

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Monday – May 5, 2008
Board of Education Conference Room**

7:00 P.M.

MINUTES

CALL TO ORDER

Chairperson Cei called the meeting to order at 7:05 p.m.

BOARD MEMBERS PRESENT

K. Castelli, J. Cei, C. Hayden, T. Laffin, P. Reynolds, M. Votto

STAFF MEMBERS PRESENT

A. Candido, S. Craig, S. Dastoli, C. Laudadio, B. McCully, A. Oblon, R. St. Hilaire, M. Taylor

II. ACCEPTANCE OF MINUTES

The minutes of the April 7, 2008 Instructional Committee meeting were accepted as presented.

III. CURRICULUM

A. Proposed Adoption of New Textbook for Medical Careers: Fundamentals – Introduction to Health Science Technology

It is specifically noted that this textbook is well aligned with National Standards and CT Frameworks and there are multiple cross-connections to mathematics and science standards & frameworks. It also utilizes multiple Internet research applications and the text is comprehensive and updated.

Mr. Cei asked if some of these textbooks are available as online textbooks. Mr. Taylor stated there are many textbooks available online and certain publishers are better at promoting online textbooks than other publishers. Prentice Hall publishers have been more proactive about online texts.

The unanimous consensus of the Board was to send the proposed adoption of new textbook for Medical Careers: Fundamentals – *Introduction to Health Science Technology* to the Board of Education for action at its next meeting.

B. Proposed Adoption of New H.S. Course Outline: The Developing Child – Prenatal Through Toddler

This course is a study of children from conception through the toddler period. Areas addressed include planning for parenthood, parenting, human reproduction, prenatal development, childbirth, the newborn, infancy, and the toddler. Various observations will be planned at local daycare centers, nursery schools or in the classroom setting. This course is recommended for future parents and those interested in careers in medical fields, childcare, early childhood and elementary education. It is available for Tech Prep credit at Middlesex Community College.

Mrs. Castelli asked if there are any electives that are only taken by Vo-Ag students. Mr. Taylor stated that Vo-Ag students can take any electives; however there are electives which are related strictly to the Vo-Ag program.

The unanimous consensus of the Board was to send the proposed adoption of new high school course outline: The Developing Child – Prenatal Through Toddler to the Board of Education for action at its next meeting.

C. Proposed Adoption of New H.S. Course Outline: The Developing Child – Preschool Through School Age

This course is an extension of the Developing Child: Prenatal Through Toddler (6253). The physical, intellectual, social, and emotional growth patterns of children ages 4 –12 will be addressed. The students will plan and implement a school-based nursery school. This course is recommended for future parents and those interested in careers in teaching, social services, medical fields, childcare, early childhood and elementary education. It is available for Tech Prep credit at Middlesex Community College.

The unanimous consensus of the Board was to send the proposed adoption of new high school course outline: The Developing Child – Preschool Through School Age to the Board of Education for action at its next meeting.

D. Proposed Adoption of New H.S. Course Outline: Graphic Communication

Utilizing multiple software applications, scanners, digital cameras, and laser and color printers, students will learn how ideas are communicated through words and illustrations through the creation of graphic messages. A variety of input devices will be used to design and produce graphic messages such as posters, letterheads, business cards, and brochures. Students will be exposed to areas of web page design including HTML coding and other web design software.

Alan Oblon, Technical and Vocational Education department chairperson was present to answer any questions. Mr. Cei asked if this course is an introduction to graphic design. Mr. Oblon noted this is the only graphics course offered in the district. It is actually an “intro” course for any student interested in perhaps pursuing a career in graphic design.

The unanimous consensus of the Board was to send the proposed new high school course outline: Graphic Communication to the Board of Education for action at its next meeting.

E. Proposed Adoption of New H.S. Course Outline: Home Repair and Maintenance

This course covers repair of roofs, gutters, walls, floors, furniture, water and waste systems, electrical systems, heating and cooling systems, insulation, and mechanical applications that relate to interior and exterior home maintenance. These experiences will expose the student to the trades, professions, and career opportunities related to the maintenance and repair of all structures and systems that are common to daily living.

Through exposure, demonstration, and hands-on experiences, the student will become a better educated consumer, will become more self-sufficient and less dependent on the use of costly outside service providers, and will gain the knowledge of the structure and various systems that need repair and maintenance as opposed to the commonly referred practice of a “throw away society”.

Mr. Oblon noted this class has only about a 10% enrollment by female students. He is hoping that enrollment will increase as he and his teachers talk about this course with all students.

The unanimous consensus of the Board was to send the proposed adoption of new high school course outline: Home Repair and Maintenance to the Board of Education for action at its next meeting.

F. Proposed Adoption of New H.S. Course Outline: The Middle East

This course examines the region of the Middle East, a timely and important area for American students to understand in the world they live in today. An overview of the region from Morocco in Northern Africa to Afghanistan in Asia will be studied. Particular attention will be given to the countries of Iran, Iraq, Saudi Arabia, Israel/Palestine, and Egypt. Through an in-depth exploration of the three major world religions (Judaism, Christianity, and Islam), which have their birthplace in this region, students will understand the current complexities that exist. They will examine the history, culture, economies, and civilizations from ancient times to the present, with an emphasis on the Middle Eastern world today. Finally, students will examine current problems and possible solutions from both an Eastern and Western perspective.

Carrie Laudadio, Social Studies Resource teacher, stated this is a new half-year elective that will be offered this fall for juniors and seniors at both high schools. Several of the resources listed in the outline are actually online resources because of the ever changing nature of the material. The Board members all felt this course is an excellent addition to the electives for high school students.

The unanimous consensus of the Board was to send the proposed adoption of new high school course outline: The Middle East to the Board of Education for action at its next meeting.

G. Proposed Adoption of New Textbooks for The Middle East –*Through Middle Eastern Eyes* and *Teen Voices from the Holy Land: Who Am I to You?*

This textbook (*Through Middle Eastern Eyes*) is aligned with the district's curriculum and is written at an appropriate reading level. The book presents both historical and contemporary issues in a high-interest manner through an anthology of Middle Eastern stories, articles, letters, and book excerpts. It presents a diversity of perspectives on a variety of issues and comes with corresponding lesson ideas in the teacher's guide. This will be a companion book to *Teen Voices from the Holy Land: Who Am I to You?*

This textbook (*Teen Voices from the Holy Land: Who Am I to You?*) is aligned with the district's curriculum and is written at an appropriate reading level. It presents current information about the Palestinian-Israeli conflict from the point of view of multiple teens from both sides of the issue. This book presents a very human perspective to this conflict utilizing a high-interest diary/interview style format that puts a name and face to each teen's story. This will be a companion book to *Through Middle Eastern Eyes*.

Mr. Reynolds asked what the criteria was for selecting the material covered in this course. Mrs. Laudadio stated the material must be current and must offer a balanced mix of views of the Palestinian and Israeli conflict. Enrollment for this September is twenty-five students at Sheehan High School and forty-six students at Lyman Hall High School.

The unanimous consensus of the Board was to send the proposed adoption of new textbooks for The Middle East – *Through Middle Eastern Eyes* and *Teen Voices from the Holy Land: Who Am I to You?* to the Board of Education for action at its next meeting.

H. Proposed Adoption of New Textbook for United States History (Basic Level) – *History Alive! The United States*

This textbook is best suited to the needs of the students in the basic level. The readability of the text is appropriate for sophomores reading at or below grade level. The publisher, Teachers' Curriculum Institute, has created the text and supplemental activities with considerate text (single column text, simple and effective graphics) that doesn't over-power students with a busy layout. The instructional approach taken by the Teachers' Curriculum Institute is to bring history to life for students through interactive, hands-on activities.

Each lesson within the *History Alive!* program is designed to appeal to students of various learning styles so that all students can benefit from the program. This is a well organized program that provides teachers with specific instructions for each of the lessons and activities, while providing them with the needed flexibility to tailor the program to their own teaching style. The interactive student notebook challenges students to answer important questions, find main ideas, and connect new concepts to their current understanding. The student notebook contains writing prompts and activities that promote critical thinking, including graphically organized reading notes that appeal to visual learners. This new textbook replaces the current ten year old book.

The unanimous consensus of the Board was to send the proposed adoption of new textbook for United States History (Basic Level) – *History Alive! The United States* to the Board of Education for action at its next meeting.

I. Proposed Adoption of New Textbook for Civics (Basic & General Level) – *Civics: Government and Economics in Action*

The readability and presentation of content in this textbook are best suited to the needs of the students at the general and basic levels. This book was designed to help students easily access and comprehend Civics content using considerate text which combines single column text, larger font, bigger margins, simple language, color headings and a visually appealing layout that doesn't overpower students. At the beginning of each section is a reading preview that includes unit objectives, key vocabulary, main ideas, and suggestions for taking notes to assist students in comprehending the information. This text provides "Civics in the Real World" excerpts to help students connect the content to becoming active citizens. This adoption will include an online text version for all students, as well as access to a variety of multimedia and print materials provided by the CloseUp Foundation, one of the nation's largest civic education organizations. This new textbook replaces the current ten year old book.

The unanimous consensus of the Board was to send the proposed adoption of new textbook for Civics (Basic & General Level) – *Civics: Government and Economics in Action* to the Board of Education for action at its next meeting.

J. Proposed Adoption of New Textbook for Civics (Academic Level) – *Government Alive! Power, Politics, and You*

The readability and presentation of content in this textbook are best suited to the needs of the students at the academic level. The instructional approach taken by the Teachers' Curriculum Institute with this program is to actively connect government to the everyday lives of high school students. Each lesson within the *Government Alive!* program is designed to appeal to students of various learning styles so that all students can benefit from the program. With hands-on lessons and a standards-based text, students are encouraged to become engaged in learning the structure and function of government. The *Doing Democracy Toolkit for Civic Action* and resources from TCI's partnership with the National Constitution Center provides students with real life opportunities to experience democracy. This is a well organized program that provides teachers with specific instructions for each of the lessons and activities, while providing them with the needed flexibility to tailor the program to their own teaching style. The main objective of the *Government Alive!* program is to prepare students to become active citizens.

The unanimous consensus of the Board was to send the proposed adoption of new textbook for Civics (Academic Level) – *Government Alive! Power, Politics and You* to the Board of Education for action at its next meeting.

K. Proposed Adoption of New Textbook for Civics (Honors Level) – *Magruder's American Government*

The readability and presentation of American Government content are best suited to the needs of the students at the honors level. This text is widely used throughout the country and has received outstanding reviews.

This edition of the text includes current content, is well aligned with the district curriculum, and comes with high quality support materials. This adoption will include an online text version for all students as well as a variety of other online resources. This text was written in partnership with the CloseUp Foundation, one of the nation's largest civic education organizations, and encourages students to analyze landmark Supreme Court cases and use primary source documents.

The unanimous consensus of the Board was to send the proposed adoption of new textbook for Civics (Honors Level) – *Magruder's American Government* to the Board of Education for action at its next meeting.

L. Proposed Adoption of New Textbook for Physics (Academic Level) – *The Physics of Everyday Phenomena*

This textbook introduces the basic concepts of physics using examples of common occurrences. Beginning physics students benefit from the large number of student aids and the reduced emphasis on math. Leading questions are used to introduce the materials and chapter exercises offer ample practice for students. Additional Everyday Phenomena boxes in the text analyze common phenomena in more detail to promote a better understanding of everyday events in students' lives. The accuracy and currency of this text best meets our students' needs. It will provide a good foundation in preparation for college. This course is an algebra based physics course and Algebra 2 is a prerequisite to take this course.

The unanimous consensus of the Board was to send the proposed adoption of new textbook for Physics (Academic Level) – *The Physics of Everyday Phenomena* to the Board of Education for action at its next meeting.

M. Proposed Adoption of New Textbook for Physics (AP & Honors Level) - *Physics*

This algebra-based physics involves readers *actively* in a guided learn-by-doing process. The textbook has worked examples in a unique, two-column format that focuses on the basic strategies and step-by-step *thought processes* involved in problem solving—with an emphasis on the *relationship* between the physical concepts and their mathematical expression.

Color-coded drawings help readers visualize physics problems, and companion photographs show the same principle at work in different physical contexts, or different situations side by side in which contrasting principles are at work. Real-world physics applications are abundant. The accuracy and currency of this text best meets our students' needs. It will provide a good foundation in preparation for college. There are sixteen students enrolled in honors level physics for the fall at Lyman Hall High School and two students enrolled in AP physics for the fall. At Sheehan High School there are twenty-three students enrolled in honors physics and twelve students enrolled in AP physics for the fall.

The unanimous consensus of the Board was to send the proposed adoption of new textbook for Physics (AP & Honors Level) – *Physics* to the Board of Education for action at its next meeting.

N. Proposed Adoption of New Textbook for AP Calculus – *Single Variable Calculus: Early Transcendentals*

The calculus teachers have requested a textbook that will cover hyperbolic functions, slope field (in depth) and Euler's method as well as introducing logarithmic or exponential functions more appropriately. Several texts were reviewed and the committee felt that this text aligned best with the AP and ECE curriculum. The supplemental materials, including on-line component, were superior to the other programs. And finally the clarity of the notes and examples make this text the best choice. There are about twenty to twenty-five students currently enrolled in this course at both high schools.

The unanimous consensus of the Board was to send the proposed adoption of new textbook for AP Calculus – *Single Variable Calculus: Early Transcendentals* to the Board of Education for action at its next meeting.

O. Proposed Adoption of Revised Rubric for Grades 7-12 – Analytical Scoring Rubric for Mathematical Problem Solving

The Math Problem Solving Rubric for Grades 7 – 12 has been revised to better align it with the rubric used for scoring the CAPT. A group of seven teachers from both Lyman Hall and Sheehan High School worked with Stephanie Craig to revise the old rubric that had employed a 0 – 4 scale. The new rubric is modeled after the one used by the state for CAPT scoring and is based on a 0 – 3 scale. The teachers felt the improved scoring rubric would benefit the students when they take the CAPT test. We “field tested” the content of our revisions when correcting the MAG (Mathematics Assessment for Graduation) test last fall. This allowed us to analyze how much the changes would affect the percent of students who passed/failed. The new rubric shows negligible adverse effect on these percentages.

Stephanie Craig, Mathematics Resource teacher, discussed this rubric at length and explained the history behind revising this document.

The unanimous consensus of the Board was to send the proposed adoption of new high school course outline to the Board of Education for action at its next meeting.

P. Proposed Adoption of New H.S. Course Outline: English 3 AP

English 3 is a study of British literature with an emphasis on literary periods, major authors, and important literary works. The course stresses the influence of Britain’s culture and customs on its literary tradition. This serves as a foundation for the continuing development of the student’s communication skills in writing (including usage and mechanics), speaking, listening and viewing.

Renee St. Hilaire, Language Arts Resource teacher, discussed this course outline at length and explained how the focus of this course is on the language of composition.

The unanimous consensus of the Board was to send the proposed adoption of new high school course outline: English 3 AP to the Board of Education for action at its next meeting.

Q. Proposed Adoption of New Textbooks for English 3 AP – *The Norton Sampler: Short Essays and The Language of Composition*

The text, *The Norton Sampler*, is highly recommended by the College Board and would meet the needs of the curriculum in several ways. It provides for a variety of short essays that are interesting for students and allow for multiple perspectives. The text is also grouped by theme and rhetorical modes which will allow for easy integration with the curriculum.

The unanimous consensus of the Board was to send the proposed adoption of new textbooks for English 3 AP – *The Norton Sampler: Short Essays* and *The Language of Composition* to the Board of Education for action at its next meeting.

R. Proposed Adoption of New H.S. Course Outline: Art Photography

Art Photography students will study and apply the design elements and principles of art. Students learn to use cameras and develop and print film using traditional processes. Major aspects of study include the development of photography as an art medium, the eye of the photographer, and the quality of the work. The history of photography is explored. If students wish to use their own personal camera they will be accommodated but camera ownership is not required.

The unanimous consensus of the Board was to send the proposed adoption of new high school course outline: Art Photography to the Board of Education for action at its next meeting.

S. Proposed Adoption of New H.S. Course Outline: Advanced Art Photography

Advanced Art Photography is a continuation of Art Photography with an emphasis on furthering knowledge of techniques and artistic expression through the photographic image. In this course, students are challenged by applying the art elements and design principles to sophisticated assignments and utilize advanced darkroom techniques, sophisticated assignments and advanced darkroom techniques. Major aspects of study include the continuation of the development of photography as an art medium and high quality work. The history of photography is further explored. If students wish to use their own personal camera they will be accommodated but camera ownership is not required. It was noted that both Art department chairpersons are currently writing grants that would generate funding for a new digital photography course that would be offered to students in 2009-2010.

The unanimous consensus of the Board was to send the proposed adoption of new high school course outline: Advanced Art Photography to the Board of Education for action at its next meeting.

V. ADJOURNMENT

There being no further business, Chairperson Cei adjourned the meeting at 8:43 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary