

Curriculum/Policy/Technology/Communications Subcommittee Meeting  
Wednesday, October 21, 2009 5:30 PM Eastern

Curriculum/Policy/Technology/Communication Subcommittee Meeting  
15-B North Granby Road  
Granby, CT 06035

- I. Director of Elementary and Secondary Education Updates
- II. Follow-Up Discussion on Instructional Plan
- III. Follow-Up Discussion on Grading Issues
- IV. Homework Policy
- V. New Policies for Consideration per CABE Policy Audit
- VI. New Texts
- VII. New Courses
- VIII. Other

## Monthly Elementary Curriculum Report: October 2009

- Explore possible relationship with UCONN consultant on Multicultural Education/21<sup>st</sup> century diversity perspectives for staff training and support
- Other multicultural/21<sup>st</sup> century activities: Open Choice Conversations at CREC, Granby's monthly Choice support group meeting, half day New England Conference on Multicultural Education
- Work with elementary principals on SMART goals and School Improvement Plans
- Consult as requested on grade level team SMART goals
- Meet with 13 individual teachers who I supervise/evaluate for goal setting conferences
- Work on Plus One budget requests
- Work with Pat Law to lead teaching and learning segment of Administrative Council meetings (format of SIP presentations and SMART goal forms for consistency)
- Consult on Teacher Leadership Academies (Cohort 1 & 2)
- Work closely with Holcomb Farm on managing Link and Learn grant
- October 6 early release day: plan activities for grade level teams around common assessments and present on curriculum development process and web-based template (CEMA) with primary staff
- Plan format for vertical articulation meetings (K-1, 2-3, 4-5, 6-7)
- Host Nancy Boyles at three elementary schools for lesson modeling and debriefing with teachers on reading comprehension strategies, gradual release of responsibility, and whole versus small group lesson design—Thanks to Deb Pattison for doing most of the logistics
- Attend Conn CASE leadership conference on variety of Special Education themes (RTI, LD Guidelines)
- Participate in regular monthly meetings: meet with superintendent, Admin Council & Operations, Elementary Admin Council, Teacher leadership Academies (Cohort 1 & 2), Diagnostic team, school based special ed meetings (when available), weekly Central Services staff meeting, Classroom Walkthrough (Kelly Lane in Oct)
- Produced Fall Technology Newsletter
- Set up Assistive Technology contract with CREC technology PD specialist: arrange for first two training sessions on Book Share software

- Confer with consulting teachers/principals on November 3 PD topics: writing instruction at elementary, Crisis Prevention Training for elementary SpEd staff
- Share communications from state and other outside organizations with appropriate staff
- Finalize professional development registration process with new Business Office software
- Sub for Alan as needed: opening remarks at Teacher Leader Academy, opening remarks at PTO meeting
- Work on Consolidate grant application (Title II, III, IV)

## Monthly Curriculum Sub-committee Report

From: Patricia Law, Director of Secondary Education

Date: October 2009

### Professional Development:

- ½ day PD for MS and HS teachers – October 6<sup>th</sup>; focus on School Improvement plans and use of data to support the plans as well as Naviance(guidance web-based career and post-secondary program); workshops were presented by teachers and Director of Secondary Education
- Planning for full day PD on November 3<sup>rd</sup> – focus will be common assessments and data use related to School Improvement Plans at MS and HS
- Assistive Technology training with outside trainer for MS and HS resource teachers in Oct and Nov

### Curriculum:

- New course development for art, SPED, American Studies
- New text selection for courses
- Beginning curriculum audit for HS Business and Social Studies departments based on new SS standards and Perkins grant requirements
- Developed MS and HS curriculum overview in order to plan for curriculum review and revision process
- Oversight of District student achievement goal and instructional plan

### Committee Work:

- Participated in H1N1 planning webinar
- Attending Emergency Planning for Schools 2 day training
- Overseeing ID badge and security updates for buildings
- Attending monthly H1N1 meetings and developing protocols for response to outbreak

### Other:

- Monitoring ELL progress, programming and testing
- Leading PPTs as needed; oversight of out placed students
- Ongoing SMART goal work with building principals and PLC teams
- Participation in Marzano webinar to support current HS and MS work with walkthroughs and Best Instructional Practices – Oct 14
- FY 11 budget development

### Monthly Meetings:

- Diagnostic Team (SPED)
- Ad Council
- District Walkthroughs
- Teacher Leadership Academy
- Principals Seminar
- DLT (District Leadership Team)
- Bi monthly building admin meetings
- Ongoing PLC team meetings at MS and HS
- CAS meetings at HS and MS
- HS and MS department meetings as needed (regular ed. and SPED)
- Superintendent Meeting
- Guidance meetings at HS related to new course work/proposals
- BOE as needed



# District Instructional Plan

## “Belief” Words or Themes

- Productive, responsible citizenship
- Each student can learn
- Equitable access
- Positive relationships
- Models
- Connections – home, school, community
- Respecting dignity
- Strong work ethic
- Challenging systemic
- Standards-based
- Respect and dignity
- Reflective evaluation
- Rigorous curriculum
- Strengthen family school relationships
- Active engagement in learning
- Learn at different rates

## “Mission” Words or Themes

- Maximum potential
- Productive citizens
- Enduring love for learning
- 21st Century citizens
- Diverse, multicultural, international communities
- Empowers
- Challenging
- Supportive
- Create life-long learners
- High quality, world class education
- Success for every student
- Highest level of measurable performance
- Rigorous performance
- Standards-based

## “Vision” Words or Themes

- Dynamic
- Responsible
- Learning communities
- Multicultural society
- Contribute to society
- Achieve to highest potential
- 21<sup>st</sup> Century skills/Global economy
- Inspire
- Enduring (life-time learners)
- High quality education
- Fundamental right of every student
- Contributing member of a global society

## Linking 2009 Mission Statement language with past and ongoing district themes and priorities

The following documents or artifacts were examined and mined to generate a list of themes and priorities that have been part of district improvement efforts over the last two years (2007-08, 2008-09):

- Superintendent's *Vision* Supplement to the *Granby Drummer* (Fall, Winter, and Spring editions) 2008-09
- Report to the Board of Education on 21<sup>st</sup> Century Skills by task group of International Education Committee 2007
- Power Point presentations to BOE, Administrative Council, and District Leadership Team on the Instructional Plan, Student Centered Learning, and other topics 2008-2009
- Documents on Mission, Vision, and Belief Statements generated by the District Leadership Team Spring 2009

Significant Term or Theme	Link to Mission Statement
Global education	Mission statement language
Meeting the needs of all students	Mission statement language
Consistency of Practice	Reason for revisiting mission statement
Personalization, Wellness, Citizenship	Compassionate Contributor, 21 <sup>st</sup> Century skills, tasks of significance
Excellence in Academic Achievement	Powerful Thinker, Effective Collaborator
Rigorous classes	Powerful Thinker, Effective Collaborator
Prepare students to succeed in a 4 year competitive college	Mission statement language
Individual attention and support	Powerful Thinker, Effective Collaborator, Compassionate Contributor
Competitive global society	Mission statement language
Engaging and rigorous curriculum	Effective Collaborator
Problem solving and cooperative learning	Effective Collaborator
Student Success Plans	Effective Collaborator
World Language Programming	Effective Collaborator, Mission Statement
Focus on Student Learning	Powerful Thinkers
Reaching out into the community and building community ties	Compassionate Contributor
Clarity of purpose	Reason for revisiting mission statement
High standards for ALL students	Mission statement
Professional Learning Communities	Structure for managing adult actions to improve student outcomes
Beliefs, Mission, and Vision	Reason for revisiting mission statement
Information and Communication Skills	Powerful Thinker, Effective Collaborator
Thinking and Problem Solving Skills	Powerful Thinker, Effective Collaborator
Productivity Skills	Powerful Thinker, Effective Collaborator

21 <sup>st</sup> Century Mission	Mission statement
21 <sup>st</sup> Century Curriculum	Measured in Tasks of Significance
Real world examples, applications, and experiences	Effective Collaborator
Prepared to participate in a global society	Compassionate Contributor, Effective Collaborator, Powerful Thinker
21 <sup>st</sup> Century Tools/Technology	Effective Collaborator
High Quality Common Assessments	Powerful Thinkers

This list represents a quick over of the terms and issues that are documented in district communications both within the district and with the BOE and community. This is not an exhaustive list but represents some of the many linkages between past efforts and priorities and the new Mission statement to show continuity and connection in thinking and efforts.

**GRANBY PUBLIC SCHOOLS**  
**GRANBY, CONNECTICUT**

**RECOMMENDATION FOR A NEW TEXTBOOK**  
**BOE CURRICULUM SUBCOMMITTEE**

Page 1: overview

Course: AP Language and Composition

Title of Book: First We Read, Then We Write: Emerson on the Creative Process by Robert D. Richardson

Publisher: University of Iowa Press Author(s): Robert D. Richardson

Copyright date: 2009 Edition: First Edition

Cost per student edition: 19.95

Budgeted item? If approved, will request as new text item

Text nominated/evaluated by: L. Touchette, K. Kudish-McManus

Other texts reviewed:

Title	Publisher	Copyright
<u>The Writing Life by Annie Dillard</u>	<u>HarperCollins Publishers</u>	<u>1990</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Text being replaced: n/a  
(include title and copyright)

Reason a new text is being requested: This college text will support advanced writing by examining the creative and metacognitive processes of writing within the framework of the observations and writings of essayist and philosopher Ralph Waldo Emerson. As the course moves to include more juniors, who are required to take American Literature, this book provides a bridge from the vision of Emerson as a philosopher to Emerson as a writer, while exploring his creative process.

Unique features of text selected: \_\_\_\_\_ chapters break writing into process elements; each includes reflections on writing and the writing process by Emerson. Each chapter examines the component of the writing process by asking readers to examine their own inspirations, methods, and chosen conventions.

Page 2: rating

	0 (low)	5 (high)
Textbook focus on major objectives of course	0	1 2 3 4 <u>5</u>
Text reflects key concepts/big ideas from CT Frameworks/ curriculum -----	0	1 2 3 4 <u>5</u>
Subject matter geared to interest, ability, needs of students	0	1 2 3 4 <u>5</u>
Text utilizes grade appropriate ideas, concepts, skills, vocabulary	0	1 2 3 4 <u>5</u>
Critical thinking and problem solving strategies are evident	0	1 2 3 4 <u>5</u>
Suggests a variety of activities for multiple intelligences/ learning styles	n/a	0 1 2 3 4 5

Suggested activities inspire creativity & extension where possible n/a	0 1 2 3 4 5
Suggested activities encourage collaboration with other students n/a	0 1 2 3 4 5
Allows for ancillary exercises to develop mastery of concepts/ skills n/a	0 1 2 3 4 5
Text, or support materials, includes suggestions for both remediation and enrichment n/a	0 1 2 3 4 5
Text features improve and enhance clarity	0 1 2 3 4 <u>5</u>
Text includes useful supports for students in appendix, glossary, resource section -----	0 1 2 3 4 <u>5</u>
Incorporates the use of technology for extension n/a	0 1 2 3 4 5
Written and pictorial content reflect the pluralistic, multi-ethnic nature of our society , both past and present n/a	0 1 2 3 4 5
Gender equity is evident n/a	0 1 2 3 4 5
Content is relevant over a period of years (not quickly outdated)	0 1 2 3 4 <u>5</u>
<hr/>	
Overall rating	0 1 2 3 4 <u>5</u>

**GRANBY PUBLIC SCHOOLS**  
**GRANBY, CONNECTICUT**

**RECOMMENDATION FOR A NEW TEXTBOOK**  
**BOE CURRICULUM SUBCOMMITTEE**

Page 1: overview

Course: English 10-Honors Archetypes in World Literature

Title of Book: Candide, or Optimism

Publisher: Penquin Classics Author(s): Voltaire

Copyright date: n/a written in 1754 Edition: Penguin translation 2005

Cost per student edition: 12.--

Budgeted item? If approved, a budgetary request will be made in the 2010-2011 budget proposal

Text nominated/evaluated by: Linda Touchette, Caroline Wizeman

Other texts reviewed:

Title	Publisher	Copyright
N/A		

Text being replaced: n/a

(include title and copyright)

Reason a new text is being requested: Candide by Voltaire is considered one of the masterworks of satire. This novel provides an excellent foundation work with which to teach the components of satire. Additionally, the addition of Candide written by the Frenchman, Voltaire, during the early years of the Enlightenment, broadens the course's world offerings and reinforces students' understanding of tenets of this time period in history.

Unique features of text selected: Particularly, the Penguin classic edition offers a section of notes that identify and explain references in the novel, as well as various historical events, terms, and cultural norms of the time period in which Candide was written.

		0 (low)	1	2	3	4	5 (high)
Textbook focus on major objectives of course		0	1	2	3	4	<u>5</u>
Text reflects key concepts/big ideas from CT Frameworks/ curriculum		0	1	2	3	4	<u>5</u>
-----							
Subject matter geared to interest, ability, needs of students		0	1	2	3	4	<u>5</u>
Text utilizes grade appropriate ideas, concepts, skills, vocabulary		0	1	2	3	4	<u>5</u>
Critical thinking and problem solving strategies are evident	n/a	0	1	2	3	4	5
Suggests a variety of activities for multiple intelligences/ learning styles	n/a	0	1	2	3	4	5
Suggested activities inspire creativity & extension where possible	n/a	0	1	2	3	4	5
Suggested activities encourage collaboration with other students	n/a	0	1	2	3	4	5
-----							
Allows for ancillary exercises to develop mastery of concepts/ skills	n/a	0	1	2	3	4	5
Text, or support materials, includes suggestions for both remediation and enrichment	n/a	0	1	2	3	4	5
Text features improve and enhance clarity		0	1	2	3	4	<u>5</u>
Text includes useful supports for students in appendix, glossary, resource section		0	1	2	3	4	<u>5</u>
-----							
Incorporates the use of technology for extension	n/a	0	1	2	3	4	5
Written and pictorial content reflect the pluralistic, multi-ethnic nature of our society , both past and present	n/a	0	1	2	3	4	5

Gender equity is evident

n/a 0 1 2 3 4 5

Content is relevant over a period of years (not quickly outdated) 0 1 2 3 4 5

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Overall rating

0 1 2 3 4 5

**GRANBY PUBLIC SCHOOLS**  
**GRANBY, CONNECTICUT**

**RECOMMENDATION FOR A NEW TEXTBOOK**  
**BOE CURRICULUM SUBCOMMITTEE**

Page 1: overview

Course: Mass Media

Title of Book: Feed

Publisher: Candlewick Press Author(s): M.T. Anderson

Copyright date: 2002 Edition: N/A

Cost per student edition: \$7.99

Budgeted item? Pending approval, will be part of the 2010-2011 budget

Text nominated/evaluated by: Jessica Oliva & Caroline Wizeman

Other texts reviewed:

Title	Publisher	Copyright
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Text being replaced: N/A

(include title and copyright)

Reason a new text is being requested: This work of fiction relates to the majority of the major course concepts, and it will help students analyze, evaluate, and apply the major concepts as a final culmination of the course.

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Unique features of text selected: This young adult novel written by M.T.

Anderson in 2002 is a representation of our present world in the future. The characters in this book are completely human, although they have learned to use technology to alter their abilities. The advancements in technology impact the everyday lives of the individuals in this society, especially the way they communicate with each other and their role as consumers in society.

As you read you should take active reading notes, make connections to the course concepts from other units, and consider the following essential questions:

- To what extent do media influence personal appearance and self image?
- To what extent should the government control media and marketing?
- How has the internet changed the way we communicate and interact with others?

Page 2: rating

	0 (low)	5 (high)
Textbook focus on major objectives of course	0 1 2 3 4	5
Text reflects key concepts/big ideas from CT Frameworks/ curriculum	0 1 2 3 4	5
----- Subject matter geared to interest, ability, needs of students	0 1 2 3 4	5
Text utilizes grade appropriate ideas, concepts, skills, vocabulary	0 1 2 3 4	5

Critical thinking and problem solving strategies are evident 0 1 2 3 4 (5)

Suggests a variety of activities for multiple intelligences/  
learning styles N/A - novel 0 1 2 3 4 5

Suggested activities inspire creativity & extension where possible 0 1 2 3 4 5  
N/A - novel

Suggested activities encourage collaboration with other students 0 1 2 3 4 5  
----- N/A - novel

Allows for ancillary exercises to develop mastery of concepts/  
skills 0 1 2 3 4 (5)

Text, or support materials, includes suggestions for both  
remediation and enrichment 0 1 2 3 4 5  
N/A - novel

Text features improve and enhance clarity 0 1 2 3 4 5  
N/A - novel

Text includes useful supports for students in appendix,  
glossary, resource section N/A - novel 0 1 2 3 4 5  
-----

Incorporates the use of technology for extension 0 1 2 3 4 (5)

Written and pictorial content reflect the pluralistic, multi-ethnic  
nature of our society , both past and present 0 1 2 3 4 (5)

Gender equity is evident 0 1 2 3 4 (5)

Content is relevant over a period of years (not quickly outdated) 0 1 2 3 4 (5)

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Overall rating 0 1 2 3 4 (5)

GRANBY PUBLIC SCHOOLS  
GRANBY, CT

APPROVAL OF A NEW TEXT

Date \_\_\_\_\_

This text \_\_\_\_\_  
has been authorized by the parties who have signed below to be used in

\_\_\_\_\_  
(course title, grade, or subject).

\_\_\_\_\_  
Susan Domanico Director of Elementary Education  
Patricia Law, Director of Secondary Education

Date \_\_\_\_\_

\_\_\_\_\_  
Ben Perron  
Chair of the Curriculum Subcommittee

Date \_\_\_\_\_

\_\_\_\_\_  
Cal Heminway  
Chair of the Board of Education (final approval)

Date \_\_\_\_\_

**Grade 9/10 Curriculum**

**I = Introduced M = Maintained R = Reviewed**

**SEMESTER 1: DIRECT TEACHING**

**SEMESTER 2: MAINTENANCE/MONITORING**

**Resource Activities: Daily/Weekly**

- |  |       |        |
|--|-------|--------|
| 1. Word/Problem of the day                           | Gr. 9 | Gr. 10 |
| 2. Making flashcards for vocabulary                  |       | both   |
| 3. How to read/follow directions on worksheets/tests |       | both   |
| 4. Test vocabulary (see test-taking strategies)      |       | both   |
| 5. Prepare students for student-led PPT              |       | both   |
| 6. Practice CAPT                                     |       | both   |

**A. Learning Styles and Strengths**

- |  |   |     |
|--|---|-----|
| 1) Learning Style Assessment                             |   |     |
| a. Things That Make You Special                          | I |     |
| b. Likes/Dislikes  | I |     |
| c. Learning Strengths and Weaknesses                     | I |     |
| d. Skills  | I |     |
| e. CITE Learning Styles (Self Advocacy binder)           |   | I   |
| 2) Disability Awareness                                  |   |     |
| a. Review IEP's individually                             | I | R,M |
| b. Complete Disability Survey                            | I | R,M |
| i. Prepare reflection                                    |   |     |
| a. What do you know about your disability?               | I | R,M |
| b. How does your disability impact your learning?        | I | R,M |
| c. What do you need to make you successful?              | I | R,M |
| ii. Educate regarding disabilities using books as needed | I | R,M |
| c. Educational Reflection                                |   |     |
| i. Summary of Performance                                | I | I   |
| ii. Student-led PPT                                      | I | I   |

**B. Transition (refer to grade 9/10 separate curriculum)**

- |  |   |     |
|--|---|-----|
| 1) Career Exploration                                    |   |     |
| a. Interest Inventory (Holland Codes)                    | I |     |
| i. possible careers- list at least 2 and research online | I | R,M |
| ii. entry level resume                                   | I | R,M |
| b. Naviance web quest for careers                        |   | I   |
| i. researching jobs/schools                              |   | I   |
| 2) Job Skills  |   |     |
| a. mentoring   |   | I   |
| b. job shadow day  | I | R/M |
| c. job applications                                      |   | I   |
| d. interviewing  |   | I   |

## 7. Study Skills

- |  |   |     |
|--|---|-----|
| 1) Strategies for learning   |   |     |
| A. Plagiarism- what it is; how to avoid it<br>(LP hardcover p. 171; WB p. 128) | I | R,M |
| a. CRISS Know Your Textbook  | I | R,M |
| b. 1 <sup>st</sup> Letter Mnemonics  | I | R,M |
| c. LINC'S  | I | R,M |
| d. RAP- selective highlighting/paraphrasing                                    | I | R,M |
| e. Venn  | I | R,M |
| f. TOWER   | I | R,M |
| g. RAFT  | I | R,M |
| h. PQRS'T ( CRISS)   |   | I,R |
| i. Math QAR (CRISS)  |   | I,R |
| j. Power Notes- formal for writing (CRISS)                                     |   | I,R |
| 2) Strategies for attention  |   |     |
| a. Focus/Attention- chart behavior by timing                                   | I | R,M |
| b. Note-taking   |   |     |
| 1. 1/3-2/3 notes (Cornell)   | I | R,M |
| 2. Power Notes- informal (CRISS)   | I | R,M |
| 3. Sketch Notes  | I | R,M |
| 4. Visual Instructional Plan (VIP)- Math Notes                                 | I | R,M |
| 3) Test-taking Strategies  | I | R,M |
| a. how to study  |   |     |
| 1. reviewing notes   |   |     |
| 2. flash cards   |   |     |
| 3. study games   |   |     |
| b. multiple choice how-to's  |   |     |
| c. essays- how to organize   |   |     |
| d. directions  |   |     |
| 4) CAPT Practice/Strategies  | I | R,M |
| a. POD   |   |     |
| b. Word of the Day   |   |     |
| c. specific subject areas  |   |     |

## C. Organization

- |   |   |     |
|---|---|-----|
| 1) Preparation for Learning                       |   |     |
| a. Set up resource binder                         | I | R,M |
| i. transition piece will be included              |   |     |
| ii. have sample binder ready for students to copy |   |     |
| iii. will include checklists/assessments          |   |     |
| iv. will included graphic organizers              |   |     |
| v. will included reflections/work samples         |   |     |
| b. Study Skills Checklist                         | I | R,M |
| i. re-assess monthly                              |   |     |
| ii. see University of Kansas strategies           |   |     |
| c. Classroom Checklist                            | I | R,M |
| i. re-assess monthly                              |   |     |

- d. Personal organizational set-up with binders/backpacks/locker I R,M
  - i. see University of Kansas organizational checklist
  - ii. have model notebook set up
  - iii. review computer file set up and saving
    - a. have each student set up subject files
    - b. review “save as” option
    - c. review labeling each document
    - d. remind them to log off each time
    - e. post checklist and put copy in notebooks
- e. Learning Readiness
  - i. health/grooming (LP p. 147 white teacher book) I R,M  
Oak Hill Program information as appropriate
  - ii. sleep/healthy eating (LP p. 147 white teacher book) I R,M
  - iii. Be truthful (LP p. 129 in student hard cover) I R,M
  - iv. Gain self-confidence (LP p. 130 in student hardcover) I R,M
  - v. Social skills (LP teacher book) I
  - vi. Handling Money (LP teacher book) I

**D. Handling Homework**

- 1) Agenda Planner I R,M
  - a. put in monthly calendar
- 2) Setting up at home
  - a. what materials are needed
  - b. location
  - c. amount of time- utilizing a timer/time management
  - d. prioritizing
  - e. problem solving
  - f. use of study hall/learning center/tutoring
  - g. see homework checklist
- 3) Grade tracker-Portal- get parent passwords for students to check
- 4) Excuse letter/chart for missing homework (BERG p. 51-52)

## New Course Proposal FY11

**Name of Course:** Study Skills 10

**Level/Grade(s):** 10

**Credits:** Students scheduled for resource 4 times per week = full year class worth ½ credit

Students scheduled for resource 2 times per week = half year class worth ¼ credit

**Prerequisite(s):** recommendation of resource teacher/counselor; completion of grade 9 study skills

**Rationale for the course:**

This class was developed to be a proactive approach to skill development for special education and 504 students. Based on input from special education and regular education teachers, there was a need to teach explicit learning skills to students in order to increase their success in the classroom. The curriculum provides students with the lessons in the skills and attitudes necessary to be active learners, while increasing their independence and responsibility for learning. The course was developed from the CRISS and the University of Kansas programs which are research proven programs. This course is meant to be the second step in a continuum of learning beginning in grade 9 and continuing through grade 12 which includes transitional planning for after high school.

**Course description and brief outline:**

Students receive specific instruction on skills outlined in the curriculum (see attached curriculum outline) during the first half of the class. Students then apply the learning to their current course work with support from the special education teacher for the remainder of the resource period.

Students will receive letter grades for their work in the class. Students will take a midterm and final that are application based and reflective of the student's learning. Student note books will follow the student through all four years as a resource and documentation of learning.

**Projected costs:**

**Text needed?** None      Recommended text?

**Resources needed?** none

**Existing or new staffing needed?** none

CAS signature \_\_\_\_\_

Administrator signature \_\_\_\_\_

Date submitted \_\_\_\_\_

## New Course Proposal FY11

**Name of Course:** Study Skills 9

**Level/Grade(s):** 9

**Credits:** Students scheduled for resource 4 times per week = full year class worth ½ credit

Students scheduled for resource 2 times per week = half year class worth ¼ credit

**Prerequisite(s):** recommendation of resource teacher

**Rationale for the course:**

This class was developed to be a proactive approach to skill development for special education and 504 students. Based on input from special education and regular education teachers, there was a need to teach explicit learning skills to students in order to increase their success in the classroom. The curriculum provides students with the lessons in the skills and attitudes necessary to be active learners, while increasing their independence and responsibility for learning. The course was developed from the CRISS and the University of Kansas programs which are research proven programs. This course is meant to be the first step in a continuum of learning beginning in grade 9 and continuing through grade 12 which includes transitional planning for after high school.

**Course description and brief outline:**

Students receive specific instruction on skills outlined in the curriculum (see attached curriculum outline) during the first half of the class. Students then apply the learning to their current course work with support from the special education teacher for the remainder of the resource period.

Students will receive letter grades for their work in the class. Students will take a midterm and final that are application based and reflective of the student's learning. Student note books will follow the student through all four years as a resource and documentation of learning.

**Projected costs:**

**Text needed?** None      Recommended text?

**Resources needed?** 9<sup>th</sup> grade student notebooks and dividers; index cards; post-its; colored copier paper (\$300.00)

Possible CRISS training for 1-2 teachers ( )

**Existing or new staffing needed?** none

CAS signature \_\_\_\_\_

Administrator signature \_\_\_\_\_

Date submitted \_\_\_\_\_