

Agenda

- I. **Call to Order / WebEx Login**
<https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=mc0292d78fb4578c9b1a3d5c257ec1e3b>

Meeting number (access code): 2492 636 7694
Meeting password: 3iS93FkSnYR

This meeting is being conducted as a hybrid meeting consistent with Connecticut Public Act 22-3. The public may attend in person at the location indicated above, with social distancing required. The public may also attend electronically via WebEx via the link provided above.
- II. **Public Comment - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time. Please feel free to submit Public Comments via email to mdegennaro@woodbridgeps.org***
- III. **TAG and Pre-Algebra Update**
- IV. **Reading Waiver Update**
- V. **Overview of BRS Specials (Goals, Curriculum, Approach etc.)**
- VI. **Adjourn**



Specials: An Overview

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BOE Curriculum Committee
February 2023

Overall goals

In the Woodbridge School District we believe that:

- Meeting academic, artistic, behavioral, social, emotional and physical needs is essential in educating the whole child.
- Through these opportunities students are able to explore and develop habits and skills that ensure a well-rounded learner. Specials encourage critical thinking, creativity, problem solving, and cooperation.
- We have a responsibility to prepare our students for a rapidly changing world that includes the integration and use of technology.





Specialist Subjects

Health/PE

General
Music/Instrumental Music

World Language

Library/Technology

Art

6 day cycle schedule

Health: K-6: 1x/6 day cycle

PE: K-2: 3x/6 day cycle
3-4: 2x/6 day cycle
5-6: 3x/6 day cycle

General Music: K: 3x/6 day cycle
1-5: 2x/6 day cycle
6: 1 OR 2x/6 day cycle

Instrumental Music: 6: 1x/6 day cycle

World Language: K: 1x/6 day cycle
1-3: 2x/6 day cycle
4: 3x/6 day cycle
5-6: 4x/6 day cycle

Library/Technology: K-4 2x/6 day cycle
3: 1 extra technology

Art: K-6 2x/6 day cycle

*Includes MAG 1-4 in associated grade level

Example

schedules

A	B	C	D	E	F
Tech	Health (B)	Spanish (C)	Art (G)	PE (T)	PE (T)
Library	Spanish (C)	PE (L)	Art (G)	Music (F)	Music (F)

Grade 1

Art (A)	PE (B)	Library/Tech	Music (F)	Music (F)	PE (L)
Art (A)	Spanish (C)	Health (B)	Spanish (C)	Spanish (C)	PE (L)

Grade 5

Health

Curriculum is based off of the National Health Standards for students in grades K-6. Primary curriculum resource utilized is The Great Body Shop.

The curriculum is designed to encourage learners to maintain and improve their health, prevent disease, reduce health-related risk behaviors and develop and demonstrate health-related knowledge, attitudes, skills and practices.

Health Content Strands includes:

Substance Abuse

Injury and personal safety

Disease and Illness prevention

Growth and development

Consumer and environmental health

Violence Prevention

Fitness and Nutrition

Body Systems

Illness and disease prevention

Social/emotional learning is integrated into many units throughout the year.



Physical Education

A focus is on student movement and development of fine and gross motor skills as well as team work and respectful sportsmanship. Healthy habits for healthy lifestyles will be practiced through a variety of units including:

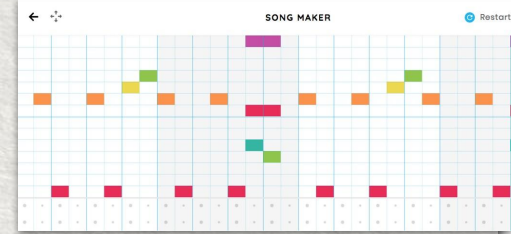
Physical fitness - preparing students for lifelong physical activity through regular, consistent warm-ups, routines and workouts.

Cooperative activities - encourage team building and community building

Team sports - fundamental skills are taught as well as basic gameplay for soccer, football, volleyball, basketball, pickleball, floor hockey, badminton etc.

Additional activities - such as basic gymnastics, rope climbing, fine and gross motor skills etc.





Music

In music, students are becoming well-rounded musicians through studies focused in **creating, performing, responding, and connecting**. Through these skills, we can address a wide range of skills!

Create	Perform	Respond	Connect
<ul style="list-style-type: none">• Composition• Improvisation	<ul style="list-style-type: none">• Band• Choir• Orchestra <p>...but we also perform for each other as early as K!</p>	<ul style="list-style-type: none">• Analyze• Interpret• Evaluate	<ul style="list-style-type: none">• Why do we create, perform, and respond the way that we do?• How does music relate to other arts, disciplines, and real life?



World Language

Themes:

K: Basic conversational skills: greetings, colors, shapes, numbers, family and days of the week.

1: Expand themes such as animals, fruits, vegetables and adjectives to begin simple sentence formation.

2: Continuation and additional unit centered upon Mexico including heritage and culture, geography.

3: Shared conversational experiences, integrated technology.

4: Ongoing conversational experiences and projects (classroom items, places in a city, neighborhood vocabulary etc.)

5: Increased focus on interpersonal and presentation skills with technology. Instructional unit focused upon a visit from an exchange student.

6: Units include travel, nutrition/health and strong focus on integration of all disciplines (reading/writing/speaking/listening)



Library

- Lessons are based on AASL (American Association of School Librarians) Standards and Future Ready Librarian Framework
- K: **Navigating** the Library, **selecting and caring for library books**, comparing **nonfiction and fiction**, exploring similarities and differences in cultures and global communities
- 1: Year-long focus on **fact versus fiction**, learning **research strategies** through bee research,, becoming **discerning consumers** of information, **inferring character emotions** in shared read-aloud chapter book
- 2: Identifying literature **genre characteristics**, learning **research strategies** through Loch Ness texts, Black History Month Research using **primary sources**
- 3: Study of **different genres**, focus on **changing misconceptions through research** using a study of the “First Thanksgiving,” trying new genres and challenging ourselves as readers
- 4: Aesthetic reading, region research using databases, identifying “windows, mirrors, and sliding glass doors” in literature
- 5-6: Book talks to support aesthetic reading, formal citation instruction, independent leadership opportunities through Library Squad
- School-wide: Highlighting cultures and holidays to increase global awareness and strengthening our interconnectedness, author visits to inspire students as readers and writers, outdoor reads, Empathy Week, guest readers, Makerspace

Technology

Lessons are based on ISTE (International Society for Technology in Education) and CSS (Computer Science Standards).

Core technology competencies include:

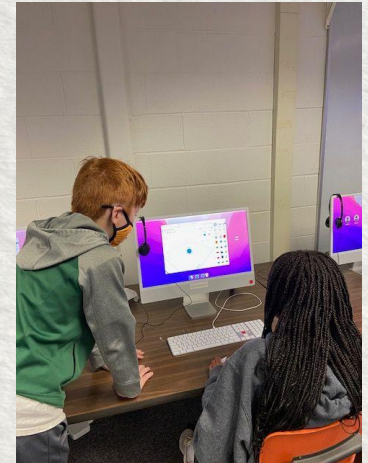
K/1: Basic computer skills and navigation, digital creations, coding and robotics

2: Typing skills, applying typing skills with a historical figures in technology

3: Google Suite navigation and usage including slides, docs, classroom. Coding, robotics, 3D printing with real-world applications

4: Digital citizenship, cyberbullying, private vs. personal information, copyright, historic figures in STEM and ongoing applications of Google suite.

5: Website navigation and design, 3D printing, careers in technology, robotics and beginning HTML



Art

Visual art education encourages students to become critical observers of their environment and understand that art is integral to their lives. We believe that children of all ages should be exposed to inspiring examples of art from diverse time periods and cultures in our world. Additionally, students should be encouraged to draw, paint, and create based on their own unique perspectives. Learners should feel free to create and express themselves through their artwork.

Primary students: focus on art concepts such as lines, patterns and designs. Students also study primary and secondary colors. Students will learn about various artists throughout history and incorporate interdisciplinary and cooperative art experiences into their experiences

Intermediate students: artists in these grades begin to explore their own self-expression and creativity throughout the year. Students use a variety of media including drawing, painting, collage making, sculpture and clay etc.



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Thank

You!