

Curriculum Subcommittee Regular
meeting
Thursday, October 3, 2013 6:00 PM Eastern

New Fairfield Community Room
3 Brush Hill Road
New Fairfield, CT 06812

Mr. Scott Akam: Present
Mr. Steve Burfeind: Absent
Ms. Karen Chance: Absent
Mr. Ken Chapman: Absent
Mr. Vic Flagello: Absent
Mr. Kim Hanson: Absent
Mr. Kevin Hearty: Absent
Mr. Sean Loughran: Present
Mr. Peter Ohring: Present
Present: 3, Absent: 6.

- I. Call to Order
- II. Approval of Minutes
 - II.A. September 12, 2013
- III. Action Items
 - III.A. Field Trip to Puerto Rico (Meeting Learners' Needs)
 - III.B. Fine and Applied Arts (Meeting Learners' Needs)
- IV. Information Items
 - IV.A. CCSS – A Closer Look (CCSS)
- V. Other
- VI. Adjournment

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Curriculum Subcommittee Meeting

Name of Subcommittee: Curriculum

Meeting type: Regular

Date of Meeting: 9/12/13

Place of Meeting: NF Community Room

Minutes submitted by: Scott Akam

Members present: Scott Akam, Kevin Hearty, Peter Ohring

Members absent: Ken Chapman

Other attendees: Alicia Roy, Barbara Mechler, Mariana Coelho

Meeting called to order: at 6:14 p.m.

II. APPROVAL OF MINUTES

A. May 2, 2013 – Regular Meeting

Motion: To approve minutes of May 2, 2013 as presented

Made by: Kevin Hearty

Seconded by: Peter Ohring

Recording of vote: All in favor

III. INFORMATION/ACTION ITEMS

A. Spanish at Meeting House Hill School (Meeting Learner's Needs)

The introduction of Spanish at Meeting House Hill School was presented and discussed. This will occur on a trial basis.

IV. INFORMATION ITEMS

A. CCSS – A Closer Look (CCSS) – An overview of the PowerPoint regarding math assessments from the Smarter Balanced website was shared and will be presented at the Board meeting.

B. Assessment Results (Cycles of Improvement)

1. CTE

2. CAPT Cohort

Data from both assessments was shared and will be presented at the Board meeting.

C. Panorama Survey Results – Results from the Panorama Survey, a survey of parents districtwide, were shared and will be presented at the Board meeting.

V. OTHER

Motion to adjourn: Made by: Peter Ohring

Seconded by: Scott Akam

Recording of vote: Aye – Unanimous

Meeting adjourned at: 6:54 p.m.

New Fairfield High School

Field Trip Request Form (Proposal)

Today's Date: September 26, 2013

Teacher in Charge: Ernest Fabrizio-García

Date of Trip: April 14-19, 2014

Destination: San Juan, Puerto Rico

of Students: up to 24

Specific Group/Class attending: AP Spanish Students

of Students per bus: 20

Transportation Type: Charter, Airplane

of buses needed: 1

Cost per person: \$1,475 – \$1,675, depending on number of students

Departure time: 12:50 PM (4/14)

Return time: 6:55 PM (4/19)

Names of Teacher/Staff Chaperones: Carol Wantman, Ernest Fabrizio-García, TBD

Purpose of trip and its connection to district/school mission statement:

Field trips that immerse students in the language being taught are most beneficial to the teaching and learning process. As part of our AP Spanish curriculum, we are seeking approval for this opportunity to visit San Juan, Puerto Rico in an effort to enhance students' experiences in Spanish language and culture. Immersion in Spanish over the course of several days will improve students' chances of success on the AP examination. In addition, nurturing a global citizen is one of New Fairfield High School's mission expectations. We also expect this trip to awaken interest in the study of languages and cultures outside of the United States, improving multicultural awareness.

Accommodations:

Holiday Inn Express, San Juan
1 Mariano Ramirez Bages Street
San Juan, PR PH: 787-721-2436

Itinerary:

Day 1 NEW YORK to SAN JUAN
MONDAY, APRIL 14: Meet at JFK and travel.

DAY 2 SAN JUAN
TUESDAY, APRIL 15: Breakfast at the hotel. Depart about 9:30AM for a full-day guided city tour of Old Town San Juan. Our first stop will be Fort San Cristobal. Visit the 16th century Fortress El Morro, Casa Blanca, the ancestral home of the Ponce de Leon Family, San Juan Cathedral, and more. Meet for dinner at a restaurant with typical Puerto Rican Cuisine. Return at approximately 9:00PM to the hotel.

DAY 3 SAN JUAN
WEDNESDAY, APRIL 16: Breakfast at the hotel. 8:30AM departure for a tour of "El Yunque," the National Rainforest. A stop in the visitor center, "El Portal" is included. There, view a short movie on the ecosystem and also tour an exhibit regarding the rainforest. A short hike through the rainforest will

follow. A typical lunch of "Puerto Rican cuisine" will be provided at the El Dajos Restaurant. In the afternoon, spend a couple of hours at Luquillo Beach, one of Puerto Rico's prettiest and most famous beaches. Return back to the hotel in the late afternoon.

DAY 4 SAN JUAN

THURSDAY, APRIL 17: Breakfast at the hotel. Take the bus to the Old Town and visit The San Jose Museum of Art.

DAY 5 SAN JUAN (B, D)

FRIDAY, APRIL 18: Breakfast at the hotel. Depart at 9:30AM for Ponce. See the Fire House and other monuments. The Plaza, in traditional Spanish Colonial style, is the heart of Ponce. Continue to Lajas, and enjoy a snorkeling adventure in the late afternoon. Once it gets dark, the boat will take the group to the Phosphorescent Bay. The group will see a special variety of luminescent plankton that glow in the dark, resembling blue fire. Back to San Juan at approximately 9:30PM.

DAY 6 SAN JUAN (B)

SATURDAY, APRIL 19: Breakfast at the hotel. Transfer to the airport for the flight back home.

Trip Fee includes:

- Round trip air on American Airlines
- Full-time local guide/tour manager while on tour
- Modern coach for all transfers and touring
- 5-night hotel accommodations at the Holiday Inn, QUAD occupancy
- 5 Breakfasts, 1 Lunch, and 3 dinners
- Walking tours of Old San Juan, "El Yunque" National Rainforest Tour
- Stop at Luquillo Beach
- Snorkeling at Bio Bay
- Ponce tour
- All entrance fees as described in the itinerary
- Local taxes & service charges

Teacher responsible for students participating: Yes

Signature of Teacher in charge: C. Swartzman

Date: 9/27/13

Administrator Signature: Maura C. Cordero

Date: 9/27/13

Superintendent Signature: _____

Date: _____

Instructions:

- No monies can be collected for any field trip without the signed parent permission form for each student attending the field trip.
- Teacher in charge must submit the school's attendance reporting form for field trips to the registrar before departing for the trip.
- State laws regarding occupancy numbers for buses must be strictly adhered to.

New Fairfield High School Counseling and Guidance Department

Memorandum

To: Dr. Alicia Roy
Ms. Barbara Mechler

From: Don Przytula

Re: Fine and Applied Arts

Date: Sept. 10, 2013

We are experiencing a problem with students who choose to take two World Languages meeting the two-credit Fine and Applied arts requirement. Below I have laid out a typical four year plan for the eight period cycle for the students who choose to take two World Languages over four years.

Students taking two world languages, having six academic classes, are highly encouraged to take one study hall in 9th and 10th grade. Students completing the accelerated science program cannot fit a study hall in 11th grade due to the two period AP Science Classes.

	Grade 9	Grade 10	Grade 11	Grade 12
1	Eng Fnd I	Eng Fnd II	AP or Hon Eng	AP or Hon Eng
2	Global studies	AP European	AP or Hon U.S. Hist	PE & Elective
3	Mathematics	Mathematics	Mathematics	AP Mathematics
4	Accel Science	Accel Science	AP Science	AP Science
5	PE & Pers Fin	PE & Elective	AP Science	AP Science
6	World Lang #1	World Lang #1	World Lang #1	AP World Lang #1
7	World Lang #2	World Lang #2	World Lang #2	AP World Lang #2
8	Study Hall	Study Hall	PE & Elective	Study or AP elective*

* AP electives such as Studio Art, Music theory, Art History and Computer Science can be used to meet the fine and applied arts requirement, but AP history courses and AP Statistics cannot be used to meet the requirement.

Students following the above plan can, at best, fit 1.5 credits from the Fine and Applied Arts electives, and that is assuming sections are offered and available during the period/semester that the student is available with the restrictions caused by the limited sections of these advanced classes. Currently for the 2013-2014 school year there are at least three blocks in which there are no seats remaining in fine and applied arts electives, the only available electives are in English, Social Studies, and Science.

The State of Connecticut requires one credit of Fine and Applied Arts for graduation. Personal Finance is not a State of CT requirement and therefore could be used to meet the minimum State of CT Fine and Applied Arts requirement if it were not a separate NFHS requirement. A student only needs one additional ½ credit elective along with Personal Finance to meet the minimum state requirement.

It is for all of these reasons that I am proposing that we allow students completing four years in each of two World Languages to meet the NFHS additional one Credit requirement for Fine and Applied Arts through the World Languages courses. Students taking eight credits in World Language easily meet the hour equivalent for one credit of fine and applied arts. Students study the art, architecture, music, foods and customs of the countries speaking the languages.

Carol Wantman provided the attached curriculum samples from Spanish V and AP Spanish of the required culture unit that already exists.

If we do not allow this suggested alternate, a few of our very top students would be forced to drop an AP course and add an elective.

If you need any additional information from me please do not hesitate to contact me.

C: M. Coelho, C. Wantman

The following units of study are part of the curriculum for each of these courses:

Spanish

Spanish V

At the Spanish V level, students are introduced to a variety of artists, artistic movements, and folk crafts that define the Hispanic culture. This course includes a unit of study on Beauty and Aesthetics lasting six weeks (unit description below). In addition, students are offered the opportunity to attend a trip to New York City to see a play presented by the Spanish Repertory Company and a visit to the Museum of Modern Art to view the works by artists studied in this unit.

<p>Objectives:</p> <p>Students will be able to:</p>	<p>CONTENT OBJECTIVES</p> <ul style="list-style-type: none"> • research key information on famous Spanish artists from the 19th and 20th centuries, create a self-portrait in the style of the artist, and present information on the artist's life, key paintings and the historic and contemporary issues influencing his/her life to the class • research key information on iconic crafts of various Spanish-speaking countries; prepare and present the information to the class and teach the class to make a version of the craft • demonstrate a knowledge and understanding of muralism as an art form and how it is used to communicate his feelings for people/events in history and culture.
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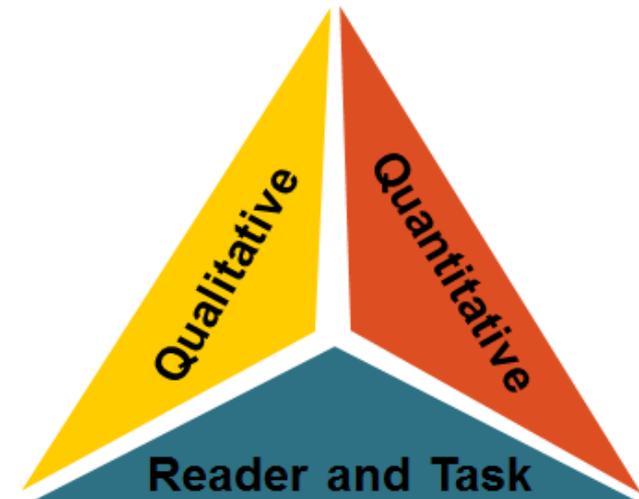
AP Spanish

At the AP level, students are expected to examine the theme of Beauty and Aesthetics in greater depth. The unit on Beauty and Aesthetics lasts four weeks (unit description below) and students are offered the opportunity to attend a trip to New York City to see a play presented by the Spanish Repertory Company and a visit to the Museum of Modern Art to view the works by artists studied in this unit.

<p>Objectives:</p> <p>Students will be able to:</p>	<p>CONTENT OBJECTIVES</p> <ul style="list-style-type: none"> • identify examples of "beauty" and defend their interpretation in a class discussion • identify and categorize important works of art from Spanish-speaking artists • read an excerpt from "Frida Kahlo: el pincel de la angustia" and discuss the story • research a famous Hispanic artist, write a 300 word essay and a prepare a presentation to the class on the artist's life, a famous work and the historic and contemporary influences demonstrated in his/her work • watch the movie El laberinto del fauno and discuss surrealism and its importance in Spain • identify and categorize styles of indigenous arts and crafts • recreate crafts inspired by important cultural celebrations
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Text Complexity



Text Complexity



“The Common Core Standards hinge on students encountering appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge they need for success in school and life” (p. 3).



Text Complexity



Anchor Standard:

R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.

Example Grade-level Standard (6th grade):

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the **grades 6-8 text complexity band** proficiently, with scaffolding as needed at the high end of the range.

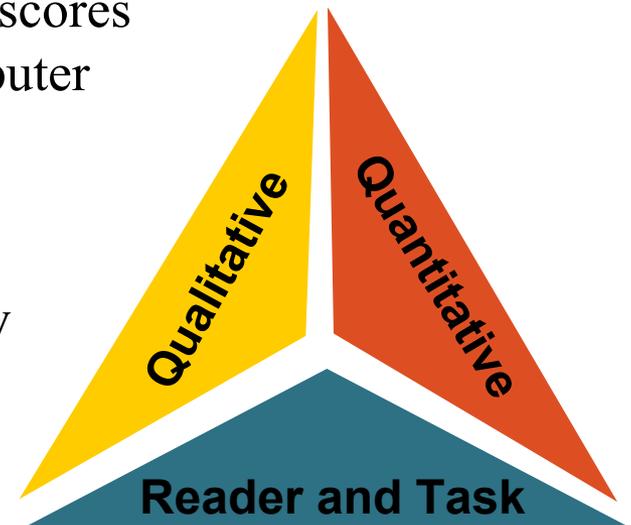


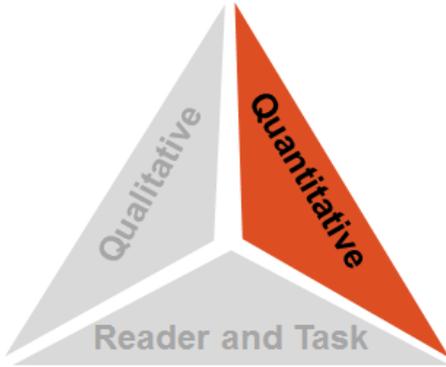
Overview of Text Complexity



◆ Text complexity is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.





Quantitative Measures Ranges for Text Complexity Grade Bands

Text Complexity Grade Bands	Suggested Lexile Range
K-1	100L – 500L
2-3	450L – 790L
4-5	770L – 980L
6-8	955L – 1155L
9-10	1080L – 1305L
11-CCR	1215L – 1355L

Determining Text Complexity

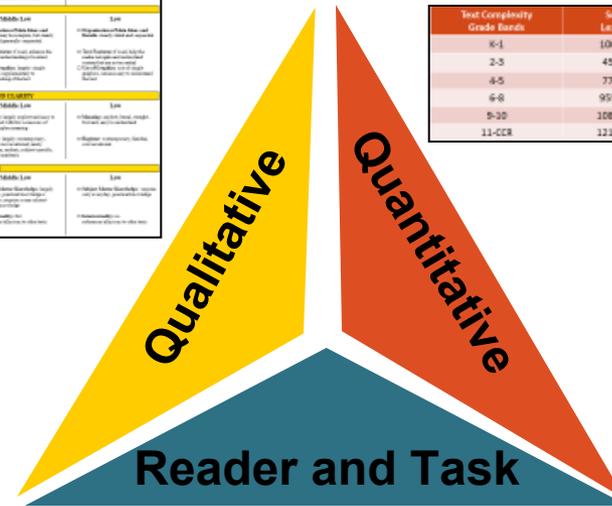


A Four-step Process:

1. Determine the quantitative measures of the text.
2. Analyze the qualitative measures of the text.
3. Reflect upon the reader and task considerations.
4. Recommend placement in the appropriate text complexity band.

JOINT COMPLEXITY QUALITATIVE MEASURES REVIEW: INFORMATIONAL TEXTS			
LEVEL OF PROFICIENCY			
High	Medium-High	Medium-Low	Low
<ul style="list-style-type: none"> 1. Purpose: The author's purpose is clear. 	<ul style="list-style-type: none"> 1. Purpose: The author's purpose is clear. 	<ul style="list-style-type: none"> 1. Purpose: The author's purpose is clear. 	<ul style="list-style-type: none"> 1. Purpose: The author's purpose is clear.
TEXT FEATURES			
High	Medium-High	Medium-Low	Low
<ul style="list-style-type: none"> 1. Organization: The text uses a variety of organizational patterns. 2. Text Features: The text includes a variety of text features. 3. Language: The text uses a variety of language. 	<ul style="list-style-type: none"> 1. Organization: The text uses a variety of organizational patterns. 2. Text Features: The text includes a variety of text features. 3. Language: The text uses a variety of language. 	<ul style="list-style-type: none"> 1. Organization: The text uses a variety of organizational patterns. 2. Text Features: The text includes a variety of text features. 3. Language: The text uses a variety of language. 	<ul style="list-style-type: none"> 1. Organization: The text uses a variety of organizational patterns. 2. Text Features: The text includes a variety of text features. 3. Language: The text uses a variety of language.
LANGUAGE COMPLEXITY AND EXPLICIT INFORMATION			
High	Medium-High	Medium-Low	Low
<ul style="list-style-type: none"> 1. Vocabulary: The text uses a variety of vocabulary. 2. Sentence Structure: The text uses a variety of sentence structures. 3. Explicit Information: The text includes a variety of explicit information. 	<ul style="list-style-type: none"> 1. Vocabulary: The text uses a variety of vocabulary. 2. Sentence Structure: The text uses a variety of sentence structures. 3. Explicit Information: The text includes a variety of explicit information. 	<ul style="list-style-type: none"> 1. Vocabulary: The text uses a variety of vocabulary. 2. Sentence Structure: The text uses a variety of sentence structures. 3. Explicit Information: The text includes a variety of explicit information. 	<ul style="list-style-type: none"> 1. Vocabulary: The text uses a variety of vocabulary. 2. Sentence Structure: The text uses a variety of sentence structures. 3. Explicit Information: The text includes a variety of explicit information.
EXPLICIT INFORMATION			
High	Medium-High	Medium-Low	Low
<ul style="list-style-type: none"> 1. Main Idea: The text includes a variety of main ideas. 2. Supporting Details: The text includes a variety of supporting details. 3. Explicit Information: The text includes a variety of explicit information. 	<ul style="list-style-type: none"> 1. Main Idea: The text includes a variety of main ideas. 2. Supporting Details: The text includes a variety of supporting details. 3. Explicit Information: The text includes a variety of explicit information. 	<ul style="list-style-type: none"> 1. Main Idea: The text includes a variety of main ideas. 2. Supporting Details: The text includes a variety of supporting details. 3. Explicit Information: The text includes a variety of explicit information. 	<ul style="list-style-type: none"> 1. Main Idea: The text includes a variety of main ideas. 2. Supporting Details: The text includes a variety of supporting details. 3. Explicit Information: The text includes a variety of explicit information.

Text Complexity Grade Bands	Suggested Lexile Range	Suggested JCOE Book Level Range**
K-1	100L - 500L*	1.0 - 2.5
2-3	450L - 790L	2.0 - 4.0
4-5	770L - 980L	3.0 - 5.7
6-8	950L - 1155L	4.0 - 8.0
9-10	1080L - 1305L	4.8 - 10.0
11-CCR	1215L - 1355L	4.8 - 12.0



Text Complexity Grade Bands
K-1
2-3
4-5
6-8
9-10
11-CCR

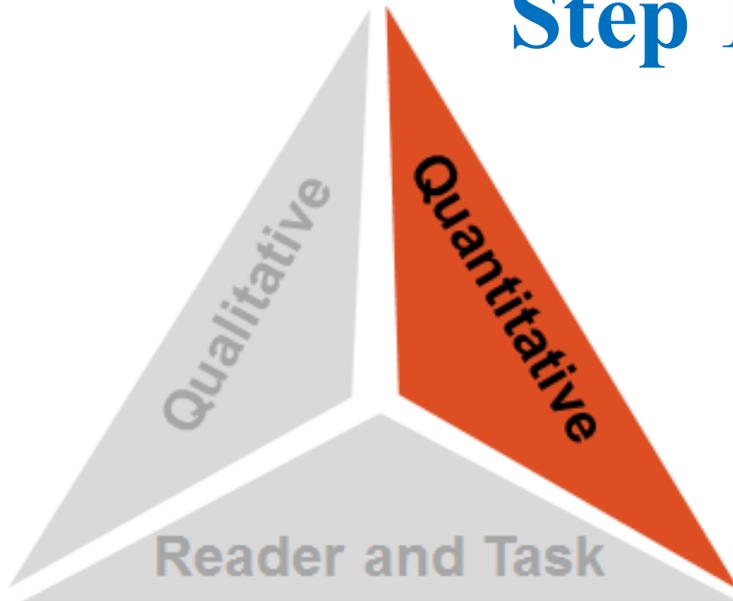




Step 1: Quantitative Measures

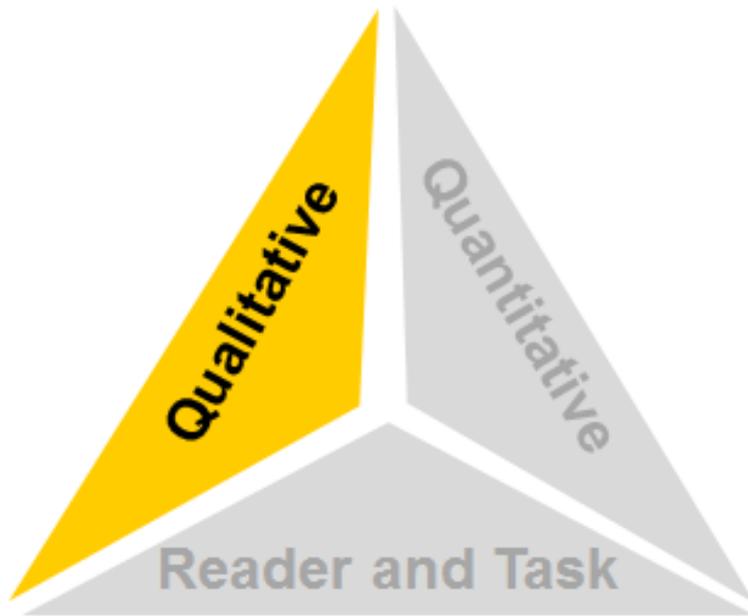
Measures such as:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion





Step 2: Qualitative Measures

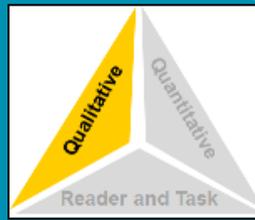


Measures such as:

- Levels of meaning
- Levels of purpose
- Structure
- Organization
- Language conventionality
- Language clarity
- Prior knowledge demands



Step 2: Qualitative Measures



Because the factors for literary texts are different from information texts, these two rubrics contain different content. However, the formatting of each document is exactly the same.

And because these factors represent continua rather than discrete stages or levels, numeric values are not associated with these rubrics. Instead, four points along each continuum are identified: high, middle high, middle low, and low.

LEVELS OF MEANING			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> Multiple Levels of Complex Meaning 	<ul style="list-style-type: none"> Multiple Levels of Meaning 	<ul style="list-style-type: none"> Single Level of Complex Meaning 	<ul style="list-style-type: none"> Single Level of Simple Meaning
STRUCTURE			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> Narrative Structure: complex, implicit, and unconventional Narration: many shifts in point of view Order of Events: not in chronological order Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> Narrative Structure: some complexities, more implicit than explicit, some unconventionality Narration: occasional shifts in point of view Order of Events: several major shifts in time, use of flashback Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text 	<ul style="list-style-type: none"> Narrative Structure: largely simple structure, more explicit than implicit, largely conventional Narration: few, if any, shifts in point of view Order of Events: occasional use of flashback, no major shifts in time Use of Graphics: largely simple graphics, supplementary to understanding of the text 	<ul style="list-style-type: none"> Narrative Structure: simple, explicit, conventional, no shifts in point of view Narration: no shifts in point of view Order of Events: chronological Use of Graphics: use of simple graphics, unnecessary to understand the text
LANGUAGE CONVENTIONALITY AND CLARITY			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> Meaning: implicit or inferred meaning, heavy use of figurative or ironic language, may be purposefully ambiguous or misleading at times Register: generally unfamiliar, archaic, domain-specific, or overly academic 	<ul style="list-style-type: none"> Meaning: some implicit or inferred meaning, use of figurative or ironic language Register: occasionally unfamiliar, archaic, domain-specific, or overly academic 	<ul style="list-style-type: none"> Meaning: largely explicit and literal meaning, subtle use of figurative or ironic language Register: largely contemporary, familiar, conversational, rarely unfamiliar, archaic, domain-specific, or overly academic 	<ul style="list-style-type: none"> Meaning: explicit and literal meaning, little or no use of figurative or ironic language Register: contemporary, familiar, conversational
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> Life Experiences: explores complex, sophisticated, multiple themes; experiences portrayed are not fantasy but are distinctly different from the common reader Cultural/Literary Knowledge: many references/allusions to other texts (intertextuality) and cultural elements Subject Matter Knowledge: requires extensive, perhaps specialized content knowledge 	<ul style="list-style-type: none"> Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers Cultural/Literary Knowledge: some references/allusions to other texts (intertextuality) and cultural elements Subject Matter Knowledge: requires moderate levels of content knowledge 	<ul style="list-style-type: none"> Life Experiences: explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy Cultural/Literary Knowledge: few references/allusions to other texts (intertextuality) and cultural elements Subject Matter Knowledge: requires some content knowledge 	<ul style="list-style-type: none"> Life Experiences: explores a single theme; experiences portrayed are everyday and common or are clearly fantasy Cultural/Literary Knowledge: no references/allusions to other texts (intertextuality) and cultural elements Subject Matter Knowledge: requires only everyday content knowledge

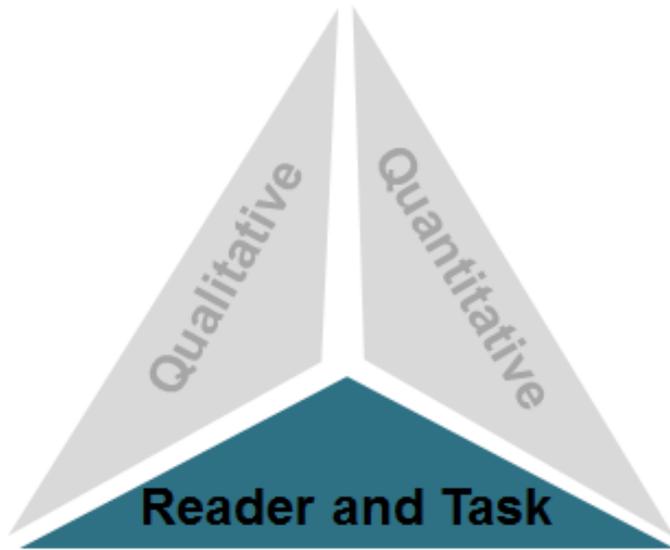




Step 3: Reader and Task

Considerations such as:

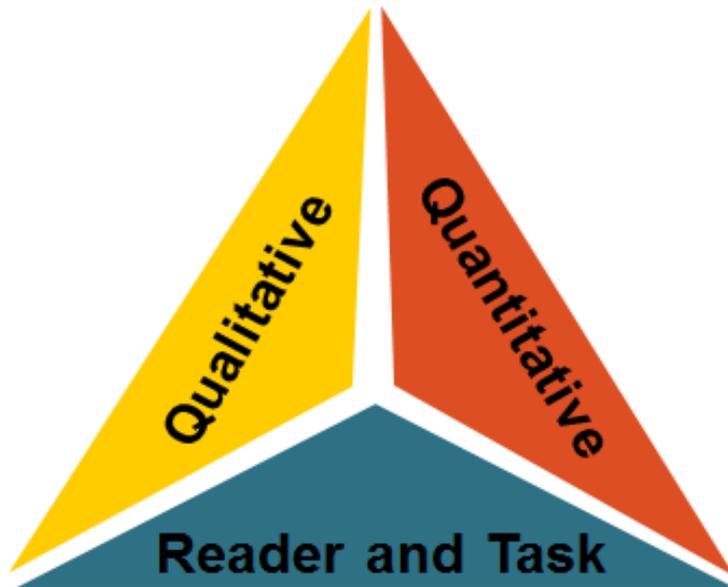
- Motivation
- Knowledge and experience
- Purpose for reading
- Complexity of task assigned regarding text
- Complexity of questions asked regarding text



Step 4: Recommended Placement



Step 4: Recommended Placement



After reflecting upon all three legs of the text complexity model we can make a final recommendation of placement within a text and begin to document our thinking for future reference.

