



Curriculum Adoption

January 7, 2025

CTE - Curriculum Ready for Board Adoption



- Sports Performance and Nutrition

Unit Highlights

Students learn to make proper nutritional choices based on desired outcomes such as: nutrition for endurance and athletic performance, body composition, mental well-being, general health, and how food helps aid in recovery from training.

Hands-on elective that will provide students with the skills and knowledge to prepare, cook, and eat well for life.



PBA's (Product Creation & Decision Making):

- **Research** the diet of a famous athlete or performer & **prepare** their pregame meal.
- **Create** a one week meal plan for a particular athlete/goal & **prepare** one of the dishes.

ELA - Curriculum Ready for Board Adoption

- NEW! Acting Workshop
- Grade 9 ELA Unit 2 & 3

Grade 9 - 12 Elective - Acting Workshop



Major Changes:

- Location of course (from English classroom to DHHS Dining and Assembly Hall)
- Update of all units to reflect concepts related to stage directions, stage productions, and acting.
- Includes a summative assessment that is a formal stage production, which could easily include opportunities to align with Hands on Stage (a DHHS after school club)

Justification:

- The stage provides a more authentic environment and experience for students
- The update of the units reflects the environment change and allows opportunity for active engagement and collaboration.
- Creating a curriculum that may allow students to engage in extracurricular activities will benefit school culture and climate

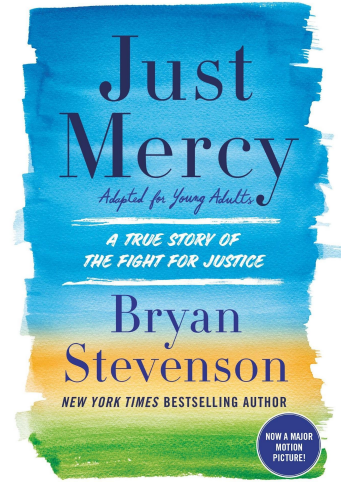
Grade 9 - Literature and Writing Units 2 & 3

Major Changes:

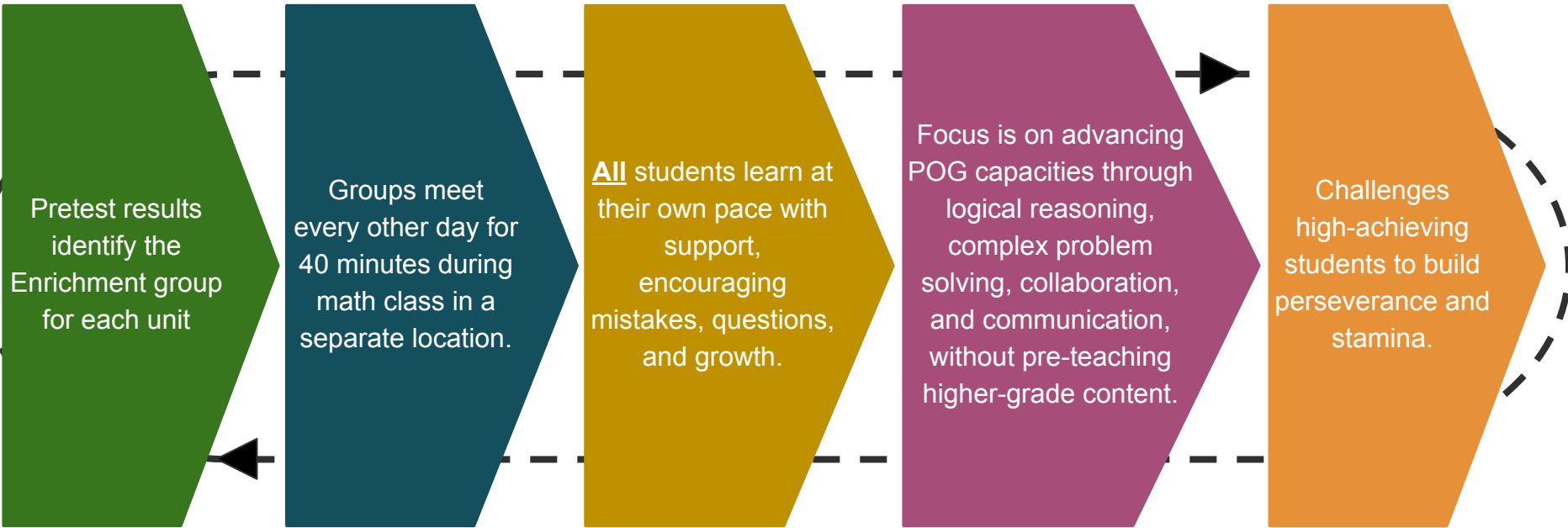
- Swapped core novel (*To Kill a Mockingbird* by Harper Lee with *Just Mercy* by Bryan Stevenson).
- Refined book club and essay unit to reflect core text/model text changes

Justification:

- Students struggled to see the application of thematic concepts from *To Kill a Mockingbird* in the modern world. Students are able to empathize with Lee's characters, but cannot connect the issues with modern-day issues. *Just Mercy* (2014) provides real-life, modern examples of the issues in Lee's work. The core text changes will allow students to develop complex themes related to the modern human experience (moving from morals and lessons to deep, thematic analysis).
- Although the core text is changing, *To Kill a Mockingbird* will remain as a book club option.



Mathematics Enrichment Grade 4, 5 & 6



Music - Curriculum Ready for Board Adoption

- Grade 7/8 Chorus
- Grade 8 Acting for the Theatre
- Grade 8 Musical Theatre
- Grade 9-12 Theory and Composition

Chorus: Grades 7/8

Self Awareness, Collective Intelligence, Analyzing, Design, Product Creation

- ★ **Unit 1: Vocal Technique**
- ★ **Unit 2: Balance & Blend**
- ★ **Unit 3: Reading the Choral Score**
- ★ **Unit 4: Musical Expression & Ensemble Performance**



- This course builds upon the Grade 6: Chorus Foundations curriculum.
- Students will learn to sing with proper form, while focusing on intermediate skills related to breathing, sound quality, posture and intonation
- Students will learn and utilize harmonic & unison warmups and exercises that focus on vocal development through solfege and neutral syllables.
- Students will focus on intermediate ensemble skills of balance and blend, including the principles of cooperation and teamwork to achieve a common goal.
- Students will continue to develop their musical literacy skills through application of knowledge to score reading.
- Students will understand how their individual contribution comes together toward the success of the group

Acting for the Theatre: Grade 8

Analyzing, Decision Making, Design, Product Creation, Collective Intelligence

- ★ **Unit 1: The Audition**
- ★ **Unit 2: The Process**
- ★ **Unit 3: The Playoffs**

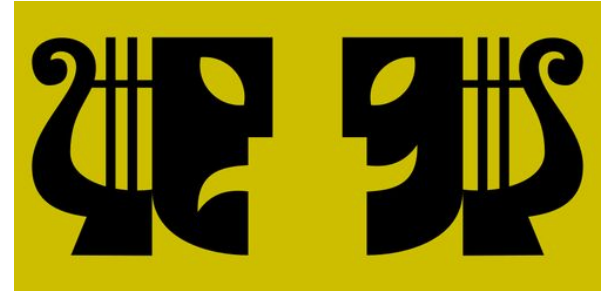


- Students will utilize their knowledge of the rehearsal process to bring a play from script to stage.
- Students will learn how to prepare for an audition by analyzing a piece of text for a performance and perform a character for an audience.
- In the final unit of this course, students will independently create and perform a 10 minute play.
- Students will learn how to take their knowledge of theatre and apply it independently.

Musical Theatre: Grade 8

Collective Intelligence, Inquiry, Design, Product Creation

- ★ **Unit 1: Composers of the Musical**
- ★ **Unit 2: The Musical**
- ★ **Unit 3: The Playoffs**

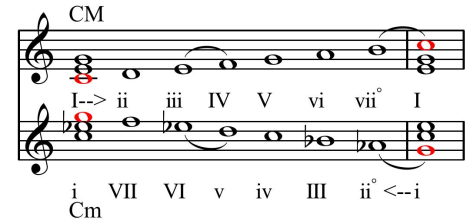


- This course explores the world of musical theatre, including both research and performance.
- Students will learn about composers within this genre, through research, collaboration and performance.
- Students will explore the importance that the ensemble plays in every musical production.
- This course culminates with a live performance (a different musical is chosen every year)
- Students will learn how to portray a character while singing and dancing.
- In the final unit of this course, students will independently create and perform a 10 minute play.
- Students will learn how to take their knowledge of theatre and apply it independently.

Theory and Composition: Grades 9-12

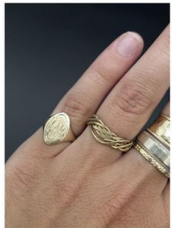
Analyzing, Design, Product Creation, Decision Making

- ★ **Unit 1: Reading the Staff**
- ★ **Unit 2: Key Signatures/Scales/Chords**
- ★ **Unit 3: Composing Melody and Harmony**



- Designed to develop students' visual and aural understanding of the structure of music.
- Students will study the language and symbols of music. They will learn to read various musical elements, such as scales, chords, pitch notations, and time signatures.
- Students will learn to construct the above elements themselves.
- Students will understand basic forms in music compositions, including the skill of notation.
- As students learn these various aspects of music theory, they will undergo ear training to teach them to recognize these elements aurally as well.

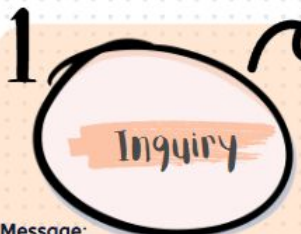
Profile of a Graduate Mini-Unit



Handmade Jewelry
Lillian Flaherty
Class of 2023



Profile of a Graduate Mini-Unit



Inquiry

Message:

Asking big questions and trying to find answers helps us learn more about something important. We keep thinking and exploring to make our understanding even better!

SEL: You see a student sitting alone. What could you do? Draw or write your answer.

Rule: The fire alarm goes off. What do you do?

Academic: Your teacher just taught a lesson and you are still confused? What would you do?

Greeting:

My name is...I like...
Just Like Me

Share:

Stop & Jot or Discuss

Interactive Activity:

5 questions, 3 clues



Idea Generation

Message:

When we study something like a problem, story, or artwork, we look for things that might not work well. Then, we think of new and better ways to solve or change it!

Morning Work: Scribble Art: turning scribbles into art

SEL: If you see a friend struggling to come up with an idea, what could you do? Stop and jot on a sticky note.

Rule: If you noticed a student not using classroom supplies appropriately, what could you do? Stop and jot on a sticky note.

Academic: If a friend thinks their project is bad and wants to start over, what could they do instead? Stop and jot on a sticky note.

Greeting:

Secret Handshake Greeting
Sign Language-Good Morning

Share:

Stop & Jot or Discuss

Interactive Activity:

Idea Web Brainstorm



Collective Intelligence

Message:

We work respectfully and responsibly with others, sharing and evaluating ideas to reach a common goal.

SEL: How do you work with somebody that you don't want to work with? Stop and jot on a sticky note.

Rule: What does it mean to give everyone a fair chance? Stop and jot on a sticky note.

Academic: How can you add on to someone else's thinking? Stop and jot a phrase to demonstrate accountable talk.

Greeting:

Wake up Greeting
Ball Toss

Share:

Stop & Jot or Discuss

Interactive Activity:

Rapid Group Brainstorm Challenge



Self-Awareness

Message:

We look closely at how we're doing right now to find ways we can keep going and improve. This helps us stay focused and get better at what we're working on!

SEL: When something doesn't go your way, what is a positive way to react? (Small problem, small reaction)

Rule: How can you be an active listener? Stop and jot on a sticky note.

Academic: What bumper sticker helped you persevere this week? Stop and jot on a sticky note/discuss.

Greeting:

Yarn Web
Closed-Eyes Greeting

Share:

Stop & Jot or Discuss

Interactive Activity:

Who Can Name Something I Said?



Citizenship

Message:

We notice important problems in the world, think about them carefully, and help in a kind and responsible way. This makes the world a better place!

SEL: How can you be a respectful member of morning meeting?

Rule: Brainstorm a rule that has helped you be successful in your classroom.

Academic: What should your classroom look and sound like during learning?

Greeting:

Different Language Greeting
A Little-Known Fact About Me

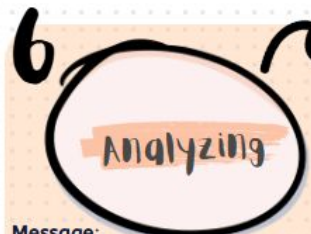
Share:

Stop & Jot or Discuss

Interactive Activity:

Create rules for the following: morning meeting, classroom, school, LA/Math/Social Studies/Science

Profile of a Graduate Mini-Unit



Message:
Looking at facts and information from different places helps us find hidden ideas, patterns, and connections. This helps us make smart guesses about what might be happening!

SEL: Display a photo of a social dispute. Have students stop and jot what they notice and wonder.

Rule: Display a photo of students walking in the hallway. Have students jot what they notice and wonder.

Academic: Display a photo of productive struggle. Have students jot what they notice and wonder.

Greeting:
My name is...I like...
Just Like Me

Share:
Stop & Jot or Discuss

Interactive Activity:
Quick Pattern Spotting



Message:
We work on making something better by thinking about who will use it and why. This helps us create something that's just right for them!

SEL: If you see a friend that seems overwhelmed (frustrated, sad, mad, etc) how could you help them? Stop and jot on a sticky note.

Rule: If you are feeling stuck and don't know what to do, what phrase would help you get through your struggle? Stop and jot on a bumper sticker (cardstock in the form of a bumper sticker to hang around the room).

Academic: If you are struggling with a new concept, how could you respectably/quietly ask for help? Stop and jot on a sticky note.

Greeting:
Secret Handshake Greeting
Sign Language-Good Morning

Share:
Stop & Jot or Discuss

Interactive Activity:
Give Us Your Sign



Message:
We use the best way, like pictures, writing, or speaking, to share important ideas. This helps others understand what we want to say clearly!

SEL: What is a way you can show how you agree/respectfully disagree with someone? Stop and jot/draw a sign the class could use.

Rule: What would you do if you noticed someone doing something wrong (running, talking out, putting hands on someone else)? Stop and jot on a sticky note.

Academic: What is one way you can give productive feedback to a classmate about their work? Stop and jot on a sticky note.

Greeting:
Wake up Greeting
Ball Toss

Share:
Stop & Jot or Discuss

Interactive Activity:
Team Handshake



Message:
We think about what could happen before making a choice. This helps us make smart and responsible decisions!

SEL: Someone gave you a compliment. How should you react?

Rule: Your lunch table is full. What do you do?

Academic: Instead of shouting out an answer, what else could you do to let other classmates finish thinking?

Greeting:
Yarn Web
Closed-Eyes Greeting

Share:
Stop & Jot or Discuss

Interactive Activity:
Decision Ball Toss



Message:
We look at different ideas, ways of thinking, and experiences to understand how others see the world. This helps us be more caring and understand people better!

SEL: How can a classmate or teacher make you feel seen?

Rule: What can you respectfully say if you disagree with what someone says?

Academic: Your classmate has a different strategy to solve a problem. Who is right?

Greeting:
Different Language Greeting
A Little-Known Fact About Me

Share:
Stop & Jot or Discuss

Interactive Activity:
Create rules for the following: morning meeting, classroom, school, LA/Math/Social Studies/Science

Social Studies - Curriculum Ready for Board Adoption

- Grade 3 Social Studies (3 units)



CONNECTICUT
**Elementary and Secondary
Social Studies Standards**



CONNECTICUT
Department of Education

<u>Old Units</u>	<u>Revised Units</u>
Our Changing Land; Science and Social Studies Interdisciplinary Unit	Cultural Communities in Connecticut Present and Past
Connecticut History	Exploring Connecticut's History
Connecticut's Government	Connecticut's Government

World Language - Curriculum Ready for Board Adoption

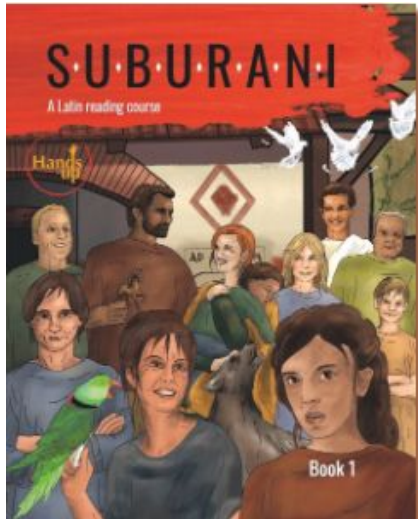
- Latin 2 (4 units)
- American Sign Language (4 units)



Latin 2

We retained the thematic units from previously adopted curriculum, but revised some PBAs and supplemented with Chapters 10-14 of Suburani 1 for additional vocabulary and culture.

Units/PBAs:



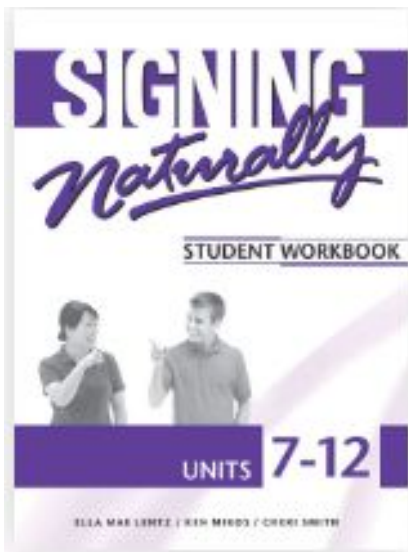
- Dī immortālēs! – Oh Immortal Gods!
 - Mythology, complementary infinitive + modal verbs
 - Reimagining a myth (Product Creation, Alternate Perspectives)
- Imperator non potest peccare - The emperor can do no harm
 - Emperors, imperialism, expansionism, sovereign immunity, pluperfect + pronouns
 - Judgment of an emperor (Collective Intelligence, Alternate Perspectives)
- Sī vīs pācem, parā bellum – If you want peace, prepare for war
 - Roman wars, Participles + passive verbs
 - Op-Ed historian (Idea Generation, Citizenship)
- Dum spīrō, spērō - While I breathe, I hope (Optional unit)
 - Prose, Indirect statements + Diagramming
 - Introduction to diagramming (Analyzing)

ASL 2

ASL 2 picks up where ASL I left off, quickly reviewing and then jumping into new signs and concepts. This course will cover Signing Naturally Lessons 6-10 with an ongoing backdrop of Deaf Culture.

Units/PBAs:

- The Story of My Life
 - Storytelling, Deaf Awareness Month poster
 - Presenting a personal story (Design, Product Creation)
- Who Wore It Best?
 - Personal descriptions, Deaf influencer presentation
 - Designing a fashion show (Collective Intelligence, Product Creation)
- What's Your Problem?
 - Listening to problems and offering advice, Deaf Culture book groups
 - Creating a telenovela (Product Creation, Collective Intelligence)
- Let's Go Shopping!
 - Giving & receiving directions, Price & ordering, Deaf Culture book groups
 - Planning a day in New York with \$250 (Decision Making, Collective Intelligence)





CTE Team	Math Team	POG Team	World Language Team
Dan Grenier Erik Becker	Ashley Lunn Aly Gwiazda Amy Faitsch Carol Sullivan Gay Tomasevich Jane Kraus Stacey Daly	Ashley Lunn Rachel Secondino	David Brine Jen Aguzzi Kathleen Ericson
ELA Team	Music Team	Social Studies Team	
Celina DaSilva Clare Stone Denise Earles Joelle Tobin Kelly Smith	Jenna Killen Kerri Kohlun Leah Stillman Matthew Price Ron Soja	Alisha Signore Chris Pagliuco Christa Laragy Clare Pinski Holly Merullo Peggy Bell	