

# Curriculum Council

## February 17, 2011

Members present: Yu Bong Ko, Elayne Armaniaco, Mary Ouderkirk, Jennifer Amos, Kristen Duroy, Michele Jones, George Brady, Pam Hess, Sheila Beglin, Shannon Sorrentino, Bill Lee, Rosemary Pitruzzella, Tania Peterson, Jeannine Carr, Brian Culot, Lynn Gorey, Marisa Premus, Nora Polansky  
Absent: Karen Mingione, Dana Stangel-Plowe

### UPDATES

#### Review of National Standards Implementation in SOCS

- State has adopted the National Standards in ELA and Math and is developing curricular frameworks and formative assessments.
- Full implementation expected by September 2013.
- Currently, SOCS curriculum Leadership Teams are working to identify areas of difference between National Standards and current curriculum at each grade level, and we are projecting required modifications to our curriculum and resources required to do this successfully.
- Summary of changes to ELA National Standards—emphasis on informational texts
- Summary of changes to Math National Standards—constructivist approach to mathematical thinking; downward shift of some items currently covered in one grade level of NYS standards into the previous grade level.
- Most projected changes are minor adjustments and shifts of individual unit from one grade level to another.

#### Tri-States Update

- Upcoming consultancy visit—March 2011
- Receiving building-level updates regarding a former visit's recommendations.
- The Tri-States team will review implementations of change

#### Literacy Coach

- New position to enhance our readers/writer's workshop, writing rubrics, and literacy development
- Continue our successful, balanced literacy approach

#### Report Card Leadership Team

- Developing a new, electronic report card for SOCES through PowerSchool
- Leadership Teams are refining rubrics to accompany elementary report cards to describe what children are able to do.

#### Social Studies Leadership Team

- Creating new assessment due to elimination of State-level SS tests that will be DBQ and problem-based
- Working with Rockland BOCES and the Teaching American History grant

#### Foreign Language Leadership Team

- Completed curriculum mapping
- Use of Foreign Language Lab at TZHS

#### FLAP Grant Updates

- Federally funded grant to introduce Chinese language course and exposure to critical languages to SOCS D students
- Currently offering Chinese level I course at TZHS,
- Use of foreign language lab at TZHS
- Piloting use of Rosetta Stone for language development in SOCES programs; considering the use of other resources
- Exposure to Chinese language at SOMS
- Expansion ideas into SOCES
  - Increase the teaching assignment of grant-funded Chinese teacher
  - Work with HS foreign language teachers to create introductory language lessons and utilize TZHS students to co-teach SOCES classes (Italian, Spanish, French and Chinese) starting this year at TZE with possible expansion to other schools during the 11-12 school year. Chinese teacher will provide some culture and language lessons to WOS this year in addition to the TZE work with students.
- Recent two-week visit by two students and one teacher from Shanghai's High School Affiliated to Fudan University. Our students will visit this school and our guests in Shanghai in April, 2011
- Offering Chinese I and II in 2011-2012 at TZHS
- Offering Chinese in SOMS explore in 2011-2012
- Virtual High School (VHS)—FLAP grant funds one teacher of a Russian VHS course and up to 25 TZHS students in various VHS courses each semester, i.e., Russian, AP Music Theory, Oceanography, Latin, World Religions, Veterinary Medicine.
- Considering application to additional grants to support world languages

## **PROPOSALS**

#### Report Card Leadership Team

- Proposed shift
  - From our current quarters, which are approximately 45 days, to trimesters, which will have approximately 60 days
- Reasons
  - Allow ample time to collect data in all areas and ample time to identify increases in student learning
- Report cards will reflect the results of both formative and summative assessments

- Formative assessments—diagnostic data (conference with teacher, teacher observations, student homework, pre-assessments, etc.)
- Summative assessments/data—cumulative evaluations to assess long-term learning (State assessments, Fontas and Pinnell assessments, chapter and/or unit tests, and report cards grades, etc.)
- Report cards will contain teacher comments
- Teachers will continue to communicate regularly with parents
- Teams are preparing a guide to accompany report cards to explain report card rubrics

#### Changes to SOMS Explore program for 2011-2012

- Goal: no students will have Quiet Study periods during the Explore Cycle
- Grade 6
  - Explore Cycle classes will include art, technology, home and careers, health, character education, and problem-based learning
- Grades 7 and 8
  - Explore Cycle to include one quarter of study in each of the following areas: art, technology, Chinese, and problem-based learning
- This will allow greater participation in Explore classes
- This will provide remediation daily for students in need, and once those needs are met, the student will resume Explore classes

### **ITEMS FOR FUTURE AGENDAS**

- Updates from each building's Building Leadership Teams
- Consideration of adding parent-member(s) to district-wide character education team
- Math textbook—SOMS
- Research-based phonics program—WOS
- Next meeting April 7<sup>th</sup>: 4PM SOMS library