

Curriculum Subcommittee

Monday, November 22, 2021 7:00 PM

Curriculum Subcommittee (11/22/21 at 7 p.m.) Web:

<https://zoom.us/j/91816513082> Dial In: (929) 205-6099 Meeting ID: 918 1651 3082, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. ELECTION OF CHAIR

III. APPROVAL OF THE MINUTES

A. October 25, 2021 - Regular

IV. INFORMATION ITEMS

A. Public Act 19-12

V. ACTION ITEMS

A. New Course Proposals

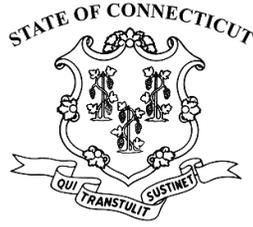
1. Advanced Music Technology

2. Black and Latino Studies

3. ECE Popular Music and Diversity in American Society

VI. OTHER

VII. ADJOURNMENT



Substitute House Bill No. 7082

Public Act No. 19-12

AN ACT CONCERNING THE INCLUSION OF BLACK AND LATINO STUDIES IN THE PUBLIC SCHOOL CURRICULUM.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-16b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2021*):

(a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling;

Substitute House Bill No. 7082

mathematics; physical education; science, which may include the climate change curriculum described in subsection (d) of this section; social studies, including, but not limited to, citizenship, economics, geography, government, history and Holocaust and genocide education and awareness in accordance with the provisions of section 10-18f; African-American and black studies in accordance with the provisions of section 2 of this act; Puerto Rican and Latino studies in accordance with the provisions of section 2 of this act; computer programming instruction; and in addition, on at least the secondary level, one or more world languages; [and] vocational education; and the black and Latino studies course in accordance with the provisions of sections 3 and 4 of this act. For purposes of this subsection, world languages shall include American Sign Language, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education. For purposes of this subsection, the "arts" means any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre.

(b) If a local or regional board of education requires its pupils to take a course in a world language, the parent or guardian of a pupil identified as deaf or hard of hearing may request in writing that such pupil be exempted from such requirement and, if such a request is made, such pupil shall be exempt from such requirement.

(c) Each local and regional board of education shall on September 1, 1982, and annually thereafter at such time and in such manner as the Commissioner of Education shall request, attest to the State Board of Education that such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic.

(d) The State Board of Education shall make available curriculum materials and such other materials as may assist local and regional

Substitute House Bill No. 7082

boards of education in developing instructional programs pursuant to this section. The State Board of Education, within available appropriations and utilizing available resource materials, shall assist and encourage local and regional boards of education to include: (1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) African-American [history] and black studies; (4) Puerto Rican [history] and Latino studies; (5) Native American history; (6) personal financial management, including, but not limited to, financial literacy as developed in the plan provided under section 10-16pp; (7) training in cardiopulmonary resuscitation and the use of automatic external defibrillators; (8) labor history and law, including organized labor, the collective bargaining process, existing legal protections in the workplace, the history and economics of free market capitalism and entrepreneurialism, and the role of labor and capitalism in the development of the American and world economies; (9) climate change consistent with the Next Generation Science Standards; (10) topics approved by the state board upon the request of local or regional boards of education as part of the program of instruction offered pursuant to subsection (a) of this section; and (11) instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61, inclusive. The Department of Energy and Environmental Protection shall be available to each local and regional board of education for the development of curriculum on climate change as described in this subsection.

Sec. 2. (NEW) (*Effective July 1, 2019*) (a) For the school year commencing July 1, 2021, and each school year thereafter, each local and regional board of education shall include African-American and black studies and Puerto Rican and Latino studies as part of the curriculum for the school district, pursuant to section 10-16b of the general statutes, as amended by this act. In developing and implementing the African-American and black studies and Puerto Rican and Latino studies curriculum, the board may utilize the

Substitute House Bill No. 7082

curriculum materials made available by the State Board of Education pursuant to subsection (d) of section 10-16b of the general statutes, as amended by this act, or other existing and appropriate public or private materials, personnel and resources, provided such curriculum is in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to section 10-4 of the general statutes.

(b) A local or regional board of education may accept gifts, grants and donations, including in-kind donations, designated for the development and implementation of the African-American and black studies and Puerto Rican and Latino studies curriculum under this section.

Sec. 3. (NEW) (*Effective from passage*) (a) (1) Not later than January 1, 2021, the State Board of Education shall review and approve the black and Latino studies course developed pursuant to subsection (b) of this section by the State Education Resource Center, established pursuant to section 10-357a of the general statutes. The state board shall approve such course if, following a review of such course, the state board determines that the content of such course is rigorous, aligned with curriculum guidelines approved by the state board, and in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to section 10-4 of the general statutes.

(2) Not later than January 15, 2021, the state board, in consultation with the State Education Resource Center, shall submit a description of the black and Latino studies course, which includes the scope and sequence and course objective, and a report on the development and review of such course to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

(b) The State Education Resource Center shall develop a black and

Substitute House Bill No. 7082

Latino studies course. Such course shall be one credit and offered at the high school level. In developing such course, the State Education Resource Center may utilize existing and appropriate public or private materials, personnel and other resources, including, but not limited to, persons and organizations with subject matter expertise in African-American, black, Puerto Rican or Latino studies, and the curriculum materials made available pursuant to subsection (d) of section 10-16b of the general statutes, as amended by this act.

(c) For the school years commencing July 1, 2022, to July 1, 2024, inclusive, the Department of Education shall conduct an annual audit to ensure that the black and Latino studies course approved pursuant to this section is being offered by each local and regional board of education. The department shall annually submit a report on such audit to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 4. (NEW) (*Effective July 1, 2019*) (a) For the school year commencing July 1, 2021, a local or regional board of education may offer the black and Latino studies course, approved pursuant to section 3 of this act, in grades nine to twelve, inclusive.

(b) For the school year commencing July 1, 2022, a local or regional board of education shall offer the black and Latino studies course in grades nine to twelve, inclusive.

Approved June 21, 2019

**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: Advanced Music Technology

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.

Advanced Music Technology will be a semester-long course open to all high school students who have completed Music Tech I (Grades 9-12) beginning with the 2022-2023 school year.

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 explore advanced topics in Music Technology and concentrate on "Real World" applications. Topics include but not limited to: Music Business, Music Production and Audio Engineering. Students will have the opportunity to reinforce and further develop their comprehensive musicianship skills. They will use their individual creativity and working knowledge of music and technology to create projects that build upon topics learned in Music Tech I. Students will learn and demonstrate composition techniques geared towards their individual interests and use production skills to perform their created works and audio recording techniques. Skills in keyboard, guitar, vocals, and any other necessary instruments will be acquired. Collaboration with community artists, organizations, and universities will be pursued to provide students real-world experiences with musical artists and production engineers.

4. Please indicate the target population for this proposal.

Advanced Music Technology aims to build upon the skills learned in Music Tech I. This class will attract students who have an interest in music technology and pursuing a career in production beyond the traditional band and choir setting. This program will continue to 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.

Advanced Music Technology will be an additional course offered within the music department. Advanced Music Technology explores the development and production of sound in a progressively rigorous curriculum to gain the skills to work in the music industry. Students will not only explore, but experience an engaging class that focuses on the creation, recording, mixing, performing, and production of music.

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

All students interested in this class must take Music Tech I

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.

Prerequisite: Music Tech I with a grade of 80 or better. This semester-long course will build upon a student's understanding of music theory and fundamentals of using software and hardware tools for producing music. The class will stress application and creative content, using a series of project-based learning activities which includes student exposure to performing with electronic instruments and vocal recording, multi-track recording (both MIDI sequencing and live instruments), music arranging, and music history. This course is a hands-on, applied class delivering to students an experience with digital music and video editing/recording software applications: GarageBand (Digital Audio Editing Workstation) and iMovie (Video Editing).

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. Apply concepts from physics and acoustics in practical situations to solve sound problems and/or achieve desired outcomes in both sound reinforcement and sound recording.
- b. Develop an understanding of the history and aesthetics of electronic music and demonstrate the effective use of both MIDI-based and non-MIDI hardware and software in the creation and production of electronic music.
- c. Evaluate merits of recording outcomes with an understanding of the technical goals and aesthetic considerations appropriate for a given genre. Distinguish specific audio career paths and the steps needed to become a successful profession in the audio industry.
- d. Develop advanced music production skills involving sequencing, editing, signal processing, mixing and sampling. Instruction is combined with practical application on a digital audio workstation.

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. Sound Reproduction
- b. Electronic Compositions
- c. Mashup and Podcasts
- d. Sight and Sound: Video and Film
- e. Personal Project

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.

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 Advanced Music Technology (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

Date

Department Chair (if applicable)

Date

Principal

11/17/21

Date

Assistant Superintendent

11/17/21

Date

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

Final Project Option #1

Students are going to submit a film scoring portfolio that contains 15 minutes of film scoring. This could be any combination of movie, TV, sports or video games.

15 minutes can be any number of individual videos. At least 3 videos must be submitted.

Criteria for Success

1. Original music composed by the student.
2. Loops and/or Keyboards. NO pre-recorded music.
3. ALL sound effects must be created. NO pre-recorded sound effects.
4. Show volume and pan changes - when and where is up to the student
5. Mix the final score of each video submitted. Mix = EQ, Effects, Volume, etc

Final Project Option #2

Create a 15 minute DJ Mashup. Mashup must include Loops & Samples of MP3's

Criteria for Success

1. MP3 Samples - NO LONGER THAN 15 seconds each
2. Loops- at least 15, as many after that as you want
3. EQ - You must show usage of EQ parameters
4. Volume - You must show usage of volume automation
5. Pan - You must show usage of Pan automation
6. Fades - You must show fade ins and fade outs
7. Audio Effects - You must use at least 3 audio effects
8. Sound Effects - are not included in the Loops count. Use as many as you want.

Final Project Option #3

Using the Careers in Music Business/Management website from the Berklee College of Music you are to select one career from the list to focus on. After selecting that career you are to create a Podcast - 10-15 minutes.

Criteria for Success

1. Overview of the career
2. History of the career
3. How has the career changed over the year
4. How has technology influenced the career
5. Salary
6. Famous people in the field
7. Interview - can you find someone to interview about the career?

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 Black and Latino Studies

Proposal submitted by NFPS & NFHS Administration

School New Fairfield High School

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

This course will be open to grades 11 & 12 students at New Fairfield High School.

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 is a new course that will be a full-year elective course for 11th and 12th grade students. This course will be offered at the College Preparatory level.

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 addition to being required by Connecticut Public Act No. 19-12, this course supports our ongoing efforts to offer a wide range of engaging elective courses to our students, and fosters an appreciation of different perspectives on the world in which they live and their development as Engaged Global Citizens.

4. Please indicate the target population for this proposal.

The target population for this course is any student who wishes to explore American History through the stories of African American/Black and Puerto Rican/Latino people in the United States.

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

This is an additional program at NFHS.

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

This course will be open to juniors and seniors at New Fairfield High School who have earned credit in World History I and World History II. There are no other prerequisite courses.

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 course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

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.

The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/ Latino contributions to U.S. history, society, economy, and culture. It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach already familiar to social studies teachers to deliver a content rich and personalized learning experience. The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S.

Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course will contribute to the critical consciousness and civic-mindedness competencies of a twenty-first century graduate, and ultimately facilitate students' interest in pursuing further ethnic, anthropology, or human rights studies in the future.

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?

A detailed description of course topics, scope and sequence, and alignment with Connecticut Social Studies Frameworks can be found at <https://files.serc.co/pa1912/20210701-CIT%20Bl.%20Curriculum%20-%20screen%20-%20v1.pdf>

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.

This course will not require additional staffing and will be offered as an elective option within the Social Studies department at New Fairfield High School. Professional development and training is being supported by the CSDE and SERC for teachers and curriculum leaders in Connecticut.

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

This course does not require a textbook. A wide range of web-based and database resources are available through the SERC curriculum documentation. A budget for supplemental materials has been included in the NFHS administration budget requests to the Superintendent.

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

This course will be an elective within the Social Studies offerings, and assuming flat staffing for the coming school year, the only impact on other programs will be the viability of courses based on student requests, and teachers having an increased number of different preparations.

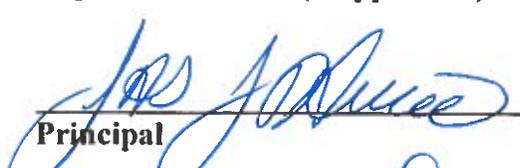
Signatures of those making this proposal:

Teacher

Date

Department Chair (if applicable)

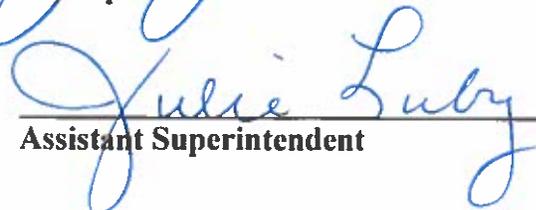
Date



Principal

11/17/21

Date



Assistant Superintendent

11/17/21

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 ECE Popular Music and Diversity in American Society

Proposal submitted by Andrew Gadwah and James D'Amico

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.

ECE Popular Music and Diversity in American Society will be a semester-long course open to all high school students in grades 10-12 beginning with the 2022-2023 school year.

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 fills multiple important needs at New Fairfield High School. It is important for the school to have expanded options for students in music, even if they do not play a musical instrument. This offering creates an additional opportunity for students to meet their arts requirement for graduation.

This course also represents the high school's goal to provide opportunities to earn college credit beyond AP courses. UConn ECE courses provide students with UConn credits and a UConn transcript, augmenting their college applications and offering a rigorous experience while in high school. This course is also an important piece of our school's college and career pathways programming. Students will earn credit for UConn's **MUSIC 1003: Popular Music and Diversity in American Society** course.

4. Please indicate the target population for this proposal.

This course is designed for students who have an interest in music and the essential role that music plays in American society. It is appropriate for both students who participate in musical ensembles and those who do not.

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

This course is an addition to the existing offerings within the music department.

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

Students must be in tenth grade or higher, as the level of coursework is commensurate with earning college credit, and the faculty feels that having at least one year of high school studies completed will provide the best preparation for students. There are no other course prerequisites.

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.

ECE Popular Music and Diversity in American Society is an introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. This course examines American popular music within the historical and social context of 20th Century and contemporary American society.

This course will encourage you to think critically and creatively about popular music in relation to topics of diversity. We will study significant styles of American popular music, with a focus on select songs that exemplify their respective genres, and explore several recurring themes throughout the course, including:

- the role of popular music as it relates to race, ethnicity, gender, social class, generation, etc.
- the interaction of European American, African American, and Latin American traditions
- the influence of mass media and technology

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.

The course is intended to enhance students' enjoyment and understanding of the music they already know, as well as to introduce them to less familiar styles and genres. Students will develop critical listening skills and become more informed consumers of popular music.

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?

Learning methods will include classroom lectures and discussion, critical reading of primary sources representing diverse experiences, critical listening to audio and video recordings and other projects designed to share learning, complement and enrich the in-class experiences.

Students must take the UConn exam to receive college credit for the course.

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.

This course will not require any special facilities or spaces, as it could be taught in a music room, or even a general use classroom if needed. Training and professional development are provided through the University of Connecticut, generally at no or low-cost to the school. As we re-imagine our music offerings to be accessible by a greater number of students, this course will complement our goals of offering semester-long classes with broad appeal and reduce the number of periods devoted to the concert choir and symphonic band, which are currently spread out over up to three periods. By using our human resources more effectively, we are able to expand our offerings with this course.

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

The anticipated texts for this course are:

American Popular Music: From Minstrelsy to MP3, 6th Edition, by Larry Starr; Christopher Waterman with Brad Osborn. Oxford University Press. The approximate cost of this book is \$115.

The Pop, Rock, and Soul Reader: Histories and Debates 4th Edition, by David Brackett. Oxford University Press. The approximate cost of this book is \$50.

These titles have been included in the NFHS 2022-23 budget request to the Superintendent for up to 20 students.

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

This course will augment the program of the entire school by offering students a course that examines the contributions of Americans from different backgrounds to popular music. This course lends itself to collaborative projects with courses in social studies, English, and theater. We anticipate that this course will also generate interest in music classes from students who may not have considered musical studies as a part of their high school program, and that will also potentially generate interest in music technology courses.

4. Please indicate the target population for this proposal.

This course is designed for students who have an interest in music and the essential role that music plays in American society. It is appropriate for both students who participate in musical ensembles and those who do not.

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

This course is an addition to the existing offerings within the music department.

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

Students must be in tenth grade or higher, as the level of coursework is commensurate with earning college credit, and the faculty feels that having at least one year of high school studies completed will provide the best preparation for students. There are no other course prerequisites.

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.

ECE Popular Music and Diversity in American Society is an introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. This course examines American popular music within the historical and social context of 20th Century and contemporary American society.

This course will encourage you to think critically and creatively about popular music in relation to topics of diversity. We will study significant styles of American popular music, with a focus on select songs that exemplify their respective genres, and explore several recurring themes throughout the course, including:

- the role of popular music as it relates to race, ethnicity, gender, social class, generation, etc.
- the interaction of European American, African American, and Latin American traditions
- the influence of mass media and technology

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.

The course is intended to enhance students' enjoyment and understanding of the music they already know, as well as to introduce them to less familiar styles and genres. Students will develop critical listening skills and become more informed consumers of popular music.

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?

Learning methods will include classroom lectures and discussion, critical reading of primary sources representing diverse experiences, critical listening to audio and video recordings and other projects designed to share learning, complement and enrich the in-class experiences.

Students must take the UConn exam to receive college credit for the course.

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.

This course will not require any special facilities or spaces, as it could be taught in a music room, or even a general use classroom if needed. Training and professional development are provided through the University of Connecticut, generally at no or low-cost to the school. As we re-imagine our music offerings to be accessible by a greater number of students, this course will complement our goals of offering semester-long classes with broad appeal and reduce the number of periods devoted to the concert choir and symphonic band, which are currently spread out over up to three periods. By using our human resources more effectively, we are able to expand our offerings with this course.

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

The anticipated texts for this course are:

American Popular Music: From Minstrelsy to MP3, 6th Edition, by Larry Starr; Christopher Waterman with Brad Osborn. Oxford University Press. The approximate cost of this book is \$115.

The Pop, Rock, and Soul Reader: Histories and Debates 4th Edition, by David Brackett. Oxford University Press. The approximate cost of this book is \$50.

These titles have been included in the NFHS 2022-23 budget request to the Superintendent for up to 20 students.

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

This course will augment the program of the entire school by offering students a course that examines the contributions of Americans from different backgrounds to popular music. This course lends itself to collaborative projects with courses in social studies, English, and theater. We anticipate that his course will also generate interest in music classes from students who may not have considered musical studies as a part of their high school program, and that will also potentially generate interest in music technology courses.

Signatures of those making this proposal:

Teacher

Date

Department Chair (if applicable)

Date



Principal

11/17/21

Date



Assistant Superintendent

11/17/21

Date