

**NEW MILFORD BOARD OF EDUCATION**  
New Milford Public Schools  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776

**COMMITTEE ON LEARNING SUB-COMMITTEE**  
**MEETING NOTICE**

RECEIVED  
TOWN CLERK  
2023 OCT -2 A 8:02  
NEW MILFORD, CT



**DATE: October 3, 2023**  
**TIME: 7:30 P.M.**  
**PLACE: Sarah Noble Intermediate School Library Media Center**

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. Call to Order**

**2. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

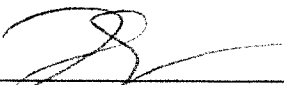
**3. Items for Discussion and Approval**

**A. Course Proposals**

- Communications Arts I
- Communications Arts 2
- Computer Science I
- Computer Science II
- Introduction to Acting
- STEM 6
- 6th Grade Introduction to Digital Media
- Criminal Justice
- English 9 for MLL Students
- ESL 1
- ESL 2
- Art Appreciation



## Request for a New Program or Course

Signature of Principal:  Date: 9/27/23

Signature of Dept. Chair (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

**Title of Proposal:** Communication Arts 1

**Person submitting Proposal:** Linda Scoralick

**Curriculum Area:** Humanities

**Number of Credits/Level (if applicable):** Prerequisite Courses (if applicable): N/A

**Grade(s):** 7

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

Communication Arts is a year-long humanities course with a focus on preparing students for the presentation of their thinking, ideas, and solutions using dialogue and conversation. Students will learn how to prioritize and emphasize the development of ideas, using multiple resources, including peer ideas and thinking. The purposeful development of student talk will encourage and validate students' questions, analysis, and suggestions, growing ideas that can be applied across multiple content areas.

Students will learn how to observe, analyze, and evaluate different genres using a variety of mediums. The use of images, video shorts, podcasts, and traditional written texts will support students' understanding of how to provide evidence when growing conversations and dialogue. Transference of planning and organizing skills will continue to increase as students learn how to identify a text's structure and when to use an appropriate organizer, even when communicating their own ideas. Students will end the year by learning the importance and the art of summarization. Using specific academic language and determining important and relevant information, students will learn how to summarize their thinking when listening, speaking, reading, and writing; resulting in a final project to share their ideas, learning, and solutions to problems or goals students feel passionate about and have in common.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

This course proposal is offered as part of the efforts at SMS to accomplish the following:

- Improve the ability of each student to present their thinking, ideas, and solutions in a variety of ways. These skills are directly linked to the Vision of the Graduate.
- This course supports student social emotional growth and development.

- Add courses in our Unified Arts program that help us inch closer to the goal of eliminating study halls at SMS. Our goal is to eliminate study halls so that we can ensure that students have access to a robust and diverse array of curricular offerings aimed at helping students identify their passions and interests before transitioning to high school.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This course offering will provide students at SMS with another course that can be taken as part of their elective series. Students taking this course will develop and/or reinforce skills related to the formation and communication of ideas.

B. Will it have an impact on other students, if so how?

There is no projected impact on students not enrolled in this course.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

There is no gap as this is a new course.

D. What is the impact of this proposal on staffing?

SMS is currently offering a pilot of this course during the 2023/24 school year due to a lack of World Language teachers. The three world language positions that could not be filled for this academic year were repurposed so that we could run this Humanities course. If SMS is able to return to offering the full world language experience to students next year, based on the availability of staffing, offering this course would require the addition of between 1.0 and 2.0 FTE teachers.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Adding an additional Unified Arts course will help SMS inch closer to achieving the goal of eliminating study halls.

F. Are there space implications associated with the program/course?

The answer to this question is also contingent on whether or not the district is able to fill all world language positions and then, subsequently, whether or not the course is offered if all world language positions are filled.

As courses are added to SMS, the availability of classroom space, as well as the infrastructure, within SMS

do become factors.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This course is not projected to affect enrollment in other courses at SMS.

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

No.

B. What current materials will need replacement?

No current materials will need replacement.

C. Are there staffing needs required because of the resources?

No.

D. Would there be specific needs for materials for SPED or MLL?

Differentiated reading materials would be beneficial to support SPED and MLL students.

E. Is specialized training required for staff?

No.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Lisa Morlock - Curriculum Coordinator  
Laura Ramdin - Literacy Coach at SMS  
Current teachers of Humanities Course

A pilot course is being drafted/implemented this academic year. It is anticipated that adjustments to the curriculum would be needed based on how things went this year.

**6. Develop a projected budget of impact costs for three years and show below.**


<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Cost of Periodicals & Books	\$5000	\$4000	\$4000	\$13000
Supplies	\$1500	\$1500	\$1500	\$4500
Professional Development				
Curriculum Writing	\$403			
Staffing - TBD				
Other (identify)				
<b>Total</b>	<b>\$6903</b>	<b>\$5500</b>	<b>\$5500</b>	<b>\$17903</b>

Additional explanation of budget impact (if needed):

This year teachers requested print and digital access to a magazine from Scholastic. It is anticipated that this periodical would be needed moving forward as well.

The curriculum costs listed above are for a revision. This course is currently operating as a pilot at SMS in the 2023/24 school year. A guiding curriculum has been written by the Curriculum Coordinator for grades 6-12. This dollar value is included in the proposal in the event that we need to have the curriculum reviewed and revised, before formal submission, in partnership with a teacher.

## Request for a New Program or Course

Signature of Principal:  \_\_\_\_\_ Date: 9/27/23  
Signature of Dept. Chair (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

**Title of Proposal:** Communication Arts 2

**Person submitting Proposal:** Linda Scoralick

**Curriculum Area:** Humanities

**Number of Credits/Level (if applicable):** Prerequisite Courses (if applicable): Communications Arts Level 1

**Grade(s):** 8

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

Communication Arts II is part two of a year-long course that engages students in the use of a variety of listening, speaking, and metacognitive skills. The use and practice of previously learned skills will play a role in level two.

Course II (section II) will focus on grade eight listening and speaking standards, language standards, and the use of academic language to share discourse with peers. Section II/Communications Arts II will place more focus on student independence when using metacognitive strategies to plan, solve, monitor, self-assess, and evaluate how to attempt a presentation of learning, thinking, and new ideas.

Student research projects -

Use of cross-curricular topics - US History/Constitution, Model UN, IPLE course

SEL - communication skills between and amongst peers, cooperation, overcome, opinions, differences,

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

This course proposal is offered as part of the efforts at SMS to accomplish the following:

- New Milford Vision of a Graduate: develop skills in communication, critical thinking, creativity, problem-solving, positive relationships/social awareness, self-management, and growth mindset.
- Focus on SEL - problem-solving, positive relationships, peer-to-peer interactions, coming to a common consensus...
- Increase reading production through choice, engagement, and motivation to present ideas
- Increase writing production by developing oral language skills
- Increase writing production and stamina

- Adding courses in our Unified Arts program that help us inch closer to the goal of eliminating study halls at SMS. Our goal is to eliminate study halls so that we can ensure that students have access to a robust and diverse array of curricular offerings aimed at helping students identify their passions and interests before transitioning to high school.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This course offering will provide students at SMS with another course that can be taken as part of their elective series. Students taking this course will dive deeper into debate and presenting skills, using strategies and skills learned from the previous year. The course will impact student performance in ELA, Social Studies, and other content areas.

B. Will it have an impact on other students, if so how?

There is no projected impact on students not enrolled in this course.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

There is no gap as this is a new course.

D. What is the impact of this proposal on staffing?

SMS is currently offering a pilot of this course during the 2023/24 school year due to a lack of World Language teachers. The three world language positions that could not be filled for this academic year were repurposed so that we could run this Humanities course. If SMS is able to return to offering the full world language experience to students next year, based on the availability of staffing, offering this course would require the addition of between 1.0 and 2.0 FTE teachers.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Adding an additional Unified Arts course will help SMS inch closer to achieving the goal of eliminating study halls.

F. Are there space implications associated with the program/course?

The answer to this question is also contingent on whether or not the district is able to fill all world language positions and then, subsequently, whether or not the course is offered if all world language positions are filled.



As courses are added to SMS, the availability of classroom space, as well as the infrastructure, within SMS do become factors.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This course is not projected to affect enrollment in other courses at SMS.

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

No.

B. What current materials will need replacement?

No current materials will need replacement.

C. Are there staffing needs required because of the resources?

No.

D. Would there be specific needs for materials for SPED or MLL?

Differentiated reading materials would be beneficial to support SPED and MLL students.

E. Is specialized training required for staff?

No.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Lisa Morlock - Curriculum Coordinator  
Laura Ramdin - Literacy Coach at SMS  
Current teachers of Humanities Course

A pilot course is being drafted/implemented this academic year. It is anticipated that adjustments to the

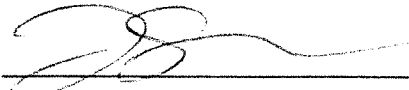
curriculum would be needed based on how things went this year.

**6. Develop a projected budget of impact costs for three years and show below.**

<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Cost of Periodicals & Books	\$5000	\$4000	\$4000	\$12000
Supplies	\$1500	\$1500	\$1500	\$4500
Professional Development				
Curriculum Writing	\$745			
Staffing - TBD				
Other (identify)				
<b>Total</b>	<b>\$7245</b>	<b>\$5500</b>	<b>\$5500</b>	<b>\$18245</b>

Additional explanation of budget impact (if needed):

## Request for a New Program or Course

Signature of Principal:  Date: 9/27/23  
Signature of Dept. Chair (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

Title of Proposal: Computer Science 1

Person submitting Proposal: Sean Cotter

Curriculum Area: Computer Science SMS

Number of Credits/Level (if applicable): None

Prerequisite Courses (if applicable): None

Grade(s): 6th, 7th, and 8th

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course is designed to cover the foundations of computer science and digital citizenship. Areas of focus will include the function of each part of a computer as well as basic coding. Students will use basic coding skills to code an application or game.

The course will address state standards for computer science, including standards from levels 1 and 2. This will give the students an opportunity for students to get basic computer science knowledge no matter what year is their first class.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

Current curriculum is stated to be grade level based and was written with the intention that the courses would not need to be taken sequentially. In reality we have found that students taking computer science for the first time in grade 7 or 8 do not have the foundational knowledge needed to successfully complete their grade level course.

Advantages: Having three sequential computer science courses would ensure that students have the foundational knowledge and skills to be and feel successful in subsequent courses. Feeling successful is a key component to building student interest in this area. Also, by having three sequential courses, it is possible that if students discover this interest in the later grades or move into the district, they will have the opportunity to progress further in the computer science sequence.

Disadvantages: The classes may be mixed grade classes.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The students will be able to grow with the computer science challenges and will have the opportunity to develop more skills throughout the sequence. Additionally, students will be more prepared as they take courses that involve advanced concepts and skills.

B. Will it have an impact on other students, if so how?

No.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students would be enrolled in the correct course based on their previous experiences at SMS. For example, a student that has taken Computer Science 6 and/or 7 will not be enrolled in Computer Science 1.

D. What is the impact of this proposal on staffing?

None. Programming continues with the 1.0 FTE already available at SMS.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

This proposal allows for greater flexibility in student scheduling. It is possible that students will be able to take courses in Computer Science, Computer Technology, and STEM, as availability permits.

F. Are there space implications associated with the program/course?

The current computer lab is sufficient for this program/course.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

It is possible that scheduling parameters will mean that students are able to take more courses in this area. Therefore, it is possible that demand for our computer based electives will be higher.

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

The computer towers in the classroom are from 2014, 2015 and one or two 2016. They are malfunctioning regularly and will need to be replaced soon.

B. What current materials will need replacement?

None.

C. Are there staffing needs required because of the resources?

None

D. Would there be specific needs for materials for SPED or ELL?

Modifications can be made with student needs in mind.

E. Is specialized training required for staff?

No

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Sean Cotter & others as determined appropriate by the Assistant Superintendent  
Development of the curriculum will take place during the 2023/24 academic year.

**6. Develop a projected budget of impact costs for three years and show below.**

<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Cost of Texts	0			
Supplies				
Professional Development				
Curriculum Writing	\$745			\$745
Staffing				
Other (identify)	\$16,900			\$16900
<b>Total</b>	<b>\$17,645</b>			<b>\$17645</b>

Additional explanation of budget impact (if needed):

The \$16900 budgeted above represents the cost of replacing the towers in one computer lab. The need for new computer towers in the computer lab has been communicated to the Technology Director. Updating this technology is a need if we continue with the current course offerings or switch to the sequential courses proposed.

## Request for a New Program or Course

Signature of Principal: \_\_\_\_\_ Date: 9/27/23  
Signature of Dept. Chair (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

Title of Proposal: Computer Science 2

Person submitting Proposal: Sean Cotter

Curriculum Area: Computer Science at SMS

Number of Credits/Level (if applicable): None

Prerequisite Courses (if applicable): Computer Science 1

Grade(s): 6th, 7th, and 8th

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will build on the content and skills addressed in the Computer Science 1 course. This course is designed to expand both the world of computer science and the students own abilities by focusing on the following topics: instance bias and accessibility in the design of existing technologies, advanced methods of encryption, and decomposing problems and subproblems into parts that can be addressed more efficiently via teamwork. The students will learn more about coding and electronics through hands-on projects. The students will learn about current, voltage, digital logic, sensors and digital actuators. While also learning to think critically, learn collaboratively and solve problems.

This course would address state standard for computer science.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

Current curriculum is stated to be grade level based and was written with the intention that the courses would not need to be taken sequentially. In reality we have found that students taking computer science for the first time in grade 7 or 8 do not have the foundational knowledge needed to successfully complete their grade level course.

Advantages: Having three sequential computer science courses would ensure that students have the foundational knowledge and skills to be and feel successful in subsequent courses. Feeling successful is a key component to building student interest in this area. Also, by having three sequential courses, it is possible that if students discover this interest in the later grades or move into the district, they will have the opportunity to progress further in the computer science sequence.

Disadvantages: The classes may be mixed grade classes.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The students will be able to grow with the computer science challenges and will have the opportunity to develop more skills throughout the sequence. Additionally, students will be more prepared as they take courses that involve advanced concepts and skills.

B. Will it have an impact on other students, if so how?

No

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students would be enrolled in the correct course based on their previous experiences at SMS. For example, a student that has taken Computer Science 6 and/or 7 will not be enrolled in Computer Science 1.

D. What is the impact of this proposal on staffing?

None. Programming continues with the 1.0 FTE already available at SMS.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

This proposal allows for greater flexibility in student scheduling. It is possible that students will be able to take courses in Computer Science, Computer Technology, and STEM, as availability permits.

F. Are there space implications associated with the program/course?

Additional storage is needed to fit all the Arduino boxes and parts.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

It is possible that scheduling parameters will mean that students are able to take more courses in this area. Therefore, it is possible that demand for our computer based electives will be higher.



**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

The students will need one Arduinio kit per pair of students. These kits introduce both coding and electronics through fun, engaging, and hands-on projects. The kits will be used to teach students about current, voltage, and digital logic as well as the fundamentals of programming. There's an introduction to sensors and actuators and how to understand both digital and analog signals. Within all this, you'll be teaching students how to think critically, learn collaboratively, and solve problems.

B. What current materials will need replacement?

The Arduino kits that we have currently are only useable for one project/assignment. These kits would need to be replaced so that students have access to more projects/activities, including a task that has them invent something of their own.

C. Are there staffing needs required because of the resources?

None

D. Would there be specific needs for materials for SPED or ELL?

Modifications can be made with student needs in mind.  
Arduinio has multi language resources available.

E. Is specialized training required for staff?

No.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Sean Cotter & others as determined appropriate by the Assistant Superintendent  
Development of the curriculum will take place during the 2023/24 academic year.

**6. Develop a projected budget of impact costs for three years and show below.**

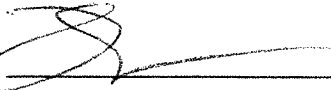
Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies	\$7,070.40	\$1000	\$1000	\$9070.40

Professional Development	0			
Curriculum Writing	\$745			\$745
Staffing				
Other (identify)				
<b>Total</b>	\$7,815.40	\$1000	\$1000	\$9815.40

Additional explanation of budget impact (if needed):

The kits needed represent a one time investment as they are reusable from year to year. There will need to be some budget considerations for replacement of broken parts which is why the amount of \$1000 for years 2 and 3 was included.

## Request for a New Program or Course

Signature of Principal:  Date: 9/27/23  
Signature of Dept. Chair (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

Title of Proposal: Introduction to Acting

Person submitting Proposal: Diana Beddows

Curriculum Area: Fine Arts/UA

Number of Credits/Level (if applicable): N/A

Prerequisite Courses (if applicable): N/A

Grade(s): 6,7,8

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This class addresses the core competencies of acting: self-awareness, identifying emotions, empathy and stepping into a character to authentically portray what the character is thinking and feeling, social awareness to respond in character, developing improvisational skills, delivering a monologue, building self-confidence required to project one's voice, adhering to stage rules, and developing audience etiquette.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

Students this age love to act, and find their unique voice through exploring the voices of characters.

This course also helps us expand our Unified Arts program, which in turn helps us inch closer to the goal of eliminating study halls at SMS. Our goal is to eliminate study halls so that we can ensure that students have access to a robust and diverse array of curricular offerings aimed at helping students identify their passions and interests before transitioning to high school.

3. **Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The greater the number of Fine Arts offerings, the more opportunities students will have to explore their interests within school.

- B. Will it have an impact on other students, if so how?

This is a stand alone class. The current thought would be to offer the Drama course as an option for the 8th Grade performing arts elective.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?  
Not applicable.

- D. What is the impact of this proposal on staffing?

Adding this course, among other factors associated with our offerings in the Performing Arts, means that we will need an additional 1.0 FTE for the Music Department at SMS.

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.  
This class will hopefully help reduce the number of study halls for students, and add to fine arts electives to round out the offerings.

- F. Are there space implications associated with the program/course?  
Yes. A large open space is required.

- G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Chorus and band and orchestra students might be interested in taking this class, so we would best serve their interests by offering it in another UA time slot.

#### **4. What resources are required for the program?**

- A. Is there a need for new technology? If so, please explain.  
No.

- B. What current materials will need replacement?  
None.

- C. Are there staffing needs required because of the resources?  
No.

- D. Would there be specific needs for materials for SPED or ELL?  
No.

- E. Is specialized training required for staff?  
Training in how to run sound equipment.

#### **5. Who will be involved in curriculum writing and when does one envision it will occur?**

Diana Beddows

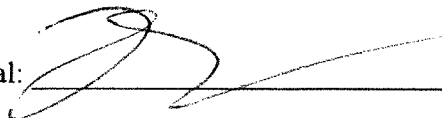
This curriculum can be written during the 2023-24 school year in preparation for Fall 2024.

**6. Develop a projected budget of impact costs for three years and show below.**

<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Cost of Texts				
Supplies	\$200.00	\$200.00	\$200.00	\$600.
Professional Development				
Curriculum Writing	\$745			
Staffing				
Other (identify)				
<b>Total</b>	<b>\$945</b>	<b>\$200</b>	<b>\$200</b>	<b>\$1345</b>

Additional explanation of budget impact (if needed):

## Request for a New Program or Course

Signature of Principal:  Date: 9/27/23  
Signature of Dept. Chair (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

Title of Proposal: STEM 6

Person submitting Proposal: Michael Scaramellino

Curriculum Area: STEM

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable):

Grade(s): 6

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will focus on problem solving and team building challenges that have a STEM/Engineering focus. The goal is to help students increase their problem solving and critical thinking skills in a manner that is hands on, engaging, and involves students interacting with real world problems, scenarios, and materials.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

Currently, PLTW is offered to all 7th and 8th grade students at SMS. This course proposal would expand STEM offerings to students in grade 6. Additionally, we hope to provide students with more course options as they work to explore different areas they are interested in.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Offering more hands-on classes to all grade levels will result in increased student growth and understanding of STEM fields. If class offerings are more hands-on and engaging, student morale and behavior will also be improved.

B. Will it have impact on other students, if so how?

No.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

This course proposal represents a complete overhaul of STEM education at SMS; therefore, completion of this course will be beneficial to all students regardless of whether they have taken PLTW classes previously.

D. What is the impact of this proposal on staffing?

None. Programming continues with the 1.0 FTE already available at SMS.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

Ideally this program would have both a clean room (to be used as a computer lab) and a workshop for building.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

None

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

B. What current materials will need replacement?

New desktop computers are needed. The ones that are available at SMS are old and functioning poorly. Alternatively, replacing these desktop computers with a laptop cart would work as well.

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Michael Scaramellino  
2023/24 School Year

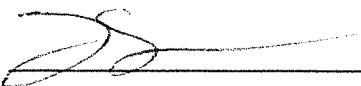
**6. Develop a projected budget of impact costs for three years and show below.**

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies	\$5000	\$5000	\$5000	\$15000
Professional Development				
Curriculum Writing	\$745			
Staffing				
Other (identify)				
<b>Total</b>	<b>\$5745</b>	<b>\$5000</b>	<b>\$50000</b>	<b>\$15745</b>

Additional explanation of budget impact (if needed):



## Request for a New Program or Course

Signature of Principal:  Date: 9/27/23  
Signature of Dept. Chair (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

Title of Proposal: 6th Grade Intro To Digital Media

Person submitting Proposal: Meredith Powers

Curriculum Area: Computer Technology

Number of Credits/Level (if applicable): N/A

Prerequisite Courses (if applicable): N/A

Grade(s): 6th

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will cover introduction to digital media usage in a school setting. Students will analyze and assess current and emerging technologies while designing and creating multimedia projects. Incorporating Team Building, Communication and Problem Solving. Digital citizenship will be heavily emphasized.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

The Computer Technology class has not been updated since 2016. With COVID and the introduction of new technologies a new curriculum is needed to support students.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Students will have an up to date introduction to new and emerging technologies. This introduction will allow them to become proficient in usage and take this new knowledge into their core area classes. Student exploration of these new and emerging technologies will also help students discover where their passions and interests lie.

B. Will it have an impact on other students, if so how?

There is no project impact on students not enrolled in the course.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Previous course structure was based on information and usage prior to COVID and the introduction of daily technology usage. The new course will support students in utilizing the technology they have access to and support the integration into their core area classes.

D. What is the impact of this proposal on staffing?

None

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

No impact

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

IPads- 10 ipads for introduction to video editing and Green Screen usage.  
IPad 10th generation 64GB \$419/Ipad  
Breakout Box Digital Subscription \$99

B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

5. **Who will be involved in curriculum writing and when does one envision it will occur?**

Meredith Powers- Computer Technology Teacher. School Year 2023-24

6. **Develop a projected budget of impact costs for three years and show below.**

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	x	x	x	x
Supplies	\$4,500	x	x	\$4,500
Professional Development	x	x	x	x
Curriculum Writing	\$745	x	x	\$745
Staffing	x	x	x	x
Other (identify) Breakout Box Subscription	\$99	\$99	\$99	\$197
<b>Total</b>	<b>\$5344</b>	<b>\$99</b>	<b>\$99</b>	<b>\$5542</b>

Additional explanation of budget impact (if needed):

## Request for a New Program or Course

Signature of Principal: [Signature] Date: 9/19/23

Signature of Dept. Chair (if applicable): [Signature] Date: 9/19/23

Title of Proposal: Criminal Justice

Person Submitting Proposal: Lisa Lee, Suzanne Andrews

Curriculum Area: Social Studies

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): .5

Grade(s): 11/12

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will be designed to become part of the pathways program. The goal of this course is to facilitate a successful transition from high school to the workplace. This course will provide students with 21st century skills such as critical thinking, problem solving and communication. At the end of this course, students will have knowledge about the criminal justice system and will allow students to pursue a career in Policing, Intelligence, Forensics, The Court System, Paralegal, Lawyer, and Probation Office.

Units of study may include Foundations of Criminal Justice, Law Enforcement, The Court System, Corrections, and Modern Issues in Criminal Justice.

Our Criminal Justice course will provide a path for students to work through their high school curriculum and enable them to become successful in the workforce.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The high school has recently developed its vision of a graduate. This course will better prepare students to face the challenges of our world. As the high school develops the career pathways program, we envision this course to become an integral part of the overall curriculum.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This course will provide students with more knowledge and skills to successfully enter a career in the Criminal Justice System as listed above.

B. Will it have an impact on other students, if so how?

This should not have any other impact on other students.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Not applicable.

D. What is the impact of this proposal on staffing?

The Social Studies Department will be seeking an additional staff position with the upcoming budget. We feel this course is an important addition to our offerings.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Based on the number of teachers in the department, we will need to rotate current courses.

F. Are there space implications associated with the program/course?

The Social Studies Department will continue to offer electives on a rotating basis as there are not enough teachers to cover all classes.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Because there has been an increase in the number of credits required to graduate, we do not feel that this program will affect enrollment in other departments.

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

No.

B. What current materials will need replacement?

None.

C. Are there staffing needs required because of the resources?

We will be seeking an additional person in our department.

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

5. Who will be involved in curriculum writing and when does one envision it will occur?

Lisa Lee and Suzanne Andrews

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	0			
Supplies				
Professional Development				
Curriculum Writing	1240.00			
Staffing	1 new teacher			
Other (identify)				
<b>Total</b>	1240 + 1.0 FTE			

Additional explanation of budget impact (if needed):

**Request for a New Program or Course**

Signature of Principal: Ryan Mah Date: 9/28

Signature of Dept. Chair (if applicable): J Bronn Date: 9/28/23

Title of Proposal: **English 9 for MLL Students**

Person Submitting Proposal: **Jeff Bronn**

Curriculum Area: **English**

Number of Credits/Level (if applicable): 1 Prerequisite Courses (if applicable):

Grade(s): **9-10**

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The Multi Language Learners English 9 Course is intended for MLL students who meet specific criteria to experience the same thematic curriculum of the existing English I college-preparatory course. The new course is designed to deliver modified English 1CP curriculum that meets the needs of the MLL population.

The criteria for enrollment will include several data points such as LAS Link level, current number of English credits, diagnostic testing scores such as the iReady, and current grade level. The modified curriculum will include units with supplemental texts and common core skills that are below current 9th grade level.

The overall goal of the course is create greater assured experiences for MLL students who are taking a grade 9 English course.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The NMPS District is experiencing higher populations of MLL students. Many of these students struggle in current English courses based on language barriers and lack of adequate differentiation. Many of these students struggle to earn the necessary credits for graduation.

In the spring of 2023, a team consisting of a TESOL certified English teacher, the English department chairperson, the English 7-12 coordinator, the ELL 7-12 coordinator, and the Guidance department chairperson along with school administration met several times to begin planning for a pilot course for English 9 MLL students which is still labeled as English I CP. The team discussed the scheduling implications of the pilot course and created a list of students who could possibly be enrolled. Using data of current ESL Students along with total credits earned, the team identified a list of students who would qualify for such a course. A tentative list was created at the end of the 2023 school year.

In the summer of 2023, a section of English I CP designated as the pilot section for the English I "sheltered" course. The section was filled with 14 students from the list that was generated and

reviewed in the spring. The course was scheduled to be taught by Janet Swierbut, a current teacher in the NMHS English department and TESOL certified teacher. Janet Swierbut volunteered to teach the course based on her background and the needs of her students.

The current pilot course consists of 14 MLL students of varying abilities. Based on current data, it was determined that as many as five students from the original list may have been misplaced based on current data and student work. The long-term plan is to develop clear criteria for students to enroll in the course and write a course proposal with new curriculum.

**3. Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

MLL students will experience a similar course as their peers in English 1 but with a curricula that is modified to meet their needs. These students will have greater opportunity to improve literacy skills and earn English credit. These students will experience less isolation from their peers due to the homogeneous grouping of other MLL students.

- B. Will it have an impact on other students, if so how?

Ideally, the number of students enrolled in this course should be 15 total. This may affect class sizes in other English 1 courses.

Students in sequential English courses (such as English II or English III) will be grouped with MLL classmates who are better prepared both academically and socially, improving learning experiences for all.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students who are currently enrolled in the pilot course will earn credit for English 1 in a comfortable environment with their peers. Students in the pilot course will improve their overall skills in reading, writing, speaking, and listening due to the modified curriculum.

- D. What is the impact of this proposal on staffing?

Once the course is approved, it may be taught by any certified English teacher and does not necessarily need to be an English teacher who is also TESOL certified.

In addition, more ESL support staff may be needed to “push in” to this course.



E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Due to this course only being one section, the scheduling implications include the need to schedule specific students at a specific time for this course. In addition, another implication is that students who are grouped for this course may be inadvertently grouped in courses in other subject areas which could impact the overall instruction in those courses which are not specifically modified. However, based on the current pilot course, this implication has not occurred this year.

F. Are there space implications associated with the program/course?

None

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This new course is not likely to affect enrollment in other departments. It could affect the ESL curriculum in ESL classes to prepare students to meet the requirements to enter this new course.

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

There is no need for additional technology that is not already in place

B. What current materials will need replacement?

Supplemental texts will need to be identified and acquired for this new course

C. Are there staffing needs required because of the resources?

The collaboration of current team members such as members of the English department, the ELA coordinator, and ESL teachers are needed to identify and research appropriate materials.

D. Would there be specific needs for materials for SPED or ELL?

Yes. Supplemental texts and curriculum resources designed for learners below grade level are needed. In addition, subscriptions to several online sources that cater to MLL may be used.

E. Is specialized training required for staff?

Teachers who are scheduled to teach the course are advised to meet with the team members to prepare for instruction who can share their background and expertise of the students and resources.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Ideally, the curriculum writing would involve member(s) of the English department, member(s) of the ELL department, and the ELA Curriculum Coordinator

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	\$500	\$500	\$500	\$1500
Supplies	\$250	\$250	\$250	\$750
Professional Development	\$250	\$250	\$250	\$750
Curriculum Writing	\$1240	0	0	\$1240
Staffing	n/a	n/a	n/a	
Other (identify)				
<b>Total</b>	\$1980.00	\$1000.00	\$1000.00	\$4240

Additional explanation of budget impact (if needed):

Because this course is designed for a specific group of students in a single section, there are no significant anticipated costs.

**Request for a New Program or Course**

Signature of Principal: \_\_\_\_\_ Date: 9/29

Signature of Dept. Chair (if applicable): Anthony Blake Date: 9/29/23

Title of Proposal: English as a Second Language 1 (ESL 1)

Person Submitting Proposal:

- Anthony Blake

Curriculum Area: English as a Second Language.

- Course will be coded as a Humanities Credit.
  - 9 humanities credits are required for graduation. 3 from English, 3 from Social Studies, and 3 from Humanities Electives. ESL Courses would fill the requirements of Humanities Electives Credits.

Number of Credits/Level (if applicable):

- Course will be two sections ESL 1 A (0.5 credits) and ESL 1 B (0.5 credits).

Prerequisite Courses (if applicable):

- None

Grade(s):

- 9-12

**1. Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will be grounded in the CELP Standards ([link here](#)), specifically CELP Standards for grades 9-10 for students at a Level 1 Proficiency Level ( LAS Overall Score of 1-1.9).

The course entrance criteria will be:

- ESL Students LAS Level 1-1.9 that have not previously earned the ESL 1 Credit

A “crosswalk” is provided in the appendix of this document to display the correspondence of CELP Standards to CCS Literacy and CCS ELA Standards to demonstrate how curriculum will address grade level standards.

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The course is needed for two primary reasons:

- While the course already exists, there is no formally established curriculum. This process will

Curriculum Writing	<del>0</del> 1240			
Staffing	0			
Other (identify)	0			
<b>Total</b>	<del>\$500</del> \$1740.00			

Additional explanation of budget impact (if needed):

Appendix:

**Grade 9-10 ELA Standards Matrix**

Use the Grade9-10 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
<u>1</u>	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
<u>2</u>	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
<u>7</u>	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
<u>10</u>	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

### **Grade 9-10 Literacy Standards Matrix**

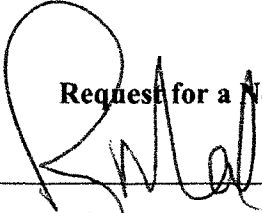
Use the Grade 9-10 Literacy Standards Matrix to identify a CCS for Literacy Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		CCS Literacy Standards			CCS ELA Standards	
		RH	RST	WST	SL	L
<u>1</u>	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
<u>2</u>	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	Speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
<u>4</u>	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	Analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
<u>7</u>	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	Create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4,6	
<u>10</u>	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

#### Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science and Technical Subjects		

## Request for a New Program or Course

Signature of Principal:  Date: 9/21

Signature of Dept. Chair (if applicable): *Anthony Blake* Date: 9/29/23

Title of Proposal: English as a Second Language 2 (ESL 2)

Person Submitting Proposal:

- Anthony Blake

Curriculum Area: English as a Second Language.

- Course will be coded as a Humanities Credit.
  - 9 humanities credits are required for graduation. 3 from English, 3 from Social Studies, and 3 from Humanities Electives. ESL Courses would fill the requirements of Humanities Electives Credits.

Number of Credits/Level (if applicable):

- Course will be two sections ESL 2 A (0.5 credits) and ESL 2 B (0.5 credits).

Prerequisite Courses (if applicable):

- None

Grade(s):

- 9-12

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will be grounded in the CELP Standards ([link here](#)), specifically CELP Standards for grades 9-10 for students at a Level 2 Proficiency Level ( LAS Overall Score of 2.0-2.9).

The course entrance criteria will be:

- ESL Students that have previously earned the ESL 1 Credit
- OR ESL Students that are entering NMHS with a LAS Score of 2.0-2.9 (then the prerequisite of ESL 1 will be waived).

A “crosswalk” is provided in the appendix of this document to display the correspondence of CELP Standards to CCS Literacy and CCS ELA Standards to demonstrate how the curriculum will address grade level standards.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The course is needed for two primary reasons:

- While the course already exists, there is no formally established curriculum. This process will ensure high-quality curriculum and instruction for the course.
- Thus, this will ensure vertical alignment for English Language Acquisition through NMHS's ESL courses

**3. Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The impact on students will be more rigorous, CELP and CCSS aligned curriculum and instruction. Additionally these students will be given the opportunity to earn a humanities credit for ESL 2 as opposed to an elective credit.

B. Will it have an impact on other students, if so how?

No

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

None

D. What is the impact of this proposal on staffing?

No impact on staffing- ESL teachers are currently teaching this course and will remain in the same roles

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Currently ESL 1, 2 and 3 are year long, 1 credit courses.

This proposal would change ESL courses to be two semester long courses, 0.5 credits each. This allows

for more flexibility for movement of students throughout the year and for new arrival students.

F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

No

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

No

B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

None

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

ESL Department: Colleen Jewell

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	\$500			



Supplies	0			
Professional Development	0			
Curriculum Writing	0-1240			
Staffing	0			
Other (identify)	0			
<b>Total</b>	<del>500</del> 1740			

Additional explanation of budget impact (if needed):

Appendix:

**Grade 9-10 ELA Standards Matrix**

Use the Grade9-10 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
<u>1</u>	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
<u>2</u>	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
<u>7</u>	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
<u>10</u>	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

**Grade 9-10 Literacy Standards Matrix**

Use the Grade 9-10 Literacy Standards Matrix to identify a CCS for Literacy Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		CCS Literacy Standards			CCS ELA Standards	
		RH	RST	WST	SL	L
<u>1</u>	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
<u>2</u>	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
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<u>4</u>	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	Analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
<u>7</u>	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	Create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4,6	
<u>10</u>	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science and Technical Subjects		

**Request for a New Program or Course**

Signature of Principal: [Signature] Date: 7/28/23

Signature of Dept. Chair (if applicable): Meg L. Dun Date: 9/29/23

Title of Proposal: Art Appreciation

Person Submitting Proposal: Kristi Soucie

Curriculum Area: Fine Arts

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable):

Grade(s): 10-12

**1. Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course would address traditional and contemporary visual arts of various cultures. Students will make connections with lessons from Humanities, Engineering and Practical/Visual Arts courses. Students need one full credit of Fine or Practical Arts credits to graduate. This would appeal to students who would like a less technically involved, hands-on Fine Arts course.

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

Currently we have a year long Ap Art History course which has the option of taking it at the Honors level. In the past several years the enrollment for this course has been decreasing to under 10 students per year. At one point, we did not run the course and considered running it every other year. However, due to the new way that the students choose courses on Powerschool, it is not as easy to communicate and/or recommend incoming students to the class. The students have indicated that the present course is not known to many students, partially due to the fact that not many students have taken it and talked about it. In addition, the students that do take AP courses fill their schedule with the English, Math, and Science AP courses that are recommended by colleges. Very few students actually go to college for art and can use the AP Art History credit and therefore feel that the others will serve them better. I feel that offering an Art Appreciation course at the CP level with an Honors option would serve more of our students. The AP curriculum which includes specific art pieces from the Ancient and Middle Ages are not of interest to most students. An Art Appreciation course would allow the teacher and students to study more contemporary art and art of more various cultures.

3. **Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This new course would allow for students to have a better understanding of the contemporary art that surrounds them everyday, in person and digitally. Students would better make connections with art of many cultures such as the Latino, African-American and Asian cultures to which many of them belong. Hands-on projects would allow for more depth of knowledge rather than the amount of recall required for the AP Collegboard exam.

It can better integrate with Pathways towards Art careers as well as interdisciplinary Pathways, as it encompasses modern cultures, and art that surrounds us everyday.

- B. Will it have an impact on other students, if so how?

This class will be more accommodating in curriculum and making connections for more students. This change could serve 24 students per semester.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Not applicable. AP Art History has no prerequisites and is not a prerequisite for any other courses.

- D. What is the impact of this proposal on staffing?

This change would not impact staffing. The same teacher of our AP Art History would teach this class instead.

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

1 section/semester would be appropriate. It will be easier to schedule two separate Art Appreciation courses than a full year AP Art History course as most of our other art courses are semester courses as are other Humanities courses.

- F. Are there space implications associated with the program/course?

24 student capacity.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

It will take away AP Art History which is presently 8-10 students per year. This will give availability to more students to enroll and connect with a broader demographic.

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

Not necessary

B. What current materials will need replacement?

A MacBook Pro from 2013 is presently being used to display considerable amounts of art images simultaneously with very easy changes to window size and zoom capability on large files. This MacBook is VERY outdated and can no longer be updated with new apps. A new Macbook will cost approximately \$1300.

C. Are there staffing needs required because of the resources?

No.

D. Would there be specific needs for materials for SPED or ELL?

Modifications within the class curriculum.

E. Is specialized training required for staff?

Yes-CT Art Teacher Certification-042

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Kristi Soucie/Art Dept. Winter/Spring 2023-2024

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies				

Professional Development				
Curriculum Writing	1240			
Staffing	1300			
Other (identify)	MacBook \$1300			
<b>Total</b>	<b>\$2540,00</b>			

Additional explanation of budget impact (if needed):

Ability to print in color for specific curriculum based assignments