

Curriculum & Instruction Committee Meeting Notes
December 13, 2013
Board Office Conference Room 12:00 p.m.

Attending: Board Members: Phyllis Pascucci, Chiung-Yin Cheng Liu, Victor DeSario
Mike Sockol
Administrators: Mary Beth Currie and Barbara Duncan

Update on balanced literacy initiatives by schools:

High School - English - there is a collective emphasis on writing in all English classes. Assessments and evaluations are taking place to compare and contrast the types of writing genres being taught by each course. Preliminary curriculum mapping sessions are being held to allow for consistency across grade levels and courses.

Social science-focus is on the close reading of primary source materials. The staff is collaboratively reviewing primary resources to complement the instructional units and also to meet the common core standards. Short research projects and writings that are inquiry based have been deliberately incorporated into the US History II curriculum.

W. R. Satz School - writing lab - the English staff is in the process of exploring ways to enhance the writing lab course. Also, a review of student's needs has been undertaken relative to the standards of the common core.

Social studies - the staff is reviewing primary resource materials and the strategies needed by students for reading of primary documents. The materials will be incorporated into the units of study.

Faculty members have reviewed the curriculum and have evaluated the courses to confirm alignment with the Common Core and the distribution of content skills and requisite strategies within the grade 5 to 8 band.

Indian Hill School - a group of teachers have reviewed the literacy curriculum and based on the Common Core, the district's philosophy, and best practices, enhancements to the literacy program have been made. Included is a common grade level text for direct instruction, independent reading of student selected books that complement the unit of instruction will continue. Fourth and fifth grade teacher representatives have met with the literacy coach and the Director of Humanities to identify research based strategies for enhanced delivery of instruction. Genre based unit plans are being shared across grade levels for consistency in instruction and instructional units. Fourth grade teachers have revised a word study program this year. The revision includes a weekly spelling and vocabulary component. Time has presented a challenge, however, our teachers are utilizing the last ten minutes of library to engage the students in

additional meaningful word study activities. A similar initiative will be expanded to the 5th grade next year. An additional grammar review is in the process with the formulation of teacher committees.

Village School - teacher committees have been working on both components of word study—phonics and vocabulary. The teachers have created grade level scope and sequences for phonetic spelling that are aligned to the Common Core. Also, a focus on high frequency words and vocabulary continue with a teacher committee review. Again, there is a focus on alignment with the Common Core. Genre-based assessments and a common grade level text for close reading exercises are being reviewed.