

WESTPORT BOARD OF EDUCATION

*AGENDA

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE

7:30 p.m., Staples High School, Cafeteria B (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

MINUTES: October 19, 2015

INFORMATION: Automated External Defibrillators (AEDs)

UPDATE:

- | | | |
|--------------------------------------|---------|-------------|
| 1. Kindergarten, 2015-16 School Year | (Encl.) | Ms. Droller |
|--------------------------------------|---------|-------------|

DISCUSSION:

- | | | |
|---|---------|------------------------------|
| 1. Proposed Course Additions, Deletions, Modifications, 6-12
Julie Heller, Cody Thomas, Brendan Giolitto, Brian Solomon, Maria Zachery, Chris Fray, Lili Yang, AJ Scheetz, Humphrey Wong, Scott Lee, David Rollison, Luke Rosenberg and Thomas Scavone | (Encl.) | Mr. D'Amico, |
| 2. Authorization to Seek Text Amendment from
Planning and Zoning Commission | (Encl.) | Dr. Landon |
| 3. School Bus Transportation | (Encl.) | Mr. Longo
Ms. Evangelista |

- School Bus Arrival and Departure Times: 2015-16 School Year
- Use of Monitors on School Buses in Connecticut School Districts
- Impact of School Bus Monitors on Student Discipline and Safety
- Research Related to Safety and Effectiveness of Seat Belts on School Buses
- School Districts in Connecticut Requiring Use of Seat Belts on School Buses and Cost of Implementation in Westport

DISCUSSION/ACTION:

- | | | |
|--|---------|------------|
| 1. Staples HS Principal Search: Appointment of Evan Pitkoff,
Director, Cooperative Educational Services, Trumbull | (Encl.) | Dr. Landon |
| 2. Acceptance of Gift | (Encl.) | Dr. Landon |

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on cable TV on channel 78, AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes except when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.



Julie Droller
Director of Elementary Education

Telephone: 203-341-1213
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TO: ELLIOTT LANDON
FROM: JULIE DROLLER
SUBJECT: CURRICULAR UPDATES IN KINDERGARTEN, 2015-2016
DATE: NOVEMBER 9, 2015

Last year, the Board of Education approved the addition of one additional 30 minute music class in Kindergarten, which provided consistency in our instructional minutes for music in grades K through four.

This change has allowed us to implement a comprehensive music curriculum in kindergarten - *First Steps in Music*, which has enhanced our full-day kindergarten program. With a full 60 minutes of music instruction, we are able to provide developmentally appropriate opportunities for children to sing, move, explore instruments, and engage in a variety of activities that have a myriad of benefits.

First Steps in Music is based on a language acquisition model which reinforces critical phonological awareness skills such as rhyming, syllabication, listening for beginning and ending sounds; and mathematics skills such as patterning, counting and problem-solving. It builds students' singing/tonal, listening, attention, and movement skills, resulting in no loss of critical instructional time.

The *First Steps in Music* curriculum is a musical workout that grows tuneful, beautiful and artful individuals. There are eight different activities in each workout. And, like aerobics, in the beginning some participants will likely be clumsy in some aspects of the workout, but if they give it their best, they are bound to improve! And, like an aerobics workout, the more one participates the better the effect. Balancing repetition and variety is key to each workout being effective and interesting. Focuses upon:

- **SINGING/TONAL ACTIVITY CATEGORIES**
 1. Pitch Exploration (Vocal Warm-ups)
 2. Fragment Singing - Echo Songs; Call and Response Songs
 3. Simple Songs
 4. Arioso (Child created tunes)

5. Songtales

- **MOVEMENT ACTIVITIES CATEGORIES**

6. Movement Exploration (Movement Warm-ups)
7. Movement for Form and Expression
8. Movement with the Beat

Elementary music teachers have participated in professional development with John Feierabend, one the leading experts on early music and creator of the *First Steps* Method. They have utilized the WPS Teacher Evaluation Plan to create common goals that focus on vocal development in Kindergarten, and developed common assessment models using *First Steps*. Teachers continue to engage in professional learning communities to reflect upon the new curriculum and plan for the integration into PreK and Grade 1.

The curricular revisions we have made in all content areas over the past few years have allowed us to be more efficient in our instruction. We are purposeful about authentically integrating our social skills and science curriculum into other content areas, when appropriate. Our revised social studies curriculum is taught entirely through an inquiry approach, using learning centers where students apply visual literacy, reading, writing, speaking and listening skills. Because learning is collaborative and social, teachers provide explicit instruction in how to work together in respectful and responsible ways throughout the day, including our structured and free choice times.



James J. D'Amico
Director of Secondary Education

TO: Elliott Landon
FROM: James D'Amico
SUBJECT: New Course Proposals
DATE: November 9, 2015

Please find attached the proposals for new courses at Staples High School for the 2016-17 school year. The courses being proposed are:

- Music
 - AP Music Theory
- World Languages
 - Mandarin Chinese 5
 - AP Chinese Language and Culture
- English
 - Gothic and Horror Literature
 - Sports Literature and Research
- Science
 - Earth Science
- STEAM
 - Creative Technological Solutions to Real-World Problems
 - 3-D Design and Engineering
 - Materials and Design Science

These course proposals represent exciting opportunities for Staples High School students, whether it be the change to continue learning a language, engaging students with relevant and exciting options within their required coursework, or offering courses of study in STEAM fields. As was pointed out recently by the NEASC visiting team, the variety and quality of our high school curriculum is a source of pride for the school, and we are looking forward to these courses becoming a part of our program of studies.

Maria Zachery, Thomas Scavone, Julie Heller, and A.J. Scheetz, the chairs of the World Languages, Music, English and Science departments, respectively, will be in attendance along with several Staples High School teachers to present the courses to the Board, and field questions about these proposals.

Music

- AP Music Theory

ADVANCED PLACEMENT MUSIC THEORY COURSE PROPOSAL 2016-17

Staples High School
Westport, Connecticut

Course Title: A.P. Music Theory

Credit: 1

Course proposed by:

Thomas A. Scavone, K-12 Music Supervisor
Luke Rosenberg, Instructor

Course Description

The Advanced Placement Music Theory course offers a clear and thorough introduction to the resources and practices of Western Music from the 17th century to the present day. Students will employ a variety of techniques to clarify underlying voice leading, harmonic structure, and formal procedures. The Advanced Placement Music Theory students will develop the ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The student will develop aural, sight-singing, written, compositional, and analytical exercises. The AP Music Theory student will solve compositional problems and become proficient in part-writing. Students will receive ear-training and skills for aural identification and dictation notation. The AP Music Theory exam is a three-hour, standardized exam scheduled for May. Music Composition will be the focus for the remainder of the year.

Prerequisite

Band, Orchestra, Chorus or demonstrated knowledge of fundamental Music Theory concepts

Content Specific Enduring Understandings (by Artistic Processes)

Creating

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication.

Performing

- Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- The context and how a work is presented influence the audience response.

Responding

ADVANCED PLACEMENT MUSIC THEORY COURSE PROPOSAL 2016-17

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Connecting (embedded into processes)

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Content Specific Essential Questions (by Artistic Processes)

Creating

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?

Performing

- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance? When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?

Responding

- How do individuals choose music to experience?
- How does understanding the structure and context of music inform a response?
- How do we discern musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

Connecting (embedded into processes)

- How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

CT Music Content Standards to be addressed

1. Singing, alone and with others, a varied repertoire of music.

ADVANCED PLACEMENT MUSIC THEORY COURSE PROPOSAL 2016-17

2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Proposed Resources

- Kostka, Stefan, and Dorothy Payne. *Tonal Harmony with an Introduction to Twentieth-Century Music*. 5th ed. New York: McGraw-Hill, 2004
- Kostka, Stefan, and Dorothy Payne. *Workbook for Tonal Harmony*
- Various Software including Alfred Music Theory, MacGamut and Finale
- Web-based resources include Noteflight and Musictheory.net

For further information, see College Board Course Description:

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-music-theory-course-description.pdf>

ADVANCED PLACEMENT MUSIC THEORY COURSE PROPOSAL 2016-17

Expectations for Student Learning (Outcomes)

QUARTER ONE OVERVIEW

TOPICS	WRITTEN SKILLS	EAR-TRAINING SKILLS	SIGHT-SINGING SKILLS	SUPPLEMENTARY SKILLS
<ul style="list-style-type: none"> • Musical Notation and Clef Identification • Major & Minor Scales • Key Signatures • Intervals Identification • Triads and Inversions • 7th Chords and Inversions • Figured Bass Symbols • Diatonic Triads • Roman Numerals • Simple and Compound Meters • Musical Form and Texture 	<ul style="list-style-type: none"> • Workbook materials • Hand-outs • Assigned exercises 	<ul style="list-style-type: none"> • Rhythmic Dictation • Melodic Dictation – Steps • Small Skips • Interval Identification • Melodic & Harmonic Triads • 7th Chords • Musical Form and Texture 	<ul style="list-style-type: none"> • Melodies from <i>Music for Sight Singing</i> • Step-wise Melodies • Melodies with small Intervallic Skips • Major and Minor Melodies • Treble and Bass Clef 	<ul style="list-style-type: none"> • Keyboard Note ID • Keyboard use on: <ul style="list-style-type: none"> - Scales - Intervals - Triads - 7th Chords - Inversions - Basic Melodies • Alfred Music Theory Software • Ear-Training Software

COMPOSITION ASSIGNMENTS

Assignments will be selected from the following examples to apply the skills developed during the quarter. Length of compositions, weight of grades will be determined.

- ♦ Rhythmic Composition – One Part
- ♦ Rhythmic Composition – Two Parts
- ♦ Melodic Composition - Treble & Bass Clef

ASSESSMENTS

- ♦ Weekly Evaluations – Written, Dictation and/or Sight-Singing

ADVANCED PLACEMENT MUSIC THEORY COURSE PROPOSAL 2016-17

QUARTER TWO OVERVIEW

TOPICS	WRITTEN SKILLS	EAR-TRAINING SKILLS	SIGHT-SINGING SKILLS	SUPPLEMENTARY SKILLS
<ul style="list-style-type: none"> • Counterpoint --1st Species • Counterpoint --2nd Species • Four-part Part Writing • Harmonic Progressions • Triads in the 1st & 2nd • Inversions • Cadences • Phrases • Musical Form and Texture 	<ul style="list-style-type: none"> • Workbook materials • Composition using 1st & 2nd Species • Harmonization 	<ul style="list-style-type: none"> • Continuation of Above • Melodic Dictation <ul style="list-style-type: none"> - Longer - More Complex Rhythms • Interval Identification • Melodic & Harmonic • Triads • 7th Chords • Musical Form and Texture • Transcription of Jazz Head 	<ul style="list-style-type: none"> • Continuation of Above 	<ul style="list-style-type: none"> • Keyboard on basic progressions • Software from above • Previous AP Exams

COMPOSITION ASSIGNMENTS

Assignments will be selected from the following examples to apply the skills developed during the quarter. Length of compositions, weight of grades will be determined.

- ◆ Counterpoint Composition – 1st and 2nd Species
- ◆ Harmonic Composition

ASSESSMENTS

- ◆ Weekly Evaluations -- Written, Dictation and/or Sight-Singing
- ◆ Mid-term Exam using prior AP Theory Exam

ADVANCED PLACEMENT MUSIC THEORY COURSE PROPOSAL 2016-17

QUARTER THREE OVERVIEW

TOPICS	WRITTEN SKILLS	EAR-TRAINING SKILLS	SIGHT-SINGING SKILLS	SUPPLEMENTARY SKILLS
<ul style="list-style-type: none"> • Non-Chord Tones • Seventh Chords • Musical Form and Texture 	<ul style="list-style-type: none"> • Workbook materials • Original Composition using Non-Chord Tones and Seventh Chords 	<ul style="list-style-type: none"> • Continuation of Above • Melodic Dictation <ul style="list-style-type: none"> - Longer - Larger Leaps • Harmonic Dictation <ul style="list-style-type: none"> - More Complex Progressions • Musical Form and Texture • Transcription of a more advanced Jazz Head 	<ul style="list-style-type: none"> • Continuation of Above • Melodies with progressively larger Intervallic Skips • Simple Harmonic Progressions 	<ul style="list-style-type: none"> • Keyboard on Progressions including Non-Chord Tones and Seventh Chords • Software from above • Previous AP Exams

COMPOSITION ASSIGNMENTS

- ◆ Original Composition using non-chord tones and Seventh Chords

ASSESSMENTS

- ◆ Weekly Evaluations – Written, Dictation and/or Sight-Singing
- ◆ Prior AP Theory Exam

ADVANCED PLACEMENT MUSIC THEORY COURSE PROPOSAL 2016-17

QUARTER FOUR OVERVIEW

TOPICS	WRITTEN SKILLS	EAR-TRAINING SKILLS	SIGHT-SINGING SKILLS	SUPPLEMENTARY SKILLS
<ul style="list-style-type: none"> • Secondary Dominant Chords • Secondary Leading Tone Chords • Modulation • Musical Form and Texture 	<ul style="list-style-type: none"> • Workbook materials • Original Composition using secondary dominant or leading tone chords. • Short examples of modulation techniques – Pivot point, common chord, etc. • Review for AP Exam 	<ul style="list-style-type: none"> • Continuation of Above • Identification of Secondary Dominant or Secondary Leading Tone Chords • Harmonic Dictation <ul style="list-style-type: none"> - Soprano/Bass Lines - Basic Progressions - Error Detection • Identification of Modulation occurrences • Review for AP Exam 	<ul style="list-style-type: none"> • Continuation of Above • Review for AP Exam 	<ul style="list-style-type: none"> • Keyboard on Progressions including Secondary Function Chords • Software from above • Previous AP Exams

COMPOSITION ASSIGNMENTS

- ◆ Original Composition using secondary dominant or leading tone chords.

ASSESSMENTS

- ◆ Weekly Evaluations – Written, Dictation and/or Sight-Singing
- ◆ Prior AP Theory Exam

There will be an intensive review for the AP Exam during Quarter Four. Following the exam, we will focus on original compositions to be performed at a June composition recital.

ADVANCED PLACEMENT MUSIC THEORY

COURSE PROPOSAL 2016-17

WEEK ONE	ELEMENTS OF PITCH (The Keyboard and Octave Registers; Notation on the Staff; The Major Scale; The Major Key Signatures; Minor Scales; Minor Key Signatures; Scale Degree Names; Intervals; Perfect, Major and Minor Intervals; Augmented and Diminished Intervals; Inversion of Intervals; Consonant and Dissonant Intervals)
WEEK TWO	ELEMENTS OF RHYTHM (Rhythm; Durational Symbols; Beat and Tempo; Meter; Division of the Beat; Simple Time Signatures; Compound Time Signatures; Time Signatures Summarized; More on Durational symbols)
WEEK THREE	INTRODUCTION TO TRIADS AND SEVENTH CHORDS (Triads; Seventh Chords; Inversion of Chords; Inversion Symbols and Figured Bass; Lead Sheet Symbols; Recognizing Chords in Various Textures)
WEEK FOUR	DIATONIC CHORDS IN MAJOR AND MINOR KEYS (The Minor Scale; Diatonic Triads in Major; Diatonic Triads in Minor; Diatonic Seventh Chords in Major; Diatonic Seventh Chords in Minor)
WEEK FIVE	PRINCIPLES OF VOICE LEARNING (The Melodic Line; Notating Chords; Voicing a Single Triad; Parallel Motion)
WEEK SIX	ROOT POSITION PART WRITING (Root Position Part Writing with Repeated Roots; Four-Part Textures; Three-Part Textures; Root Positioning Part Writing with Roots a 4 th (5 th) Apart; Four-Part Textures; Three-Part Textures; Root Positioning Part Writing with Roots a 3 rd (6 th) Apart; Four-Part Textures; Three-Part Textures; Root Positioning Part Writing with Roots a 2 nd (7 th) Apart; Four-Part Textures; Three-Part Textures; Instrumental Ranges and Transpositions)
WEEK SEVEN	HARMONIC PROGRESSION (Sequences and the Circle of Fifths; The I and V Chords; The II Chord; The VI Chord; The III Chord; The VII Chord; The IV Chord; Common Exceptions; Differences in the Minor Mode; Progressions Involving Seventh Chords; Harmonizing a Simple Melody)
WEEK EIGHT	TRIADS IN FIRST INVERSION (Bass Arpeggiation; Substituted First Inversion Triads; Parallel Sixth Chords; Part Writing First Inversion Triads; Four-Part Textures; Three-Part Textures; Soprano-Bass Counterpoint)
WEEK NINE	TRIADS IN SECOND INVERSION (Bass Arpeggiation and the Melodic Bass; The Cadential Six-Four; The Passing Six-Four; The Pedal Six-Four; Part Writing for Second Inversion Triads)

World Languages

- **Mandarin Chinese 5**
- **AP Chinese Language and Culture**

Staples High School New Course Proposal

Course Title: *Mandarin Chinese 5*

Credit: _____ .25 Quarter
_____ .50 Semester
__X__ 1 Year

Credit Area(s): World Language

Course proposed by:

If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

_____ Administration __X__ Board of Education _____ Students
_____ K-12 Curr. Review __X__ Department _____ Other

Prerequisite: Chinese 4A or 4H

Rationale:

1. How does this course contribute to the department goals and objectives?

The Mandarin Chinese 5 course constitutes the natural progression of Chinese curriculum at Staples High School. Students who have completed Mandarin Chinese 4 will continue to learn language skills, to understand and make comparisons between cultures, and to use the language in communities outside of the traditional school environment.

2. What is the need this course addresses?

This course will be one of the terminal Chinese courses in the grade 6-12 curriculum sequence. This course provides students an opportunity to further their Chinese language and culture studies. Students will develop linguistic skills by engaging in various activities, including pair-sharing, group discussion, student presentations, peer critiques, video projects, cultural projects, web searches, skits, debates, and writing compositions.

3. How does this course support the recommendation of the latest K-12 review?
N/A
4. How does this course support Staples' mission statement?

The Staples High School community inspires learning, fosters integrity, and nurtures empathy.

To inspire learning and encourage global thinking, the course is designed with the use of authentic materials such as news periodicals, video clips, advertisements, web-pages, and phone apps. Students will learn to communicate effectively, respectfully and responsibly in a collaborative in-class and online environment to foster integrity. Current social, economic, and political issues in China and their impact on the world will be discussed and debated to engage students interest and nurture empathy.

5. How does this course support the goals of the Westport 2025 initiative?

Mandarin Chinese 5 is designed to help students develop 21st century skills of communicating using various media for specific purposes, to work collaboratively and share original ideas. This course will address the Critical Thinking domain by providing students with the opportunity to research and analyze current social, political, and economic events in China in relation to the world. The course will also address the Creative Thinking domain by providing students with the opportunity to ask new and original questions that lead to deeper explorations of these current issues. Lastly, this course will address the Global Thinking domain by synthesizing knowledge from various disciplines to generate ideas to attempt to solve real-world problems such as U.S.-China relations, pollution, economic development, one-child policy and the aging society.

Staples Expectations for Student Learning Alignment:

1. Academic Expectations
 - Students will demonstrate Chinese proficiency in the three communicative modes: interpretive, interpersonal, and presentational.
 - Students will use language within the context of the 5Cs based on the ACTFL Standards: Communication, Cultures, Connections, Comparisons, Communities
 - Students will learn to think critically and creatively in a variety of contexts and situations
2. Civic Expectations
 - Students will demonstrate honesty and integrity
 - Students will develop a rationale for making informed judgements and decisions
 - Students will consider their actions and solutions within the context of the global environment.
3. Social Expectations
 - Students will work collaboratively towards common goals.

Course Catalogue Description:

Prerequisite: Successful completion of Chinese 4H or 4A, recommendation from teacher

The Staples High School community inspires learning, fosters integrity, and nurtures empathy.

Mandarin Chinese 5 is a full-year course that provides opportunities to further develop students' proficiencies across the three communicative modes: interpersonal, interpretive, and presentation; and the five goal areas: communication, cultures, connections, comparisons, and communities. Students will explore both contemporary and historical Chinese culture. Students will enhance their ability to write, speak, comprehend real-life situations and respond.

Course Content

Course content engages students in an exploration of both contemporary and historical Chinese culture. Course content includes 4 major units of studies: family and friends, weather and travel, summer vacation and entertainment, cuisine and volunteer work. Within each unit, some of the essential questions include - how does a non-traditional nuclear family impact one's life? How does the rise of living standards in China impact the travel industry around the Pacific region? How are birthdays celebrated similarly or differently in China and the U.S.? How do we appropriately respond to internship/volunteer opportunities in China's work force?

Expectations for Student Learning (Outcomes)

Skills:

- Students will be able to read, write, listen and speak the Chinese language in various contexts in critical and creative manner
- Students will be able to make comparison between Chinese and American culture
- Students will be able to connect their Chinese studies with other school disciplines
- Students will be able to use their Chinese language skills in communities and situations outside of the school setting

Knowledge:

(What students need to know)

- Students will demonstrate knowledge of Chinese vocabulary, grammar, and syntax
- Students will gain knowledge of contemporary and historical China
- Students will learn about social, economic, political differences and similarities between China and the U. S.

Assessment:

Students will be evaluated based on:

1. Vocabulary quizzes
2. Situational Dialogues
3. Video Projects
4. Weekly Speaking Assessment
5. Weekly Writing (handwriting and typing) compositions
6. Midterm and Final Exams

Equipment/Materials/Texts:

Easy Steps to Chinese 5 Textbook (\$31.95) and Workbook (\$21.95)

Brief History of the Chinese Program in Westport:

1. Introduction of the Chinese Program in Westport 2004-2005
2. Petition for Chinese Honors to the Collaborative Team 2006-2007
3. Mandarin Chinese at the Middle School level 2010-2011
4. Growth of the Chinese Program at the High School level 2014-2015
 - a. The growth of the Mandarin Chinese program in Westport and the range of learners whom the program attracted necessitated the designation of a two-track system at the high school level, the A level and the Honors level
 - b. Currently, in the 2015 - 2016 school year, there are nearly 200 students studying Mandarin Chinese in levels 1A through 4 Honors
5. Anticipating AP and Level 5 Chinese at Staples High School 2016-2017

COURSE OUTLINE - Mandarin 5

Course Description:

- develop students' proficiencies across the three communicative modes: interpersonal, interpretive, and presentation
- five goal areas: communication, culture, connections, comparisons, and communities.
- Course content includes 4 major units of studies: family and friends, weather and travel, summer vacation and entertainment, cuisine and volunteer.
- Essential questions include
 - How does a non-traditional nuclear family impact one's life?
 - How does the rise of living standard in China impact the travel industry around the Pacific region?
 - How are birthdays celebrated similarly or differently in China and the U.S.?
 - How to appropriately respond to internship/volunteer opportunities in China's work force?

Course Rationale:

- natural progression of Chinese curriculum at Staples High School, for primarily Junior students who have completed Mandarin Chinese 4A or 4 Honors

How does this course support the goals of the Westport 2025 initiative?

- Communication - using various media for specific purposes, to work collaboratively and share original ideas.
- Critical Thinking - analyze current social, political, and economic events in China in relation to the world
- Creative Thinking - and original questions that lead to deeper explorations of these current issues.
- Global Thinking - synthesize knowledge from various disciplines to generate ideas to attempt to solve real-world problems.

Highlighted Essential Skills

- Students will be able to read, write, listen and speak the Chinese language in various contexts in critical and creative manner
- Students will be able to make comparisons between Chinese and American culture
- Students will be able to connect their Chinese studies with other school disciplines
- Students will be able to use their Chinese language skills in communities and situations outside of the school setting

Assessment:

Vocabulary quizzes, Situational Dialogues, Video Projects, Weekly Speaking Assessment, Weekly Writing (handwriting and typing) compositions, Midterm and Final Exams.

Sample Unit:

<p>Essential Questions:</p> <p><i>Easy Steps to Chinese 5:</i> <i>Unit 2: Climate; Transportation; Shopping</i></p>	<p>-What are the unique challenges rapid industrialization poses to China's climate?</p> <p>-What is the tourism terminology that's specific to air, train & bus travel in China?</p> <p>-How have the changes in China's economy impacted the shopping habits of China's rising middle class?</p>
<p>Content:</p> <p><i>Easy Steps to Chinese 5:</i> <i>Unit 2: Climate; Transportation; Shopping</i></p>	<p>-Students will learn vocabulary associated with pollution & increasing climate change</p> <p>-Students will learn vocabulary associated with both domestic and international travel</p> <p>-Students will learn vocabulary associated with discount shopping and forms of payment</p>
<p>Skills:</p> <p><i>Easy Steps to Chinese 5:</i> <i>Unit 2: Climate; Transportation; Shopping</i></p>	<p>-Students will be able to discuss the obstacles faced by the Chinese government in maintaining economic growth while reversing the rise of pollution</p> <p>-Students will be able to book their own train and plane tickets on-line</p> <p>-Students will be able to find discounts and pay credit card purchases on-line</p>
<p>Activities:</p> <p><i>Easy Steps to Chinese 5:</i> <i>Unit 2: Climate; Transportation; Shopping</i></p>	<p>-Students will view a portion of the banned documentary on pollution in China, "Under the Dome" and discuss it.</p> <p>-Students will develop domestic and international air/train travel itineraries</p> <p>-Students will simulate both on-line and in-person conflict resolution in dialogue format when returning an item for a refund</p>
<p>Assessments:</p>	<p>-Formal Debate on Pollution: Chinese Government vs. Environmentalists</p> <p>-"Round-trip: New York to Beijing with a Side Trip to Shanghai"</p> <p>-On-line Shopping: Scavenger Hunt to Find the Greatest Bargains on the Internet</p>

Staples High School New Course Proposal

Course Title: *AP Chinese Language and Culture*

Credit: _____ .25 Quarter
 _____ .50 Semester
 X 1 Year

Credit Area(s): World Language

Course proposed by:

If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

_____ Administration X Board of Education _____ Students
_____ K-12 Curr. Review X Department _____ Other

Prerequisite: Chinese 4H

Rationale:

1. How does this course contribute to the department goals and objectives?

The Advanced Placement Chinese Language and Culture course constitutes the natural progression of Chinese curriculum at Staples High School for the Honors level student population. Students who excel in learning Chinese language at the honor levels, could then learn to use their linguistic skills beyond communicating everyday needs - understand cultures, make connections with other school disciplines, make comparisons, and use the language in communities outside of the traditional school environment. AP Chinese is equivalent to a second-year (and/or the fourth semester) college Chinese course.

2. What is the need this course addresses?

AP Chinese Language and Culture is a full-year course that covers the equivalent of a second-year (and/or fourth-semester) college Chinese course. The AP Chinese course is designed to provide students with varied opportunities to further develop their proficiencies in Chinese language and culture by following the Standards for Foreign Language Learning in the 21st Century. Students will develop linguistic skills by engaging in multiple activities, including pair-sharing, group discussion, student presentations, peer

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critiques, video projects, cultural projects, web searches, skits, debates, writing compositions.

3. How does this course support the recommendation of the latest K-12 review?
N/A

4. How does this course support Staples' mission statement?

To inspire learning and encourage global thinking, the course is designed with the use of authentic materials such as news periodicals, video clips, advertisements, web-pages, and phone apps. Students will learn to communicate effectively, respectfully and responsibly in a collaborative in-class and online environment to foster integrity. Current social, economic, and political issues in China and their impact on the world will be discussed and debated to engage student interest and nurture empathy.

5. How does this course support the goals of the Westport 2025 initiative?

Chinese AP is designed to help students develop 21st century skills of communicating using various media for specific purposes, to work collaboratively and share original ideas. This course will address the Critical Thinking domain by providing students with the opportunity to research and analyze current social, political, and economic events in China in relation to the world. The course will also address the Creative Thinking domain by providing students with the opportunity to ask new and original questions that lead to deeper explorations of these current issues. Lastly, this course will address the Global Thinking domain synthesizing knowledge from various disciplines to generate ideas to attempt to solve real-world problems such as U.S. China relations, pollution, economic development, one-child policy and the aging society.

Staples Expectations for Student Learning Alignment:

1. Academic Expectations

- Students will demonstrate Chinese proficiency in the three communicative modes: interpretive, interpersonal, and presentational.
- Students will use language with in the context of the 5Cs based on the ACTFL Standards: Communication, Cultures, Connections, Comparisons, Communities
- Students will learn to think critically and creatively in a variety of contexts and situations

2. Civic Expectations

- Students will demonstrate honesty and integrity
- Students will develop a rationale for making informed judgements and decisions

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- Students will consider their actions and solutions within the context of the global environment.
3. Social Expectations
- Students will work collaboratively toward common goals.

Course Catalogue Description:

Prerequisite: Successful completion of Chinese 4H and/or recommendation from teacher

AP Chinese is a full-year course that provides opportunities to further develop students' proficiencies across the three communicative modes: interpersonal, interpretive, and presentation; and the five goal areas: communication, culture, connections, comparisons, and communities. Students will explore both contemporary and historical Chinese culture. Instructional materials including e-mails, social media, films and news periodicals will be used to engage learning. Throughout the course, assessments are frequent, varied and explicitly linked to content and skills. Students will grow their ability to write and speak, comprehend real-life situations and respond.

Course Content

Course content engages students in an exploration of both contemporary and historical Chinese culture. Course content reflects intellectual interest shared by the students and the teacher- cultural celebrations, beliefs and attitudes, interests and career, teen life/self and global community, famous people, social issues and current events, art and music appreciation, literature and poetry, geography/climate, etc.

Expectations for Student Learning (Outcomes)

The information below is derived from the College Board description of the course.

Skills:

- In addition to expressing everyday function, students will be able to read, write, listen and speak the Chinese language in various contexts in a critical and creative manner
- Students will be able to make comparisons between Chinese and American culture
- Students will be able to connect their Chinese studies with other school disciplines
- Students will be able to use their Chinese language skills in communities and situations outside of the school setting

Knowledge:

(What students need to know)

- Students will demonstrate knowledge of Chinese vocabulary, grammar, and syntax
- Students will gain knowledge of contemporary and historical China
- Students will learn about social, economic, political differences and similarities between China and the U. S.

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Assessment:

Students will be evaluated based on:

1. Practice Advanced Placement Exams
2. Vocabulary quizzes
3. Situational Dialogues
4. Video Projects
5. Unit Portfolio
6. Weekly speaking assessments
7. Weekly writing (handwritten and typed) compositions
8. AP Practice Exams

Equipment/Materials/Texts:

Chinese Link with access to digital supplemental material (\$103.47)

Integrated Chinese with access to digital supplemental material (\$49.95)

Authentic reading materials

Brief History of the Chinese Program in Westport:

1. Introduction of the Chinese Program in Westport 2004-2005
2. Petition for Chinese Honors to the Collaborative Team 2006-2007
3. Mandarin Chinese at the Middle School level 2010-2011
4. Growth of the Chinese Program at the High School level 2014-2015
 - a. The growth of the Mandarin Chinese program in Westport and the range of learners whom the program attracted necessitated the designation of a two-track system at the high school level, the A level and the Honors level
 - b. Currently, in the 2015 - 2016 school year, there are nearly 200 students studying Mandarin Chinese in levels 1A through 4 Honors
5. Anticipating AP and Level 5 Chinese at Staples High School 2016-2017

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COURSE OUTLINE- AP Chinese Language & Culture

Course Description:

- develop students' proficiencies across the three communicative modes: interpersonal, interpretive, and presentation
- five goal areas: communication, culture, connections, comparisons, and communities.
- students will grow their ability to read, write, listen and speak Chinese; comprehend and respond to real-life situations
- students will explore both contemporary and historical Chinese culture
- Course content reflects intellectual interest shared by the students and the teacher:
 - cultural celebrations, beliefs and attitudes
 - interests and career, famous people
 - teen life/self and global community
 - social issues and current events
 - art and music appreciation
 - literature and poetry
 - geography/climate/political divisions

Course Rationale:

- natural progression of Chinese curriculum at Staples High School, primarily for students who have completed Mandarin Chinese 4 Honors

How does this course support the goals of the Westport 2025 initiative?

- Communicate- using various media for specific purposes, to work collaboratively and share original ideas.
- Critical Thinking - analyze current social, political, and economic events in China in relation to the world
- Creative Thinking - ask original questions that lead to deeper explorations of these current issues.
- Global Thinking - synthesize knowledge from various disciplines to generate ideas to attempt to solve a real-world problems such as U.S. China relations, pollution, economic development, one-child policy and the aging society.

Highlighted Essential Skills

- Students will be able to read, write, listen and speak the Chinese language in various contexts to discuss, to explain, to persuade, and to debate.
- Students will be able to make comparisons between Chinese and American culture
- Students will be able to connect their Chinese studies with other school disciplines
- Students will be able to use their Chinese language skills in communities and situations outside of the school setting

Assessment: vocabulary quizzes, situational dialogues, video projects, weekly speaking assessment, weekly writing (handwriting and typing) compositions, AP practice exams

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Belief and Attitude Unit Outline:

Unit Goal:	The focus of this thematic unit is to study common beliefs, traditional values, and attitudes within the Chinese culture, such as social etiquette, patterns of interaction, or the role of family. Students compare and contrast the form, meaning, and importance of certain perspectives, products, and practices in different cultures.
Content:	<ul style="list-style-type: none"> ● Chinese view of “Fu” (good fortune), “Lu” (successful career), and “Shou” (longevity) ● Individualism versus group ● Birthday celebration ● The concept of “Li” (politeness and respect) ● Chinese people’s patterns of interaction ● Gestures and body language ● Chinese concept of “tian,” “di,” and “ren” <ul style="list-style-type: none"> ○ Family values ○ Cultural taboos
Skills:	<ul style="list-style-type: none"> ● Discuss and compare beliefs and attitudes within the Chinese culture and their own in relation to home, school, community, and nation. ● Discuss and identify historical and philosophical backgrounds that have influenced Chinese people’s patterns of interaction. ● Identify and compare cultural characteristics such as formalities, levels of politeness, and information and formal language and gestures used by Chinese people. ● Explain how beliefs, perspectives, and attitudes affect a country’s position on global issues. ● Interact in a variety of cultural contexts with sensitivity and respect.
Activities:	<ul style="list-style-type: none"> ● Selected readings on Chinese philosophy and/or common beliefs ● Vocabulary drawn from literary materials ● Sentence writing with new vocabulary ● Watch videos of students of their same age in China. (Students note how they greet each other—how close they stand, use of their hands, and other gestures. Students practice using these patterns of behavior in role-play.) ● Paired or group discussion
Assessments:	<ul style="list-style-type: none"> ● Vocabulary tests ● Essays, handwritten ● Class participation through debates ● Class discussions on selected readings ● Oral reports
ACTFL Standards	<p>Communication</p> <ul style="list-style-type: none"> ● 1.1 Interpersonal communication ● 1.2 Interpretive communication ● 1.3 Presentational communication <p>Cultures</p> <ul style="list-style-type: none"> ● 2.1 Practices of cultures ● 2.2 Products of cultures <p>Comparisons</p> <ul style="list-style-type: none"> ● 4.2 Culture comparisons

Adopted from College Board AP Chinese Language and Culture Syllabus 4

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English

- **Gothic and Horror Literature**
- **Sports Literature and Research**

COURSE OUTLINE FORMAT

Staples High School

Course Title: *Gothic and Horror Literature*

Credit: _____ .25 Quarter

___X___ .50 Semester

_____ 1 Year

Credit Area(s): English

Prerequisites/Eligibility:

- Open to juniors and seniors as Specific Area semester elective

Course Development:

Course proposed by

_____ Administration _____ Board of Education _____ Students

_____ K12 Curriculum Review ___X___ Department _____ Other

I. Rationale:

This course will allow students access to analysis of author's purpose. Gothic literature, as well as the horror genre in general, utilizes a wide set of specific techniques to create a sense of fear. This deliberate purpose of the author is easily identifiable to students looking for major themes and techniques, as well as their own responses to text. Students will be able to synthesize different texts through genre conventions that have shifted over time. They will have opportunities to emulate these genre standards in their own creative writing, as well as to utilize multi-genre and media methods to convey a story with a specific purpose. Horror, urban legends, and camp-fire folklore are innately human phenomena, which allow students to interact with interpretations from different cultures and eras. This supports the Global Thinking lens of 2025, as well as the Westport 2025 initiative and the Common Core State Standards. Exposing students to leading authors in the Gothic and horror genres will allow them to approach these skills through an engaging, entertaining, and highly relatable vessel.

II. Westport 2025:

How does the course provide opportunities for students to develop specific capacities on the Westport 2025 lens ?

Students will be able to fully develop global thinking as they look at the horror genre across time periods and cultures. They will develop critical and creative thinking skills as they analyze technique and genre, as well as engage in creative expression and emulation of these techniques. In addition, students will be able to apply current technology to aid in the reading and creating of

non-linear, multi-genre texts. Students will have access to the creation of video, photo, and audio content to enhance storytelling, thus strengthening their abilities as 21st century readers who must be able to navigate a wide variety of texts.

III. Course Catalogue Description

This course will introduce students to the Gothic literature genre, as well as a variety of horror-themed texts. Students will learn about the history of the genre, from the 19th century Gothic literature that gave rise to the iconic monsters of Western culture, through the contemporary phenomena of urban legend and internet “fakelore”. Students will develop an appreciation for the unique ability of Gothic and horror writers to generate feelings of terror and dread. Students will have opportunities to analyze the social, political and cultural significance of this genre. The course will include both fiction (possible texts include *Carrie* by Stephen King and a collection of short stories by H.P. Lovecraft and Edgar Allan Poe) and non-fiction (possible texts include excerpts from *Danse Macabre* by Stephen King and essays by Joyce Carol Oates). Finally, students will understand and apply techniques of the genre in creating their own original urban-legend, multi-genre piece.

IV. Course Content (Themes, Topics)

Why do we fear the unknown? Why do we enjoy being frightened? What specifically scares us, and why? How do authors achieve this fear in their readers? These are some of the questions students will tackle as they develop an understanding and appreciation of 19th century Gothic literature and more contemporary manifestations of the horror genre. The course will use a variety of texts that are culturally relevant to a diverse student body to study the evolution of the genre and to examine the conventions of Gothic literature and contemporary horror. We will examine the popularity of horror and our interaction with it. Students will also be asked to use technology to create original work in an examination of urban legends and camp-fire folklore. Students will develop a vocabulary of the literary and aesthetic elements and be introduced to various forms.

V. Educational experiences in this course will assure that students will:

- Think critically about a variety of contexts, strategies, and themes.
- Be reflective learners, readers, and writers.
- Read critically.
- Write creatively, analytically, and effectively.
- Communicate effectively in a variety of contexts, such as writing and group discussion.
- Use technology as a tool for researching and creating new texts to share their learning.
- Demonstrate an understanding of the human experience through a study of folklore, tradition, and artistic expression.
- Demonstrate an awareness and critical understanding of aesthetics, especially as they apply to storytelling.
- Write imaginatively using both multimedia and writing, while learning effective 21st century literacy skills

- Identify and analyze a variety of authors' purposes and strategies for conveying argumentative and artistic messages.

VI. Student Assessment

Students will be assessed through class discussions, presentations of ideas, application of research, analytical writing, and multi-genre projects that allow students to explore and create their own Gothic-influenced folklore.

VII. Materials/Texts:

The anticipated texts for this course may include the following:

- *Tales of Mystery and Imagination*; Edgar Allan Poe
- "The Monkey's Paw"; W.W. Jacobs
- *H.P. Lovecraft: Great Tales of Horror*
- *Danse Macabre*; Stephen King
- *I Am Legend*; Richard Matheson
- "The Lottery"; Shirley Jackson
- "A Rose for Emily"; William Faulkner
- "The Yellow Wallpaper"; Charlotte Perkins Gilman
- *Carrie*; Stephen King
- Clive Barker
- "Candle Cove"

VIII. Required Resources and Budget:

While the genre lends itself to short fiction that can be found in the public domain on the internet, we would be required to buy a few texts and anthologies. The Poe anthology listed above is \$6.99 per book, the Lovecraft anthology listed above costs \$7.18 per book, and *Carrie* is \$7.99 per book. Accounting for 30 copies of all of those texts, the budget comes out to \$664.80 (not including tax or shipping costs).

Proposed Units of Study

Q1: 10 weeks

Unit 1 - Foundations of Gothic Literature

- Essential Questions: What is the style, form, and content of Gothic literature? What makes something Gothic literature? What were the original conventions of the genre?
- Core Texts: "Fall of the House of Usher," "Telltale Heart"
- Assessment: Find your own 19th century short horror/Gothic story, and analyze how this fits Gothic or how the conventions of Gothic fit it
- Supplemental Texts: "Monkey's Paw," other Poe stories

Unit 2 - Techniques of Terror

- Essential Questions: Why do people like to be scared? How do authors create fear? What's so terrifying about the unknown? What's the role of imagination in horror?
- Core Text: "At the Mountains of Madness," "Rats in the Walls," or "Shadow Over Innsmouth"
- Assessment: Close reading of a Lovecraft story of the student's choice
- Supplemental Texts: Lovecraft essay on horror, *Danse Macabre* excerpts, http://www.academia.edu/1850790/The_Importance_of_Horror, The Others/Turning of the Screw

Unit 3 - Horror in Culture and Society

- Essential Questions: What is/was the role of horror in society? Why are/were people interested in horror in certain time periods? What is the relationship between horror and feeling? How do we scare? What's the difference between realistic horror and fantasy horror (mythos, finding the horror in ourselves and our daily lives)?
- Core Text: *I Am Legend*
- Assessment: Synthesize a text from the time periods studied in previous units with a text from the mid-20th century to make an argument about how horror has changed or stayed the same
- Supplemental Texts: *Twilight Zone*, "Nightmare at 20,000 Feet" (Richard Matheson), "The Lottery," "Monsters Are Due on Mulberry Street," "It's a Good Life," "Treehouse of Horror," "Yellow Wallpaper," "A Rose for Emily"

Unit 4 - Modern Gothic, Folklore, and Urban Legends: Analyzing the Phenomenon

- Essential Questions: How has technology changed the way we tell horror stories and folklore? What techniques have arisen to adapt older story formats for a more modern audience? How are the things that frighten us today different and similar to the things that have frightened us in the past?
- Core Text: *Carrie*
- Assessment: Fakelore Multi-Genre Project
- Supplemental: "Candle Cove," Clive Barker, other King stories

Staples High School New Course Proposal

Course Title: ***Sports Literature and Research***

Credit: _____ .25 Quarter
 __X__ .50 Semester
 _____ 1 Year

Credit Area(s): English

Prerequisites/Eligibility:

- Open to juniors and seniors as Specific Area semester elective

Course Development:

Course proposed by
_____ Administration _____ Board of Education _____ Students
_____ K12 Curriculum Review __X__ Department _____ Other

I. Rationale:

This course provides an opportunity for students to use sports and sports literature as a lens to explore society and culture at the local, national, and global level! Students will discuss and critically think about social issues that arise in the sporting world, such as race, gender, and segregation, in order to synthesize ideas as to how sports reflect and affect various cultures. Students will research important sporting events and athletes that have had a drastic social impact and will go beyond the idea of sports as entertainment in order to analyze how they have influenced culture and why they are an integral aspect of society. Using sports related topics, students will develop writing skills that require them to defend an argument, explain and analyze through research, and report on events as a journalist. A combination of short and long fiction and informational texts will be used to develop reading skills and act as a basis for discussion. This course will be aligned to the common core state standards for reading, writing, language, and research.

II. Westport 2025:

How does the course provide opportunities for students to develop specific capacities on the Westport 2025 lens ?

Students will be able to more fully develop 21st century skills in the areas of critical thinking, creative thinking, and global thinking as they discuss global sports issues. Students will acquire skills to develop multiple perspectives on important social and cultural issues using both historical and current sporting events. The texts to which this course lends itself (fiction,

informational, and both print and web journalism) provides students the opportunity to strengthen their ability as 21st century readers who must be able to navigate a wide variety of media.

III. Course Catalogue Description

This course will use sports as a lens to explore, discuss, research, evaluate, and reflect upon the athletic world as an integral aspect of society and culture. Students will be asked to suspend beliefs of sports as solely a form of entertainment, and instead critically think about how and why sports can be used as a way to examine a particular society or culture. The course will begin with an introduction to sports journalism and how this genre has become a fundamental way to critically analyze the impact of sports on society. We will then engage in social and cultural issues (such as race and gender) and how these issues are reflected and represented in sports. There will be a combination of fiction, informational, and journalistic (print, web, and video) texts. Possible texts include *The Fight* by Norman Mailer, *Invictus* by John Carlin, and *ESPN 30 for 30* documentaries. Students will finally evaluate sports across the globe and synthesize discussions and ideas as to how sports ultimately reflect and impact society and culture.

IV. Course Content (Themes, topics)

Students will be exposed to a variety of sports journalism to compare and evaluate how writers use sports as a way to introduce different viewpoints and opinions to important social and cultural issues. They will then report on and express their own thoughts regarding pertinent athletic events. We will research and analyze discrimination in the sporting world and how that reflects our own society. Issues of race, gender, sexuality, etc. will be discussed. Students will then contemplate how sports act as both a divider and unifier within a society. Finally, students will research sports globally and how foreign cultures are affected by and reflected in sports. Students will engage in a variety of research, argumentative, and explanatory writing in order to assess understanding. At the conclusion of the course, students will evaluate athletics as a cultural phenomenon rather than merely entertainment.

V. Educational experiences in this course will assure that students will:

- Think critically in a variety of contexts and situations.
- Be reflective learners.
- Read critically and analytically.
- Write creatively and effectively.
- Communicate effectively.
- Use technology as a tool for researching.
- Demonstrate an understanding of how culture and society are reflected through sports.
- Apply learning to local, national, and global contexts.
- Compare and contrast the cultures of various groups and societies.

VI. Student Assessment

Students will be assessed through class discussions, presentations of ideas and work, application of research, and a final written piece on how and why sports are an integral part of culture and society.

VII. Materials/Texts:

Much of the texts for the class will change semester by semester as new sporting issues arise. Articles on current sporting events and issues will be used, most of which will be found on the Internet (e.g. *Sports Illustrated*, *ESPN*, *NY Times*, etc.).

Possible Texts and Materials include:

- *The Fight* by Norman Mailer
- *Forty Million Dollar Slaves* by William C. Rhoden
- *Invictus: Nelson Mandela and the Game that Made a Nation* by John Carlin
- *ESPN 30 for 30*- Sports documentary series
- *Outside the Lines*- A sports column by ESPN
- *Best American Sports Writing 2013 and 2014*- Anthology of Sports articles and stories

VIII. Required Resources and Budget:

ESPN 30 for 30 documentary series- \$100

The Fight- \$10.36 each

Forty Million Dollar Slaves- \$12.86 each

Invictus- \$13.17 each

Most of the other materials will be Internet articles or pieces that can be copied from anthologies. A total budget of about \$1,000 is expected.

Proposed Units of Study

<p>Q1: 10 weeks Sports Journalism (4 weeks) Essential Questions: How does sports journalism enlighten its audience to social issues? How does sports journalism affect the public at the local, national, and global level? How are sports reported on in different cultures? Core Text: <i>The Fight</i> by Norman Mailer Assessment: Staples Sports Journalism piece</p>
<p>Discrimination in Sports (5 weeks) Essential Questions: Why is there a large gap between viewership of men's and women's sports? How has Title IX helped to level the playing field for women? What racial inequalities exist in sports and how do they affect athletes of color? How is the sporting world important to creating a less racist society? How do sports reflect our inherently racist and unequal economic society? Core Text: <i>Forty Million Dollar Slaves</i> by William C. Rhoden Assessment: Research Paper on how a specific event has affected discrimination in sports</p>
<p>Q2: 10 Weeks Sports as a Divider/Unifier (5 weeks) Essential Questions: How have sports helped to unify people behind causes and helped communities to heal when dealing with tragedy? Why do sports so easily bring people together? Are professional athletes adequate idols? Core Text: <i>Invictus</i> by John Carlin Assessment: Argument essay on whether sports unite or divide</p>
<p>Sports in Global Culture (5 weeks) Essential Questions: How do foreign sports reflect their society's culture? How are sports viewed and received in other parts of the world? How and why do sports bring cultures and societies together? Core Text: <i>Why You Should Care About Cricket</i> by Outside the Lines ESPN Assessment: How a foreign sport reflects a particular society/culture</p>
<p>Final Project: Overall analysis on how sports affects culture and society</p>

Science

- **Earth Science**

Staples High School New Course Proposal

Course Title: *Earth Science*

Credit: .25 Quarter
 .50 Semester
 1 Year

Credit Area(s): *Science*

Course proposed by:

If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

Administration Board of Education Students
 K-12 Curr. Review Department Other

Prerequisite: *Biology*

Rationale:

1. How does this course contribute to the department goals and objectives?

- This course is being proposed as an A-level course for students who want a more tangible, lab-based, quantitative course to help develop data analysis skills necessary to complete higher level, or more abstract, science courses. This course would focus on developing these skills in a rigorous hands-on, lab based environment, focusing on : understanding the scientific method, problem solving, making connections, understanding the relationship between science concepts and data, math based problem solving skills, and research skills.

2. What is the need this course addresses?

- This course is aimed towards students who want a more tangible, lab-based, quantitative course to help develop data analysis skills necessary to complete higher level, or more abstract, science courses.
- There has been a population of students who complete A-level biology but lack the necessary mathematical skills to succeed in A-level chemistry. This course seeks to develop analytical and critical thinking skills centered around data analysis while providing students the time to acquire the necessary mathematical skills needed for the algebraic processes necessary for A-level chemistry and physics.

3. How does this course support the recommendation of the latest K-12 review?

- *As the recommendations of the latest K-12 review have likely driven the development of the Westport 2025 initiative, I think the course clearly creates a unique opportunity for students to practice and develop the 21st century skills.*

4. How does this course support Staples' mission statement?
 - *The Staples mission statement focuses on developing students as a "whole person". This course will continue to develop skills from Westport 2025 that foster critical thinking, social responsibility, and academic integrity.*
 - *The Earth Science course will focus on real world problem solving in an effort to prepare students to be successful learners in higher level courses while continuing the Westport 2025 mission of developing students as well rounded learners.*

Staples Expectations for Student Learning Alignment:

1. Academic Expectations
 - Students will think critically in a variety of contexts and situations.
 - Students will be competent problem solvers.
 - Students will use technology as a tool for learning in both accessing and analyzing information.
 - Students will effectively communicate their solutions and understanding using a variety of media.
 - Students will think creatively and will adapt their thinking in response to both critical feedback and changing demands.
2. Civic Expectations
 - Students will demonstrate a sense of ethics both in their words and their actions.
 - Students will consider their actions and solutions within the context of the global environment.
3. Social Expectations
 - Students will work collaboratively towards common goals.

Course Catalogue Description:

Prerequisite: *Biology*

Course Content and NGSS Alignment

- Space Systems: The study of the origin of the universe, stars, galaxies, and other orbiting bodies.
 - HS-ESS1-2 & HS-ESS1-3: Stars & Galaxies
 - HS-ESS1-2: Origin of the Universe
 - HS-ESS1-1: History of the Solar System
 - HS-ESS1-4: Orbiting Systems, Formation of Earth & Moon
- Formation of the Earth and its Internal Processes: The study of the formation of planet Earth and its internal mechanisms and how they drive the geologic features that we see today.
 - HS-ESS1-5: Plate tectonics
 - HS-ESS1-6: Early history of the Earth, Earth Formation
 - HSS-ESS2-1 & HS-ESS2-3: Internal Earth Processes, Rock Cycle
 - HSS-ESS2-7: Biogeology
- Earth's Surface Processes: The study of the weathering and erosion processes and their impact on Earth's geological features and bio-geography.
 - HS-ESS2-2 & HS-ESS2-5 & HS-ESS2-3: Weathering & Erosion/Surface Processes

- Water processes
 - Wind processes
 - Glacial processes
 - Rock Cycle
- Weather & Climate: The study of the energy and movement of earth's atmosphere and the implications on human societies.
 - HS-ESS-2-4 & HS-ESS3-5: Global Climate Change
 - Atmosphere
 - Weather
 - Climate

Expectations for Student Learning (Outcomes)

Skills:

- Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions to real word problems..
- Students will access, generate, process, and transfer information, using appropriate technologies.
- Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
- Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.
- Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Knowledge:

- Students will understand the role of weathering and erosion processes on human societies, such as New Orleans.
- Students will understand Earth's place in the universe.
- Students will understand the role of feedback mechanisms and closed systems in Earth processes.
- Students will understand the interdependent relationship between Earth's processes and biogeography.

Assessment:

- Formative and summative projects, quizzes/tests, labs, and PBL

Equipment/Materials/Texts:

- CK-12 Earth Science Flexbook
- EDC/Lab Aids Earth Science Curriculum
- Exploring Earth TERC Web Resource

Earth Science Complete Topic Outline & Standards

Unit 1: Space Systems

Unit 2: Weather & Climate

Unit 3: Earth's Surface Processes

Unit 4: Earth's Internal Processes

Unit 1: Space Systems

Big Idea: The Earth is a small system that exists within the larger universe that formed billions of years ago. The Earth and other orbiting bodies interact with one another in measurable patterns that scientists use to uncover the mysteries of the universe.

1.1: Origin of the Universe & Galaxies

- NGSS: HS-ESS1-2
- Essential Questions:
 - 1. What are the different types of galaxies?
 - 2. What are the characteristics of our galaxy, the Milky Way?
 - 3. Why do scientists believe that the universe is expanding? What evidence do they have for this conclusion?
 - 4. How do scientists describe the formation of the universe according to the Big Bang Theory?
- Subunit Topics:
 - Origin of the Universe & The Big Bang Theory
 - Galaxy definition and galaxy structures
 - Structure and characteristics of the Milky Way

1.2: Stars

- NGSS: HS-ESS1-3
- Essential Questions:
 - 1. What is constellation?
 - 2. How are stars classified based on their properties?
 - 3. What is involved in a star's life cycle?
- Subunit Topics:
 - Early observations of stars and their visible characteristics
 - Constellations
 - Distance of stars and their interactions
 - Parallax
 - Characteristics of Stars
 - Composition
 - Mass, size, and temperature
 - H-R Diagrams
 - Star Lifecycles

1.3: The Solar System & Orbiting Bodies

- NGSS: HS-ESS1-1 & HS-ESS1-4 & HS-ESS1-6
- Essential Questions:
 - 1. What are the historical views of the solar system?
 - 2. What planets make up our solar system and how do they move around the sun?
 - 3. How did the solar system form?
 - 4. What are the key features of the inner planets?
 - 5. How do the inner planets compare to Earth and to one another?
 - 6. What are the key features of the outer planets?
 - 7. How do the outer planets compare to Earth and to one another?
 - 8. What is the asteroid belt and where is it located?
 - 9. Where do comets come from and what causes their tails?
 - 10. What is the difference between meteors, meteoroids, and meteorites?
- Subunit Topics:
 - Early observations of the solar system
 - Solar system mechanics
 - Aphelion
 - Perihelion
 - Characteristics of the outer planets
 - Characteristics of the inner planets
 - Orbiting bodies
 - Comets
 - Meteors
 - TNOs

1.4 The Sun-Earth-Moon System

- NGSS: HS-ESS1-4
- Essential Questions:
 - 1. Why is the Earth spherical and describe evidence for this conclusion.
 - 2. What causes Earth's magnetism?
 - 3. How does Earth rotate on its axis?
 - 4. How does Earth revolve around the sun?
 - 5. How did the moon form?
 - 6. What are the features of the moon?
 - 7. What are the layers of the sun?
 - 8. What are the surface features of the sun?
 - 9. How does the Earth's movement affect seasons and cause day and night?
 - 10. What are solar and lunar eclipses?
 - 11. What are the phases of the moon?
 - 12. How do the movements of the Earth and Moon affect Earth's tides?
- Subunit Topics:
 - Structure and features of the Sun
 - Earth in space
 - Moon's structure and movement

Unit 2: Weather & Climate

Big Idea: The Earth's atmosphere has both a structure and movement that is based on the uneven heating of the Earth's surface by the sun.

2.1: Earth's Atmosphere

- NGSS: HS-ESS2-1 & HS-ESS2-4
- Essential Questions:
 - 1. What is the importance of the atmosphere to our planet and its life?
 - 2. What is the role of the atmosphere in the water cycle?
 - 3. What are the major components of the atmosphere and their functions?
 - 4. How does the atmospheric pressure change with altitude?
 - 5. What are the major layers of the atmosphere?
 - 6. Why does weather take place in the troposphere?
 - 7. How does the ozone layer protect Earth's surface from harmful radiation?
 - 8. How does the Sun's energy affect Earth's heat budget?
 - 9. What is the greenhouse effect and why is it important to life on Earth?
 - 10. What are the properties of wind currents within a convection cell?
 - 11. How do global convection cells lead to the global wind belts?
- Subunit Topics:
 - Global wind patterns
 - The atmosphere

2.2: Earth's Climate

- NGSS:
- Essential Questions:
 - 1. What is the difference between weather and climate?
 - 2. What is the effect of latitude on climate?
 - 3. How do global convection cells influence the climate?
 - 4. What are other important factors that influence a location's climate?
 - 5. What is the relationship between climate zones and biomes?
 - 6. What are some ways that climate change has been an important part of Earth's history?
 - 7. What factors can cause climate to change and which of these can be exacerbated by human activities?
 - 8. What are the consequences of rising greenhouse gas levels in the atmosphere?
 - 9. What are the different types of air pollutants?
 - 10. What conditions lead some cities to become more polluted than others?
- Subunit Topics:
 - Regional climates
 - Human impact on the atmosphere

2.3: Weather

- NGSS:
- Essential Questions:
 - 1. What is the relationship between air temperature and humidity?

- 2. What are the different cloud types and what do they indicate?
- 3. How do the different types of precipitation form?
- 4. What are the characteristics of air masses?
- 5. What happens when air masses meet?
- 6. What are some instruments that meteorologists use to collect weather data?
- 7. What are the roles of satellites and computers in modern weather forecasting?
- Subunit Topics:
 - Air masses and weather
 - Air pressure
 - Clouds
 - Fronts
 - warm fronts
 - cold fronts
 - Precipitation

2.4: Storms

- NGSS:
- Essential Questions:
 - 1. How do atmospheric circulation patterns cause storms?
 - 2. What are the weather patterns that lead to tornados?
 - 3. What are the causes of a hurricane?
- Subunit Topics:
 - Hurricanes & cyclones
 - Blizzards
 - Tornados

Unit 3: Earth's Surface Processes

3.1 Weathering

- NGSS: HS-ESS2-1 & HS-ESS2-2
- Essential Questions:
 - 1. What are mechanical and chemical weathering?
 - 2. What are the agents of weathering?
 - 3. How does soil form from existing rock?
- Subunit Topics:
 - Mapping the Earth

3.2: Water Processes

- NGSS: HS-ESS2-1 & HS-ESS2-5
- Essential Questions:
 - 1. How do surface streams produce erosion?
 - 2. What are some landforms that are produced as groundwater flows?
 - 3. What are the types of deposits left behind by streams?
 - 4. What are some features formed by alpine glaciers?
 - 5. What are the processes by which glaciers change the underlying ground?
 - 6. What are the landforms created as glaciers advance and recede?
- Subunit Topics:
 - Streams & Rivers
 - River Valleys & Floods
 - Stream Erosion & Deposition
 - Glaciers

3.3: Mass Movement

- NGSS: HS-ESS2-1
- Essential Questions:
 - 1. What are some ways particles are carried by the wind?
 - 2. How does wind erosion change wind surfaces?
 - 3. How do sand dunes form?
 - 4. What are the types of deposits formed by windborne silts and clay?
 - 5. What are the ways that material can move downhill by gravity?
 - 6. What are factors that increase the likelihood of landslides?
 - 7. What are the different types of gravity driven movement of rock and soil?
- Subunit Topics:
 - Mass Movement
 - Wind Erosion
 - Glaciers

3.4: Introduction to Oceanography

- NGSS: HS-ESS2-1
- Essential Questions:
 - 1. How do the action of waves produce different shoreline features?
 - 2. How do areas of quiet water produce areas of sand and sediment?
 - 3. What are some of the structures humans build to defend against wave erosions?
- Subunit Topics:

- Shoreline Features

Unit 4: Earth's Internal Processes

4.1: Rocks & Minerals

- NGSS: HS-ESS2-1 & HS-ESS2-2
- Essential Questions:
 - 1. What are the characteristics that all minerals must share?
 - 2. How are minerals classified into distinct groups?
 - 3. How are color, luster, and streak used to identify minerals?
 - 4. How do we measure the hardness of the mineral?
 - 5. What characteristics are unique to cleavage and fracture?
 - 6. How do minerals form from melted rock and solutions?
 - 7. What are rocks and what are they made of?
 - 8. How do we classify and describe rocks?
 - 9. How do each of the three main rock types form?
 - 10. What is the rock cycle?
 - 11. How do igneous rocks form?
 - 12. What are some properties of common igneous rocks?
 - 13. How do sedimentary rocks form?
 - 14. What are some properties of common sedimentary rocks?
 - 15. How do metamorphic rocks form?
 - 16. What are some properties of common metamorphic rocks?
- Subunit Topics:
 - Composition and Structure of Minerals
 - Identification of Minerals
 - Rock Formation
 - Igneous Rocks
 - Metamorphic Rocks
 - Mineral Groups
 - Sedimentary Rocks

4.2: Plate Tectonics

- NGSS: HS-ESS2-3 & HS-ESS5-1
- Essential Questions:
 - 1. What are the different layers of the Earth?
 - 2. How do geologists study the Earth's interior?
 - 3. What is the theory of continental drift?
 - 4. What evidence did Wegener use to support his idea of continental drift?
 - 5. What is an Earth plate and how do scientists define the edges?
 - 6. What are the mechanisms that move Earth's plates?
 - 7. What are the three types of plate boundaries?
 - 8. How do plate tectonics lead to changes in Earth's surface features?
- Subunit Topics:
 - Layers of the Earth
 - Causes of Plate Movement
 - Plate Movement & Continental Growth

- Types of Plate Boundaries

4.3: Geologic Features

- NGSS: HS-ESS2-1
- Essential Questions:
 - 1. What are the different types of stresses in the Earth's crust?
 - 2. What are the different types of folds, fractures, and faults?
 - 3. How do mountains form?
 - 4. How can we identify the an earthquake's focus and epicenter?
 - 5. What are the different types of seismic waves?
 - 6. What are the different type of earthquake magnitude scales?
 - 7. What are some features that make structures earthquake safe?
 - 8. How are the locations of volcanoes located to plate tectonics?
 - 9. How can intraplate volcanoes form?
 - 10. What are the different types of volcanic eruptions?
 - 11. What are the different types of lava, and the rocks that they form?
 - 12. What are the basic shapes of volcanoes?
 - 13. What are some landforms created by lava and magma?
 - 14.
- Subunit Topics:
 - Earthquakes
 - Volcanoes
 - Magma and Erupted Materials
 - Volcanic Landforms

STEAM

- **Creative Technological Solutions to Real-World Problems**
 - **3-D Design and Engineering**
 - **Materials and Design Science**

Staples High School New Course Proposal

Course Title: *CreAtive Technological Solutions (CATS) to Real-World Problems*

Credit: _____ .25 Quarter
 X .50 Semester
 _____ 1 Year

Credit Area(s): *Science, STEAM*

Course proposed by:

If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

_____ Administration _____ Board of Education _____ Students
_____ K-12 Curr. Review X Department _____ Other

Prerequisite: *Algebra 1, Successful completion of 8th grade*

Rationale:

1. How does this course contribute to the department goals and objectives?

One of the main goals of our science department is to teach students to be creative problem solvers and to think analytically. The new Creative Technological Solutions (CATS) course is designed to focus on those skills by being organized around several "Big Ideas." These are: Creativity is at the heart at finding effective technical solutions to many of society's problems; Innovation and creativity are not born in a vacuum, however, and depend on what has gone before; Initial designs may be sufficient to solve a problem, but are rarely optimal and can be improved based on analysis built on strong content knowledge about science and mathematics; Engineering designs that solve problems must work within constraints, yet the best designs are often also the most elegant; Finally, the best designs creatively build upon new ideas but often incorporate elements from multiple existing solutions;

2. What is the need this course addresses?

This course provides an avenue for students coming out of the Middle School Engineering program to pursue their interest in STEAM-related fields, but who have not yet taken Physics. Many students have taken the introductory Engineering courses in Middle School, but desire more specific skills and experience relating to engineering design, solving problems in

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groups, programming microcontrollers to recognize sensor input and create outputs that control other devices, and robotics. However, they do not have the necessary background for the more advanced course in Engineering.

3. How does this course support the recommendation of the latest K-12 review?

N/A

4. How does this course support Staples' mission statement?

The mission statement focuses on themes of learning, integrity, and empathy, all of which are important for the CATS course. The course will emphasize the continuity that can only exist between engineering teams when they hand off their work with integrity and clarity so that others can continue the work and learn from both successes and failures. Furthermore, social responsibility and empathy is at the heart of engineering; problems need to be solved within constraints which always include the impact on real people. No engineering project can be performed responsibly in isolation of the environment and without regard to sustainability.

5. How does this course support the goals of the Westport 2025 initiative?

The Creative Technical Solutions course is well aligned with all four of the major domains of the lens; Critical Thinking is used when students need to use real materials to solve problems while obeying realistic constraints; Communication is touched upon when we ask students to collaborate on solutions to our engineering design problems; Creative Thinking is required because ALL design builds upon experience and imagination to reach a future goal; Finally, we encourage Global Thinking when we ask students to consider the possible impact of their solutions on real customers and on the world.,

Staples Expectations for Student Learning Alignment:

1. Academic Expectations

- Students will think critically in solving problems and evaluating how to improve their solutions.
- Students will become more competent problem solvers.
- Students will use technology as a tool for learning in both accessing and analyzing information.
- Students will effectively communicate their solutions and understanding using a variety of media.
- Students will adapt their thinking in response to both critical feedback and changing demands from others, especially in consideration of ever more global constraints that include the real world.

2. Civic Expectations

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- Students will become more aware of being part of a learning community by consciously passing on their experiences to the future students taking the course.
 - Students will demonstrate a sense of ethics both in their words and their actions.
 - Students will consider their actions and solutions within the context of the global environment.
3. Social Expectations
- Students will work collaboratively towards common goals.
 - Students will learn how to brainstorm according to rules that value contributions from each team member
 - Students will learn how to make effective decisions in groups

Course Catalogue Description:

Prerequisite: *Successful completion of 8th grade and Algebra 1.*

The CreAting Technological Solutions (CATS) course is designed to help students develop skills in designing creative technological solutions to real-world problems. The key sections of this framework include: creating designed artifacts and prototypes, connecting design to everyday life and global issues, finding creative technological solutions to problems having various levels of definition, analyzing solutions for their impact and effectiveness, and communicating thoughts and collaborating with peers and the larger design community.

Course Content

Students will learn fundamental techniques in Engineering design and problem-solving and learn new science and math, as required, in engineering applications. They will engage in challenges that reinforce the use of the engineering “design cycle,” which emphasizes asking questions, developing prototypes, testing solutions, and using the results to improve upon the design. Students will learn that creativity and collaboration lie at the heart of design and that the more one learns about basic physics and engineering skills as well as previous solutions, the more innovative one may become in creating technological solutions to real world problems. In addition to several shorter projects, there will be a multi-semester project in which students of one semester advance the project and pass useful information on to the following semester’s class so that they may effectively continue the project. Some projects will build upon previously encountered Middle-school projects but with more rigorous requirements.

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Expectations for Student Learning (Outcomes)

Skills (What students will be able to do):

- Use science and mathematics to produce solutions that will work most effectively at solving problems.
- Creatively solve design problems individually and in groups
- Analyze design solutions for form and function while meeting constraints.
- Analyze the costs and benefits of designed solutions.
- Explore and analyze multiple design solutions.

- Collaborate with others in expressing ideas and selecting which ideas to pursue.
- Collaboratively solve a problem using engineering design principles.
- Build and test prototypes to gain insight and knowledge into how well their solution may work.
- Communicate insight and knowledge gained from using design principles to solve real-world problems.
- Describe how design might be influenced by economic, social, and cultural contexts.
- Develop correct 3-D drawings.
- Evaluate orthographic, isometric, and 3D drawings for correctness.
- Express the ideas of a design verbally and with images.
- Explain how a particular design solves a specific problem.
- Learn to effectively document and communicate the progress achieved on a project with a future team or class of students.

Knowledge: (what students will know)

- Creating design solutions to problems requires research, generating ideas, deciding which ideas to use, creating prototypes, testing prototypes, communicating results, and learning from the results.

- Creating engineering solutions employs an iterative and often exploratory process to translate ideas into tangible form.

- Creating engineering solutions requires understanding of physical science concepts and mathematics in order to optimally use a variety of software and physical tools to implement designs.

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Assessment:

Students are required to construct several design solutions to short-term problems, as well as work toward the completion of a longer term project. They will employ various laboratory simulations to test the qualities of some of their designs. They will be evaluated using a combination of homework, quizzes, project presentations, project reports and exams. Groups will be evaluated using a rubric that looks at how well each project successfully completes the desired performance specifications within the given constraints. The long-term project will be partially evaluated on the effectiveness with which teams communicate with an unknown future team so that their work may be continued efficiently. Individuals will be held responsible for contributing to the overall success of each project, using a group work evaluation tool such as Crowd Grader as well as by work on individual reports and test questions.

Equipment/Materials/Texts:

SOLIDWORKS academic suite (district site license) and Sketchup, computers/devices that meet the software specifications, 3D-printers and software, ShopBot Desktop, assorted hand-tools, additional text or notes TBD.

PROJECTS FOR PROPOSED CreActive Technological Solutions (CATS) Course

List of Longer, Multiple Semester Projects

<u>Project</u>	<u>Engineering Type</u>	<u>Sizzle Factor 3 max)</u>	<u>Difficulty 3 max</u>
Near Space Balloon	Aeronautical	3	3
Electron microscopes	Electrical	3	3
Magnetic Resonance imaging	Electrical	3	3
Particle Accelerator, Cyclotron	Electrical	2	3
Windmill generator	Energy	2	3
Earthquake proofing (Active control)	Mechanical	3	3
Balancing a Pencil (Segway, Spoon for ET)	Mechanical	2	3
Making Liquid Nitrogen	Mechanical	2	3
Automatic Lens/Mirror Polishing	Optical	2	3
Flying Drones/Robots	Robotics	3	3
Underwater robots	Robotics	3	3
Solar Powered Vehicles	Systems	3	3
Space Station	Systems	3	3
Musical Instruments (electronic and acoustic)	Acoustic	2	2
FAA Ground school	Aeronautical	1	2
Environmental Engineering (include input from DEP or other local agencies)	Chemical	1	2
Automatic Titration	Chemical	1	2
Science Museum Kiosks	Electrical	2	2
Home Energy Auditing	Energy	1	2
Prosthetics	Mechanical	2	2
Building Steam Turbine/Engine	Mechanical	2	2
Galilean telescope	Optical	2	2
Microscopes	Optical	2	2
Scientific Instrumentation	Systems	2	2

List of shorter projects from 8th grade to be expanded upon with greater depth:

- Marble Maze
- 3D Drawing with Sketchup
- Electronics/Snap Circuits
- Design/Build a House, Household wiring, double switch, elegance or beauty
- Arduino projects
- Kites, Airplane on elastic band

Staples High School New Course Proposal

Course Title: *3-D Design and Engineering*

Credit: .25 Quarter
 X .50 Semester
 1 Year

Credit Area(s): *Science, STEAM*

Course proposed by:

If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

 Administration X Board of Education Students
 K-12 Curr. Review X Department Other

Prerequisite: *Geometry*

Rationale:

1. How does this course contribute to the department goals and objectives?
One of the main goals of our the science department is to teach students to be creative problem solvers and to think analytically. The new Thinking in 3-D course is designed to focus on those skills by being organized around "Big Ideas." These are that: Thinking in 3-D enhance design, Some designs are sufficient, but not optimal, The best designs are elegant, 3-D designs that solve problems must work within constraints, The best designs often incorporate elements from multiple existing solutions
2. What is the need this course addresses?
This course provides another avenue for students to pursue their interest in STEM-related fields. Many students have taken the introductory Engineering course, but desire more specific skills relating to engineering, design and robotics.
3. How does this course support the recommendation of the latest K-12 review?
N/A
4. How does this course support Staples' mission statement?
The mission statement focuses on three main themes, all of which are important for the Thinking in 3-D course. For example, students need to use empathy when trying to solve a design problem that is not just a theoretical issue, but something that other people will use and value. Additionally, community is important in this course because no design is done in

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isolation. Students must tap into the large, vibrant and collaborative online 3-D design community in order to take advantage of work done by others.

5. How does this course support the goals of the Westport 2025 initiative?
Thinking in 3-D course is designed to make 3-D design skills accessible to a wider range of students. It is not just about drawing images on a screen, rather it is a course designed to expose students to a range of principles about 3-D problem solving. As such, it is well aligned with all four of the major domains of the lens; Global Thinking in the sense that one performance task asks students to design solutions that could have significant global impact, Critical Thinking in the sense that students will have to use 3-D design principles to solve problems, Communication in the sense that tasks will ask students to communicate with others to collaborate on solutions to design problems and finally and perhaps most significantly, Creative Thinking in the sense that ALL design is essentially a creative endeavour in which a person engages.

Staples Expectations for Student Learning Alignment:

1. Academic Expectations
 - Students will think critically in a variety of contexts and situations.
 - Students will be competent problem solvers.
 - Students will use technology as a tool for learning in both accessing and analyzing information.
 - Students will effectively communicate their solutions and understanding using a variety of media.
 - Students will think creatively and will adapt their thinking in response to both critical feedback and changing demands.
2. Civic Expectations
 - Students will demonstrate a sense of ethics both in their words and their actions.
 - Students will consider their actions and solutions within the context of the global environment.
3. Social Expectations
 - Students will work collaboratively towards common goals.

Course Catalogue Description:

Prerequisite: *Successful completion of Geometry.*

The Thinking in 3-D course is designed to give students the skills they will need to obtain a SOLIDWORKS academic certification as well as to develop skills in design concepts and sustainable design. The key sections of this framework include; focus on creating design

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artifacts, connecting design to everyday life, abstracting problems to find solutions, analyzing both problems and solutions, communicating your thoughts and collaborating with peers and the larger design community

Course Content

Students will learn fundamental techniques in 3-D design. They will engage in design challenges that reinforce the use of fundamental techniques. They will learn to simulate thermal and static forces to understand the function of 3-D designs. They will learn industry focused skills which will lead to industry recognized certification. Above all, students will learn that creativity is at the heart of 3-D design.

Expectations for Student Learning (Outcomes)

The information below is derived from the College Board description of the course.

Skills:

Analyze the considerations involved in optimal design solutions.

Analyze design solutions for form and function.

Analyze how design affects communication, interaction, and cognition.

Analyze the beneficial and harmful effects of design solutions.

Appropriately connect problems and potential design solutions.

Collaborate when processing formulating design solutions to gain insight and knowledge.

Collaborate to solve a problem using design principles.

Collaborate in the creation of design artifacts.

Communicate insight and knowledge gained from using design principles to solve problems.

Connect design within economic, social, and cultural contexts.

Develop an abstraction.

Develop designs to be fabricated and tested.

Develop a correct 3-D drawings.

Employ appropriate mathematical and logical concepts in drawings.

Evaluate a drawing for correctness.

Express the ideas of a design verbally.

Explain how a design solves a problem.

Create design artifacts.
Creatively solve design problems.
Simulation the physical behavior of designs.
Test designs to gain insight and knowledge.
Exploration and the discovery multiple design solutions.

Knowledge:

(What students need to know)

A creative process in the development of a design solution can include but is not limited to employing non-traditional, non-prescribed techniques; the use of novel combinations of design ideas, tools and techniques; and the exploration of personal curiosities.

Creating designs employs an iterative and often exploratory process to translate ideas into tangible form.

Creating designs requires understanding and using software tools and services.

Computing tools and techniques used to create designs in this class use SOLIDWORKS, but the fundamental ideas of 3-D design transcend a specific software suit.

Assessment:

Students are required to generate several design solutions. They will also employ thermal and statics simulation to test the qualities of their designs. The final exam will be the certified SOLIDWORKS associate academic exam.

Equipment/Materials/Texts:

SOLIDWORKS academic suit (district site licence), computers that meet the software specifications, copies of the certified SOLIDWORKS associate exam and 3-D printers (4 dedicated machines). Summer professional development is required for each teacher so they can conduct the course in accordance with SOLIDWORKS certification guidelines.

SOLIDWORKS EDUCATION RESOURCES

For Educators and Students

CURRICULUM RESOURCES

SolidWorks Curriculum Location Instructions

A step by step guide on where and how to find SolidWorks Curriculum.

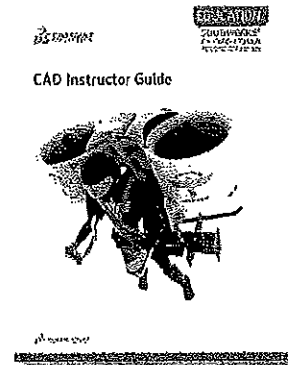
Access: www.solidworks.com/EDU_Curriculum_Location_Instructions

SolidWorks Instructor Guides

A collection of tutorials and projects that utilize SolidWorks design and analysis tools. Includes the documents, PowerPoint presentations, movie files in reproducible format.

Access: www.solidworks.com/curriculum

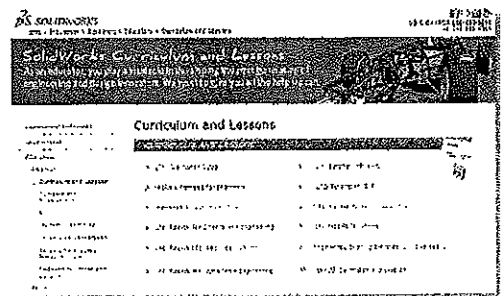
(Login account required on SolidWorks Customer Portal.)



SolidWorks Student Guides

A collection of tutorials and projects that is available from within the SolidWorks Education Edition.

Access: [SolidWorks Resources > Student Curriculum](#)



SolidWorks Sustainability

Tutorials and PowerPoint presentation that introduce students to sustainable design and life cycle assessment (LCA).

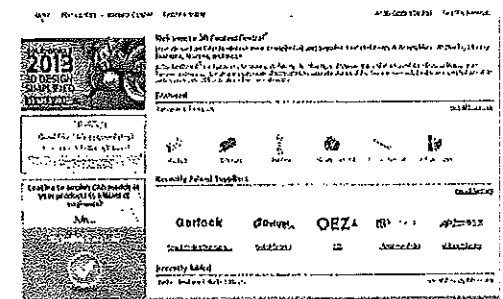
Access: www.solidworks.com/customerportal

(Login account required on SolidWorks Customer Portal.)

Teacher Blog

A collection of lessons developed by teachers for teachers that use SolidWorks to reinforce concepts in science, technology, engineering and math concepts.

Access: <http://blogs.solidworks.com/teacher>



COMMUNITY RESOURCES

My.SolidWorks.com

My.SolidWorks lets customers connect, discover, and share everything SolidWorks in one place, with a single login, common search, and personalized views.

Access: <http://my.solidworks.com>

3D Content Central

A library of part, assembly, drawing, blocks and macro files.

Access: www.3DContentCentral.com

SolidWorks User Group Network

An independent community of local and regional SolidWorks users throughout the world.

Access: www.swugn.org

SolidWorks User Network

A comprehensive resource forum on specific product areas.

Access: <http://forum.SolidWorks.com/>

SolidWorks Education on Facebook

SolidWorks Education is on facebook, for students and teachers. Learn tips and tricks from your peers, find tutorials, and enter contests.

Access: www.facebook.com/solidworkseducation

Share your designs on facebook using SolidWorks Social

Access: SolidWorks Social is available as an add-in within the Education and Student Edition.

SolidWorks Sponsored Design Contests

SolidWorks supports thousands of students in design competitions in after school programs including FSAE/Formula Student teams, Robotics competitions, and Technology competitions.

Access: www.solidworks.com/SponsoredDesignContests

Video

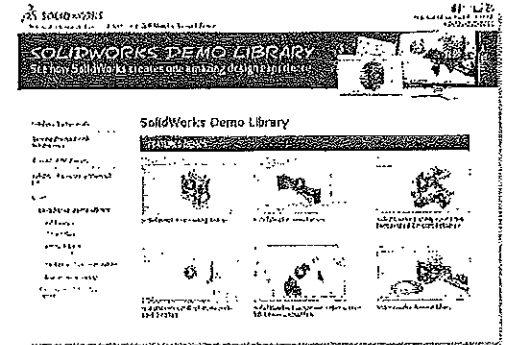
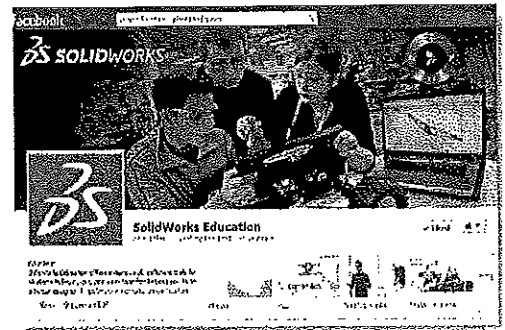
YouTube playlists for SolidWorks Tutorials, Certified SolidWorks Associate Exam (CSWA) and Formula SAE/Formula Student.

Access: www.youtube.com/solidworks

Demo Library

See how SolidWorks creates one amazing design experience by accessing the different and numerous demos available.

Access: www.solidworks.com/demolibrary



CERTIFICATION

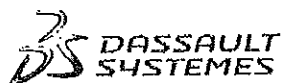
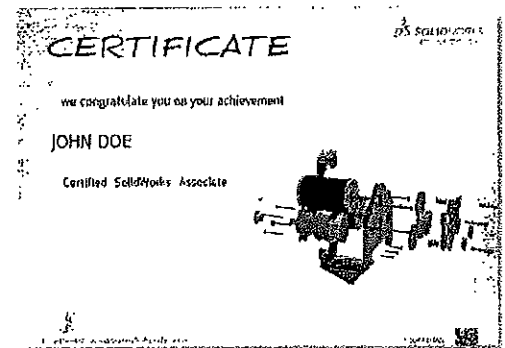
Certified SolidWorks Associate (CSWA) Program

The CSWA Program is an engineering design skills based program that leads students to achieve certification through the Certified SolidWorks Associate Exam (CSWA) Exam. Used by industry as a recommended competency for job placement and used by academia for assessment and articulation agreements. Exam Preparation Guide is available through SDC Publications. In order to participate in the CSWA Program, schools must be a CSWA Provider.

Access: CSWA Provider Application www.solidworks.com/CSWAProvider

Sample CSWA exam: www.SolidWorks.com/CSWA

Additional exams: Certified SolidWorks Professional (CSWP), Certified SolidWorks Simulation Associate (CSWSA-FEA), and Certified Sustainable Design Associate (CSDA).



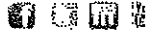
Dassault Systèmes SolidWorks Corp.
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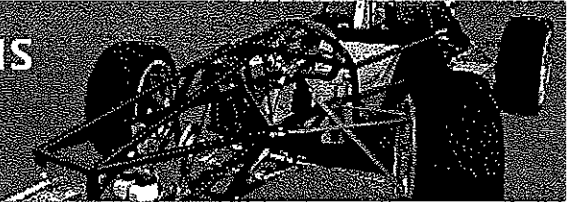
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Home > Industries > Education > Educators > Curriculum and Lessons

SOLIDWORKS CURRICULUM AND LESSONS

As an educator, you play a vital role in developing the next generation of engineering and design innovators. We want to give you all the help we can.



CAD Tutorial for Science and Engineering

Windmill Project

The Windmill Project guides students through the parts, assemblies and drawings to build a windmill. Students will be introduced to sheet metal as a function in SolidWorks. Students use SolidWorks SimulationXpress to analyze structure and material and SolidWorks SustainabilityXpress to understand and visualize the environmental impacts of the design and, if necessary, improve the design.

Trebuchet Design Project

The Trebuchet Design Project 200-page guide steps students through the parts, assemblies and drawings to build a trebuchet. Students use SolidWorks SimulationXpress to analyze structure, material and thickness, and explore algebra, geometry, weight and gravity with mathematics and physics competency-based exercises. An optional hands-on construction with models is provided by Gears Educational Systems, LLC.

Mountain Board Design Project

The Mountain Board Design Project is a competency-based learning activity that takes your students through an interactive design project. Complete with goals and assessment, this 500-page document leads students through varied experiences with practical applications, including the iterative process, implementing design ideas, engineering a product, analysis for improving performance, and visualization for marketing a product.

Download Includes:

Windmill Project Trebuchet Design Project
Mountain Board Design Project

Available Languages:

ENG FRA DEU ITA ESP JPN

PLEASE NOTE:

Full content is available to SolidWorks customers on Subscription. [Contact Academic Sales](#) to sign up for subscription and gain access to all courseware downloads.

[» LOG IN TO DOWNLOAD](#)

ADDITIONAL CURRICULUM AND LESSONS

[CAD Instructor Guide](#)

[Analysis Tutorials for Engineers](#)

[CAD Tutorial for Sustainable Engineering](#)

[CAD Tutorials for SAE](#)

[Learning CAD and Simulation](#)

[CAD Tutorial for Underwater Robot](#)

[CAD Tutorial for Science and Engineering](#)

[CAD Tutorials for Electrical Engineering](#)

[CAD Models for Robots](#)

[CAD Tutorials for Technical Schools](#)

[CAD Tutorial with LEGO](#)

[Engineering Drawing Tutorials for Visualization](#)

[Curriculum and Lessons 2014-2015](#)



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Staples High School New Course Proposal

Course Title: *Materials and Design (MAD) Science*

Credit: .25 Quarter
 X .50 Semester
 1 Year

Credit Area(s): *Science, STEAM*

Course proposed by:

If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

 Administration Board of Education Students
 K-12 Curr. Review X Department Other

Prerequisite: *enrollment in 10th*

Rationale:

1. How does this course contribute to the department goals and objectives?
A critical school and department goal is to engage students in real-world problem solving. The purpose of Materials and Design Science is to expose students to some of the challenges imposed upon the designer by the limitations and constraints of materials. Students will experimentally explore the properties of materials such as metals, composites and plastics in order to understand current uses, but also envision and imagine new applications based upon their own original designs. They will study historic designs that changed the world and consider today's need for lighter more efficient machines. A "Creative Thinking" process will be encouraged as students are free to experiment. Students can "Imagine what might be by looking at what is".
2. What is the need this course addresses?
In Science and Math education, students are exposed to the benefits of technology early in their experience. Often there is little understanding of the physical world being represented by the data: its properties and limitations. The processing of data often has preeminence while the physical model becomes an abstraction. Students need to bridge the gap between theory and application.

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3. How does this course support the recommendation of the latest K-12 review?

N/A

4. How does this course support Staples' mission statement?

The desire to produce successful and innovative designs should inspire new learning. Destructive testing of models will highlight the value of integrity as they experience the consequences of the quality of their work. An appreciation for the hard work of others (empathy) will follow the study of other's design successes and failures.

5. How does this course support the goals of the Westport 2025 initiative?

Material and Design (MAD) Science will be well aligned with all four of the major domains of the lens; Global Thinking in the sense that students work to design solutions that address global issues, Critical Thinking in the sense that students will use new knowledge of materials and design to solve authentic real world problems, Communication as students plan and collaborate with others to solve design problems. Creative Thinking will be central to the course as this is a design course where students draw from their own creativity as they explore original applications of materials that are new to them.

Staples Expectations for Student Learning Alignment:

1. Academic Expectations

- Students will think critically in a variety of contexts and situations.
- Students will become competent problem solvers.
- Students will use technology such as the Instron device and force analyzing software as tools for learning in both accessing and analyzing information.
- Students will effectively communicate their solutions and understanding using a variety of media.
- Students will think creatively and will adapt their thinking in response to both critical feedback and changing demands.

2. Civic Expectations

- Students will demonstrate a sense of ethics both in their words and their actions.
- Students will consider their actions and solutions within the context of the greater good.

3. Social Expectations

- Students will work collaboratively towards common goals.

Course Catalogue Description:

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Prerequisite: *Successful completion of 9th grade.**

Material Science is a multi-disciplinary subject that addresses the physical properties of materials and their applications in engineering and manufacturing. *MAD Science* will be a project based introduction to this subject with an emphasis on solving small scale real world problems through knowledge of materials and original design. *MAD Science* will develop in students, a working knowledge of the capabilities of modern and traditional materials as well as the ability to competently and safely work with examples. There will be a process of moving from observation, to imagination, to creation. Students will understand engineering decisions made in the products around them and will recognize and appreciate practical design philosophy and the ever necessary compromises. The key sections of this framework include; learning the nature of materials, understanding the reasoning behind their applications, imagining new solutions to solve real world problems, experimentation and data collection, communication and collaboration with peers, creation of prototypes and testing.

Course Content

Largely an experimental course with much of the knowledge gathered empirically, students will learn the fundamental properties of natural and man made materials including metals and alloys, composites, resins, plastics, ceramics, bio-materials, carbon fiber and graphene. They will gain knowledge of material strengths and limitations as well as their failure modes. They will build prototypes and test the limits in order to gain a real world sense of the behavior of stressed systems. Students will conceive and build with the ability to wisely choose materials that get the job done.

Expectations for Student Learning (Outcomes)

Skills:

- Recognize the modern and traditional materials.
- Understand rationale behind historical choices.
- Choose an appropriate material for a specific application.
- Analyze the pros and cons of different materials used in a design.
- Make valid design decisions with a knowledge of the limitations imposed by materials.
- Explore new solutions made possible with new materials.
- Collaborate when processing/formulating design solutions to gain insight and knowledge.
- Collaborate to solve a problem using design principles.
- Collaborate in the design process.
- Communicate insight and knowledge gained from using design principles to solve problems.
- Connect design within economic and historical contexts.

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- Develop a concept.
- Develop designs to be fabricated and tested.
- Develop a sense of what is and isn't possible or practical.
- Employ basic and appropriate mathematical and logical concepts in designs.
- Evaluate the practicality and failure mode of a design.
- Express the ideas of a design verbally and visually.
- Communicate how a design solves a problem.
- Create a prototype.
- Creatively solve design problems.
- Test physical behavior of designs to gain insight and knowledge.
- Compare multiple design solutions with peers and historical solutions.

Knowledge: (What students need to know)

Students will be able to recognize various materials such as aluminum, steel alloys, polymers, resins, thermoplastics, composites, bio-materials, exotic materials, and have a familiarity with their physical characteristics.

Students will have an overview of historical uses of materials.

Students will learn to recognize problems and apply new knowledge of materials to imagine and design possible solutions.

Students will develop a practical sense for new designs.

The use of basic hand and power tools as well as test equipment will be developed.

Assessment:

Students are required to generate several design solutions throughout the course. They will also employ practical tests and simulations to test the qualities of their designs. The final exam will test general knowledge of materials and their applications with a lab practicum where students use imagination and learned knowledge to solve a physical problem.

Equipment/Materials/Texts:

Samples of materials: Steel alloys, Aluminum alloys, Titanium, Concrete, Carbon Fiber, Wood, Fiberglass, Plastics, Ceramics, Aerogel, Graphene. Instron test fixture, Logger Pro software, Vernier lab sensors, laptops, Hand tools, light power tools, textbooks TBD

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1) “Breaking Things”

This project will employ an inquiry approach to discovering the properties of select materials through *destructive* testing. Students will be given samples of materials such as Mild Steel, Aluminum, Carbon Fiber Composite, Wood, Concrete, Plastics, and Ceramics.

Students will, with guidance, create a means to test the limits of Tensile, Compressive, Shear and Flexural strengths as well as the Hardness, Thermal and Electrical Conductivities, Thermal Expansion and Contraction. They will quantify and record their findings and write a report on the suitability of the materials for various applications.

2) “Fixing Things”

Students will explore the various methods of “Fixing” materials together. They will experiment with various methods including: glues and bonding agents including epoxies, UV cured bonds, soldering, riveting, metal and plastic fasteners. Appropriateness of welding **TBD**.

Students will affix like and unlike materials and conduct destructive testing to gain a practical knowledge of the strengths and limitations of the various fastening methods.

3) “Creating Things”

Students in teams will choose a (small scale) existing design in use today and choose new materials to improve the performance i.e. more economy, reliability, improved function, weight reduction, safety. Students will test the limitations of their project and report on the Failure Mode and Effects Analysis (FMEA). FMEA will continue with future projects. Projects **TBD**.

4) “It Works”

Students will design and build a first project involving something in which they have a genuine interest. Essential to the project will be an innovative use of materials and thoughtful design.

5) Additional Projects TBD

6) “Final Project” TBD by students.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Request for Authorization to Seek a Text Amendment for Coverage
Expansion at All Schools

Date: November 9, 2015

In the absence of any action to move forward with a plan for the further expansion of Staples High School or re-districting of our elementary school attendance zones, it is my recommendation that the Board of Education authorize the Administration to seek from the Planning and Zoning Commission a Text Amendment to expand the area coverage limitation in a residential zone from 25% to 30% at all of our schools. This is a strategic contingency plan initiative to enable the Board to move quickly and proactively, if necessary, should space become too limited in any one school to provide a full panoply of instructional programs in the future that is consistent with Board priorities.

Should imbalances of enrollment between the elementary schools continue to grow, and should the enrollment at Staples continue to grow beyond our projections, it will be necessary to add modular classrooms to several of our sites to deal with the increased population. If we wait until we have a crisis and no alternatives, the children attending our schools will be at a distinct disadvantage. The use of modular classrooms is a relatively inexpensive way to expand the capacity of any school in the absence of a major building program.

Additionally, we are committed to creating space for Maker Spaces activities (see our 2015-16 Goals) and to address the requirements of the new State Science Standards, soon to be adopted by the State Board of Education, which will require us to seek space for science laboratories in each of our elementary schools. The solution to those problems, absent a major building expansion program at the elementary schools level, is in the purchase and use of modular classrooms.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the Administration to request a Text Amendment from the Planning and Zoning Commission of the Town of Westport seeking an expansion of area coverage limitations from 25% to 30% in a residential zone for all schools.



MAP or TEXT AMENDMENT APPLICATION

WESTPORT PLANNING AND ZONING COMMISSION

OFFICE USE ONLY

Application # _____
Submission Date: _____
Receipt Date: _____
Amount Fee Paid: _____

- TEXT** – AMENDMENT TO ZONING REGULATIONS
 MAP – AMENDMENT TO ZONING REGULATIONS
- TEXT** – AMENDMENT TO TOWN PLAN CONSERVATION AND OF DEVELOPMENT
 MAP – AMENDMENT TO TOWN PLAN CONSERVATION AND OF DEVELOPMENT

1. Applicant's Name: _____ Daytime Tel: _____

Applicant's Address: _____ E-mail: _____

2. For Text Change Only: Section: _____

MAP CHANGES

3. Property Address: _____

4. Property ID# (9 Digits - staff will provide) _____

5. Existing Zoning District/Plan Designation: _____

6. Proposed Zoning District/ Plan Designation: _____

7. Lot Area: _____

8. Property Owner: _____ Daytime Tel: _____

Owner's Address: _____ E-mail: _____

9. Agent's Name (if different): _____ Daytime Tel: _____

Agent's Address _____ E-mail: _____

10. Zoning Board of Appeals Case # (if any): _____

11. Metes and Bounds Description of Property: _____

12. A previous zone change/land use designation has has not been requested for this property
If change was previously requested, indicate date (s) _____

3. A List or A Map showing each ZBA Variance Case Number for all lots within 250' of subject property.

4. This property is is not within 500' of an adjoining municipality.

5. Estimated time needed for presentation: _____

hereby certify that the above information is correct and that I have submitted herewith all of the pertinent documentation required by the regulations;
In accordance with the P&Z bylaws.

Applicant's Signature (If different than owner) _____

Owner's Signature (Must be signed) _____

If the applicant is unable to obtain the signature of the property owner, a letter of authorization signed by the property owner may be submitted instead, as per §43-3.3

TEXT CHANGES REQUIREMENTS

1. Application Fee - Cash or check (*made payable to the Town of Westport*) Total fee \$560.00.
2. An **EXPLANATORY Statement** describing need for proposed amendment & identifying any benefits to Town.
3. Twelve (12) copies of proposed **TEXT CHANGE**; underline new language and [~~bracket and strike out language to be removed~~].
4. Send **ELECTORN VERISONS** of both the Text Amend. & Explanatory Statement (items #2 & #3) to P&Z at pandz@westportct.gov.
5. The applicant is required to **SEND WRITTEN NOTICES** to the State Commissioner of Public Health and to the local Water Company for any application located within Aquifer Protection Overlay Zone, which is depicted on the official Westport Zoning Map.
As per Pursuant to Public Act 06-53 all P&Z and ZBA Applications received after October 1, 2006.

MAP CHANGES REQUIREMENTS

1. An application fee paid in cash or check (*made payable to the Town of Westport*) Total fee \$560.00.
2. An **EXPLANATORY Statement** describing Map change identifying any benefits to Town.
3. Two (2) **EXISTING CONDITIONS** by Land surveyor to A-2 Standard.
4. Twelve (12) copies of **REZONING MAP (FULL SIZE 24"x36")** as described in §42-3.1.1, §42-3.1.2 & §42-3.1.3 in zoning regulations.
5. Twelve (12) copies of **REZONING MAP (REDUCED to SCALE 11" x 17")**
Please submit ALL Maps & Surveys **FOLDED NOT ROLLED**.
6. Submit an electronic version of EACH project MAP = (*CD, USB or E-mail: pandz@westportct.gov are acceptable*).
Note: If any map is revised you must submit a new full electronic updated version.
7. One (1) copy of the Property Field Card (*Obtain from Tax Assessor's Office Room 104*).
8. A **LIST** or A **MAP** showing each **ZBA Variance Case Number** for all lots within 250' of subject property.
9. One (1) copy of the **Assessor's Tax Map** showing the location of the property and the properties within a 500' radius.
P&Z staff can provide you with the map.
10. A **LIST of Names & Addresses**, as of the date of application submission, identifying the owner of all properties within a 500' radius.
P&Z staff can provide you with this list.
11. **NEIGHBOR NOTIFICATION PREPARATION INSTRUCTIONS:**
 - a. On the attached **NOTIFICATION LETTER** Fill in the blanks (use date of staff ck appointment).
Photo **COPY** the Letter as per quantity on list #9. **PREPARE** an **EVELOPE** with your return address, add the mailing address from each neighbor on list. Then **STUFF** each envelope with **Notice Letter** but **DO NOT MAIL** submit all envelopes with application, you mail **AFTER** we accept your application.
NOTE: PREMATURE or LATE MAILINGS may require that you REPEAT mailing process because neighbors will have been notified but, the application will not be in office for public to review.
 - b. Prepare **CERTIFICATE OF MAILING FORMS** - *Ask Staff for Post Office Form #3877, (NOT CERTIFIED MAIL).*
AFTER you submit application you will be advised to take **FORMS & ENVELOPES** to Post Office.
 - c. The Post Office will then **STAMP** your Certificate of Mailing Form.
URGENT: You MUST BRING that **STAMPLED FORM & copy of LETTER** back to this office **ASAP** or your Application can **NOT** be *Legal Noticed, which will cause it to move to next hearing date.
NOTE: A LEGAL NOTICE of PUBLIC HEARING - MUST be published twice in a local newspaper.

See next page for #12 FINAL INSTRUCTION REQUIREMENT:

WESTPORT PUBLIC SCHOOLS

SANDRA EVANGELISTA
*Coordinator of Transportation
and Other Business Services*

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1711

To: Elio Longo

From: Sandra Evangelista

Subject: Report on School Bus Arrival & Departure Times: 2015-16 School Year
Use of Monitors on School Buses in Connecticut School Districts
Impact of School Bus Monitors on Student Discipline and Safety
Research Related to Safety and Effectiveness of Seat Belts on School Buses
School Districts in Connecticut Requiring Use of Seat Belts on School Buses and
Cost of Implementation in Westport

Date: November 4, 2015

Report on School Bus Arrival & Departure Times: 2015-16 School Year

During the last school year a great deal of time and effort was devoted to reviewing all aspects of school bus transportation with an end goal of improving overall transportation services, timeliness, communication and responsiveness to community inquiries and concerns. The highest priority was given to ensuring that school buses were arriving to school on time. Over the course of the year all processes were scrutinized and changes were made in order to ensure continued improvement for a higher level of service for the upcoming school year.

I am pleased to report that all of these changes have been successfully implemented and I have listed below some of the positive results exhibited during the two week start-up period for the 2015-16 school year.

- The percentage of on time bus arrivals and departures at each school increased significantly with less than 10% of the 266 routes showing a need for improvement on day one.
- School staff, parents and members of the community are reporting positive feedback in terms of communication with Dattco management and dispatchers and their responses to inquiries.
- The rate of driver retention this year was very high.
- Every bus had a driver assigned for the start of school and each driver had ample training opportunity.
- A full contingent of trained spare drivers is available to provide assistance when necessary.

While I am encouraged at this point into the school year to report many positive advances there are a few routes that I have identified below that have improved but are not to date consistently meeting expectations.

CMS & CES pm bus 34, CES am van 63, GFS bus 11 am and pm, KHS bus 40 & 41 pm and van 59 am and pm. These buses are experiencing delays in expected arrival to published stops and to the school for morning, afternoon or both. These delays may be due to multiple variables. I have worked closely with Dattco to determine and correct the specific issues causing delays for these vehicles and Dattco is in the process of making the necessary adjustments. Also the private schools, Greens Farms Academy and Pierrepont School did experience persistent issues with the bus 38. These schools have been operating for fewer days and have had many changes to ridership which has impacted the routes consistency. The school administrators have reported improvement and this is expected to continue.

I have noted in the past reports to you that there continue to be challenges that may impact arrival and dismissal timeliness such as driver substitution and turnover, weather, traffic and mechanical failures. This is still true. It is difficult to eliminate these occurrences; however the following remedies initiated this year are intended to mitigate the impact or risk of delays to individual routes. For example:

- Dattco has increased the starting pay rate for new hires and currently has 14 drivers in training.
- Dattco has created Driver coach positions – to work with new drivers and spares to learn routes.
- There are 26 new Type I vehicles in service which will reduce number of mechanical issues.
- Dattco IT staffing is available to ensure GPS and camera systems equipment are functioning and utilized expediently.

One area that still remains to be addressed is that of increased in-town traffic. This is especially notable when there are poor weather conditions, accidents on I95 or the Merritt Parkway, in town road construction, tree trimming or an absence of traffic control officers. All of these challenges have been evident this year. One specific challenge that was well publicized this year was the construction and closure of the North Avenue Bridge. I was privileged to work very closely with the town engineer who communicated with me regularly. This communication proved vital. At one point in time I had to revise the routes for at least four schools to avoid travelling in this area. The impact of these revisions would certainly have caused significant delays for these buses for the start of the school year. Fortunately the cooperative efforts of town and board of education officials produced a more viable solution thus eliminating a potential crisis for transportation.

My goal this year is to continue to work with the schools, the town and Dattco to determine if there are potential solutions to these persistent traffic challenges. There is proof that communication when available and shared with the community has assisted in preventing significant delays in busing service. Continuing to increase channels of communication will be a prime focus for me.

Use of Monitors on School Buses in Connecticut School Districts

In early August all Connecticut school districts were queried via CASBO email requesting a response from any districts currently utilizing bus monitors on regular education school bus routes. The only district that responded affirmatively was Cromwell Public Schools. Karen Clancy, Business Manager, reported that bus monitors are employed for regular education buses as needed to monitor buses with persistent behavior issues. Cromwell has a total of 13 bus routes and of those 4-5 typically require a bus monitor. The monitors are hired and trained by Dattco, Inc. the district’s transportation service provider.

A survey of DRG A school districts was conducted for comparison and yielded the following information.

District	Contact	# of Vehicles	Reg Ed Monitors	SPED Monitors
Darien	Kate Barbieri	24 Type I	No	Yes
Easton, Redding, Region # 9	Laura Ponzio	31 Type I, 6 Type II	No	Yes
New Canaan	Roy Walder	33 Type I, SPED Suburbans	No	Yes
Ridgefield	Rick Lupinacci	30 Type I, 17 Type II	No	Yes
Weston	Dave Lustberg	20 Type I, 2 Type II	No	Yes
Westport	S Evangelista	39 Type I, 14 Type II	Yes	Yes
Wilton	Mary Channing	35 Type I, 4 Type II	No	Yes

Impact of School Bus Monitors on Student Discipline and Safety

The school bus monitor program is in place to protect students using the school bus service. The job responsibilities are: assist in the safe loading and unloading of students on the school bus, assist in assuring that all students are properly seated, assist in safe crossing of all students, assist driver in efforts to maintain proper behavior for all students and reporting to school staff any improper behavior. Assist driver in any emergency situation. The presence of an effective second party on the bus can and should have a positive contribution in terms of safety and students behavior.

Facts about Westport School bus monitors:

Pros	Cons
Good Community Relations	Limited number of routes covered
Maintain good student behavior	Difficult to coordinate am monitor pickup
Assist with KF students meeting adults	Slow routes down
Assist with safe loading and seating	Pool of candidate limitations
Assist with safe student crossing	Parents resistance to behavior policing
Assist with directions for spare drivers	No substitute coverage

Of the 47 elementary school Type I bus routes 23 are currently covered by a bus monitor. This is one less than last year. Complaints about safety crossing or loading and unloading on vehicles without monitors are rare. Efforts are made to assign a monitor to the routes where children must cross. Every effort is made when routing to reduce the need to cross. If it is necessary to cross this should always be done when the school bus is present and the stop arm and red flashing lights have stopped traffic in both directions.

Behavior complaints are more typical. These complaints are occurring on buses with monitors assigned and without monitors assigned. Complaints are made to the school or the transportation office by the students, parents, monitors, bus drivers or by school staff. These complaints prompt an investigation by school and transportation staff. The investigation frequently involves the review of video tape. If necessary the school administration will implement consequences for poor behavior. In the absence of bus monitors many other districts are reporting the following practices to ensure safety and good behavior on school buses.

- Specialized safety and behavior training for district school bus drivers
- Strict enforcement of poor behavior conduct reporting
- Safety training for students for entering and existing the school bus and crossing the street
- Empowering bus drivers to implement seating assignments or consequences for poor behavior
- Frequent review of video monitoring equipment

Research Related to Safety and Effectiveness of Seatbelts on School Buses

Listed below please find the links to documents providing information for your review.

- a. NHTSA- National Highway Transportation Administration - Final Rule and Supplemental Information www.nhtsa.gov/Laws+&+Regulations/Seat+Belts
- b. STATE LAWS REQUIRING SEAT BELTS IN SCHOOL BUSES www.cga.ct.gov/2010/rpt/2010-R-0055.htm
- c. SEAT BELTS ON SCHOOL BUSES www.cga.ct.gov/2009/rpt/2009-R-0419.htm
- d. NEA Seat Belts, School Buses and Safety www.nea.org/home/19085.htm

School Districts in Connecticut Requiring use of Seat Belts on School Buses and Cost of Implementation in Westport

All Connecticut school districts were queried via CASBO email requesting a response from any districts currently utilizing seat belts on the Type I school bus vehicles operated in their district.

The following districts responded affirmatively.

Bethel Public Schools – lap belts
Cromwell Public Schools – lap belts
Danbury Public Schools – lap belts
Redding Public Schools– lap belts
Ridgefield Public Schools– lap belts – (not utilized)
Stamford Public Schools –lap belts
Trumbull Public Schools– lap belts in the first two rows only
Wilton Public Schools – shoulder/ lap belts

These districts all reported strongly encouraging riders to use seat belt equipment. Redding Public Schools require seat belts to be used at the elementary level only. All other districts listed reported no mandates for seat belt use for any students K-12.

The Westport Public Schools have the option to add two (2) lap only seat belts to each seat of the current fleet of Type I school buses at a one-time cost of \$2500.00 per bus. The public school fleet cost would be a total of \$97,500.00 and the private school cost would be \$5000.00. The addition of these seat belts would greatly reduce the seating capacity on each school bus. This may require the addition of Type I school bus vehicles to meet the district's student transportation needs at an addition cost.

Please let me know if you have any questions or need any additional information.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Staples High School Principal Search to be Conducted by Cooperative Educational Services, Regional Educational Service Center, Trumbull, CT

Date: November 9, 2015

Pursuant to the decision of the Board to employ Evan Pitkoff, Director, Cooperative Educational Services, to conduct the search for a permanent Principal for Staples High School, appended to this memorandum may be found the contract agreed to by the Board for the use of Dr. Pitkoff's services.

To summarize, Dr. Pitkoff will be engaged both in the recruitment and selection processes, with the final decision on employment resting with the Board of Education.¹ Within the framework of his recruitment duties, Dr. Pitkoff will prepare advertising copy; develop and disseminate recruitment brochures via electronic mail, conferences and professional organizations; contact state and national networks; place ads in newspapers, trade journals and area network bulletins; publish on district websites; and, initiate contact with prospective candidates.

With regard to selection, Dr. Pitkoff will process and screen applications; conduct informal interviews of screened candidates; recommend candidates for initial interviews; structure interviews with all interview teams; conduct credential verification and reference checks (unless the Board elects to have a professional investigative team perform this function); organize site visits for the selected candidate; and, plan with the Board for an appointment announcement.

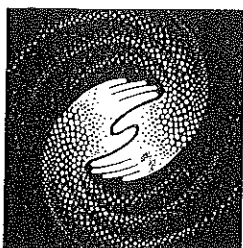
The basic cost of this service will be \$6,900, with an advertising estimate not to exceed \$2,000, for a total of \$8,900. Costs for professional investigate team credential verification and reference checks will be additional, as will any costs for Dr. Pitkoff to be present at district interviews.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That the Board of Education appoints Dr. Evan Pitkoff, Director, Cooperative Educational Services to conduct a search for a permanent Principal for Staples High School, the cost of such service not to exceed \$12,000.



¹ A board of education can only hire persons who are nominated by the Superintendent of Schools. Conn. Gen. Stat. §10-151.



**COOPERATIVE
EDUCATIONAL
SERVICES**

STATEMENT OF AGREEMENT

PARTIES INVOLVED: Cooperative Educational Services
and
Westport Public Schools
Atten: Dr. Elliott Landon
110 Myrtle Avenue
Westport, CT 06880

Evan Pitkoff, Ed.D.
Executive Director

Christopher La Belle
Associate Executive Director

James R. Carroll
*Chief Financial and
Operations Officer*

Esiter Bobowick
*Director of Professional
Development Services*

Mark Ribbens, Ed.D.
*Principal
Regional Center
for the Arts/Open
Choice Coordinator*

Linda Page
*Director
School Readiness*

Anna Nemes-Stoughton
*Principal
Six to Six Magnet School*

Michael Regan, Ph.D.
*Director of
Special Education*

Westport Public Schools agrees to purchase from C.E.S., consultation and facilitation services in regard to the search for the position of high school principal for Westport Public Schools. For this service, Westport Public Schools agrees to pay \$6,900 per the attached proposal. All services performed will be within the accepted established professional standards.

SERVICE SUMMARY:

Maximum Total Cost: \$6,900

Payments are due as follows:

Upon receipt of this agreement: \$3450

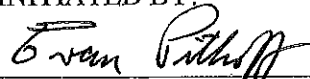
Upon completion of search - \$3450

Please see attached proposal for more specific details. Advertising costs are to be paid by Westport Public Schools directly.

Billing:


In Accordance with C.E.S. policy, payment is due upon receipt of C.E.S. invoice. This Agreement is acceptable to both parties and will be accepted as binding for the services herein described. Cancellation must be received no later than seven (7) days prior to commencement of this activity. If cancellation is not received in a timely manner, you will be obligated to pay the fees stated above. Please sign and return two copies of this Agreement to be followed by a purchase order in the amount of \$6,900 to **C.E.S. – Administrative Services, 40 Lindeman Drive, Trumbull, CT 06611.**

INITIATED BY:



Evan Pitkoff, Ed.D.
Executive Director, C.E.S.

Date: 10/21/15



James R. Carroll
Chief Financial & Operations Officer, C.E.S.

Date: 10/21/15

Dr. Elliott Landon
Westport Public Schools

Date: _____

Rev Code: 10103-33010
Attachment

**RESPONSIBILITIES OF LEAD SEARCH CONSULTANT
AND EXECUTIVE SEARCH SUPPORT TEAM
WESTPORT PUBLIC SCHOOLS
HIGH SCHOOL PRINCIPAL SEARCH PROPOSAL
October 21, 2015**

Phase I: Recruitment

- Consult with superintendent regarding specific attributes
- Prepare advertising copy
- Develop and disseminate recruitment brochures via electronic mail, conferences and professional organizations
- Contact state and national networks e.g., professional organizations, universities, etc.
- Place ads in newspapers, trade journals and area network bulletins
- Publish on C.E.S. and district websites
- Initiate contact with prospective candidates

Phase II: Selection

- Process and screen applications
- Conduct informal interviews of screened candidates
- Recommend candidates for initial interviews
- Structure interviews with Superintendent/Interview Team
- Conduct credential verification* and reference checks
- Keep all candidates informed of their status
- Organize site visit for selected candidate
- Plan appointment announcement with Superintendent

FEE PROPOSAL

Professional Consulting fee:	\$ 5,900
Fixed Administrative Expenses: (postage, printing, phone, applications, supplies and clerical services.)	1,000
C.E.S. Total:	<u>\$ 6,900</u>
Advertising Estimate**	\$ 0-2,000
Optional: Consultant presence at district interviews	\$ 750 per ½ day
	\$ 1,250 per day

*The district may choose to have a formal pre-employment background check by a professional investigative firm at additional cost

**Advertising costs are billed directly to the district and vary based on the amount of advertising requested by the district.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Acceptance of Gift
Date: November 9, 2015

We have received a very generous gift from the *Joyce and Bernie Zimmerman Foundation* in the amount of \$20,000. The purpose of the gift is to provide a \$2500 scholarship for one girl and another for one boy, each of whom will be graduating from Staples High School in each of the four years 2016, 2017, 2018 and 2019 and, following graduation, intends to make his/her life's work in the area of music. The criteria for being awarded the scholarship include: maintenance of at least a 3.5 Grade Point Average in all music classes throughout their four years in attendance at Staples; participation in Staples music ensembles during all four years of attendance; in each of their four years at Staples to have participated in high school-related music festivals, e.g., Regionals, All-State, All-New England; and, demonstrated involvement in other Staples arts courses and activities.

Mr. Thomas Scavone, Director of Music, K-12, will personally be involved in the selection of the students to receive the scholarship monies.

It is my recommendation that the Board accept these generous gifts with gratitude to the Joyce and Bernie Zimmerman Foundation.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with great appreciation a gift from the Joyce and Bernie Zimmerman Foundation in the amount of \$20,000 to fund eight scholarships of \$2500 each to be awarded to one boy and one girl who intend to make the area of music their life's work and who will be graduating from Staples High School in 2016, 2017, 2018 and 2019.

