

## **Windsor BOE Curriculum Committee**

Tuesday, October 9, 2012 6:30 PM

Curriculum Committee, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge of Allegiance, Moment of Silence**
2. **Program of Studies--WHS**
3. **Professional Learning Communities**
4. **Windsor University/Professional Development Committee**
5. **Early Vocabulary Intervention Project**
6. **Adjournment**

# Requested Changes in Program of Study

## **Department: Art**

### **Add Sculpture**

**Honors**

#### **.5 credit Prerequisite: 3D Foundations**

Ready to get your hands dirty? This advanced course picks up where 3D foundations leaves off. Using the concepts you learned to manipulate forms in space, you will now explore more advanced materials such as wire, plaster, foam, wood and metal. You will learn what inspires current artists as you develop technical skills in contemporary materials. This class is highly recommended for students who hope to develop a sculpture portfolio or pursue careers in Fine Arts, Engineering, Design or Architecture.

### **Add Advanced Jewelry Design**

**Honors**

#### **.5 credit Prerequisite: Jewelry Design**

Bling-Bling! This advanced course picks up where Intro to Jewelry Design leaves off. Students will learn more advanced techniques including, gem/stone setting, enameling and kiln-firing jewelry. Students will have the chance to work with precious metals as they bring their own jewelry forms to life. This course will focus on advancing technical skill and developing the individual student's artistic voice as they create a professional collection of their own jewelry pieces. This course is highly recommended for students interested in developing a jewelry portfolio or pursuing a career in Metals, Design, Fashion or Marketing.

**Remove Commercial Art and Remove Printmaking** (More contemporary versions of Printmaking and Commercial Art are taught in the Tech Ed Dept under Intro to Graphics and Applied Graphics)

**Remove Humanities: Literature and the Arts** (no interest, has not run since 2008)

## **Department: Elective**

### **Add Yearbook**

**College**

#### **1.0 credit Prerequisite: None**

This course will provide students with experience publishing an authentic school publication. Students develop the book's organization, layout, and content using web based professional graphic design software. Units of study would include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, finances, yearbook campaigns, advertising, and distribution.

**Department: English****Add African American Literature****College****.5 credit Prerequisite: None**

This course incorporates writers from the 18<sup>th</sup> century through the Harlem Renaissance and beyond, each of whom contributed greatly to the diverse body of American literature. Students will analyze major concepts within the literature that are associated with brotherhood, bias, identity, community, rebellion, and spiritual resistance. The course will emphasize how experiences with these issues impact all people. The students will evaluate the authors' works for their literary merit and will connect the literature with American history, society, and culture. Students will be encouraged to share personal perspectives, as related to the literature. This course is best suited for juniors, but is open to all students. It is a companion to English 11 and AP Language and Composition, both of which require critical reading of American literature. It also serves as a literary backing for the African American history course offered by the social studies department.

**Add Science Fiction/ Fantasy****College****.5 credit Prerequisite: None**

Students will read various pieces of literature that explore the realm of science fiction and fantasy; these will include "classics" and modern works. Students will consider how these texts help define human experience and human potential. Students will question the characteristics of the genre and address concerns, themes, and motifs that arise from reading the texts. The class will ultimately answer the question, "How is science fiction and fantasy writing distinctive?" Students will also begin to understand how this type of writing encourages the reader to see familiar things in a new way. The literature will allow students to understand the appeal of this genre and to become better problem solvers by stretching the mind to new possibilities. By the end of the course, students will be encouraged to create a publishable work of science fiction or fantasy.

**Add Young Adult Literature****College****.5 credit Prerequisite: None**

This multi-cultural, multi-genre course incorporates award-winning young adult literature into the framework of an appealing, but challenging English course. Course work will explore issues of adolescence, gender, ethnicity, and social justice with precise attention to literary technique. Students are expected to read independently and use the texts to identify themes that are relevant in "their world." Students will use the literature to answer, "What issues are important to me?" and "How does this book qualify as a literary text?" Young adult literature is becoming increasingly popular in pop culture and the adult world. Through evaluation of its features and quality, students will begin to understand its profound impact on the entire literary canon

**Change English 9****1031 College****2.0 credits (1 English and 1 elective)**

This is a standard first course in English 9 that meets everyday for a full block. This course introduces various genres of literature, including the short story, the novel, poetry and drama. It also covers nonfiction works. Students use the literature to develop expository compositions and to practice speaking and performing skills. Attention is given to spelling, vocabulary development, conventional English usage, mechanics and grammar.

**Remove SAT Prep** (No student interest. Skills to improve SAT performance are being woven into other curriculum)

**Remove Communications** (Content is covered in other core courses.)

## **Department: Math**

### **Change Algebra 1**

**1213 College**

#### **2.0 credits (1 math and 1 elective)**

This is a standard first course in Algebra that meets everyday for a full block. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. The extended time is intended to increase students' understanding and comfort level with key algebraic concepts as well as review and enrich prerequisite skills. Students will earn one credit towards the mathematics graduation requirement and one additional elective credit.

### **Algebra 1**

**1215 Honors**

#### **1.0 credit, Prerequisite: Recommendation of 8th grade teacher**

This rigorous first course in Algebra meets every other day with no extended time. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. Students are expected to make a major commitment in time and effort. Students who are successful in this course will be recommended for honors geometry.

### **Add Linear Algebra**

**High Honors**

#### **1.0 credit, Prerequisite: 3 or better on the AP Calculus BC exam**

This course presents the main concepts and terminology of linear algebra. It is a full introductory linear algebra course equivalent to a first-year college linear algebra course. Topics include: linear equations, matrix algebra, determinants, vector spaces, eigenvalues, orthogonality, least squares, symmetric matrices, and quadratic forms. As illustrated throughout the course, the topics presented play an essential role in areas such as computer science, engineering, environmental science, economics, statistics, business management, and the social sciences. This course provides an excellent foundation for Multivariable Calculus.

### **Remove Applied 1, Applied 2, General Algebra, Algebra 1 part 1 for 2013-2014**

### **Remove Algebra 1 part 2 for 2014-2015**

### **Additional Language for Math:**

- Students who fail a course will continue to move on in the next course in the grade level sequence but will recover the credit for the failed course during that academic year as well.
- Students who earn a D in a course and do not meet the pre-requisite will also take the next course in the grade level sequence but will be required to participate in a structured math support until they demonstrate mastery of the content for that course as determined by the Math Teacher Leader.

## **Department: Science**

### **Add Forensics**

**College**

#### **.5 credit Prerequisite: Chemistry**

This course focuses on various aspects of forensic science and modern criminal investigation analysis. Forensics will involve an analytical look at the study of crime scenes, where students will investigate engaging scenarios in which they will utilize sophisticated laboratory techniques to explore criminal evidence. Students will understand the science behind forensics investigations, the tools and techniques, of the field, and the statistical reliability of past and current DNA testing. This course is designed to integrate concepts in biology, chemistry, and physics and will include laboratory work

**Change Human Anatomy and Physiology from .5 to 1.0 credit. Maintain Honors and College levels.** (reflects demands of the content and supports our students who are pursuing medical careers).

**Remove Chemistry Seminar** (replaced by AP Chemistry)

## **Department: Social Studies**

### **Add Military History: The American Military Experience Since 1890**

**College**

#### **.5 credit Prerequisite: Students in grades 10-12**

The Course would examine the military heritage of the United States from the onset of the America's Imperial expansion to the present time. Through an in-depth analysis of literature, primary & secondary sources, maps, data, biographies and documentaries students will assess key individuals, military policies, organizations, strategies, campaigns, tactics and battles that have defined the military experience. Students will also investigate connections between America's military infrastructure the country's social and cultural framework.

#### **Change Economics from 1.0 to .5 credits.**

**College**

(condenses curriculum to core issues while increasing student accessibility).

This course is an examination of the five factors of production (land, labor, capital, management and government). Topics include wealth in the American economy, government spending and taxing policies and international economics. This course is highly recommended for students pursuing careers in business.

#### **Change Description for Human Rights**

**College**

The Human Rights course is an in depth semester elective designed to promote awareness and understanding of global human rights. Based on the original United Nations charter of the Universal Declaration of Human Rights, this course seeks to encourage students to investigate issues around the world where human rights are threatened or violated and to seek pro-active solutions in accordance to their findings. Topics include women's rights, human trafficking, child soldiering, genocide and fair trade. Critical thinking and problem solving skills will be strengthened through the use of outside readings, guest speakers, films, and projects.

## **Department: Technology Education and Family/Consumer Sciences**

### **Add Fashion Merchandising**

**Honors**

#### **1.0 credit Prerequisite: Fashion and Clothing I**

This year-long course would focus on retailing aspects of the world of fashion. The offering would incorporate building an understanding of the textile field, provide an introduction to product development and manufacturing and give students an opportunity to practice retailing skills.

### **Add Computer Assisted Drawing/Computer Assisted Machining (CAD/CAM)**

**Honors**

#### **1.0 credit Prerequisite: Intro to Manufacturing or Intro to Drafting**

This innovative year-long course will give students the opportunity to experience the engineering process first hand. After designing parts utilizing industry-standard drafting software, students will fabricate their design using computer-aided machining equipment. The focus of student work will be to design and fabricate parts for the WHS battery-operated car that will be raced at the Electrathon competition.

### **Remove Electronics/Computer Servicing Course (not offered in 2012-13)**

## **Department: World Languages**

### **Add Spanish Conversation and Culture**

**College**

#### **1.0 credit Prerequisite: Spanish I**

This course is designed for students that want to learn about culture related to Spanish-speaking countries. Culture will be the main focus where students will do reading about different related topics in Spanish-speaking countries. Students will also learn basic conversation related to the culture topic in a specific Spanish-speaking country. Topics will include school, sports, food, entertainment, dances, music money and fashion.

### **Add French 4**

**College**

#### **1.0 credit Prerequisite: French 3**

This course continues to refine the four basic skills of listening comprehension, speaking, reading and writing. Students and teachers will use French as much as possible and will emphasize greater use of French by the students. Knowledge of verb tenses is extended to include present, past, future and subjunctive. Students will be encouraged to express themselves in the target language in both oral and written work. The culture of French speaking countries will be studied through the use of the language itself, readings, videos, student reports, audio visuals and internet sites.

## **Online Courses**

### **Add Virtual High School**

The Virtual High School provide students with access to high quality online learning experiences and courses not offered at their school, while supporting educators with the professional development and services they need to provide an effective 21<sup>st</sup> century education to every student. VHS member schools have access to a range of collaborative core, elective, enrichment and AP® courses that inspire, ignite and deepen learning as well as enable students to develop digital literacies and independent learning skills, explore college majors and careers, try interesting electives, earn credits, participate in global classrooms and get the opportunity to take advanced courses not offered at their school. Courses are taught by active classroom teachers who are specially trained in online teaching best practices, highly qualified, and certified in their subject areas.



# GRADUATION REQUIREMENTS for Class of 2017

## Requirement 1 - Course Credits:

Beginning in grade 9, a student must earn a minimum of twenty-five (25) credits to graduate from Windsor High School. The following core courses/credits must be included in these minimum requirement amounts:

Department	Required Courses	Total Credits
English	English 9, 10, 11, 12	4
Mathematics	Mathematics is required in grades 9, 10, 11, 12	4
Social Studies	Grades 9, 10, 11, 12  Early Global Studies 1 Modern Global Studies 1 U. S. History 1 Civics .50	3.5
Science	Grades 9, 10, 11, 12  Integrated Science 1 <i>LIFE SCIENCE</i> 1 (Biology) 1 Any combination of science courses or electives 1	3
World Languages	Two credits in any world language	2
Physical Ed/Personal Dev.	PE/PD 9, 10 and one elective	1.50
Fine Arts	Any music or art course	.50
Technology Education	Any applied arts course	.50
Any	Electives	6
	Minimum for graduation	25

Beginning with the Class of 2017 students must have 20 hours of verified community service. This community service will be monitored through our advisory program.

	9	10	11		TOTAL
<b>Science</b>					
Forensics	34	57	102	45	238
Vertebrate Zoo	9	7	13	7	36
Invertebrate Zoo	5	7	13	5	30
Botany	3	8	18	8	37
Geology	8	6	20	4	38
Biotech & Ethics	7	9	33	11	60
<b>Elective</b>					
Yearbook	31	43	52	33	159
<b>World Lang</b>					
Spanish Conv	9	6	22	9	46
<b>Tech/FACS</b>					
Fashion Merch	32	29	30	18	109
CAD/CAM	18	20	31	11	80
Foundations	3	4	11	8	26
<b>Social Studies</b>					
Military History	9	22	39	19	89
<b>English</b>					
Lit of War	4	3	18	6	31
African American	12	13	36	9	70
Science Fiction	8	19	33	12	72
Young Adult Lit	14	11	36	9	70
Tech Writing	2	2	18	8	30
<b>Math</b>					
Comp Sci	9	5	12	7	33
<b>Art</b>					
Sculpture	30	36	60	23	149
Adv Jewelry	18	24	19	15	76
	265	331	616		1479



## Professional Learning Communities in Windsor Public Schools

Professional Learning Communities (PLC) are small groups of teachers and administrators who work together to improve teaching and learning. PLCs meet on a regular basis for approximately one hour to examine student work, select strategic instructional strategies and refine or develop learning activities including assessments. Several tools exist to structure professional conversations during this time including the Practical Guide to the Data Team Process, The Tuning Protocol, The Consultancy Protocol, and The Atlas Protocol. Some protocols are recursive in nature and others result in a work product at the end of the meeting. Timelines are provided within each protocol to assist the facilitator guide the conversation.

September 6, 2012

Initial training with Curriculum Supervisors

Beth Graham, Consultant

September 13, 2012

Planning Meeting with Elementary Principals

Beth Graham, Consultant and Mary Anne Butler, Asst. Superintendent for Instructional Services

September 18, 2012

Professional Learning Communities versus Instructional Data Teams

Elementary Principals present slideshow prepared by Curriculum Office to staff

(Slideshow provided to secondary principals for use at their convenience)

September 25, 2012

Elementary Level

Professional Learning Communities-The Atlas Protocol

October 1, 2012

Looking at Student Work from Windsor Classrooms, District Leadership Team

Beth Graham, Consultant

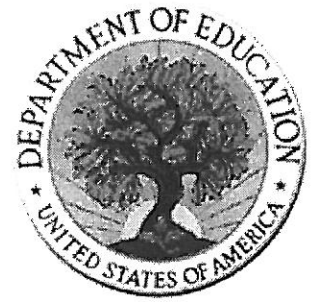
Future Work:

- Training the elementary PLC facilitators
- Onsite participation at elementary meetings/feedback by Beth Graham and Curriculum Team
- Use of protocols at team meetings at Sage Middle and department meetings at Windsor High School
- Two additional training sessions with the Leadership Team to practice use of additional protocols



Department of  
Educational Psychology

University of Connecticut  
*Neag School of Education*



**Project EVI**  
**Early Vocabulary Instruction**  
**& Intervention in Kindergarten**  
(funded by the U.S. Department of Education)

**Background:**

- Students enter kindergarten with meaningful differences in vocabulary knowledge as a result of differences in early experiences and exposure to language and literacy.
- This “*Vocabulary Gap*” only grows larger in the early grades, especially for students most at risk.
- At the same time, schools currently have access to very few evidence based strategies and interventions that can increase language and vocabulary and therefore can do little to systematically support vocabulary development in the early grades.
- ***However, a growing body of research shows that carefully designed and delivered vocabulary instruction and intervention in kindergarten can help students make educationally meaningful gains in vocabulary knowledge.***

**Overview**

**Research Goal:** The Goal of Project EVI is to systematically evaluate the effects of a comprehensive program of vocabulary instruction and intervention in kindergarten implemented within an RTI/SRBI framework. We will examine the effects of implementing whole class evidence-based Tier 1 vocabulary instruction for all students as well as the added benefits of implementing a newly developed small group Tier 2 vocabulary intervention for students identified as at-risk. We are interested in language, vocabulary, and comprehension outcomes.

**Research Design:** To answer these questions, we will support kindergarten teachers to implement the “Elements of Reading” vocabulary program with their classes for 20 minutes per day, 5 days per week. In addition, we will work with schools to identify children most at risk of language and literacy difficulties and help support school-designated interventionists to implement the supplemental small group EVI vocabulary intervention with these students for 20-30 minutes per day, 4 days per week.

*An Equal Opportunity Employer*

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# University of Connecticut *Neag School of Education*

Department of  
Educational Psychology



## Project EVI (page 2)

### Participation Requirements:

- Participating kindergarten classrooms will receive support to implement comprehensive vocabulary instruction and intervention for two consecutive years with two cohorts of kindergarten students.
- All kindergarten students will be assessed individually by the Project EVI team at the beginning of each project year on brief measures of language and literacy.
- Kindergarten teachers will participate in one day of training at UConn at the beginning of each project year in implementing the *Elements of Reading* vocabulary program (an evidence-based Tier 1 vocabulary program: [http://steckvaughn.hmhco.com/en/eor\\_vocabulary.htm](http://steckvaughn.hmhco.com/en/eor_vocabulary.htm) ) Project EVI will fund substitute support for teachers attending the training.
- Classroom teachers will implement the Elements of Reading vocabulary program during whole class instruction for 20 minutes per day, 5 days per week, over the course of each project year (approximately 20-22 weeks per year). Teachers will receive ongoing support and coaching from the Project EVI team.
- The Project EVI team, in collaboration with kindergarten teachers, will identify students who are most at risk for experiencing language and vocabulary difficulties at the beginning of each project year based on screening assessments (approximately 6 students per class).
- These students will be randomly assigned to receive either a) Tier 1 classroom vocabulary instruction plus the small-group EVI vocabulary intervention or b) only Tier 1 classroom instruction. The EVI intervention, which was designed specifically for this project, will be implemented for 20-30 minutes per day, 4 days per week.
- Schools will identify school-based interventionists to deliver the EVI vocabulary intervention (e.g., teachers, paraprofessionals, specialists). These interventionists will participate in one day of training at UConn at the beginning of each project year in implementing the EVI intervention. Project EVI will fund substitute support for interventionists attending the training. Interventionists will receive ongoing support and coaching from the Project EVI team.
- A subset of kindergarten students from each cohort will be assessed individually by the Project EVI team at the end of kindergarten on measures of language and literacy.
- The Project EVI team will also assess selected students at the beginning and end of first and second grades to evaluate the long term effects of kindergarten vocabulary intervention.

### Benefits of Participation:

- Possibility / likelihood that students will increase vocabulary, language, and literacy skills.
- Each participating kindergarten classroom will receive the Elements of Reading Vocabulary program and support from Project EVI research staff in implementing the program over two years.
- Participating schools will also receive the EVI vocabulary intervention materials and support from Project EVI research staff in implementing the intervention over two years.
- Schools will receive training and professional development related to implementing vocabulary instruction and intervention. Professional development will be open to all school staff, not only participating teachers/interventionists.
- Schools will receive the results of all literacy assessments collected as part of project activities.
- Kindergarten teachers and interventionists will receive a \$300 stipend for each project year for their involvement in project activities.

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