

Curriculum Subcommittee Special Meeting

Tuesday, September 27, 2022 7:30 PM

Meeting Access: Curriculum Subcommittee (9/27/22 at 7:30 p.m.) Web:
<https://zoom.us/j/91919273910> Dial In: (929) 205-6099 Meeting ID: 919 1927
3910, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF MINUTES

II.A. August 22, 2022 - Regular

III. ACTION ITEMS

III.A. New Textbook Adoption

III.A.1. *Pop, Rock, & Soul Reader, 4th Edition*

III.A.2. *American Popular Music: From Minstrelsy to
MP3, 6th Edition*

IV. INFORMATION ITEMS

IV.A. Update on the Science of Reading

IV.B. District Instructional Strategy Map

V. OTHER

V.A. A. Topics for Future Meetings

V.A.1. Update on the New Fairfield Gifted Program
(October meeting)

V.A.2. Coaching Model (October meeting)

VI. ADJOURNMENT

**New Fairfield Public Schools
Textbook Selection Information**

Date of Recommendation: 9/6/22

Staff Member Making the Recommendation: Gadwah

Course: Popular Music and Diversity in American Society

Grade(s): 10-12

Title: Pop, Rock, & Soul Reader, 4th ed.

Author(s): Davis Brackett

Publisher: Oxford University Press

Date: 2019

Readability:

The following criteria were adopted and/or adapted from the American Library Association Workbook for Selection Policy Writing.

- 1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.**
 - a. This text supports the school and district goal of offering music study other than ensemble participation by offering a study of music history rather than music performance.

- 2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.**
 - a. This text will support our study of the history of popular music in America by offering a comprehensive overview of the subject by way of a list of representative musical selections from various eras.

- 3. Learning resources shall meet high standards of quality in format, visual quality and presentation:**
 - a. This textbook is recommended by UCONN for their ECE program, and as such is of a high standard.

- 4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.**
 - a. This text provides a variety of information about the history of popular music in America in a style that is accessible to the high school student population.

- 5. Learning resources shall promote an appreciation of cultural diversity.**

- a. This text includes an overview of representative music selections from diverse groups in America, including races, cultures, and backgrounds.

6. The publisher provides appropriate support materials

- a. There is a website and other resources for the publisher and textbook, as well as the resources provided through the UCONN ECE program.

7. Price per book and the number needed: \$69.99 x 10 copies

<https://global.oup.com/academic/product/the-pop-rock-and-soul-reader-9780190843588?q=pop%20rock%20soul&lang=en&cc=us>

**New Fairfield Public Schools
Textbook Selection Information**

Date of Recommendation: 9/6/22

Staff Member Making the Recommendation: Gadwah

Course: Popular Music and Diversity in American Society

Grade(s): 10-12

Title: American Popular Music: From Minstrelsy to MP3, 6th ed.

Author(s): Larry Starr, Christopher Waterman

Publisher: Oxford University Press

Date: 2021

Readability:

The following criteria were adopted and/or adapted from the American Library Association Workbook for Selection Policy Writing.

- 1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.**
 - a. This text supports the school and district goal of offering music study other than ensemble participation by offering a study of music history rather than music performance.

- 2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.**
 - a. This text will support our study of the history of popular music in America by offering a comprehensive overview of the subject.

- 3. Learning resources shall meet high standards of quality in format, visual quality and presentation:**
 - a. This textbook is recommended by UCONN for their ECE program, and as such is of a high standard. Text contains historical information, as well as inset information regarding specific pieces of music relevant to the topic being discussed. Online resources include review quizzes and flash cards for every chapter.

- 4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.**
 - a. This text provides a variety of information about the history of popular music in America in a style that is accessible to the high school student population.

5. Learning resources shall promote an appreciation of cultural diversity.

- a. This text includes history of music from diverse groups in America, including races, cultures, and background, and the impact that those diverse groups have had on the history of music. In particular, the text focuses on three “streams” that have impacted American popular music development - the European-American Stream, the African-American Stream, and the Latin-American Stream.

6. The publisher provides appropriate support materials

- a. There is a website and other resources for the publisher and textbook, as well as the resources provided through the UCONN ECE program.

7. Price per book and the number needed: \$114.95 x 10 copies

<https://global.oup.com/academic/product/american-popular-music-9780197543313?lang=en&cc=us>



NEW FAIRFIELD'S DISTRICT INSTRUCTIONAL STRATEGY MAP 2022 - 2023

District Leaders will	Building Leaders will	Coaches, Department Chairs and Grade Level Leaders will	Teachers will	Students will	So that our Graduates are...
<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Communicate our shared vision</p> <p>Collaborate regularly with building leaders</p> <p>Lead district-wide equity work</p> <p>Support the work through Professional Learning:</p> <ul style="list-style-type: none"> ● Task Design (Antonetti) ● Responsive Classroom (A. Story) ● Reading Strategy Groups (Dignon) ● Community Building (Cobb/Hall) ● Numeracy Practices ● Gifted consultant (Dr. Earle) ● Coaching training for coaches ● Dyslexia/Literacy Acquisition (Nascimento) <p>Share in teacher evaluation, focusing on this plan</p> <p>Provide an SLO that addresses the district focus</p> <p>Continue to develop a comprehensive K-12 systemic curricula</p> <p>Purchase new resources as necessary and appropriate</p> <p>Promote a positive district culture and climate</p>	<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Create building specific strategy maps to support this plan</p> <p>Observe instruction regularly</p> <p>Use the co-created HQI definition to discuss and evaluate instruction</p> <p>Build off of our work with JA about task design and support teachers' work</p> <p>Listen closely to staff to understand their needs</p> <p>Support a "Walk-through" model for teachers</p> <p>Support the coaches in implementing the district coaching model (no opt-outs)</p> <p>Support the implementation of our systemwide, tiered intervention process</p> <p>Promote a positive school culture and climate</p>	<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Implement the district coaching model</p> <p>Work side-by-side, hands-on, with teachers</p> <p>Encourage teacher reflection</p> <p>Participate in PL alongside teachers</p> <p>Participate in coaching training</p> <p>Develop a deep understanding of HQI</p> <p>Develop a deep understanding of "agency"</p> <p>Build off of our work with JA about task design and support teachers' work</p>	<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Design tasks that support mastery of the standard and for which success is clearly defined and are designed for students to make meaning and provide an opportunity for <i>each</i> student to engage personally, intellectually, and academically</p> <p>Create a learning environment that is inclusive, flexible, and emotionally and intellectually safe in order to foster authenticity, personal connections, learning with and from others, and intellectual risk-taking</p> <p>Intentionally and purposefully orchestrate student-centered learning through questioning, listening, eliciting student thinking, and providing actionable feedback to support students in making meaning</p> <p>Provide tiered intervention in a systematic manner in line with our Intervention Process</p> <p>Partner with colleagues to support student learning</p> <p>Actively engage with coaching</p>	<p>Develop their ability to integrate thinking, feeling, and behaving to succeed at important developmental tasks (CASEL)</p> <p>Be academically and intellectually engaged to make meaning and connections</p> <p>Take ownership of their learning through civil discourse, questioning, taking risks, extending thinking, collaborating, and persevering</p>	<p>Knowledgeable Scholars</p> <p>Talented Communicators</p> <p>Critical & Creative Thinkers</p> <p>Engaged Global Citizens</p> <p>Self-determined & Self-reliant Individuals</p>