course could conceivably draw from other departments that offer electives.

4. What resources are required for the program?

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

In the short term, I will rely upon:

- Pimsleur Modern Standard Arabic language instruction tapes (already have)
- Arabic language handouts
- A class set of Elizabeth Fernea's *Guests of the Sheik: An Anthology of an Iraqi Village* (Dept. already possesses)
- A novel such as *Egypt on the Brink* by Tarek Osman (\$16.50 x 30 copies = \$495.00)

B. What current materials will need replacement? N/A

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

No.

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

There could be specific needs such as books on tape, enlarged print, a teacher's aide, or other special assistance on an as needed basis depending upon the student's IEP or 504 Accommodation plan.

E. Is specialized training required for staff? In my own case, I have spent years studying the politics, history and dynamics of the region. I have also traveled within the region on three separate occasions, and I have taken 3 courses on the fundamentals of the Arabic language. If someone else were to teach the course, there may have to be a willingness to receive instruction on the fundamentals of Arabic writing as well as spoken Modern Standard Arabic (MSA). I would point out that several of our department members are capable of providing in-depth political and social analysis of the region.

5. Who will be involved in curriculum writing and when does one envision it will occur?

I would be involved in the curriculum writing and it would occur prior to the start of the course

6. Develop a projected budget of impact costs for three years:

Description	Year 1	Year 2	Year 3	Total
Costs of Text				
Supplies	\$495.00			
Professional Development				
Curriculum Writing	\$360.00			
Staffing	.5			
Other (Identify)				
Total	\$855.00			

Requests for a New Program or Course

Signature of Principal: _____

Signature of Department Chair: _____

(if applicable)

Date: October 15, 2015

Title of Proposal: Literature and Media Study

Person(s) Submitting Proposal: K. DelMonico (with J. Bronn, A. Amenta)

Curriculum Area: English, 12th Grade

Number of Credits/Level (if applicable): 1 credit, full year course

Prerequisite Courses (if applicable): English I, II, III

1. Description of Program/Course: (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This is a full year, English elective course designed to provide students the opportunity to advance their literacy skills and understand of the interrelationships among the communication arts.

Students will focus on the application of critical analysis of literature text (narrative) and other media to develop deep understanding of how ideas expressed in one form are interpreted into another form. They will apply close reading skills to text and to the transfer of text to film and determine how the translations and adaptations inform, alter, and/or enhance meaning.

Students will read 12th grade level literature in many genres (fiction and nonfiction) and explore the interplay of ideas from text to film, audio, animation, etc. Students will analyze and interpret works through their reading, writing, viewing, and discussion skills to develop a deep understanding of a work. Students will learn and apply specific terminology for each medium studied to literature (protagonist, theme, etc.) as they discuss the transitions of stories, ideas, and content. They will learn to appreciate the adaptability of a literary narrative as a creative art.

Working together, students will also be required to produce a work visual (film, etc.) audio recordings or other media forms like digital scrapbook, photo essay, podcast etc., that communicates their perspective of text read in class. Digital documentation like journals, blogs, storyboards as well as traditional outlines, essay drafts, notes, research, etc. will be included as part of the learning process. Students will demonstrate progress by benchmarks indicating their understanding of close reading and subsequent translations to other media. Students will be assessed by rubric measuring skills taught, product completion, peer and self critiquing of their work.

The Literature and Media Studies course would be offered at the honors and college prep levels. Teachers can use differentiation strategies (adapted text, etc.) for students who have specialized learning needs.

This course will integrate media/technology and texts using literature at the 12th grade or freshman college reading level. This year long course would be designed so students have time to read, discuss and choose the media for presenting the relationships they find in the course.

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

"Technology is here and we need to be prepared to integrate it effectively into the curricula."
Henry Jenkins's (2006)

Have we done enough to integrate and not just use technology into our curriculum? Do our students connect the themes and ideas of literature with the movies they see? Can they connect what they learn in school with their digital world?

Currently, we are redesigning the Video Production course into: (1) an Introduction to Video Production half semester course and (2) Advanced Video Production which will essentially be producing video including Wave TV. There is not another course offered in English that blends literature and media, (film and/or audio) to focus on the relationship between text and visual/audio arts. In Literature and Media Studies, students will have opportunities to study genres of text and film/audio. Books with film and/or audio productions are currently available in the English department. Students would be able to use a regular classroom and the video studio as needed.

Disadvantages:

Teachers are not trained in the software that would assist film editing.

3. Forecasted impact of change: (again, use an additional sheet if needed)

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

This course will provide students with learning that is more aligned with 21st century skills, college readiness including close reading skills, diverse thinking skills, and ability to make connections between their academic reading and their media rich lives. This course will also give students opportunity to produce works for public viewing or listening which should increase their commitment to their work and provide them with work for a literacy portfolio if needed for college.

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

Literature and Media Production would allow students who may or may not be college-bound to enroll in a full-year course where they would have the opportunity to enhance their visual, technological, and overall communication skills.

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

This course will present student with an elective that is interdisciplinary and blends literature with media/technology/film/audio.

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

None

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

None, one period, full year

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

Not really. Students would need computers that had Adobe Creative Cloud and area for filming which they could use in the Video Production Lab.

How might this impact other programs? (Example: Is a new elective likely to affect enrollment in other departments?)

No - offers different skills and is predominantly an English credit

4. What resources are required for the program?

Adobe Suite added to existing computers in the Video Production Studio

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

The course may require additional Adobe Suite.

B. What current materials will need replacement?

Software programs for creating film, layout, photo editing; the addition of new titles for 12th novels, short stories, drama, or poetry.

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

No

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

Perhaps adapted versions of texts or audio books

E. Is specialized training required for staff?

Adobe suite training

5. Who will be involved in curriculum writing and when does one envision it will occur?

At least two English teachers

6. Develop a projected budget of impact costs for three years:

Description	Year 1	Year 2	Year 3	Total
Costs of text	500.	500.	500.	1500.
Supplies	500.	500.	500.	1500.
Professional Development	500.	500.	500.	500.
Curriculum Writing	2 teachers per contract			
Staffing	xx			
Other (Identify)				
Total				3500.

Requests for a New Program or Course

Title of Proposal: Introduction to Video Production
Person(s) Submitting Proposal: K. DeMonico, J. Bronn, A. Amenta
Curriculum Area: General
Number of Credits/Level: .5 (one semester)
Prerequisite Courses: None
Grade(s): 10, 11, 12

Signature of Principal: _____ Date: _____

Signature of Department Chair: _____ Date: _____

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

Introduction to Video Production is a semester course open to students in 10th, 11th, and 12th grade and is worth .5 credit. This course emphasizes the technical and aesthetic aspects of video production and the responsibility factor of using the equipment. Students in this course will be introduced to basic camera, audio and equipment terminology and functions. Students will study and practice various cinematic elements and effects including camera operation and editing. In addition, this course will focus on the artistic and creative component of creating video media. Students will experience all aspects of production including planning, filming, and editing using various software. Students are expected to do hands-on participation and be involved in several roles and phases of video production with the intention of creating media projects. Students will learn how using media also aids in their research and study in their courses. Students may also choose to participate in the summer reading activity for extra credit (in the fall semester)

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

The current Video Production course includes the fundamentals of video making, writing screenplays, creating independent video projects, and producing episodes of the New Milford High School's Green Wave TV. The current course meets for two consecutive block periods (160

minutes) for a full year. Students who successfully complete the course earn one English credit and one vocational credit. The class meets in the Video Studio which consists of one room with tables, two smaller rooms for computer editing, and one smaller storage room. Due to size constraints, this course is limited to 15 students.

Most of the students who enroll in the current video production course do not have any background in using video equipment and/or editing software. As a result, much of the first few months of school are devoted to learning these fundamentals. Once the students practice these fundamentals, they begin making their own video projects, both individually and as a class.

Since most of the students who enroll in this course do not have prior knowledge of using video equipment and software, it is necessary to create a half-year course where students can learn these fundamentals. In being a one semester course, the enrollment can now be open to twice as many students as the current situation allows. In addition, students who complete this course will be more prepared to develop their skills further in the sequential course Advanced Video Production (see separate proposal).

Therefore, the advantages of the new Introduction to Video Production are as follows:

- One semester course - allows for higher enrollment and greater scheduling flexibility and staffing
- Students learn the basic fundamentals of video production and gain experience in making their own media.
- Serves as a required prerequisite to Advanced Video Production for students who are serious about the art of video making and those who wish to develop their skills further.

3. Forecasted impact of change: (again, use an additional sheet if needed)

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

Students who take this course will be introduced to technical skills that will allow them to create 21st century products. Students will learn how to express themselves and gain confidence through the art of filmmaking. Students will gain collaborative skills needed to be college and career ready. This course will have a major impact on students who intend to pursue a degree in media communications and film. The course will impact all students by instilling a greater appreciation for the craft of video production. It will also give students experience in planning and implementing long-term projects and solving real-life production problems.

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

It will bring learning about video equipment and production includes technology skills which can be used in other courses for research, presentation which will enhance learning.

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

10 of the current 12 students in the course are seniors and will not be affected. 2 of those students are juniors who will potentially earn 2 credits from the current course. Therefore, those two juniors will not be allowed to enroll in any video production course next year.

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

The current video production course is taught by one teacher for two consecutive periods which accounts for two separate teaching assignments. However, creating two one-semester Introduction to Video Production courses and one proposed Advanced Video Production course will still leave the staffing at 2 teaching assignments.

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

The new course will allow for greater scheduling flexibility, greater enrollment, and more opportunities for a wider-range of students.

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

Yes. The video production studio is smaller than a regular classroom. Equipment is severely limited to four high-quality computers. Editing software is limited to three computers.

How might this impact other programs? (Example: Is a new elective likely to affect enrollment in other departments?)

There is no way to determine at this time, but likely no negative impact.

4. What resources are required for the program?

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

The following items will be needed to start the course:

- Additional computers with Adobe programs for editing, photo crafting, etc.
- Additional cameras, tripods, microphones
- Smartboard placed in the Studio/Classroom 1502

B. What current materials will need replacement? - see list in A above

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

One teacher who already is assigned to Video Production

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

E. Is specialized training required for staff?

On going training video production

5. Who will be involved in curriculum writing and when does one envision it will occur?

Jeff Bronn and Alessandro Amenta

(Kathy DelMonico will assist)

6. Develop a projected budget of impact costs for three years:

Description	2016-17	2017-18	2018-19	
Text	25.00x 25			
Supplies	200	200	200	
Prof Dev	500	500	500	
Curriculum	per contract	x	x	
Staff				
Equipment	1000	1000	1000	
Other				

Requests for a New Program or Course

Title of Proposal: Advanced Video Production
Person(s) Submitting Proposal: K. DelMonico, J. Bronn, A. Amenta
Curriculum Area: English
Number of Credits/Level: 1 (full year)
Prerequisite Courses: Introduction To Video Production (Starting 2017-2018)
Grade(s): 11, 12

Signature of Principal: _____ Date: _____

Signature of Department Chair: _____ Date: _____

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

Advanced Video Production is a full year course open to students in 11th and 12th grade (Introduction to Video Production is a prerequisite beginning in the fall of 2017). This is a one credit English course. This course builds upon the knowledge and skills of the technical aspects of video production. The emphasis of this course is on the responsibility and production of video media for a variety of purposes and a range of audiences. This course involves analyzing, writing, and creating content, and will give students experience working in many different roles and phases of production. Students will also study diverse genres of film and apply the learned techniques to their own work. Students in this class will develop original video projects both individually and collaboratively. As an advanced course, students are expected to produce videos and manage *Green Wave TV*. In addition, students are expected to film school and community related events outside of class time. All senior electives include the core text reading requirement and, in the fall semester, the "writing the college essay" assignment. Students may also choose to participate in the summer reading activity for extra credit.

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

The current Video Production course includes the fundamentals of video making, writing screenplays, creating independent video projects, and producing episodes of the New Milford High School's Green Wave TV. The current course meets for two consecutive block periods (160 minutes) for a full year. Students who successfully complete the course earn one English credit and one vocational credit. The class meets in the Video Studio which consists of one room with tables, two smaller rooms for computer editing, and one smaller storage room. Due to size constraints, this course is limited to 15 students.

Most of the students who enroll in the current video production course do not have any background in using video equipment and/or editing software. As a result, much of the first few months of school are devoted to learning these fundamentals. Once the students practice these fundamentals, they begin making their own video projects, both individually and as a class.

Students who enroll in Advanced Video Production will have a greater background knowledge of the fundamentals of the genre. Therefore, from the beginning of the course, students can apply that knowledge into furthering the art of the genre. They will learn more about various styles and techniques involved in video making. Advanced Video Production is for the student who is serious about pursuing a career in video media. This course provides the opportunity for those students to further practice and develop their skills and consequently produce quality and effective media.

(again, use an additional sheet if needed)

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

Students taking this course will gain experience planning, filming, and editing for a variety of purposes in the media field. Students will learn the characteristics of commercial and promotional media, broadcast media, event media, and filmmaking across the genres. This course will directly serve students planning to pursue a degree and career in media communications. This course will also serve all students better understand and appreciate the craft of video production. Students will learn about the stages and roles of production and gain experience in each role. Students will learn how to collaborate and plan for long-term projects.

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

The media produced in Advanced Video Production will be released through the Green Wave TV YouTube channel for the school to enjoy. The content will be both creative and informational with the purpose of advertising the talent and pride of New Milford High School.

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

Students currently taking Video Production will not be allowed to take Advanced Video Production. For the 2017-2018 academic year, completion of Introduction to Video

Production will be a prerequisite for students who wish to take Advanced Video Production.

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

The current video production course is taught by one teacher for two consecutive periods which accounts for two separate teaching assignments. Advanced Video Production will meet for one period for a full year which accounts for one teaching assignment.

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

Since Advanced Video Production will meet for one period, the course will allow for greater scheduling flexibility, greater enrollment, and more opportunities for a wider-range of students.

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

Yes. The video production studio is smaller than a regular classroom. Equipment is severely limited to four Macintosh

computers. Editing software is limited to three computers.

How might this impact other programs? (Example: Is a new elective likely to affect enrollment in other departments?)

There is no way to determine at this time, but likely no negative impact.

4. What resources are required for the program?

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

The following items will be needed to start the course:

- Additional computers with Adobe programs for editing, photo crafting, etc.
- Additional cameras, tripods, microphones
- Smartboard placed in the Studio/Classroom 1502

B. What current materials will need replacement?

- see list in A above

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

Currently, one teacher is assigned to two periods of video production. Per proposals of two new video media courses (Intro to VP and Advanced VP) which will still encompass two periods, no new staffing is needed.

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

No specific needs.

E. Is specialized training required for staff?

On going training in video production

5. Who will be involved in curriculum writing and when does one envision it will occur?

Jeff Bronn and Alessandro Amenta

(Kathy DelMonico will assist)

6. Develop a projected budget of impact costs for three years:

Description	2016-17	2017-18	2018-19	
Text	25.00x 25			
Supplies	200	200	200	
Prof Dev	500	500	500	
Curriculum		x	x	
Staff				
Equipment	1000	1000	1000	
Other				



CURRICULUM COUNCIL

New Milford Public Schools
February 2016

Curriculum Council Roles and Responsibilities

The New Milford Public Schools Curriculum Council is a standing committee of teachers and administrators who meet regularly to support and guide curriculum development projects, and to ensure the curriculum is current, relevant, coherent, and aligned to the Connecticut Core Standards. The Council will engage in collaborative decision-making to ensure that our students are engaged with learning via a rigorous, meaningful, challenging curriculum to meet their college and work/career goals. Council Committee members will remain current regarding educational practices and will make decisions based on research and data. This Council will serve an advisory role to the Assistant Superintendent.

Curriculum Council members:

- Attend regular Curriculum Council meetings (3-4 times per year);
- Support the curriculum initiatives in the district's five-year curriculum plan and strategic plan;
- Develop and implement annual curriculum goals for the district and review grade-level/dept. annual goals;
- Foster the integration of 21st Century skills into teaching and learning;
- Share information regarding curriculum and programs with their departments or grade levels after each meeting;
- Prioritize, develop, publicize, and monitor curriculum/program review cycle;
- Regularly update the district's Curriculum Handbook and five-year curriculum plan;
- Publicizes curriculum information on the district's website for students, parents and community members;
- Share information on best practices both inside and outside the district; and
- Monitor the effectiveness of the curriculum and instruction of the district by examining assessment data on an annual basis.

Membership of the Curriculum Council

Representatives of the Curriculum Council should expect to serve a 2-3 year term and school administrators in consultation with the Assistant Superintendent will appoint all representatives. Staff who is interested should complete the ***Application for the New Milford Curriculum Council***. Members of the Committee, totaling approximately 28, will include the following:

- Teacher representatives from each school with attention to a balance between elementary, secondary departments, special education teachers, and specialists
 - One representative for each grade level kindergarten through grade 6 (7)
 - District-wide representative Art, Music, PE, Technology/Family Consumer Science, and Guidance (5)
- K-8 Curriculum Coaches (5)
- Data Coach (1)
- 5 High School Dept. Chairs: English, Math, Science, Social Studies & World Language (5)
- 4 administrators (4)
- Assistant Superintendent (1)

On a daily basis the curriculum coaches and high school department chairs provide coherent leadership for curriculum while classroom teachers and principals are involved in the implementation and oversight of the curriculum.

2015-2016 School Year Curriculum Council Topics

For the remainder of the **2015-2016** school year, the Curriculum Council will meet twice in March and May, 2016 @ 3:30-5:00 P.M.

- Review the New Milford Curriculum Handbook
- Review Curriculum information on district and staff only websites
- Review New Milford's Five-Year Curriculum Cycle
- Identify 21 Century Skills for curriculum inclusion
- Finalize Curriculum Initiatives for **2016-2017**, e.g. fostering a student centered classroom, digital learning opportunities, communication and collaboration, and nontraditional learning environments to ensure that all New Milford students are "college and career" ready.

CURRICULUM COUNCIL

New Milford Public Schools



Application for the New Milford Curriculum Council

Name: _____

Position: _____

School: _____

Grade/Dept.: _____

Why do you want to join the Curriculum Council?

How will New Milford Public Schools and your school in particular benefit from your membership on the Curriculum Council?

Although not essential for membership, please describe your experiences with curriculum development and revision.

Although not essential for membership, please describe your experiences with professional development (designing, presenting, facilitating).

Teacher's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

*Please return to Genie Slone, Acting Assistant Superintendent by **March 18, 2016.***



Proposal for the Sarah Noble Intermediate *Summer Bridge Program*: grades 3-5 (A pilot program)

Background:

- All young people experience learning losses when they do not engage in educational activities during the summer. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer (White, 1906; Heyns, 1978; Entwisle & Alexander 1992; Cooper, 1996; Downey et al, 2004).
- Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996).
- More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college (Alexander et al, 2007).

(http://www.summerlearning.org/?page=know_the_facts)

Proposal:

July 25, 2016 – August 11, 2016 Literacy & Math
Monday – Thursday for three weeks for students entering grades 3 through 5 for the 2016-2017 school year.

Student Schedule:

9:00 – 10:15 Student A will take Literacy and Student B will take Math
10:15-10:45 Students A & B will participate in an activity/recess
10:45-12:00 Student A will take Math and Student B will take Literacy

Class Size: 12-15 students per class

Student Identification Process:

Using student performance data on district MAP assessments (20-40 percentile), student grades, and teacher observation/anecdotal/qualitative evidence, approximately 125 students will be invited to participate in this summer program based on their performance during the 2015-2016 school year.

Scheduling this program at the end of the summer will “jump start” and pre-teach these students to ensure that they will be better prepared for the beginning of their next school year. This summer program will mitigate loss

of learning, which research demonstrates takes place with some of our struggling students. Students will be given a pre and post assessment to gather data about their academic gains during this summer program. This information will be communicated to parents.

Students will be recommended to this program by mid-end April and parents will be notified in early May of this summer opportunity for their children. Students will be provided with bus by the district.

Academic Focus for Summer Program:

In Literacy:

- For students entering Grade 3, the target standard for summer school will be RI 2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Students will need to demonstrate progress with this skill to be successful both as a reader and a writer with the third grade curriculum.
- For students entering Grade 4, the target standard for summer school instruction will be RI 3.2: Determine the main idea of a text; recount the details and explain how they support the main idea. Students will need to demonstrate progress with these skills to be successful with grade 4 curriculum which requires a shift to more interpretative work with text.
- For students entering Grade 5, targeted instruction will focus on summarization of informational and literary text, as the fifth grade curriculum requires students demonstrate the ability to grow this skill to tracing themes across a genre.

In Math:

Grade 3

- CCSS.Math.Content.2.OA.A.1
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- CCSS.Math.Content.2.NBT.B.5
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- CCSS.Math.Content.2.NBT.B.7
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Descriptors

- ❖ Efficient strategies for 2 and 3 digit addition problems.
 - Add in parts
 - Keep one number whole; add other in parts
- ❖ Tools: number line; equations

Subtraction

- ❖ Use efficient strategies for 2 and 3 digit subtraction problems.
 - Take away in parts

- Think addition to subtract
- ❖ Tools: number line; equations
- CCSS.Math.Content.2.OA.B.2
Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- ❖ Ten-minute math practice - focus on subtraction
- ❖

Grade 4

- CCSS.Math.Content.3.OA.A.2
Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
- CCSS.Math.Content.3.OA.A.3
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- CCSS.Math.Content.3.OA.B.5
Apply properties of operations as strategies to multiply and divide.² *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*
- CCSS.Math.Content.3.OA.B.6
Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Descriptors

- ❖ Understand and use the distributive property as a strategy to solve multiplication and division problems
- ❖ Solve story problem involving multiplication and division
- ❖ Solve division problems with unknown factors

Grade 5

- CCSS.Math.Content.4.NBT.B.5
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- CCSS.Math.Content.4.NBT.B.6
Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Descriptors

- ❖ Use rectangular arrays and/or area models to represent multiplication up to 4 digit by 1 digit and 2 digit by 2 digit.
- ❖ Use rectangular arrays and/or area models to represent division.
- ❖ Connect array and area model representations of multiplication and division with equations.

Summer School Expectations:

- Students identified are students who are ready to move forward to the next step. (This program does not supersede the summer school program for students with special needs.)
- Students will be given pre and post common assessments to measure gains. This information will be communicated to parents and 2016-2017 classroom teachers.
- Summer school homework is not expected for this program.