

# **Board of Education Curriculum, Assessment & Professional Practices Committee Meeting**

Monday, March 18, 2024 6:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

## **1. K-5 Math Curriculum**

## **2. Spanish for Heritage Speakers Course & Curriculum**

## **3. Leadership Course**

## **4. New Business**

## **5. Public Comment**

(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 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 Education personnel and students, nor against any person connected with the Bethel Public School System.)

## **6. Adjourn**

# BPS K-5 Math Curriculum



Heather Faricello Instructional Math Coach Grades 4-8

Danielle Legnard-Instructional Math Coach- Grades K-3

Let's Do The Math Together



ALL THE  
SINGLE DIGITS

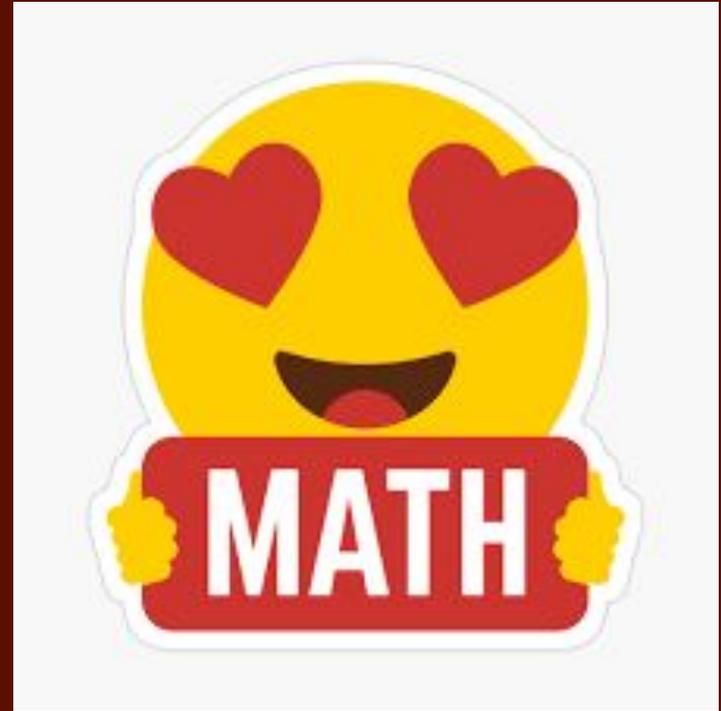
Grade 2 Concept Quest  
(Bridges Problem Solving Task)



## Our Math Mission

The PreK-12 Mathematics Mission of the Bethel Public Schools, in partnership with our colleagues, families, and the community, is to develop mathematically literate members of society who engage in challenging learning experiences requiring communication, collaboration, critical thinking, and creative problem solving. Students persevere as they apply what they learn in mathematics in a variety of meaningful ways.

K-5 Math  
Curriculum  
Folder



# Learning Plans

- Updated for every unit K-5
- Includes Fluency Work Places
- Rigorous Problem Solving
- Concept Quests
- SBAC sample items aligned to the units
- Continuously refining based on need and best practice

## Grade 3 Unit 2: Introduction to Multiplication

10/6-11/15

### Stage 1 – Desired Results

<b>ESTABLISHED GOALS/STANDARDS</b>	<b>Unit Overview</b>
<b>PRIORITY STANDARDS FOR THIS UNIT:</b> <b>3.OA.1</b> - Interpret products of whole numbers <b>3.OA.2</b> - Interpret quotients of whole numbers <b>3.OA.3</b> - Solve multiplication story problems with products to 100 involving situations of equal groups, arrays, and measurement quantities	This unit introduces multiplication through a variety of multiplicative situations, encouraging students to think of the operation in different ways. A variety of models for multiplication are used to develop deeper conceptual understanding including equal groups, arrays, number line, and ratio tables. The associative and distributive properties are explored to develop efficient, reliable, and generalizable strategies for multiplying. Students will track multiplication strategies on a multiplication table featuring products from 0 to 100 and apply what they have learned by solving problems and story problems with multiple steps and operations.
	<b>Transfer</b>
	<b>TRANSFER GOALS</b> <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"><li>● Analyze and model mathematical relationships in authentic and varied contexts, make informed decisions, and draw conclusions. (Math Transfer Goal 1)</li><li>● Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems. (GC 1)</li></ul>

### All The Single Digits

The digits 0 through 9 have each been used exactly once in the equations below. Figure out where each digit goes to make each equation true.

$$5 + \square = 10$$

$$10 = 2 + \square$$

$$\square + \square - 2 = 10$$

$$10 = \square + \square - \square$$

$$\square + \square + \square = 10$$



# Assessment

- Selecting additional opportunities for students to demonstrate their ability to exceed grade level expectations (4)
- Ongoing formative assessment
- Looking at Student Work



# Building Thinking Classrooms

- District Wide Book Study
- Curricular and Non-Curricular Tasks
- Rich, Rigorous, Cognitively Engaging
- Problem Solving
- Professional Learning
- Low floor/high ceiling tasks

F	C
1	1
2	3
10	55
20	210
15	120

1510

20SS 12CS  
 2189 13C  
 22SP 14CP  
 235f 15Cf  
 24Sm 16Cm  
 25Sb 17Cb  
 26SPD 18CPD  
 27S CC 19CC

28CC  
 29CP  
 30CF  
 31SM  
 32M

35PP  
 36DF

1VV 10-35  
 2CC 15-20  
 3VC 20-210  
 4VS  
 5Vg  
 6VP  
 7Vf  
 8Vm  
 9Vb  
 10VPD  
 11VCC

# Focus on Fluency



- Rich Practice
- Progress Monitoring
- Work Places
- Our students are making growth!
- Fluency at home and school
- Family Math Night- over 700 people attended!

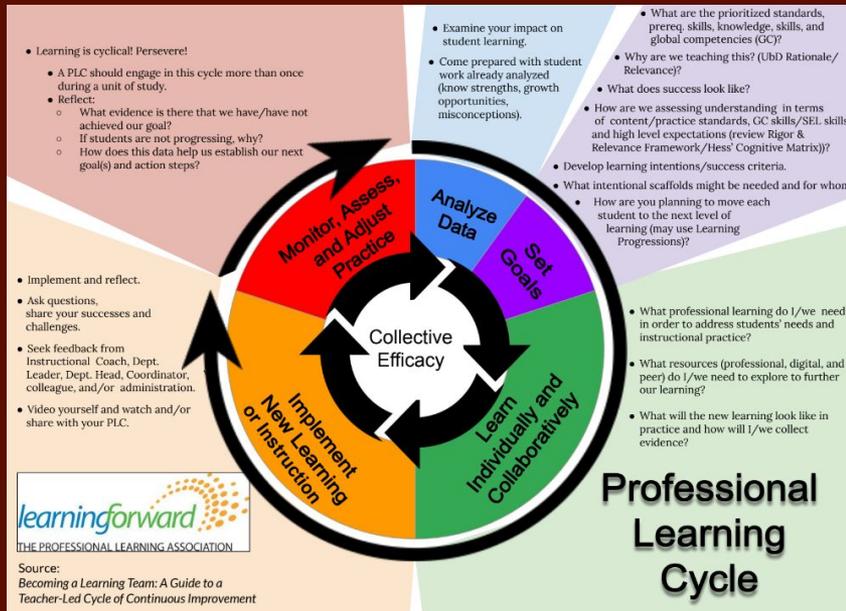
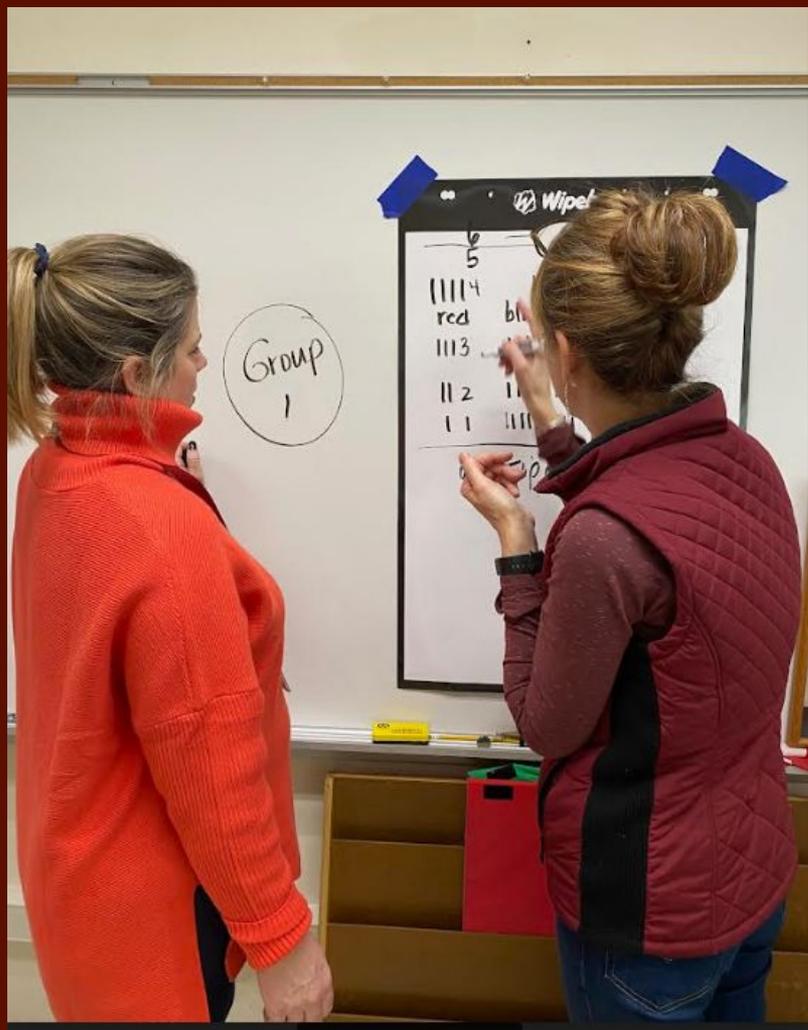
# Math Practice Standards

*8 process and thinking standards across grades K-12*

1. Make sense of problems & persevere in solving them
2. Reason abstractly & quantitatively
3. Construct viable arguments & critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for & make use of structure
8. Look for & express regularity in repeated reasoning

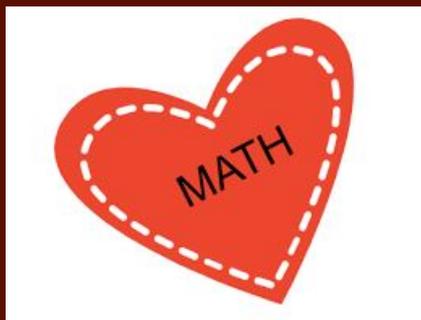


# Continuous Professional Learning Cycle



# #mathtastic

Thank you for supporting our  
work in mathematics!



Questions



## **Bethel Public Schools** **Course Proposal**



1. **Title of Course:** [Spanish for Heritage Speakers](#) (Presentation attached)
2. **Department(s):** BMS World Language
3. **Submitted by:** Jennie Taranovich
4. **Length of Course (full year, semester):** Full year
5. **Grade Level(s), if applicable:** Grade 8
6. **Prerequisites, if any:**  
This course is designed for a student who is raised in a home where the Spanish language is spoken. The student speaks or at least understands the language, and is to some degree bilingual in that language and in English.  
  
Students will be put into the course through the following process:
  - Student is identified by a world language teacher in the 7th grade class.
  - Student takes a pre-assessment with a world language teacher.
7. **Short Course Description, suitable for Program of Studies:**  
This course is designed specifically for heritage speakers of Spanish. The general objectives of this course are to develop competence in students' reading and writing skills, to master certain grammar points particular to heritage speakers. It will also serve to improve presentational skills and take into an account the experiences and influences of their bilingual and

bicultural upbringing. This course will place an emphasis on having a pride in one's culture and sense of belonging in the community.

8. **Statement of Need for this Course:** *Give the rationale for the proposal, including its relationship to past, current, and future development in the school system.*

We have an increasing number of students who have a strong background in speaking and listening skills in the Spanish language either from learning the language from family members or living in another country for a period of time. This course will serve to empower these students by celebrating culture and working towards increasing their bilingual abilities in all the skills of reading, writing, speaking and listening.

9. **Course Objectives:** *The purpose of the new or modified course should be stated here. What is it that the course seeks to help students achieve? What are the student outcomes expected at the end of a given time? What additional outcomes are being sought which cannot be defined in behavioral terms? What are relevant long-term course targets such as student participation rates and evaluation criteria?*

Students will learn the following transfer goals:

T.1-demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language.

T.2 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.

Critical Thinking Transfer Goals

CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.

Creativity & Innovation Transfer Goal

CI: Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.

Unit Themes:

Unit 1: My identity, who am I? Grammar Focus: present tense, irregular present tense verbs, possessive adjectives

Unit 2: Food and restaurants Grammar Focus: irregular present tense, formal commands, interrogatives, comparatives and superlatives, introduce past tense - regular and irregular

Unit 3: Vacation/Travel Grammar Focus: irregular and regular past tense, present tense, indirect object pronouns, verbs like Gustar

**10. Scope and Substance of the Course:**

Refer to the Spanish Heritage Speaker Concept Map

**11. Class Size: *State minimum and maximum class size and pupil/teacher ratio.***

Target class size includes a minimum of 15 and maximum of 28 students.

**12. What specific improvements will this proposal make to the school's academic program and the commitment to the implementation of the Common Core Standards?**

This course will empower our students culturally and linguistically by ensuring that we create students who have a strong depth of knowledge in two languages and a sense of pride about their culture and background. A strong bilingual student is more likely to graduate high school, creates more opportunities in the workforce and often opens the door to higher salaries.

**13. What impact – positive or negative – will this proposal have upon other courses or programs offered within the subject area in your building? *For example, will the addition of this course reduce the number of pupils in other courses in the department?***

Students who are ready will be empowered to move to Spanish 3 at the high school and will have an opportunity to earn credit for both levels 1 and 2 of Spanish while studying at BMS. Many students will advance to honors Spanish from this course and will be on a track to take AP Spanish, as well as, become prepared to take the Seal of Biliteracy Test.

**14. What impact – positive or negative – will this proposal have on other courses/programs offered in the other buildings? *For example, would this proposal cause adjustments to be necessary in feeder programs or follow-up programs? Would this proposal reduce the number of pupils in other departments (in teacher assignments, etc.) be necessary?***

There is no negative impact to other courses at BMS. This will offer a positive opportunity for our students who already speak Spanish, as it will

better differentiate for their specific learning needs.

- 15. Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff? If yes, show the number of positions involved the first year, compared to the past, and project the figure for each of the three successive years?**

No, it will not impact staffing.

### **Resources & Development Needs:**

- 1. Will a writing team be necessary to prepare a curriculum guide? If so, submit a proposal for curriculum work along with this course proposal.**

Click here to see the [curriculum](#).

- 2. What research has been conducted in the area addressed by this course? Summarize that research and indicate the relationships of the research to this proposed course. Indicate any trends or practices in other schools.**

Some other districts are currently offering Heritage Speaker courses in their schools, for example, Danbury and Norwalk. Our population of heritage speakers of Spanish in BMS is growing. Our pilot course currently has an enrollment of 21 students.

- 3. Textbook (if applicable):**

None

- 4. Other Resources Recommended:**

No

- 5. Names of Staff Who May Teach the Course:**

Any of our Spanish teachers are qualified to teach this course. Marianna Bedoya is assigned to the course for the 23-24 year.

- 6. Training of Staff Required:**

No, as these are already certified and highly qualified World Language teachers

- 7. Department Approval: Please have at least 50% of the department members or grade level teachers indicate their approval with their signature and date.**

*Kristen Faucher* Date: 2/28/24

*Angelina Pérez* Date 2/28/24

\_\_\_\_\_ Date \_\_\_\_\_

**Signature of School Administration:**

A handwritten signature in cursive script, appearing to read 'J. Se...', written in black ink.

Date: 2/27/24

**Signature of District Administration:**

\_\_\_\_\_ Date \_\_\_\_\_

**Please submit this form electronically to Dr. Brooks and also submit a hard copy with signatures via inter-office mail. Thank you!**

# 8th Grade Heritage Course



¿Qué estamos estudiando?

# Description of class:

This course is designed specifically for heritage speakers of Spanish. The general objectives of this course are to develop competence in students' reading and writing skills, to master certain grammar points particular to heritage speakers. It will also serve to improve presentational skills and take into an account the experiences and influences of their bilingual and bicultural upbringing. This course will place an emphasis on having a pride in one's culture and sense of belonging in the community.

**8th Grade Course- Current enrollment is 21 students**



# Who will take this course?

**What is a Spanish heritage speaker:** Spanish is learned by its speakers at home as children usually informally because the language is not supported in their surrounding environment.

This course is designed for a student who is raised in a home where the Spanish language is spoken. The student speaks or at least understands the language, and is to some degree bilingual in that language and in English.

Students will be put into the course through the following process:

- Student is identified by a world language teacher in the 7th grade class.
- Student takes a pre-assessment with a world language teacher.

# Why teach this course?



**1. Large population of heritage speakers of spanish**



Encourage students to celebrate their culture and empower them to feel connected to their heritage.

**2. Heritage speakers have different needs than other peers learning spanish for the first time**



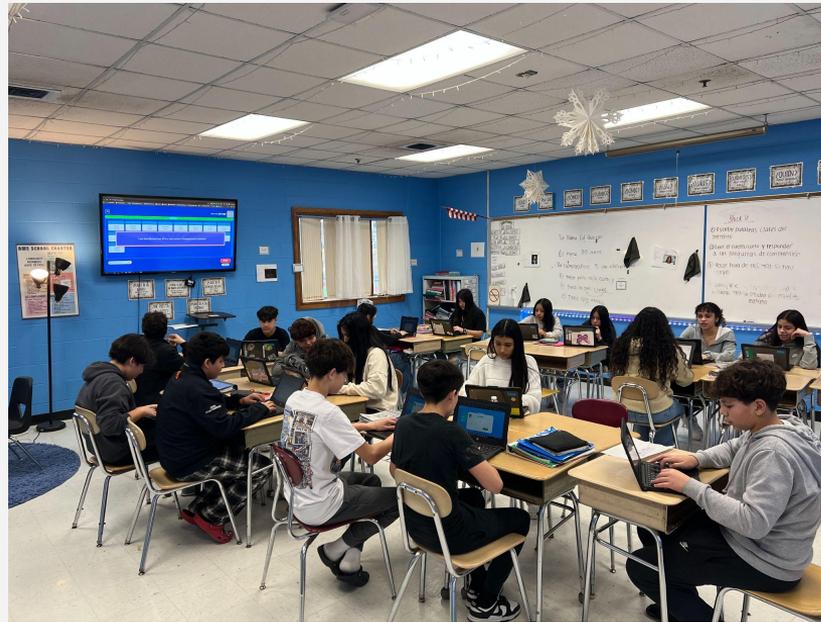
Students require greater needs in terms of writing and reading comprehension. Skills can be better improved in a class where this can be the focus.

**3. Students are gaining skills to maintain this track as they move to BHS**



Many students can move into honors level spanish tracks which better prepares them for AP & the Seal of Biliteracy

# What will we teach?



# Unit 1: Mi identidad/la familia

## My identity/ family

Mi nombre completo es

Tengo 13 años y cumplo 14 años el 18 de Abril.

Nací el 18 abril de 2010 en Chile en la capital de Santiago.



**Quien soy yo?**

What is my identity in the world?

---

**This unit emphasizes the importance of understanding what our identity is as a heritage/native speaker of Spanish.**

- What aspects of our culture and background are important to us?
- How do we identify ourselves with the wide array of terms used to categorize *Hispanics*?
- What experiences can we relate to with our peers who are also Hispanic. How do these experiences shape how we view the world around us?

# Unit 2: La comida/el restaurante/la nutrición

**Bocadillo de queso (\$ 5.00)**

- Queso
- Pasta de guayaba
- Pueden incluir si quieren salsas

**Picadillo (\$7.00)**

- cerdo
- Picado o entero
- Salsas, aji

**Rodajas dulces de plátano (\$ 5.00)**

rodajas dulces de plátano maduro que se rellenan con queso, se rebozan y se frien



This unit covers the diverse foods found across hispanic cultures many of which are represented in this class.

Discussion of nutrition, healthy food choices, how food can positively or negatively impact daily life even as teenagers.

Discussion surrounding appropriate social interactions in a restaurant setting. Compare and contrast to customs in the U.S.

**Trufas de Cava y Frambuesas**

**Ingredientes:**

- Mantequilla
- Queso de trienio
- Pasta ligada
- Cava
- Mincor ajeno
- Cacao en polvo
- Frambuesas
- Dipsos de chocolate o bolillos de chocolate

**Chaulafan**

**Ingredientes:**

- Pollo
- Ajonjolí
- Sal
- Aceite de oliva
- Agua
- Pimentón
- Comino
- Cilantro

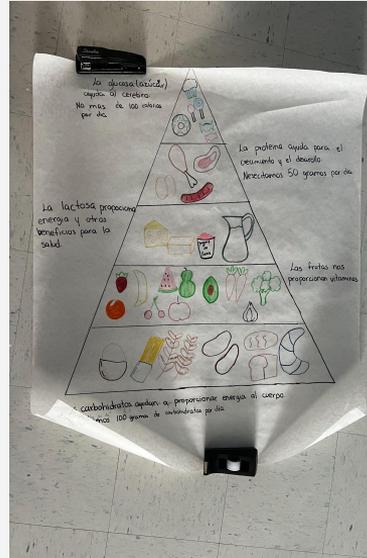
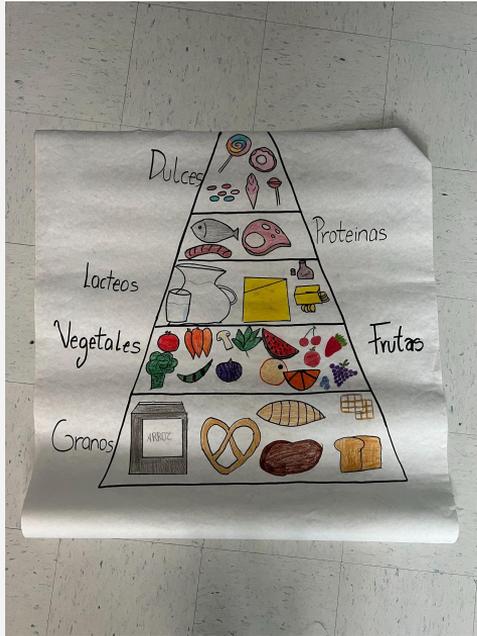
**SOPA DE POLLO**

**INGREDIENTES**

- Pollo
- Ajonjolí
- Sal
- Aceite de oliva
- Agua
- Pimentón
- Comino
- Cilantro

**RECETA**

# Unit 2: La comida/el restaurante/la nutrición



**This unit covers the diverse foods found across hispanic cultures many of which are represented in this class.**

**Discussion of nutrition, healthy food choices, how food can positively or negatively impact daily life even as teenagers.**

**Discussion surrounding appropriate social interactions in a restaurant setting. Compare and contrast to customs in the U.S.**

# Unit 3: Ir de compras/las vacaciones

**This unit covers necessary vocabulary and grammar associated with talking about trips as well as creating real world scenarios involving shopping and social interactions.**

**Discussions about travelling and the norms in different Hispanic countries as they compare to the U.S**

**How shopping/materialism compares to other Hispanic countries**

**Look at famous landmarks in the countries represented in the class as well as other hidden gems.**



# More information:

- Course proposal
- Curriculum

# School Leadership Course

**Bethel Middle School**

## Why are we proposing this course?

This course was piloted in 2023-24 and was very successful. Student and parent interest was high and involvement with the BMS community was beneficial.



## Course Description- School Leadership

Students will begin to develop leadership skills through community building activities and community service in this course. The class will work as a team to identify needs of the BMS community and will then work as a team to creatively address those needs. Course work will be hands-on and will focus on improving our culture and climate at Bethel Middle School.



## Other details:

- This is designed to be a 6th grade course
- Enrollment 20-25 students per class (100-125 students)
- Students elect to enroll in this course



# How has this course impacted the BMS community?

Students engaged in developing ideas for the benefit of BMS. For example:

- “Pay It Forward”—students developed a ticket system to encourage positive behavior and the idea of passing on the kindness
- Students work closely and develop activities with peers from the Learning Center (Cooking, crafts, inclusiveness)
- Students created videos for incoming 6th graders to explain everything from opening a locker to student routines

# Other:

- [Course proposal](#)



## **Bethel Public Schools** **Course Proposal**



1. **Title of Course:** School Leadership ([Link to presentation](#))
2. **Department(s):** Unified Arts Department
3. **Submitted by:** Jennie Taranovich
4. **Length of Course (full year, semester):** 45 day rotation
5. **Grade Level(s), if applicable:** Grade 6
6. **Prerequisites, if any:** None
7. **Short Course Description, suitable for Program of Studies:**

School Leadership:

Students will begin to develop leadership skills through community building activities and community service in this course. The class will work as a team to identify needs of the BMS community and will then work as a team to creatively address those needs. Course work will be hands-on and will focus on improving our culture and climate at Bethel Middle School.

8. **Statement of Need for this Course:** *Give the rationale for the proposal, including its relationship to past, current, and future development in the school system.*

This is an elective unified arts course that was created to develop leadership skills in our 6th grade students. This is also designed to be a feeder program into our School Ambassador Program, which works to build a strong school community and culture.

- 9. Course Objectives:** *The purpose of the new or modified course should be stated here. What is it that the course seeks to help students achieve? What are the student outcomes expected at the end of a given time? What additional outcomes are being sought which cannot be defined in behavioral terms? What are relevant long-term course targets such as student participation rates and evaluation criteria?*

Students will learn how to use collaboration, critical thinking and creativity and innovation skills in order to identify, problem solve and execute ways to improve the BMS learning environment.

**10. Scope and Substance of the Course:**

- Students will define the concepts of leadership, by identifying traits of positive leadership.
- Students will learn about different attributes of kindness through Kindness 101 (eg. empathy, altruism, selflessness, service, and courage).
- Students will identify and problem solve community needs.
- Students will learn about inclusion and apply concepts of kindness with students from the Learning Center.
- Students will apply RULER lessons to improve school culture.

**11. Class Size:** *State minimum and maximum class size and pupil/teacher ratio.*

The class will be about 20-25 students on average.

**12. What specific improvements will this proposal make to the school's academic program and the commitment to the implementation of the Common Core Standards?**

This course will help to build Global Competency skills, leadership skills and improve school culture.

**13. What impact – positive or negative – will this proposal have upon other courses or programs offered within the subject area in your building? For example, will the addition of this course reduce the number of pupils in other courses in the department?**

Offering this course will have a positive impact on class size, as it will help to keep class sizes in unified arts classes lower in 6th grade.

**14. What impact – positive or negative – will this proposal have on other courses/programs offered in the other buildings? For example, would this**

*proposal cause adjustments to be necessary in feeder programs or follow-up programs? Would this proposal reduce the number of pupils in other departments (in teacher assignments, etc.) be necessary?*

This course will not have a negative impact on any other buildings. It will have a positive impact in the way that it will build more community driven leaders in our student body.

**15. Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff? If yes, show the number of positions involved the first year, compared to the past, and project the figure for each of the three successive years?**

This will not require any new staff members to be hired.

### **Resources & Development Needs:**

**1. Will a writing team be necessary to prepare a curriculum guide? If so, submit a proposal for curriculum work along with this course proposal.**

At this time we do not need curriculum work.

**2. What research has been conducted in the area addressed by this course? Summarize that research and indicate the relationships of the research to this proposed course. Indicate any trends or practices in other schools.**

This course is intended on building leaders in the community, using the kindness concepts taught. Additionally, it supports the Ruler Program activities and inclusion. We will utilize the data from our School Climate Survey to support our work in this class.

**3. Textbook (if applicable):** No textbook needed

**4. Other Resources Recommended:** None

**5. Names of Staff Who May Teach the Course:** Ms. Sheehan and other available staff members

**6. Training of Staff Required:** No training required

**7. Department Approval:** *Please have at least 50% of the department members or grade level teachers indicate their approval with their signature and date.*

*Kristen Faucher*      Date: 2/1/24

Barbara Sheehan: Date: 2/1/24

**Scott Carrizzo**      Date: 2/1/24

**Signature of School Administration:**

A handwritten signature in black ink, appearing to be 'J. E. O.', written in a cursive style.

2/1/24

**Signature of District Administration:**

\_\_\_\_\_ Date \_\_\_\_\_

**Please submit this form electronically to Dr. Brooks and also submit a hard copy with signatures via inter-office mail. Thank you!**