

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Monday – December 10, 2012
Board of Education Conference Room
Mark T. Sheehan High School**

MINUTES

I. CALL TO ORDER

Vice Chairperson Mansfield called the meeting to order at 8:52 p.m.

BOARD MEMBERS PRESENT

M. Brooder, K. Castelli, C. Mansfield, J. Marrone, R. McKay, C. Miller

STAFF MEMBERS PRESENT

H. Brinton, D. Bryant, E. Cohn, R. Duthie, S. Gomes, J. Guarino, B. Johnson, C. Laudadio, C. Madancy, R. Mancusi, S. Menzo, B. McCully, E. Neilander

I. CURRICULUM

A. Revised Grade 9 English Language Arts Course

Ellen Cohn, Assistant Superintendent, thanked all the members of the staff who attended this meeting. The grade 9 English 1 course – Literary Themes and Genres – is being revised to align with the Common Core State Standards for English Language Arts. Carrie Laudadio, Language Arts/Social Studies/Humanities resource teacher, stated in this course students will develop essential reading and composition skills through the study of literary themes and genres. Students will employ strong, thorough, and explicit textual evidence in their literary analyses and technical research. They will learn to closely read both literary and informational text to determine what a text says explicitly and to make logical inferences from it. They will understand the development of multiple ideas through details and structure and track the development of themes over the course of a text. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and reasoning necessary in the composition of effective, argument texts. This is a one credit course offered to students in grade 9.

The unanimous consensus of the Board was to send the proposed revision of high school course: Literary Themes and Genres to the Board of Education for action at its next meeting.

B. Revised High School Mathematics Courses

Christina Madancy, Mathematics Resource teacher, stated the grade 9 & 10 Algebra 1A course is being revised to align with the Common Core State Standards for Mathematics. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. There will be five critical areas of study: fluency with linear equations and inequalities, function notation and exploration of many types of functions, using linear models to analyze data, working with exponents, quadratic and exponential expressions, and analyzing and comparing the characteristics of quadratic functions with linear and exponential. Throughout the course students will use the content above to make sense of problem situations and model real life phenomena. Many topics will be investigated through the use of a graphing calculator and other technologies. This is a one credit course offered to students in grade 9 & 10.

The unanimous consensus of the Board was to send the proposed revision of high school course: Algebra 1A to the Board of Education for action at its next meeting.

The grade 9 Transition to Algebra course is being deleted in order to align with the Common Core State Standards for Mathematics.

The unanimous consensus of the Board was to send the proposed deletion of high school course: Transition to Algebra to the Board of Education for action at its next meeting.

The grade 9 & 10 Algebra 1G course is being revised to align with the Common Core State Standards for Mathematics and to support the deletion of Transition to Algebra. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. There will be five critical areas of study: fluency with linear equations and inequalities, function notation and exploration of many types of functions, using linear models to analyze data, working with exponents, quadratic and exponential expressions, and analyzing and comparing the characteristics of quadratic functions with linear and exponential. Throughout the course students will use the content above to make sense of problem situations and model real life phenomena. Many topics will be investigated through the use of a graphing calculator and other technologies. Students in this course will be given double the amount of instructional time to investigate the curricula and activities discussed above. The additional time will focus on student's writing to show how they solved a math problem, explaining their mathematical thinking, discussing possible solutions, and applying math to situations in life outside of school in order to support the Algebra 1 curriculum. This is a two credit course offered to students in grade 9 & 10.

The unanimous consensus of the Board was to send the proposed revision of high school course: Algebra 1G to the Board of Education for action at its next meeting.

The grade 9, 10, 11 & 12 Geometry course is being revised to align with the Common Core State Standards for Mathematics. In this course students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. There will be six critical areas of study: development of formal proof and using geometric constructions to solve problems about polygons, building a formal understanding of similarity and applying that to right triangle trigonometry, extending work with two-dimensional and three-dimensional figures to consider cross-sections and rotations, continue their study of quadratics by connecting the geometric and algebraic definitions, proving and studying relationships within circles, and building on probability concepts to make use of geometric probability models. Throughout the course students will use the content above to make sense of problem situations and model real life phenomena. Many topics will be investigated through the use of a graphing calculator and other technologies. This is a one credit course offered to students in grades 9 to 12.

The unanimous consensus of the Board was to send the proposed revision of high school course: Geometry to the Board of Education for action at its next meeting.

C. Revised High School Social Studies Courses

Carrie Laudadio, Language Arts/Social Studies/Humanities resource teacher, stated the Grade 9 United States Government and Politics course is being added to replace the Civics course, which is currently taken in grade 11. The sequence of Social Studies courses are being revised to align with the Common Core State Standards in History and Social Studies. This course is designed to provide students with practical knowledge and an analytical perspective on government and politics in the United States and its direct connection to them. Relevance to life is imperative for students to connect with the democratic process as citizens of the United States. Students will be able to apply knowledge of the U.S. Constitution and demonstrate their understanding of how the American system of government functions on the local, state, and national levels as well as the impact on individual citizens.

Students will also be able to demonstrate their understanding that U.S. citizens have both rights and responsibilities in order for our government to maintain order in our society and that as citizens they should consider alternatives to the traditional ways things have always been done. A student-centered and inquiry based approach will be taken to help students question and develop perspective on how America's government functions. This is a half credit course offered to students in grade 9.

The unanimous consensus of the Board was to send the proposed addition of high school course: United States Government and Politics to the Board of Education for action at its next meeting.

The grade 9 Contemporary Global Issues course is being added to the high school course sequence to ensure that all students have the opportunity to examine current world issues with a critical lens and determine how these issues affect them as a global citizen. The sequence of social studies courses is being revised to better align with common core literacy standards in history and social studies. This new Contemporary Global Issues course is also being offered at only the Academic level with an honors option built in to help meet NEASC expectations. This course will be an examination of thought provoking topics which are current in the world today. The emphasis will be on close reading and viewing, summary, discussion, and analysis. Students will focus in on media literacy and the way media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process. Topics covered will include those such as globalization, the influence of American culture in the world, the environment, emerging cultures, wealth and poverty, refugees, technology and many other ethical and world related issues.

Readings will be from diverse areas including history, politics, philosophy, science, and sociology, as well as relevant literature, music and film. Students will develop argumentation and informative style writing pieces on a variety of topics and compose well-researched papers which synthesizes their thoughts in an engaging and accurate manner. This is a half credit course offered to students in grade 9.

The unanimous consensus of the Board was to send the proposed addition of high school course: Contemporary Global Issues to the Board of Education for action at its next meeting.

The grade 9, 10, 11 & 12 Advanced Placement United States Government and Politics course is being revised to so that it aligns better with the course title developed by The College Board. In addition, the course will now be offered in grades 9-12 to align with the revised unlevleed grade 9 social studies offering of American Government in order to provide freshman who are interested in the Advanced Placement option that choice. Advanced Placement American Government and Politics will provide students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States politics. This is a half credit course offered to students in grades 9 to 12.

The unanimous consensus of the Board was to send the proposed revision of high school course: Advanced Placement United States Government and Politics to the Board of Education for action at its next meeting.

VII. ADJOURNMENT

There being no further business, Chairperson Cei adjourned the meeting at 9:35 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary