

Curriculum/Instruction Subcommittee

Monday, January 23, 2023 7:00 PM

Meeting Access: Curriculum Subcommittee (1/23/23 at 7:00 p.m.) Web:
<https://zoom.us/j/92798168819> Dial In: (929) 205-6099 Meeting ID: 927 9816
8819, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF THE MINUTES

II.A. November 28, 2022 – Regular

III. ACTION ITEMS

III.A. New Course Approvals

III.A.1. ECE French: Global Culture

III.A.2. ECE English: Maritime Culture

III.A.3. ECE Physics II

III.B. New Textbook Adoption

III.B.1. *College Physics: A Strategic Approach*, 4th edition
- Pearson 2023

IV. INFORMATION ITEMS

V. **OTHER**

VI. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Curriculum Subcommittee Meeting

Name of Subcommittee: Curriculum Meeting type: Regular
Date of Meeting: 11/28/22 Minutes submitted by: Tim Blair
Members present: Kathy Baker, Tim Blair, Greg Flanagan, Stephanie Strazza
Members absent:
Other attendees: Julie Luby, Alyce Misuraca, Ken Craw, James D'Amico, Catherine Hall, Dawn Dean, Ed Sbordone
Meeting Access: Curriculum Subcommittee (11/28/22 at 7 p.m.)
Web: <https://zoom.us/j/95234951053> Dial In: (929) 205-6099 Meeting ID: 952 3495 1053

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

II. APPROVAL OF MINUTES

A. October 24, 2022 – Regular Meeting – Approved by consensus

III. INFORMATION ITEMS

A. Update on Secondary Mathematics Course Progression and Offerings - Julie Luby gave an update on the secondary math program for grade 6-12

IV. ACTION ITEMS

A. New Course Approvals:

1. Explorations in Data Science 1
2. Explorations in Data Science 2
3. Financial Algebra
4. History of Mathematics: How Math Shapes the World Around Us

Catherine Hall spoke on electives for those students that have finished Algebra II. The goal would be to provide exciting new Math electives that enhance the students learning in real-life math situations, such as data tabulation, underwriting and finance, to name a few. She mentioned that History of Math is the one course that does not have a pre-written curriculum and if a student needed a humanities credit, they could also use this course as an elective.

1. Explorations in Data Science 1

Motion: Kathy Baker made motion to approve; Greg Flanagan seconded.

Discussion; Greg asked how we came up with the need for this. Catherine indicated we looked at some of our neighboring districts to give additional options and polled some of our students on what they felt would be helpful. Kathy and Stephanie mentioned how these could relate to real-world situations and help career exploration.

Motion passes, all in favor.

2. Explorations in Data Science 2

Motion: Kathy Baker makes motion, Greg Flanagan seconded.

Motion passes, all in favor.

3. Financial Algebra

Motion: Kathy Baker makes motion, Greg Flanagan seconded.

Motion passes, all in favor.

4. History of Mathematics: How Math Shapes the World Around Us

Motion: Kathy Baker makes motion; Greg Flanagan seconds.

Discussion; No curriculum yet, but Catherine mentioned that we have a current teacher ready.

Plan would be to develop this curriculum if there was enough enrollment.

Motion passes, all in favor.

V. OTHER - none

Motion to adjourn: Made by: Stephanie Strazza
Recording of vote: All in favor

Seconded by: Kathy Baker
Meeting adjourned at: 8:37 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 UCONN ECE (FRENCH 3250: Global Culture 1)

Proposal submitted by Heidi Edel

School New Fairfield High School

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

This course will be open to Seniors taking French in 2023-24

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.

The course is year-long. If there is a lot of interest.

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.

The UCONN ECE course offers students the opportunity to receive college credit in a course that has been designed with them in mind. Students in New Fairfield High School have been somewhat reluctant to take AP French Language & Culture, but this UCONN course focuses on the skill that students are most interested in developing: spoken language. Students who would like to take the AP exam can still do so; if there is more interest in the UCONN ECE courses, it is possible to offer the other course in the future (FREN 3268: Grammar and Composition).

4. Please indicate the target population for this proposal.

In the first year, this course would be open to seniors; if there is interest, the other course could be offered as well, meaning students could take one course their junior year and one course their senior year.

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

In the first year, this course would be offered to students eligible for AP French Language and Culture, who could decide between the two or do both.

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

Successful completion of three full years of high school French, or instructor consent, is required.

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.

The focus of this course is to improve students' oral communication skills. It is designed to increase proficiency by providing a variety of different sources of input to prepare students for discussions and other speaking activities. Students will gain experience with Francophone culture and be able to discuss a variety of topics through exposure to news articles, video clips, stories, reading, literary excerpts, and more. Grammar and vocabulary will be taught in context. The course will be taught entirely in French, and student participation in French is required.

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.

This course is intended to offer students an opportunity similar to an immersion experience, thus preparing them for future college courses, travel, and even study abroad.

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?

Please see attached (draft) syllabus for the course. The course units are designed to expose students to Francophone cultures through a variety of engaging topics, with an emphasis on current events and the environment throughout the course. The focus on speaking is unique in the course and because French will be spoken in class at all times, students will make progress in an immersive environment. The chosen unit themes center around what is happening in young people's lives, providing an opportunity for them to discuss topics of interest to them.

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.

In order to be certified, I will have to take at least one graduate level course in French, which I am planning to do in the summer with the help of a scholarship from UCONN. Students would participate in ECE events such as field trips.

Materials will be mainly sourced from resources available on the internet, existing resources such as Yabla and stories from the current curriculum, including the authentic materials in the Voces AP.

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

Please see attached pricing for Voces Digital. The yearly price is \$100 per teacher plus \$10 per student. In addition, students will read a novel throughout the year at an approximate price of \$15 per student.

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

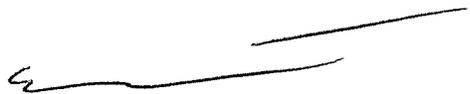
The UCONN ECE course is a logical progression of the existing curriculum.

Signatures of those making this proposal:



Teacher

1/12/2023
Date



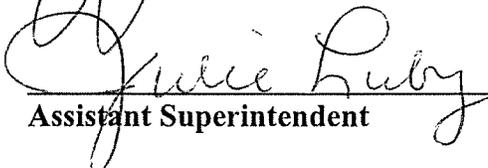
Department Chair (if applicable)

1/12/2023
Date



Principal

1/13/2023
Date



Assistant Superintendent

1/18/23
Date

UConn ECE Course Syllabus
French 3250: Global Culture 1
Heidi Edel
New Fairfield High School
Full year 2023-24

This course is given in cooperation with the Early College Experience Program at the University of Connecticut, ece@uconn.edu, 860-486-1045

UConn Course Description

Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, round tables, and oral reports.

Course Goals/Learning Objectives

The focus of this course is to increase students' ability to communicate orally. It is designed to increase proficiency by providing a variety of different sources of input to prepare students for discussions and other oral communicative events. Students will gain experience with Francophone culture and be able to discuss a variety of topics through exposure to news articles, video clips, stories, reading, literary excerpts, and more. Grammar and vocabulary will be taught in context. The course will be taught entirely in French, and student participation in French is mandatory.

Materials

- Selections from a variety of Francophone authors (poetry, excerpts, short stories, legends)
- Articles and news clips from international media including French and Francophone perspectives (TV5 Monde, Franceinfo, Le 360 Afrique, etc.)
- Screencastify, wordreference.com, other grammar & language resources
- Resources distributed by the teacher

Course Policies

- Attendance: attendance and participation are required. Students who know they will be absent must make prior arrangements to make up any work they missed. Any missed classwork should be made up after an absence. Make up work will be expected in a timely manner and correlate to the number of days a student was absent.
- Late Work Policy: late work will be accepted at the discretion of the teacher, but not accepted after one week.
- Plagiarism: use of an online translator is considered plagiarism. No credit will be given for inauthentic work or scripted oral presentations.
- Oral and written presentations will be kept in a portfolio including a journal element to reflect on progress.

The Student Code and other university policies may be found here, <http://provost.uconn.edu/syllabi-references/>.

Assignments, Assessments, Etc.

- Homework completion is mandatory and directly correlated to in-class outcomes. Homework completion will be tracked because of its impact on performance in class.
- There will be projects throughout the course with several steps inside and outside of the classroom counting towards course credit.
- Participation is expected in French and will be graded weekly. Students will reflect on their progress.
- Grammar study will be a part of the course with regular check ins (quizzes) concerning foundational elements (pronouns, use of prepositions, conjugation).

COURSE GRADING/EVALUATION

Describe grading principles and procedures for individual papers (methods of response and evaluation) and the course as a whole.

Performance Assessments	50% (Speaking and writing; focus of this course is speaking, daily participation)
Summative Assessments	35% (Reading and listening comprehension)
Formative Assessments	15% (Daily work including participation)
Homework	0% (Required for completion of other assessment categories)

*You may notice that your high school grade and UConn grade differ. It is possible that two different grades can be awarded for the same course. Your high school grade is determined by your high school. Your UConn course grade is determined by the grading rubric set by the University department.

Disclaimer: I reserve the right to change this syllabus at any time

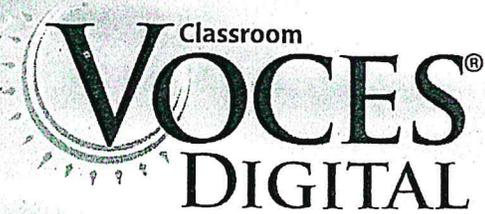
UCONN ECE FRENCH Grading Scale:

A= 94-100	C=74-76
A-=93-90	C-=73-70
B+=87-89	D+=67-69
B=84-86	D=64-66
B-=80-83	D=60-63
C+=77-79	F=59 et en dessous

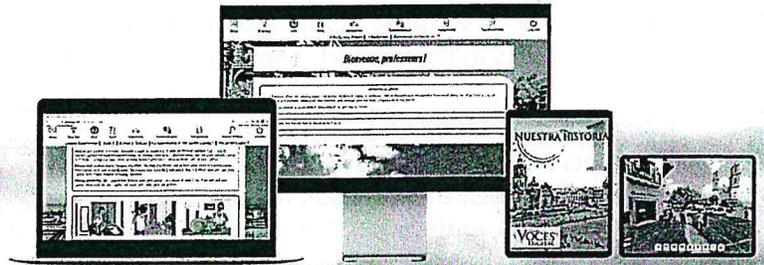
COURSE CALENDAR

The themes of the course center around what is happening in the Francophone world today. Current events will be central to the course throughout the year, with a special focus on the environment.

Time frame & Unit Focus	Sample content
<p>Students will be responsible for a Francophone country/region. The following elements will occur throughout the year:</p> <ul style="list-style-type: none"> - Oral & written journaling, including keeping track of necessary vocabulary - Oral information sharing based on research - Geography - Current events, focus the environment 	<p>Student research Press articles News videos Excerpts from Francophone authors Circumlocution activities</p>
<p>Quarter 1: Francophone Identities What does it mean to be Francophone in _____?</p> <ul style="list-style-type: none"> - Defining culture - Francophone perspectives (language & identity) - Francophone heritage (tangible and intangible) - La une de la presse (what is happening in the Francophone world?) 	<p>Websites from around the Francophone world UNESCO World Heritage Website Literary excerpts & poetry</p>
<p>Quarter 2: Technology & Communication How do young people communicate in the Francophone world?</p> <ul style="list-style-type: none"> - Connections in a time of globalization, environmental impacts of globalization - Trends in technology - Advertising 	<p>Listening activities based on news Débat (Voyager : un fléau environnemental ou une nécessité pour un monde meilleur ?) Commercials Tiktok show & tell</p>
<p>Quarter 3: Culture & Art What role does creativity play in the lives of young people?</p> <ul style="list-style-type: none"> - Music - Visual arts - Fashion & sustainability 	<p>Research (le monde du spectacle) Yabla Movie Socratic seminar</p>
<p>Quarter 4: Francophone Cuisine What is the link between cuisine and culture? *</p> <ul style="list-style-type: none"> - History & geography: culinary project - Food waste & other environmental issues <p>*We will also explore the limits of defining culture through cuisine</p>	<p>Youtube Presentations Final exam: book-club style oral exam based on year's readings</p>



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**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 __Maritime Culture - MAST 1200 (ECE course through UCONN)___

Proposal submitted by __Bonny Marsicano and Karon McGovern__

School __New Fairfield High School__

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

Maritime Culture will be a semester-long ECE offering within the high school English Department. The current ECE course, Young Americans, will change from a full year course to a semester-long course. By doing so, this allows students greater flexibility to take one or both ECE courses offered, in addition to one of the many offered Senior Selectives.

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.

Maritime Culture will be a semester-long course offered to students in grade 12. There is potential for this course to be opened up to grade 11 students but that would be contingent on at least another semester class being available.

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.

Maritime Culture is a humanities-based course with interdisciplinary ties to art, music, literature, science, linking the international maritime culture to that links peoples, nations, economies, environments, and cultural aesthetics. This course is an opportunity to bring together all of the disciplines our school offers in its program of studies and an amazing opportunity for the teacher of this course to collaborate across all contents in the high school, and beyond.

4. Please indicate the target population for this proposal.

Students who are engaged readers, engaged writers, and willing to be engaged in class discussions. Students need to have a strong work ethic and be invested in critical thinking required of a college student. Students could be juniors or seniors.

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

Maritime Culture would be an additional ECE course offering for students at New Fairfield High School.

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

Although not a prerequisite, students should demonstrate a strong work ethic; students should have shown a desire to be committed to reading and to writing and to being a willing/prolific participant in classroom discussions.

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.

Introduction of Maritime Culture (UConn ECE)

A study of history and literature to understand the international maritime culture that links peoples, nations, economies, environments, and cultural aesthetics. Throughout history, the sea has served as a highway, a source of food, an arena for warfare, and a stage for discovery. Through this course, students will consider the ocean itself as a natural environment whose fate is entwined with that of the human actors we will study. These actors have included sailors, whalers, slaves, pirates, fishermen, shore side residents, merchants, politicians, novelists, scientists, and policymakers. This course will cover art and music of the sea, nautical mythology/archetypes, superstition, social history, ancient and modern sea trades and merchants. Literature we could cover is, not specifically, and not limited to: *Fathoming the Ocean* (key text) - a text about the discovery and exploration of the deep sea; *The Old Man and the Sea*, Hemingway; *America and the Sea*; *Life of Pie*; *Rime of the Ancient Mariner*, Shanties of The Fisherman's Friends; *The Merchant of Venice* William Shakespeare etc etc. Depending on eventual specifics of the syllabus, other texts will come from across the academic disciplines from history, to science, to sport, to clothing, to foods and so forth.

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.

James D'Amico has long spoken of his desire for interdisciplinary classes in our school, and encouraged teachers to collaborate to this end. As far as the teacher of this

proposed new course is concerned, Karon McGovern, this has been a desire since joining New Fairfield high school, over 10 years ago. Indeed, in our new school, James has proposed department learning spaces, set up whereby staff across the disciplines can work together and collaborate together. This year James set up an interdisciplinary department office where teachers from various disciplines are “residing” to pursue his long term goal of getting inter-content class activities. This course will bring such “learning spaces” to life while, at the same time fitting in with James’ dream and desired outcomes of the future of education in New Fairfield high school - interdisciplinary learning 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?

Maritime Culture

Module 1: Sea Shanties and Superstition

Module 2: People, Pirates, and Politics

Module 3: Trash, Trade, and Takeout

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.

Since Maritime Culture is a semester-long course, it can be paired to run consecutively with our current ECE Young Americans course, and also with any of the other various Senior Selectives. Our ECE instructor, Karon McGovern, will teach each course in succession semester one and semester two in order to maintain a single prep.

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

UConn will provide the books (see attached) for students enrolled in the course on loan; so costs would be minimal. We would include a modest budget amount for any books that we would need to replace for any reason and for postage/collection/return.

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

James D’Amico has long spoken of his desire for interdisciplinary classes in our school, and encouraged teachers to collaborate to this end.

This course has the opportunity of bringing together all disciplines in our program of studies and the opportunity for teachers to collaborate in the most creative and fun way, connecting what students are doing in other disciplines in order to bring meaning to what they are learning. This class could be one pivotal locus whereby students can have the epiphany that all learning, no matter the content matter, is connected.

Signatures of those making this proposal:



Teacher

12/15/2022
Date



Department Chair (if applicable)

12/15/2022
Date



Principal

12/19/22
Date



Assistant Superintendent

1/18/23
Date

MAST ECE Lending Library

Maritime Studies Early College Experience Lending Library

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- Callahan, *Adrift: Seventy-Six days Lost at Sea* (33)
- Greenlaw, *The Hungry Ocean* (65)
- Hayes, *My Old Man and the Sea* (64)
- Hemingway, *The Old Man and the Sea* (24)
- Junger, *The Perfect Storm* (49)
- Kiley and Noonan, *Untamed Seas* (56)
- Kipling, *Captains Courageous* (25)
- Labaree, et al, *America and the Sea* (18)
- Martel, *Life of Pi* (24)
- Nguyen, *The Refugees* (25)
- O'Neill, *Three Great Plays: "The Emperor Jones," "Anna Christie" and "The Hairy Ape"* (24)
- Philbrick, *In the Heart of the Sea: The Tragedy of the Whaleship Essex* (40)
- Proulx, *The Shipping News* (35)
- Synge, *"The Playboy of the Western World" and "Riders to the Sea"* (23)

New Fairfield Public Schools

New Course Proposal

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Course Being Proposed UCONN ECE PHYSICS 2 (PHYS 1202Q)

Proposal submitted by Jean Gephart and Marco Santarelli

School New Fairfield High School

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

Science Department (12th grade)

2. Please indicate if the new course or instructional program is 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 that continues our UCONN ECE PHYSICS 1201Q offering. Students would be eligible for 4 college credit hours. Students may take this course as a college-level physics elective without college credit.

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 is meant to extend our current AP/UCONN 1201Q course and act as a second-semester college physics course. It also provides an opportunity for students to take a college-level physics course.

4. Please indicate the target population for this proposal.

12th-grade students who have completed AP/UCONN Physics 1201Q with a grade of C or better. Students who elect to take this course without the 1201Q physics prerequisite course (or receive below a C in the course) will not be eligible for college credit but will receive a 5-wt credit for this course.

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

This course is a new course which will cover topics in Physics which are currently not offered. These include electricity, magnetism, waves, light, geometric optics, nuclear and quantum physics.

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

AP/UCONN Physics 1201Q (to receive college credit).

Students who want to take the course without college credit should have had an introductory physics course.

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.

Physics 2 |ECE

Grade 11-12

Full Year | 1 credit

STEM | Science

Prerequisite: A passing grade in AP Physics I ECE. Precalculus may be taken concurrently. Students wanting to take the course without college credit must complete an introductory physics course.

Wt 5

UCONN 1202Q will cover the fundamental laws of classical electricity and magnetism. In addition, the course will cover optics such as waves, light, and geometric optics, and introduce select topics of modern physics, including special relativity, nuclear physics, and quantum mechanics. Students will be eligible for four college credits through UConn's "Early College Experience" Program in Physics or elective credit. Students who did not take the UCONN 1201Q course will not be eligible to receive college credit, but will still receive a 5-weight for the course.

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.

Students in this course will be able to complete a full year of college physics if they take both UCONN 1201Q and 1202Q (8 College Credits). For students who do not take the course for college credit, this course allows them to explore more physical science within their course selection. We do not have upper-level physical science courses beyond AP Chemistry and UCONN Physics 1201Q. Students accelerating in the sciences are taking

AP Chemistry as their chemistry course and UCONN Physics 1201Q course as their physics course.

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?

The course will require College Physics- a strategic approach with Mastering Physics. It will cover second-semester physics topics that are currently not covered in the 1201Q course. The course is a non-calculus-based course that includes the principles of electromagnetic phenomena, including electromagnetic radiation, waves, and electrical circuits. Assessments will be given in a variety of ways, including the following: quizzes, exams, lab practicals, lab quizzes, and a final exam which will be provided by the UCONN Physics Department. This course will expose our students to college-level instruction and assessment.

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 requires a UCONN ECE-certified instructor. The textbook used would be the same as the textbook (new adoption) for Physics 1201Q. We would use the current staffing to teach this course. The new building has an additional physics lab (flexible space) that will be beneficial for this new course.

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

Title: *Digital Update College Physics a strategic approach 4th edition*

Author(s): Randall Knight, Brian Jones, and Stuart Field

Publisher: Pearson

Publication Date: 2023

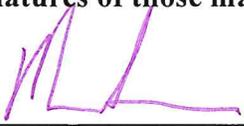
Reading Level: 1120L

Price per book and the number needed: \$182.

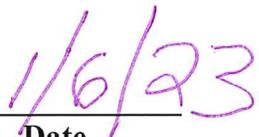
12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course offers an additional upper-level physical science course for our students. We would use current staffing for this course.

Signatures of those making this proposal:



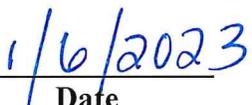
Teacher



Date



Department Chair (if applicable)



Date



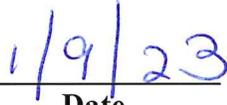
Principal



Date



Assistant Superintendent



Date

December 20, 2022

Mr. Marco Santarelli
New Fairfield High School
54 Gillotti Rd.
New Fairfield, CT 06812

Dear Mr. Santarelli,

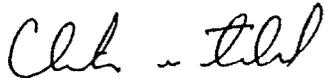
It is my pleasure to inform you of the expansion of your UConn Early College Experience certification to include certification to teach **PHYS 1202Q: General Physics II** at New Fairfield High School beginning with the 2023-2024 academic year. As a certified UConn ECE Instructor, you are an affiliate, a role similar to that of a University of Connecticut adjunct faculty member.

The courses in this program are university courses, and the content and level of work is determined by the University of Connecticut. A student must pass PHYS 1201Q with a grade of a "C" or higher to continue on to PHYS 1202Q. PHYS 1201Q and PHYS 1202Q cannot be taught concurrently. We encourage you to stay in contact with UConn ECE Faculty Coordinator for Physics, Dave Perry (dave.perry@uconn.edu) for clarification on any course related concerns. Certification requires ECE instructors to adhere to all standards set by the University of Connecticut and by NACEP (National Alliance of Concurrent Enrollment Partnerships). This includes attendance at a UConn ECE discipline specific professional development workshop once every other year to remain certified.

You will be notified of the next UConn ECE Physics workshop during the 2023-2024 academic year via the ECE Physics listserv (ECE_PHYSICS-L@LISTSERV.UCONN.EDU). Workshop and event dates are also posted to the ECE website's "Dates to Remember" section for reference. You will not need to participate in New Instructor Orientation again, however, should you have questions about PHYS 1202Q, please reach out to Dr. Perry prior to the start of the 2023-2024 academic year..

The UConn ECE Site Representative at New Fairfield High School is Stephanie Cheung. The site representative is responsible for overseeing the administrative aspects of the program at their school and are available to answer specific questions that you may have regarding program details. In addition, our administrative office staff is always available to assist you at (860) 486-1045. Many questions can also be answered on our website at www.ece.uconn.edu. I am glad to welcome you as an instructor in the program and to the University family. If I can be of any assistance, please let me know.

Sincerely,



Christopher Todd
Executive Director
Office of Early College Programs

cc: Dave Perry
James D'Amico
Stephanie Cheung



**New Fairfield Public Schools
Textbook Adoption Form**

"Textbooks are defined as that resource which provides 50% or more of the information upon which the program of instruction is based." (policy 6161)

Date of Recommendation: December 6, 2022

Staff Members Making the Recommendation: Jean Gephart and Marco Santarelli

Course: AP/ECE Physics

Grade(s): 11/12

Title: *Digital Update College Physics a strategic approach 4th edition*

Author(s): Randall Knight, Brian Jones, and Stuart Field

Publisher: Pearson

Publication Date: 2023

Reading Level: 1120L

Price per book and the number needed: \$182.

Support for the Recommended Textbook:

Content

1. Describe how the selected textbook is aligned with course curriculum and content standards.

College Physics- a strategic approach is a college-level textbook and is consistent with the topics and complexity of both AP Physics 1 and UCONN/ECE 1201Q.

2. Describe the accuracy and timeliness of the selected textbook.

This is the 4th Edition which is the current offering.

3. Describe how the textbook handles varying perspectives and points of view and demonstrates an unbiased approach to the content.

The textbook covers the principles of physics, which do not have any inherent biases. When humans are displayed pictorially, the textbook uses models of many ethnicities.

Instructional Match

4. Describe how the selected textbook supports our Vision of the Graduate and model of high-quality instruction.

The textbook and supplemental materials will support our Vision of the Graduate by providing critical thinking and problem-solving opportunities. In addition, the resources offer immediate feedback to student work within the program and model effective problem-solving with feedback and video instruction.

5. Describe elements of the textbook

College Physics: A Strategic Approach presents basic physics, using real world examples to engage students and connect physics with other fields such as biological sciences and architecture. From these connections, students learn in research-driven ways to understand why they are taking the course and how it applies to other areas.

Accessibility

6. Describe the text features and supplemental materials that provide enhanced accessibility.

The textbook will be a digital edition with access to the Mastering Physics suite of software tools. These tools will personalize the learning experience and help students achieve mastery.

7. What is the readability level of the textbook?

College Level science content. Lexile is 1120L

8. Describe how the textbook reflects diversity and inclusion regarding culture, gender, ethnicity, national origin, age, disability, sexual orientation, education, and religion.

The textbook covers physics principles with no inherent biases. When humans are displayed pictorially, the textbook uses models of many ethnicities.

9. Describe the supplementary materials that accompany the textbook and explain how they support student learning. Describe any errors or glitches that were encountered.

The textbook gives access to the textbook anytime and anywhere. It also includes access to Mastering Physics, a suite of software tools which helps personalize learning and improve results. Some key features of the textbook are:

- Physics Primer tutorial series helps students who struggle with the math and physics skills needed to succeed in their first college physics course.
- Early Alerts in Mastering use predictive analytics based on a student's work in Mastering, such as correct answers on the first try.
- Interactive Qualitative Prelecture Videos introduce key topics with embedded assessment to help students prepare before lecture and to help professors identify student misconceptions.
- Adaptive Follow-Ups provide targeted practice and coaching to help students master the material.
- Dynamic Study Modules are assignable modules that pose a series of question sets about a course topic.

Other Textbooks Reviewed: (if less than 2 others, explain)

1. Physics, Principles and Applications 7th Edition
2. Physics, 5th Edition James S. Walker

Mh

1/6/23

Teachers

Date

Jean Gmt

1/6/2023

Department Chair (if applicable)

Date

J. M. W.

1/6/23

Principal

Date

Julie Luby

1/10/23

Director of Curriculum or Assistant Superintendent

Date



**New Fairfield Public Schools
Textbook Evaluation Form**

"Textbooks are defined as that resource which provides 50% or more of the information upon which the program of instruction is based." (policy 6161)

Participating Staff Members: Marco Santarelli and Jean Gephart

Course: AP Physics/ECE and Physics 2 ECE

Grade(s): 11-12

<i>(Use Rubric Below)</i>	Textbook 1 Title: <i>College Physics a strategic approach AP Edition</i>	Textbook 2 Title: Giancoli Physics, Principles and Applications 7th Edition	Textbook 3 Title: Physics, 5th Edition James S. Walker
Publisher	Pearson	Pearson	Pearson
Year Published	2023	2021	2021
Price	\$182 (6-year digital)	Did not get quote due to publish date	Did not get quote due to publish date
Content			
Alignment	4	4	4
Accuracy	3	3	3
Instructional Match			
Alignment with NF's Vision of the Graduate	3	3	3
Design	4	3	3
Accessibility			
Clarity	3	3	3
Inclusivity	3	3	3
Add-ons	4	3	3
Total Team Rating	4	3	3
Notes	Includes Mastering Physics with the textbook.		

	RATING 1 - not at all 2 - somewhat 3 - generally 4 - mostly
Content	
Alignment	Content is aligned with course curriculum and content standards.
Accuracy	Content is free from errors, up to date, and unbiased.
Instructional Match	
Alignment with NF's Vision of the Graduate	Content is presented in an engaging manner and leads students to make meaning, think critically, and ask questions. The text promotes independence.
Design	Textbook contains a variety of instructional materials, including reflective questions, learning activities, and other features which promote learner engagement and active learning. Textbook contains a structured, clear, and logical progression of topics.
Accessibility	
Clarity	Textbook provides accessible and structured text and images to meet the needs of diverse learners. Readability is age/grade/setting appropriate.
Inclusivity	The textbook reflects diversity and inclusion regarding culture, gender, ethnicity, national origin, age, disability, sexual orientation, education, and religion.
Add-ons	Textbook has high-quality, supplementary materials which support student learning and are free of errors and glitches.