

Board of Education Curriculum, Assessment, and Professional Practices Committee Meeting

Thursday, March 19, 2026 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. BHS Art Curriculum - Art II, Drawing I, Printmaking, Craft Design | Speaker(s): Becca Lacey |
| 2. AP Art History Textbook | Speaker(s): Becca Lacey |
| 3. PreCalculus 31 and PreCalculus 42 curricula | Speaker(s): Jason Gill |
| 4. 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.) | |
| 5. Adjourn | |

BPS ART Department Curriculum

BHS Revisions Presentation Spring 2026

Art II, Drawing I,
Printmaking,
& Craft Design

The Revision History

- National ART Standards revised/released 2014
- Vision of the Graduate and the Global Competency Rubrics were written by the district - faculty from all grade levels and content areas represented.
- District Transfer Goals written by district faculty and administration.
- Department-specific Transfer Goals written at the initiation of our district UbD Curriculum work.

National Core Visual ART Standards

Artistic Process: Creating

1. *Generate and conceptualize artistic ideas and work.*
2. *Organize & develop artistic ideas and work.*
3. *Refine & complete artistic work.*

Artistic Process: Presenting

4. *Select, analyze and interpret artistic work for presentation.*
5. *Develop & refine artistic techniques and work for presentation.*
6. *Convey meaning through the presentation of artistic works.*

Artistic Process: Responding

7. *Perceive & analyze artistic work.*
8. *Interpret intent & meaning in visual art.*
9. *Apply criteria to evaluate artistic work.*

Artistic Process: Connecting

10. *Synthesize and relate knowledge & personal experiences to make art.*
11. *Relate artistic ideas & works with societal, cultural & historical context to deepen understanding.*

BPS Transfer Goals

Students will be able to independently use their learning to:

- Critical Thinking 1: Analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.
- Critical Thinking 2: Reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking.

BPS Transfer Goals

Students will be able to independently use their learning to:

- Collaboration: Respectfully engage with others in constructive and critical dialogue, and take initiative needed to accomplish a shared goal.
- Creativity & Innovation: Exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.

ART Department Transfer Goals

Students will be able to independently use their learning to:

- Engage in opportunities to take risks and alter existing conventions.
- Conceptualize, create, refine and express original ideas, and further develop their aesthetic identity.

ART Department Transfer Goals

Students will be able to independently use their learning to:

- Use observation skills and design principles while interacting with the world critically, both as aficionados and creators.
- Maximize versatility and refinement with a variety of media and techniques.

UbD Format ART Curriculum

Art II - Drawing I

Printmaking - Craft Design

UbD Document Samples

ubD unit sample

Curriculum CCM Map Sample

Map Sample Elements

Unit Title	Conceptual Overview	Rationale
<p>ART II</p> <p><u>Unit 4</u></p> <p>Media & Processes: Maximizing Artistic Possibilities by Exploring Materials, Tools & Processes in the Art Studio</p>	<p>Student artists gain a strong understanding of various materials, their properties, tools and techniques through exposure and exploration.</p>	<p>Developing a level of competency and adaptability with various art media and their uses helps students become more versatile artists and stronger problem-solvers.</p> <p>Taking design and process risks in the art studio drives the artist's work to the next level.</p> <p>Concept artmaking skills and practice of explorative techniques and methods assists artists in building their repertoire and strengthening their portfolio through media of many varieties.</p>

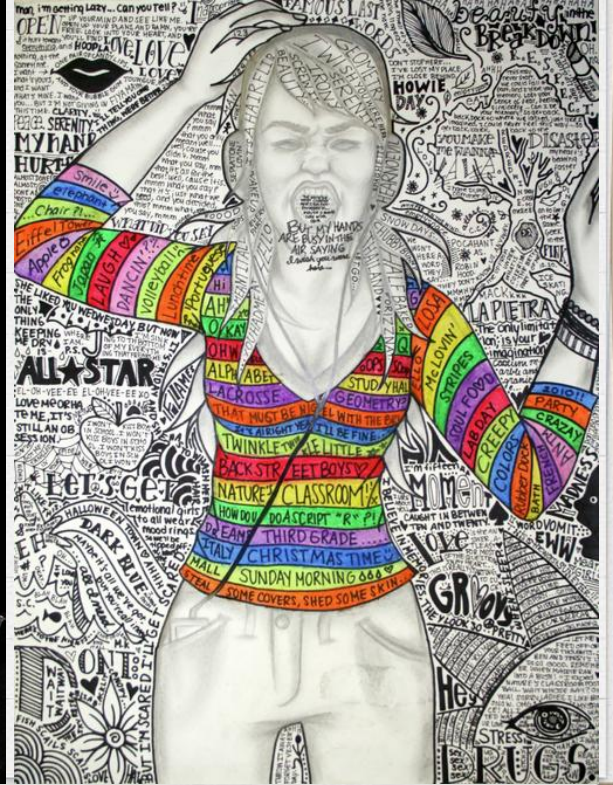
Map Sample Elements

Unit Title	Conceptual Overview	Rationale
<p data-bbox="162 323 332 350">Craft Design</p> <p data-bbox="154 386 340 514">Unit 9 Crafting 3 Dimensional Design</p>	<p data-bbox="374 345 1031 437">Student artists explore 3-Dimensional concepts and craft materials through the creation of their own art using their knowledge of design and composition.</p> <p data-bbox="374 473 1054 566">Through the creation of original 3-Dimensional craft art, students practice key skills such as craftsmanship, media use, and expression.</p>	<p data-bbox="1103 345 1798 501">Understanding 3-Dimensional design and the rules and limitations involved, is the basis of creating cohesive and aesthetically pleasing artwork. 3D design allows for exploration of a variety of time periods and cultures that helped shape the world as we know it.</p>

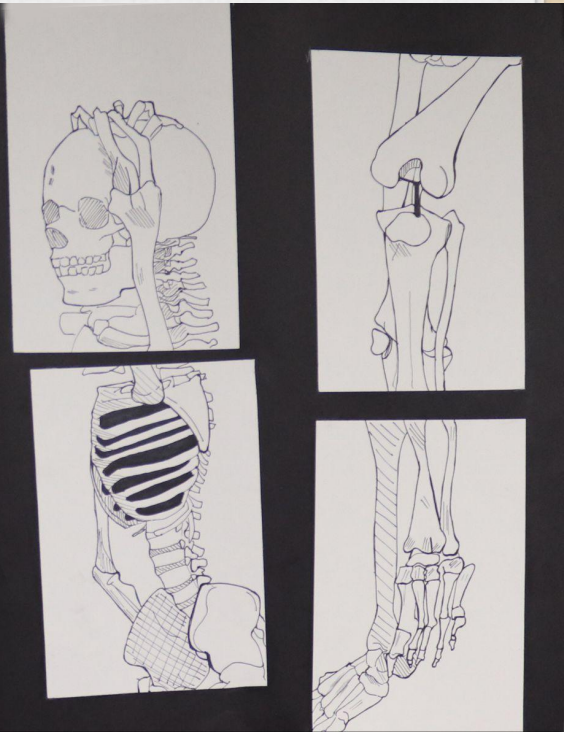
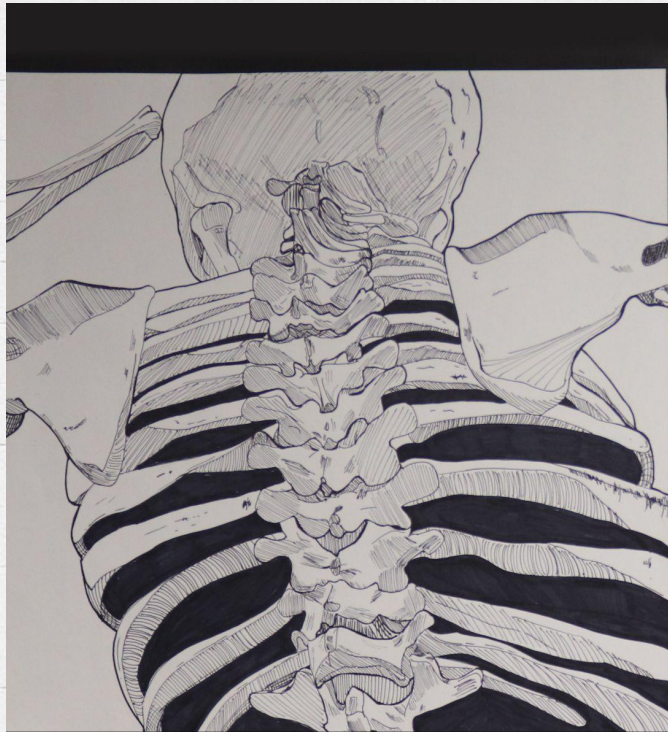
ART II Student Work



ART II Student Work



Drawing I Student Work



Drawing I Student Work



Drawing I Student Work



Printmaking Student Work

Mixed Media Monoprint



Art 2 & Printmaking
"Welcome to the Jungle"
Screen Printing + Collage



Art 2 & Printmaking
"Who? What? Where?"
Mixed Media Screen Printing



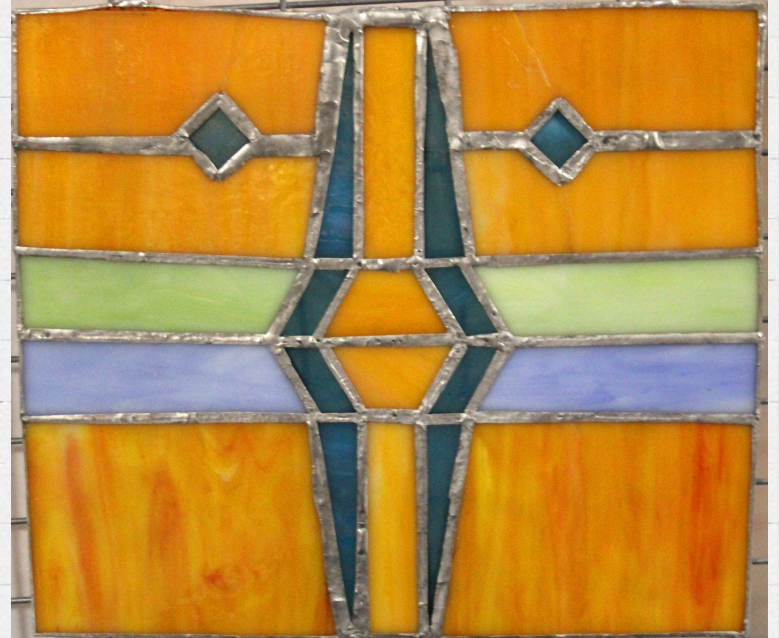
Printmaking Student Work



Craft Design Student Work



Craft Design Student Work



Craft Design Student Work

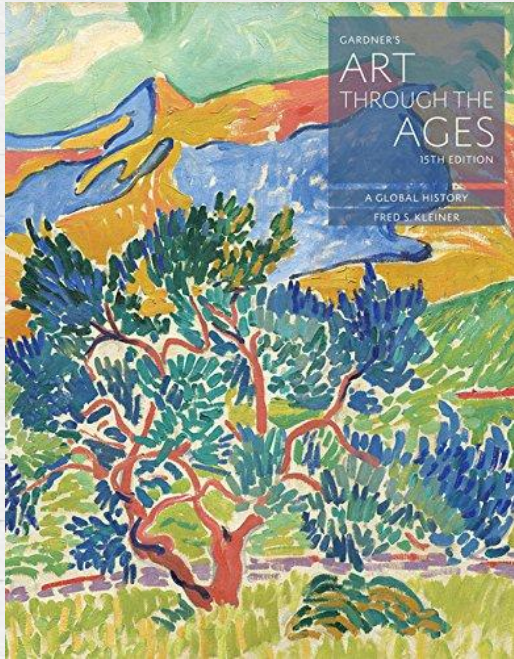


Product & Process with Purpose

- Our curriculum documents are written in such a way so that they are useful to both NEW and VETERAN teachers.
- The Learning Objectives are **non-negotiable** , but there are prolific options available for achieving those objectives.
- This is an **organic entity** , and will be *constantly, consistently and collaboratively* USED, REVIEWED, and REVISED based on regular LIVE review notes - as the curriculum is being delivered, we will maintain a document that provides a platform for review comments by all teachers engaged in curriculum delivery.

AP ART History Textbook

Gardner's Art Through the Ages, 15th Edition: A Global History by Fred S. Kleiner



Study Guide #1

Study Guide #2

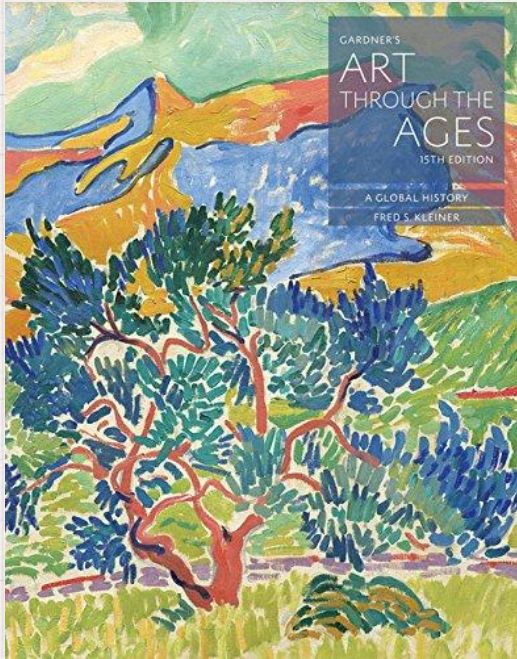
Study Guide #3

Study Guide #4

BPS Textbook Adoption Form

AP ART History Textbook

Gardner's Art Through the Ages, 15th Edition: A Global History by Fred S. Kleiner

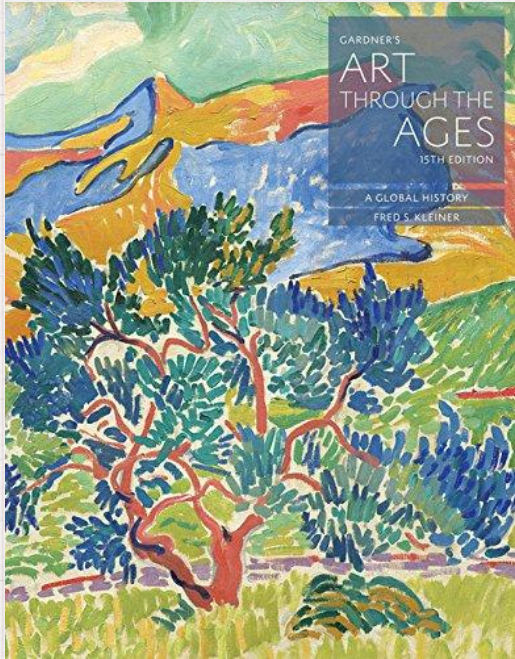


Why this Book?

- We need a textbook that is comprehensive toward the global perspective required for the AP exam.
- We want a class set of textbooks for ease in instruction and organization for our students, as we have been using a variety of textbooks through the years and adding supplemental material to include the various required cultures.
- We would like this specific edition because it directly aligns with a set of four teacher-created study guides that are an integral part of the course.

AP ART History Textbook

Gardner's Art Through the Ages, 15th Edition: A Global History by Fred S. Kleiner



Cost Breakdown:

- Using Cengage Publishing to purchase 20 copies new (see included invoice):
 - $\$225.75$ per book \times 20 copies + $\$451.50$ shipping
cost = $\$4,966.50$ total

Created Date 2/26/2026
 Expiration Date 12/31/2026

Quote Number 00128581

Prepared By:

Brett Soucy
 brett.soucy@cengage.com

Presented To:

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overmier@bethel.k12.ct.us

Bill To:

BETHEL HIGH SCHOOL
 1 School Street, P.O. Box 253
 Bethel, Connecticut 06801
 United States

Ship To:

BETHEL HIGH SCHOOL
 300 WHITTLESEY DR
 BETHEL, Connecticut 06801
 United States

Product	ISBN	Quantity	Sales Price	Total Price
Gardner's Art through the AgesA Global History	9781285754994	20.00	USD 225.75	USD 4,515.00
		Subtotal	USD 4,515.00	
		Total Price	USD 4,515.00	
		Shipping and Handling	USD 451.50	
		Grand Total	USD 4,966.50	
		Total Savings	USD 0.00	

Accept Quote

Order Creation Link <https://cengageorg.my.site.com/Service/s/k12-order?orderId=00128581>

Terms & Conditions

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Additional Information

Comments

Bethel Public School

Textbook or Instructional Resource Adoption Form

Please use as much space as needed to complete the questions. When the form is complete, please email it to Dr. Brooks and send one hard copy with signatures in the interoffice mail. If you need any assistance with any part of the form, please contact Dr. Brooks.

1. **Title of Currently Used Textbook/Instructional Resource:**

Adams, Laurie Schneider. *Art Across Time*, 2nd ed. New York: McGraw-Hill, 2002

Hartt, Frederick. *Art: A History of Painting, Sculpture, Architecture*, 4th ed. New York: Harry N. Abrams, 1993.

Kleiner, Fred S., Christin J. Mamiya, and Richard G. Tansey. *Gardner's Art Through the Ages*, 11th ed. United States: Thomson Learning/ Wadsworth, 2001.

Stokstad, Marilyn. *Art History*, 3rded. Englewood Cliffs, NJ: Prentice Hall, 2008

Kleiner, Fred S., *Gardner's Art Through the Ages : A Global History*, 15th ed. United States: Cengage Learning, 2016.

Krieger, Larry, *The Insiders Guide to AP Art History: Vol.3 Beyond the European Tradition with Global Contemporary*

(this last text is a supplemental text needed to use with the older versions of the art history books- it will not be necessary if we get a class set of the requested book, as the requested book has a comprehensive global chapters)

2. **Title of Proposed Textbook/Instructional Resource:**

Kleiner, Fred S., *Gardner's Art Through the Ages : A Global History*, 15th ed. United States: Cengage Learning, 2016.

3. **Subject Area:** Art

4. **Courses:** AP Art History and Art History

5. **Grade Level:** 10-12

6. **Author(s):** Fred S. Kleiner, PhD

7. **Publisher:** Cengage Learning

8. Unit Cost of Textbook or Unit Cost of the Instructional Resource: \$103.00- \$ 201.00 for used copies. Current list price is \$300.00 (but being an older version, the publisher has it available as an online and not necessarily in hard copy)
9. Number of Textbooks/Instructional Resource Materials Needed: 20- the course historically runs with 12-16 students, but can have up to 30
10. Total Cost (including estimated shipping): \$103.00- \$ 201.00 (if we order through Amazon, we can get free shipping)
11. What specific selection criteria were established by the Selection Committee for a new textbook or instructional material? (enumerate below)
 - a. We need a textbook that is comprehensive towards the global perspective required for the AP exam.
 - b. We want a class set of textbooks for ease in instruction and organization for our students, as we have been using a variety of textbooks through the years and adding supplemental material to include the various required cultures.
 - c. We would like this specific edition because it directly aligns with a set of 4 teacher created study guides that are an integral part of the course.
12. List the names of the Selection Committee members:
Rebecca Lacey-Aubin and Marjorie Overmier
13. Has the Selection Committee carefully vetted this textbook/instructional resource using the established criteria? Yes
14. Is there a digital component to this textbook that would collect student information (names, email, date of birth, address, etc.) or house student content?

No - we will be using a hard copy
 - ~~a. Did you review the status of the application or software program on our [website](#) to see if it has already been approved for use?~~
 - ~~b. If not, did you go through the Bethel Public School's [resource review process](#) to have it approved?~~
15. What other textbooks or instructional resources were reviewed during the selection process? (list them below)

*see the above list of resources that have been used for this course since the early 2000's

16. Was all or part of the textbook or instructional resource piloted by teachers? (Describe the pilot procedure or explain why the textbook was not piloted.)

We have been using this edition of the book within the course in part and in full, but only have a few copies. All students find it easier to have the aligned page numbers and chapters that go with the aforementioned study guides.

17. What other school districts in our area or in Connecticut use this textbook or instructional resource?

Ms. Overmier initially received this edition of the book while at an APSI (AP Summer Institute) in Rome, Italy. It was a specific group of educators who had worked on the validation of the new APAH exam that was unveiled in 2015-2016. This group of individuals came from all over the world. Besides having an Advanced Placement instructor, we had Fred Kleiner himself giving tours of the 20 works in Rome that would be included on this new exam. The afternoons were for working on Study Guides to go along with this edition of the book because it was the newest edition at the time.

18. Summarize the reasons why this textbook or instructional resource is being recommended to the Board of Education for adoption.

- a. We need a textbook that is comprehensive towards the global perspective required for the AP exam.
- b. We want a class set of textbooks for ease in instruction and organization for our students, as we have been using a variety of textbooks through the years and adding supplemental material to include the various required cultures.
- c. We would like this specific edition because it directly aligns with a set of 4 teacher created study guides that are an integral part of the course.

Signature: _____
Proposal Originator

Date: _____

Signature: _____
Building Administrator

Date: _____

Signature: _____
District Administrator

Date: _____

The background features a dark blue gradient with glowing, multi-colored wavy lines in shades of blue and green. On the left side, there are two overlapping geometric shapes: a solid blue parallelogram and a semi-transparent light green parallelogram. In the center, the word "Precalculus" is written in a clean, white, sans-serif font. Below it, towards the right, the words "Curriculum Approval" are also written in a white, sans-serif font.

Precalculus

Curriculum Approval



Course Sequence Options for Students

- Algebra I, Algebra II, Geometry, Precalculus and/or Statistics
- Algebra I, Algebra II, Geometry, Elementary Discrete Math
- Algebra I, Algebra II, Geometry, College Algebra
- Algebra I, Algebra II, College Algebra, Geometry
- Algebra II, Geometry, Precalculus, Calculus and/or Statistics
- Integrated Math I, Integrated Math II, Financial Algebra I, Financial Algebra II



Agenda

- Precalculus
 - Honors Precalculus
 - College Prep Precalculus



Precalculus Graphing, Numerical, Algebraic AP Edition By Demana, Waits, Foley, Kennedy, Gorsuch, Phelps

- AP Edition: Written in conjunction with College Board
- Well written, worked out examples are challenging and easy to follow
- Explorations, Group work, Challenge Problems
- Textbook follows a very similar order to our current curriculum
- Variety of challenging problems associated with a variety of different applications
- Worked out examples in the text directly related to practice problems
- Access to data sets
- MyMathLab



Precalculus 31 Honors

This course is designed for identified students of high mathematical ability who are ready for the challenge of an honors level course. Students in this course learn the same fourth year common core standards listed in Precalculus 42, but with a wider scope, greater depth, and more intensive pace. Students complete five units based on fourth year Common Core Standards: Polynomial and Rational Functions and their graphs; Exponential and Logarithmic Functions; Parameters, Vectors and Matrices; Trigonometry and Polar Equations; Introduction to Calculus. This course is part of the WCSU Early College Experience (ECE) program. Since it is an approved course, students have the opportunity to apply for college credit through the WCSU (ECE) program and should refer to the WCSU ECE program materials for the registration process and related fees. This course meets NCAA initial-eligibility certification.

Precalculus Early College Experience

Western Connecticut State University



Honors Precalculus
Course



Gives them 3 credits
from WCSU



40 students have signed
up for the course



Cost \$65




Precalculus 31 (Honors)

[Precalculus 31 Curriculum](#)

[Precalculus 31 Curriculum Map](#)

[Crack the Code](#)



Precalculus 42 (College Prep)

Students complete three units based on the fourth year Common Core Standards: Functions and their graphs; Polynomial and Rational Functions; Exponential and Logarithmic Functions; Trigonometry. Additional topics that may be covered are Systems of Equations, Inequalities, and Matrices; Sequences, Series, and Probability. This course meets NCAA initial-eligibility certification.



Where do Precalculus students go next?

- Calculus 42
- Calculus AB
- Calculus BC

- Statistics 42
- AP Statistics

- College Bound



Links to Precalculus 42 (College Prep)

[Precalculus 42 Curriculum](#)

[Precalculus 42 Curriculum Map](#)

[Scavenger Hunt](#)