

Curriculum Subcommittee Meeting

Monday, October 25, 2021 7:00 PM

BOE Central Office Conference Room, 3 Brush Hill Road, New Fairfield, CT
06812

I. CALL TO ORDER

II. APPROVAL OF MINUTES

A. September 27, 2021 - Regular

III. ACTION ITEMS

A. New Course Proposals

1. Culinary Practicum

2. Music Tech I

IV. INFORMATION ITEMS

A. John Antonetti's Work in our District

B. Equity Work Parent Feedback

C. Math Update

V. OTHER

VI. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Curriculum Subcommittee Meeting

Name of Subcommittee: Curriculum Meeting type: Regular
Date of Meeting: 9/27/21 Minutes submitted by: Dominic Cipollone
Members present: Dominic Cipollone, Greg Flanagan, Rick Regan, Stephanie Strazza
Members absent:
Other attendees: Julie Luby, Alyce Misuraca, Ed Sbordone
Meeting Access: (9/27/21 at 7 p.m.) Web: <https://zoom.us/j/91816513082>
Dial In: (929) 205-6099 Meeting ID: 918 1651 3082

Meeting called to order: at 7:02 p.m.

II. APPROVAL OF MINUTES

A. August 23, 2021 – Regular Meeting

Motion: To approve the minutes of August 23, 2021, as presented

Made by: Greg Flanagan

Seconded by: Rick Regan

Recording of vote: All in favor

III. ACTION ITEMS - none

IV. INFORMATION ITEMS

A. Draft: Vision of the Graduate – We had a robust and productive conversation regarding the vision of a graduate. Constituents from virtually all segments of our school community provided input. The banner will be visible throughout our district. This will provide a continuous visual reminder of what we are striving for from K-12. I especially want to thank my subcommittee members for their valuable input.

B. Interventionists/Coaches/Intervention - Alyce Misuraca, Director of Curriculum, discussed the important role of interventionist, which is meeting the needs of our students where they are right now. We are striving for an inclusive practice to address all learners. Reading and math interventionists are working on closing gaps and helping students to access grade level content. The instructional coaches are focusing on helping teachers provide background knowledge to students and provide support with core instruction and content delivery. In MHHS, instructional support time is called FIT – Focused Instructional Time, in Consolidated, it is called WIN – What I Need, and in Middle School, it is called PLC.

C. Gifted Update - Julie Luby explained that our model is aligned with the state. OLSAT is screener in 3rd grade, and in the spring, 6th graders will be screened. Currently all 6th graders who were identified are participating. We need to ramp things up in the middle school.

D. Math Update - In K-5, all students have a 60-minute math block and a 20-minute numeracy period where math is looked at through the lens of our everyday use and understandings. The approach supports consistency of concepts and vocabulary, fluency and a focused dialogue around math. Grades 6-12 are using new resources focusing on student centered instruction and teacher training. PD will continue to support building the math workshop with a focus on supporting content delivery which supports a student-centered approach.

E. Aperture - Teachers will be using a screening tool (Aperture) for social emotional wellness where teachers complete questionnaires.

V. OTHER - none.

Motion to adjourn: Made by: Greg Flanagan

Seconded by: Rick Regan

Recording of vote: All in favor

Meeting adjourned at: 8:30 p.m.

New Fairfield Public Schools

New Course Proposal

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed Culinary Practicum

Proposal submitted by Andrea Barkley

School High School

1. Indicate the department/grade level in which this course/program will run.

This course will run in the Family and Consumer Sciences Department for 11th and 12th grade students.

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

This course is a year long course with the option to take it as a semester course. This is for 11th and 12th grade students.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

This course will provide in-depth knowledge and workplace skills for students looking for career opportunities. This is an advanced course focusing on catering and event planning. Students will become SERVSAFE manager certified which is a requirement in any food establishment. This course is meant to be structured in a way that students can explore their likes and take ownership in their work. This course has been offered as an independent study option for the past three years. Student demand has grown over time to make this viable for a class. The previous students have learned about advanced food safety, menu creation, food marketing, ordering guidelines and catering. This new course

will also include national competitions through Family, Career and Community Leaders of America (FCCLA).

4. Please indicate the target population for this proposal.

The target population is all students who are interested in Culinary Arts, Catering and Event Planning as a career. Careers in culinary arts, catering and event planning include: Restaurant Executive Chef, Sous Chef, Line cook, Banquet Manager, Banquet Chef, Banquet Server, Catering Management, Event planner, Wedding planning, Hotel Food and Beverage Manager, Pastry Chef, Front of house management and many other options.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This instructional program is an addition to current options offered by the FACS Department. The intent is to develop a college and career mindset where students need to be self motivated, and prepared to be challenged by the foundation of large scale catering and client relations. This course has been run as an independent study option for the last three years.

6. List any prerequisites for this course or instructional program.

There are prerequisites of Culinary Arts 1 and 2. There will be approval by the Culinary Arts teacher and Guidance counselor needed. Students must have passed their prerequisites. The level of work is more challenging in this practicum.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

This applied education course offers students multiple options available in the Culinary Arts field. This course is designed to expand on skills learned in Culinary Arts 1 and 2. Students will create menus, order guides and manage the Rebel Cafe. Students will also meet with clients, create menus and promote catering events. This course is

recommended for students interested in a career in culinary arts, event planning or food service management.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

In the long-term, this course will help students find their passion in the food industry. The goals of this program are to promote the industry in a way that can connect to the community and future career goals. This program will have a partnership with Naugatuck Valley Community college for students to earn credits from course experiences.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Topics and Units being covered in this course will include: menu writing, food marketing, customer service, hospitality in a cafe setting, catering sales vs. cafe sales, and sanitation.

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

If the program is popular, it may require additional personnel in the future. The food budget for the program will come from the current culinary budget and funds raised by the Rebel Cafe.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

The text, *The Culinary Professional* is already in the classroom. This is an online textbook with a companion website for resources.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This class may have an impact on the number of sections of the Culinary 1 and 2 classes being offered depending on staff in the future.

Signatures of those making this proposal:

Andrea Barkley
Teacher

10/18/21
Date

M. C. L. H.
Department Chair (if applicable)

10/18/21
Date

J. J. M.
Principal

10/17/21
Date

Julie Luby
Assistant Superintendent

10/20/21
Date

**New Fairfield Public Schools
New Course Proposal**

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed: Music Tech I

Proposal submitted by: Casey Hounsell

School: New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

Music Department/ Grades 9-12

2. Please indicate if the new course or instructional program is a semester-long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

Music Tech I will be a semester-long course open to all high school students (Grades 9-12) beginning spring semester 2022

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

In today's 21st century, music education is a performing art as well as a technical career. As technology advances, music education expands. Music educators across the country are adapting by integrating music technology curricula into their music classes, or introducing separate classes focused on music technology entirely. Music technology is the application of technology, such as computers and software, to the creation and performance of music. Whether it is the use of sequencer and editing software, or electronic musical devices, musical technology and its definition expands as technology expands.

Music Tech I, and eventually Music Tech II, seeks to expand our student's musical taste and exposure while honoring their own musical interests. Students will be provided hands-on experience in order to gain a first-hand understanding of the cutting edge innovations that exist in music technology. They will be able to demonstrate how technology can be used to aid in the

recording and presentation of acoustic instruments as well as how electronic music can be produced or recorded.

4. Please indicate the target population for this proposal.

Music Tech I aims to introduce and foster the study and practice of where technology and music intersect. Music Tech I will be an additional opportunity to introduce students to music and performing arts beyond the traditional band and choir setting. This program can serve all of the following: the student with no prior musical experience, for students who already study an instrument in the school system, for students who take private lessons, or for students who have learned about music or an instrument in a less formal fashion.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

Music Tech I will be an additional course offered within the music department. Music Tech I will reinforce topics covered in other music classes while also covering new topics and ideas. Topics covered include digital audio and MIDI theory, DAW signal flow and system requirements, MIDI sequencing, stereo mixing techniques, and the use of software-based virtual instruments and effects processors such as equalizers, compressors, and reverbs. Students will receive hands-on practice in digital music production through projects and class assignments.

6. List any prerequisites for this course or instructional program.

No prerequisites for this course. All students interested in this program are able to take this class.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

This introductory course is open to any student with the desire to learn about the ever-changing world of Music Technology. Students will explore the latest computer software and hardware along with analog and digital recording. Students will leave this course with a basic understanding of sound systems, recording techniques, and computer music.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

OBJECTIVES

- a. Discover how technology is used in the production of music. Discover how technology fits into the recording and production of non-electronic and electronic music.
 - b. Develop a conceptual and deep framework of knowledge and understanding surrounding the legal and ethical issues of digital music creation, sharing, distribution, and consumption.
 - c. Begin to understand the science of sound and sound transmission. Identify and explain the nature and behavior of sound as a mechanical wave and describe how sound may be transmitted via mechanical and electronic means.
 - d. Identify and explain the mechanics of sound reproduction and explore the history of recorded sound.
 - e. Acquire a foundation in electronic composition. Learn common methods of digital music composition.
 - f. Begin working with a professional-grade Digital Audio Workstation (DAW). Provide students with an overview of Garageband design, function, and features.
 - g. Understand and succeed in the process of matching sight to sound: pairing sound or music to video and film.
9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Topics/Unit Sequence

- a. Garageband Basics (editing, recording)
- b. Science of Sound and Sound Transmission
- c. Sampling
- d. Sound Reproduction (Foley)
- e. Electronic Compositions
- f. Mashup and Podcasts
- g. Sight and Sound: Video and Film

Assessments

- a. Students will create and submit multiple projects demonstrating their ability to effectively record, edit, and mix audio. Projects will include recorded and imported audio as well as MIDI sequences.
- b. Students will demonstrate their knowledge of audio theory on mid-term and final exams as well as by the outcome of their projects.

- c. Students will be required to critique the work of other students to help develop critical listening skills and the ability to communicate music production concepts.
- d. Students will evaluate a live concert to demonstrate their understanding of how music production concepts translate to live sound reinforcement

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment, and space needs.

Computers for this class are currently in the iMac lab (103) at the high school. All applications for the class are currently installed on the computers (Garageband) or can be accessed through the internet. All additional equipment has already been purchased. Music Tech I will take place during 2A. All interested students will be compiled and in conjunction with the guidance counselors, they will adjust their schedules accordingly to fit them in. Any student who would like to take the class but can not fit it into their schedule can use the equipment during Rebel Block or independent study.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

No textbook is needed for this course.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course will work closely with other classes in the district. Many of the skills learned in this course can be applied to other classes as a way to enhance projects and assignments with the help of technology. Projects and assignments they complete in other classes can also be used in Music Tech I (podcast, sound effects, mixing). The possibilities are endless when there is communication and collaboration between teachers. We will continue to create those opportunities for collaboration as the class progresses.

Signatures of those making this proposal:



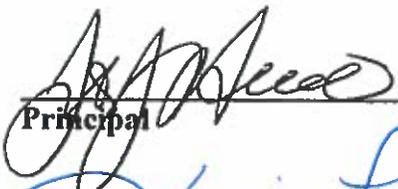
 Teacher

10/18/21

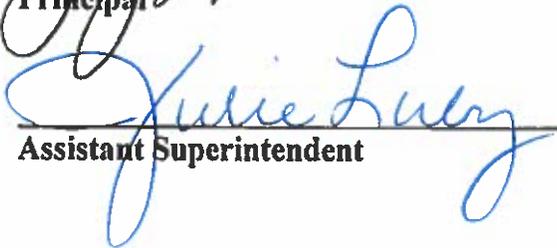
 Date

 Department Chair (if applicable)

 Date


Principal

10/18/21
Date


Assistant Superintendent

10/20/21
Date

Sample Final Projects
By the end of the class, students will be able to...

Final Project Option 1 - Podcast

Students will be able to create an 8-10 minute podcast on any topic of their choice.

Criteria for Success

- Original Script Introduction and Ending created by you
- Imported clips can only be 10 -15 seconds in length for each clip.
- Create a musical bed using loops and/or loops you record
- Narration must be recorded clearly.

Final Project Option 2- Music and Art

Students will be able to choose a piece of artwork and compose a piece of music that enhances the artwork

Criteria for Success

- 20 Loops or more, 5 of the 20 Loops must be originally recorded loops using the keyboard.
- Volume Changes Pan Changes
- Must be at least 3:00 (3 minutes) in length.
- Paper
 - Write a 1-2 page paper that includes the following: Information about the Painting, sculpture, etc. Why did you select this specific piece of Art? How does the music you created reflect your Art?

Final Project Option 3- Film and Sound Effects

Students will be able to create music and sound effects for a 5-minute movie clip.

Criteria for Success

- 20 Sound Effect or more, 5 of the 20 loops must be original recorded using the keyboard/recorded
- Additional 5 loops must be used to create environmental sound effects
- Volume Changes Pan Changes Audio Effects