

## **Curriculum/Instruction Subcommittee**

Monday, February 26, 2024 7:00 PM

Meeting Access: Curriculum Subcommittee (2/26/24 at 7:00 p.m.) Web:  
<https://zoom.us/j/94964586798> Dial In: (929) 205-6099 Meeting ID: 949 6458  
6798 , 3 Brush Hill Road, New Fairfield, CT 06812

### **I. CALL TO ORDER**

### **II. APPROVAL OF THE MINUTES**

II.A. January 22, 2024 – Regular

### **III. INFORMATION ITEMS**

III.A. Strategic Planning Update

III.B. February Professional Learning Summary

III.C. PreK-12 Science Curriculum Vertical Articulation

III.D. Elementary Reading Pilot Update

### **IV. ACTION ITEMS**

V. **OTHER**

### **VI. ADJOURNMENT**

**BOARD OF EDUCATION, NEW FAIRFIELD, CT**  
**Curriculum Subcommittee Meeting**

Name of Subcommittee: Curriculum

Meeting type: Regular

Date of Meeting: 1/22/24

Minutes submitted by: Sue Huwer

Members present: Kathy Baker, Tim Blair, Greg Flanagan, Sue Huwer

Members absent:

Other attendees: Ken Craw, Allyson Story, Karen Gruetzner, James D'Amico, Dominic Cipollone, Ed Sbordone

Meeting Access: Curriculum Subcommittee (1/22/24 at 7:00 p.m.)

Web: <https://zoom.us/j/95267000653> Dial In: (929) 205-6099 Meeting ID: 952 6700 0653

Meeting called to order: at 7:00 p.m.

**II. ELECTION OF CHAIR**

**MOTION:** Made by: Greg Flanagan

Seconded by: Sue Huwer

To nominate Tim Blair as chair

**Recording of vote:** Aye – 3 Tim Blair, Greg Flanagan, Sue Huwer

Opposed – 1 Kathy Baker

**III. APPROVAL OF MINUTES**

A. November 27, 2023 – Regular Meeting

**Motion:** To approve the minutes of November 27, 2023

Made by: Greg Flanagan

Seconded by: Sue Huwer

**Recording of vote:** All in favor

**IV. INFORMATION ITEMS**

A. World Language Presentation and Discussion - Dr. Craw gave a presentation on the World Language Program which is exploring offering foreign language instruction in Spanish and French daily in the middle school next year. Presently, these languages are taught every other day there. Thought is also being given to offering foreign language instruction at a future time in MHHS and Consolidated, with a .6 FTE instructor, with no start time frame in place. More research needs to be done before final recommendations are made for middle school as well as the lower grades. The goal of increasing instruction in middle school is to raise performance level to the medium to high intermediate level by the time a student graduates from high school. Presently, it is at the low to middle intermediate range. French, Spanish, Italian, Mandarin Chinese and Latin are taught at the high school level. Latin is being phased out due to low interest and enrollment.

B. Strategic Planning Update - Dr. Craw updated members on the Strategic Plan. On Feb 6-7, Judith Wilson, the Consultant, will conduct parent focus groups on campus as well as discussions with selected BOE members and staff.

C. Adaptive Physical Education - This agenda item was tabled. Maria Kennedy will address this at another time.

D. Reading Pilot Update - Allyson Story gave an update on the K-5 Reading Pilot Program. Instructors will meet this week to plan implementation. Two State-approved curriculum programs, Wit and Wisdom and Bookworms, aimed at improving comprehension, have been selected. Students in 3-5 will be divided into 3 groups: one to each of the piloted programs and the third to continue with the present TC units. The history section of each pilot program was selected to align with the present curriculum for consistency. In the end, one of the pilot programs will be selected based on student performance and teacher feedback.

**V. ACTION ITEMS - none**

**VI. OTHER.**

**Motion to adjourn:** Made by: Tim Blair  
Recording of vote: All in favor

Seconded by: Susan Huwer  
**Meeting adjourned at:** 7:55 p.m.



# Professional Learning Summary



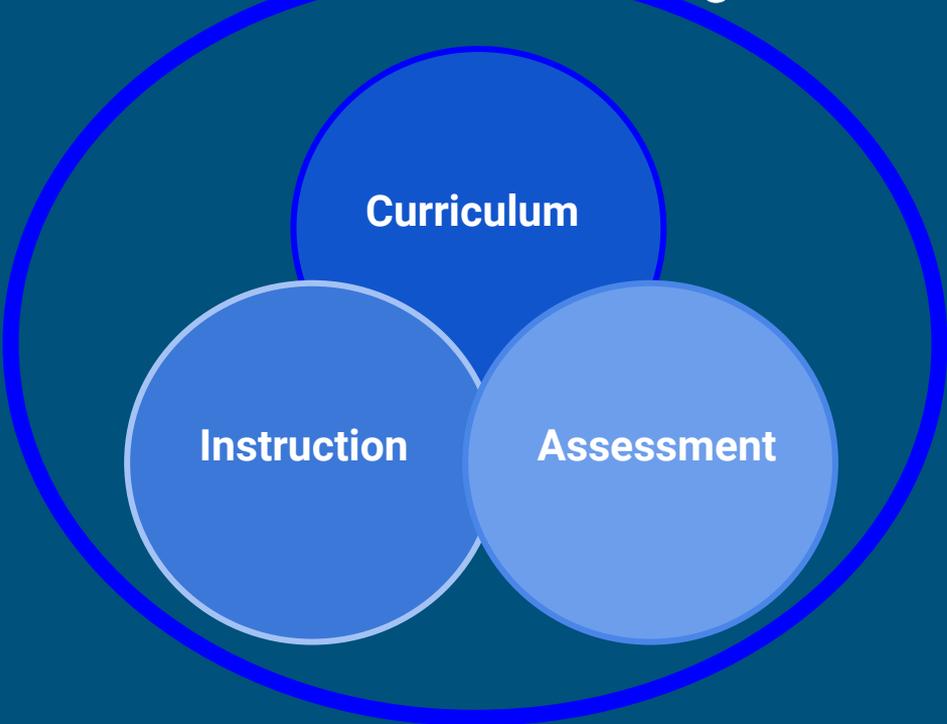
February, 2024  
New Fairfield Public Schools



# Strengthening Our Core Systems for Teaching and Learning



## Professional Learning



# Starting with Assessment Data

- Consolidated / Meeting House Hill School
- New Fairfield Middle School
- New Fairfield High School



Cross reference using your most recent data points from your daily instruction (Foundations, Heggerty, ESGI, ect. ) and REVISE as needed.

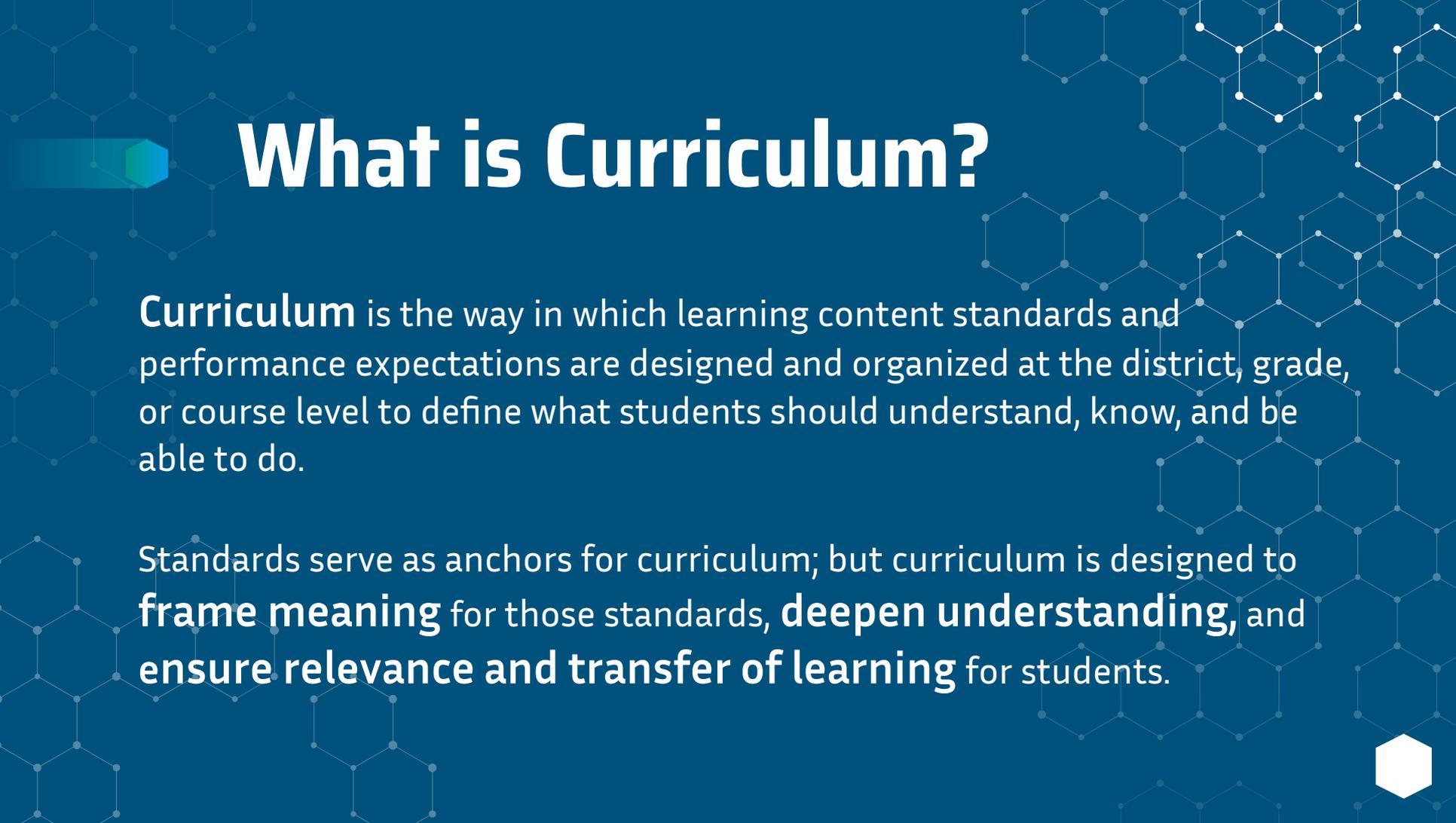
Prioritize a **GOAL**. Pinpoint **SKILL** and **STRATEGY** (and resource for planning). Decide how to progress monitor.

<b>Phonemic Awareness</b>		<b>Phonics</b>		<b>Vocab/Comp</b>
<i>First sound identification</i>	<i>Phoneme Segmentation</i>	<i>Letter-Sound Correspondence</i>	<i>Blending</i>	<i>Self-Monitoring/ Activating Prior Knowledge</i>
<i>Initial Phoneme Isolation using Heggerty</i>	<i>Segmenting in Phonemes using Heggerty</i>	<i>Tapping and blending using Foundations</i>	<i>Tapping and blending using Foundations</i>	<i>Compreh strategy progression resources</i>

# Growing Instruction

## PROFESSIONAL LEARNING DAY FEBRUARY 20, 2024

Grade/Dept.	Session	Facilitator	Location
Cons/MHHS grade-level teachers (AM/PM)	Math Discourse Science of Reading	Sharon Pare, Bridges Amy Cabral, Pam Lionetti	CM Cafeteria Staff Lounge
New Fairfield Middle School (AM)	8:00 - 11:00 One Trusted Adult/Behavior	Admin	MS CyberSpace
ELC, K-12 Special Education Teachers, Social Workers, School Psychologists, SLPs, OT/PT	Writing High Quality IEPs	Monika Krepzstul, Alex Lambert, Michelle Bouchard, David Lucian, Maria Kennedy	MS Cafeteria
9-12 English	Strategy, Discussion & Task Design with ELA Digital SAT	Jen Powers	HS 317
9-12 Math (AM) / 6-8 Math (PM)	Effective Formative Assessment within the Problem -Based Learning Approach	Lindsey Ramos - CREC	Room 208
6-8 ELA (PM)	"What Makes Good Writing?"	Jen Powers	CyberSpace & Breakout Locations
K-12 PE/Health	Learning About the Adaptive PE Process	Casey Aiezza & Mark Ottusch	NFHS Health Classroom
9-12 School Counselors	ASCA Webinar:"Keynote sessions,in-depth looks at hot topics in the school counseling profession."	Kim Laughlin	NFHS Counseling Confrence Room
6-12 Science Teachers	Crafting Tomorrow's Science Curriculum: NGSS Workshop for Secondary Teachers	Jean Gephart	HS 312 and Huddle Spaces
9-12 Social Studies	Curriculum work and new state standards	James D'Amico and Will Jones	NFHS 311
9-12 Technology Education	External PD on CTE VoG	EdAdvance	Room 109 Computer Lab
9-12 World Language & AP Coordinators	Using the World Language Lab for AP World Language Testing	Ernest Fabrizio-Garcia & Jay Carney (Sony Virtuoso)	NFHS Language Lab
6-12 Music	Band Jam Planning	Casey Hounsell, Jessica Pratt, Deanna Rivers	NFHS Band Room
6-8 ELA (PM)	"What Makes Good Writing?"	Jen Powers	CyberSpace & Breakout Locations
K-5 Art, Library, Music	Supporting Behavior in the Specials Areas	Allyson Story	CM Library



# What is Curriculum?

**Curriculum** is the way in which learning content standards and performance expectations are designed and organized at the district, grade, or course level to define what students should understand, know, and be able to do.

Standards serve as anchors for curriculum; but curriculum is designed to **frame meaning** for those standards, **deepen understanding**, and **ensure relevance and transfer of learning** for students.



# PreK-12 Vertical Articulation

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A shared process of PreK-12 vertical articulation leads to student learning that is intentionally aligned to the progression of curriculum Standards within the discipline and builds meaningfully the NFPS Vision of the Graduate across the years.



# Today's Session

**Greeting & Opening Video** (15-20 minutes)

**Revisiting Curriculum Philosophies** (10 minutes)

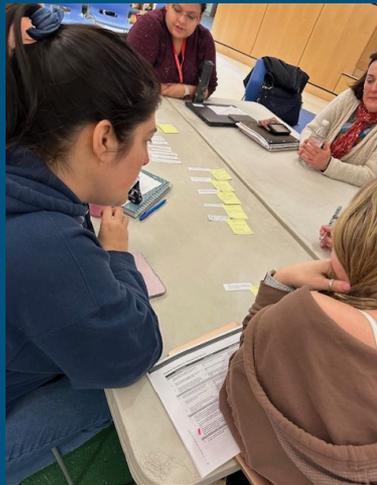
**Standards Building, PreK-12 - Vertical Articulation in Action**

- *Building the Standard* (35 minutes)
- *Unpacking the Standard* (35 minutes)
- *Students & the Standard ... Next Steps* (20 minutes)

**Communication ... How will we continue the conversation?** (15 minutes)

**Exit Ticket (Google form)** <https://forms.gle/sUyYtdytZjiwP6BD8>





# Feedback, Feedforward

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- It's always interesting to see how each standard is built upon the others. So you can see the impact each grade has on student learning.
- I was not thinking about the different levels of understanding that are present in all grade levels. The activity was helpful because it showed that the learning is not a straight line but rather a cycle moving upwards.
- It was very beneficial to work in a small group of mixed grade level and be able to relate and see what everyone else was bringing to the whole group and how one impacts the next.
- There are more commonalities than we realized. We need to be consistent with our approach and vocabulary, so students can make connections from grade to grade.

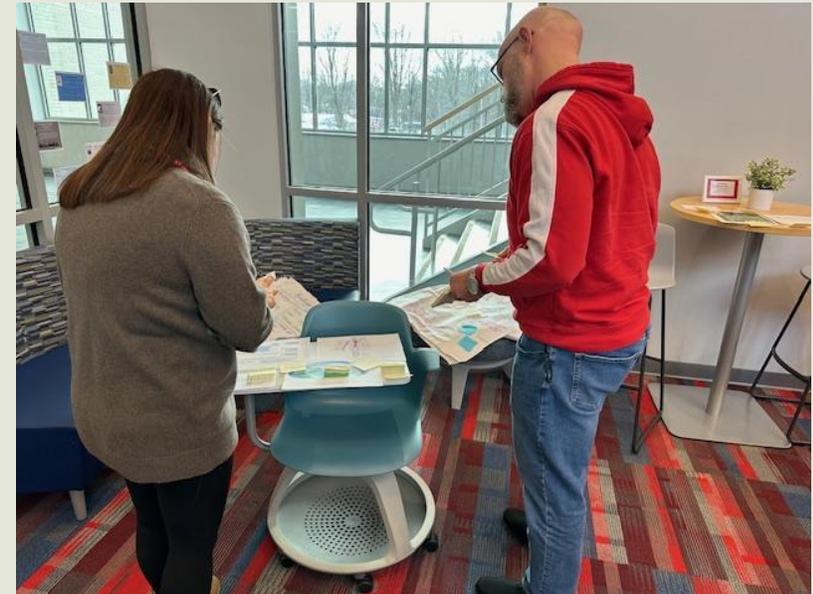
# Feedback, Feedforward

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- I was very impressed by the structure of today's PD.
- I would love more opportunities like this ... and would welcome more opportunities to develop and grow together as a district.
- I am very excited to see the district paying more attention to alignment and look forward to how we can better support our students.
- I like the direction we are heading in!
- This was the best PD of the year.
- I hope that we can continue to have these vertical conversations.

# Science Vertical Articulation

February 16, 2024



# NGSS Standards

Cross-cutting concepts provide students with tools to make connections between different areas of science and apply their learning to real-world phenomena.

MS-PS1-2 Matter and its Interactions		
<p>Students who demonstrate understanding can:</p> <p><b>MS-PS1-2.</b> Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.] [Assessment boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]</p>		
<p>The performance expectation above was developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>:</p>		
<p><b>Science and Engineering Practices</b></p> <p><b>Analyzing and Interpreting Data</b> Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"><li>Analyze and interpret data to determine similarities and differences in findings.</li></ul> <hr/> <p><b>Connections to Nature of Science</b></p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"><li>Science knowledge is based upon logical and conceptual connections between evidence and explanations.</li></ul>	<p><b>Disciplinary Core Ideas</b></p> <p><b>PS1.A: Structure and Properties of Matter</b></p> <ul style="list-style-type: none"><li>Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.</li></ul> <p><b>PS1.B: Chemical Reactions</b></p> <ul style="list-style-type: none"><li>Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.</li></ul>	<p><b>Crosscutting Concepts</b></p> <p><b>Patterns</b></p> <ul style="list-style-type: none"><li>Macroscopic patterns are related to the nature of microscopic and atomic-level structure.</li></ul>

## Cross-Cutting Concepts

Identify the CCC that unifies the examples

- Patterns
- Cause and effect
- Scale, proportion, and quantity
- Systems and system models
- Energy and matter
- Structure and function
- Stability and change

Rachel was so excited to see her best friend Alex back at school. Alex had been out sick with the flu the last couple days.

While the two friends were eating lunch together in the cafeteria, Alex offered Rachel a sip of his juice, because he knew it was her favorite flavor (orange!). But because Rachel shared Alex's drink, she got the flu a week later.

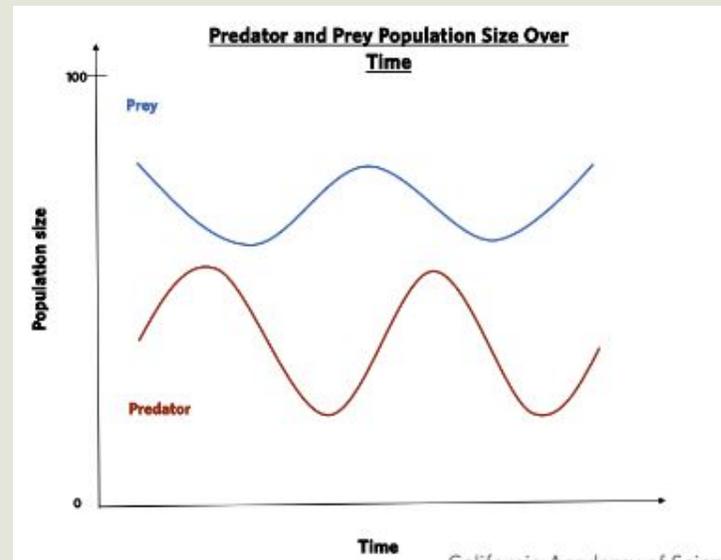
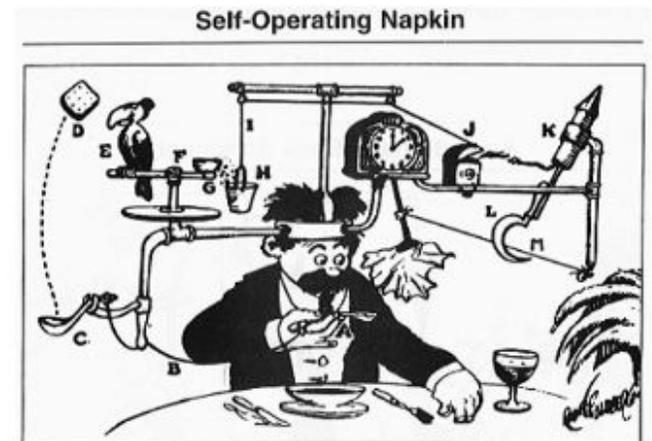


Diagram of a Rube Goldberg machine



## Cause and Effect: Mechanism and Prediction – Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships and the mechanisms by which they are mediated is a major activity of science and engineering.

### K-2

- Events have causes that generate observable patterns.
- Simple tests can be designed to gather evidence to support or refute student ideas about causes.

### 3-5

- Cause and effect relationships are routinely identified, tested, and used to explain change.
- Events that occur together with regularity might or might not be a cause-and-effect relationship.

### 6-8

- Relationships can be classified as causal or correlational; correlation does not necessarily imply causation.
- Cause and effect relationships may be used to predict phenomena in natural or designed systems.
- Phenomena may have more than one cause, and some cause-and-effect relationships in systems can only be described using probability.

### 9-12

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.
- Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system.
- Systems can be designed to cause a desired effect.
- Changes in systems may have various causes that may not have equal effects.

# How can we examine one phenomenon using one CCC through different levels?

Using Post-It notes, choose one CCC and write down how this phenomenon can be examined at the K-2, 3-5, 6-8, and 9-12 levels.



# K-12 Science Team

## What did vertical articulation mean to us?

- This collaboration strengthened communication and teamwork, as well as the sharing of insights and experiences among teachers.
- This time provided an opportunity for teachers to see how they are members of a team with a shared programmatic responsibility.
- Teachers spent time learning, sharing, and building relationships that will foster ongoing communication across buildings.

