BOE Teaching & Learning Committee Meeting
Tuesday, January 15, 2019
4:00 p.m.
Media Center – Shelton Intermediate School

AGENDA:

Call to order: 4:02 p.m.

Guests: W. Stowe and C. Schweyer

Pledge of Allegiance:

- Approval of December 11, 2018 meeting minutes Kathy Yolish 1st, Tom Minotti 2nd, unanimous approval
- Approval of January 15, 2019 meeting agenda Tom Minotti 1st, Kathy Yolish 2nd, unanimous approval

Public session: no one from the public wished to speak

Agenda Items:

- Modern Instructional Spaces – Victoria White & Ken Saranich
  - See attached presentation
  - A guided tour at SIS was taken by committee members to show first hand some of the instructional learning spaces and fixtures that were discussed during the presentation on instructional spaces
- New Course Presentation for SHS 2019-20 – Beth Smith
  - See attached list of new courses, course changes, and new programs
  - This information will be presented to the BOE at the next regularly scheduled meeting

Superintendent’s Comments: Delighted with Académie of Innovation and other new programing to extend the learning of our students – what a great opportunity for our kids.

Chairperson’s Comments: This committee has enjoyed very informative presentations

Comments or Suggestions from Committee Members: none

Old Business: none

New Business: none

Next Meeting Date:

- Tuesday, February 12, 2019
- 4:00 p.m.
- Sunnyside School Media Center
Tentative Agenda:

- Keyboarding @ Sunnyside - Kari Yacawych, Amy Yost
- Fake News and Media Accuracy – Joan Tichy

Adjournment: 5:13 p.m.
Modern Instructional Spaces

Ken Saranich & Victoria White

Shelton Public Schools
Teaching & Learning Committee Presentation
January 15, 2019
Why Flexible Seating?

- Choice
- Physical Health
- Comfort
- Community
- Collaboration

- Commitment to Learning
- Communication
- Sensory Input
- Fun
A 2012 study from the University of Minnesota found that students participated 48 percent more in discussions in a classroom with collaborative group seating versus traditional lecture-style seating, and also improved their performance on standardized tests.

*Space and Consequences: The Impact of Different Formal Learning Spaces on Instructor and Student Behavior*
D. Christopher Brooks
University of Minnesota
Journal of Learning Spaces Volume 1, Number 2. 2012
Can these Boost Academics?
Completing an IDR during Reader’s Workshop on a beanbag seat.

Student choice! Students choosing flexible seating.
Comfy floor seat and lap desk.

Wobble chair and wedge mobile student desk.
Shelton High School New Course Proposals – Title Changes/Semester Changes

Art
*Advanced Painting (title change from Painting II)
*Art Through the Ages (title change from *Art Appreciation)
*Ceramic Handbuilding (title change from *Pottery)
*Artist’s Studio (title change from *Studio Art)
*Culturally Competent Crafts (title change from *Crafts)
*Painting (title change from *Painting 1)

CTE
Graphic Arts (made full year)

Mathematics
Advanced College Algebra (title change from Applied Math)
College Algebra (title change from Algebraic Topics for Seniors)

Music
Band (title change from Concert and Marching Band)

Science
*Aviation (title change from *Introduction to Aviation)
Conceptual Biology (title change from Biology 1/Lab Academic level)

Shelton High School New Course Proposals – New Courses

Art
*Biological Drawing
This half-year course will introduce students to the process and procedures involved in creating biological drawings that are realistic and accurate. Students will utilize techniques in both traditional and technology-based art-making in order to create compositions based on microscopic images, diagrams and depictions of living subjects.

*Illustration
In this class, students will explore the fundamentals of illustration. Students will build their own artwork based on characters and themes from original ideas, comic books, graphic novels, Manga and other media. Students will utilize basic drawing tools and technology-based art tools to fully develop their skills and techniques.

AP Studio Art: 2D Design
This course prepares students for submission of their AP Art Portfolio. The AP 2D Studio Art Program consists of a variety of artwork and reflections necessary to showcase a student’s skill and art knowledge in 2D. Depth and range will be shown through three sections of the portfolio: Quality, Concentration, and Breadth. This portfolio can be used for the college application process with various Visual Art concentrations as well as for the AP submission. Prerequisite: successful completion
of *Art Foundations or Accepted Portfolio Submission AND *Drawing OR *Painting
OR *Artist’s Studio

**CTE**

**UB (University of Bridgeport) Entrepreneurship**

This course will begin by addressing the concept of the development process of a new venture. The course will then address the fundamentals such as financing the new venture, competitive positioning, branding and imaging, insurance and regulatory requirements, marketing, protecting intellectual property, the legal entity structure, the website development components and cost, product sourcing, etc. The class will teach how to pitch the new venture for competitions or to capital providers. Each student will develop a minimum viable product and produce a business model canvas both which can be built upon further in a business plan in a subsequent class.

**Music**

**Introduction to the Ukulele**

For students who have thought about learning a fun, easy instrument. This course will provide an easy access foundation that will get you playing familiar songs. When first learning the ukulele it is important to have the material presented in stages, in an enjoyable way that allows you to grasp the basics of the instrument and music. The course begins simply with the names of the strings, tuning and technique. You will learn the basic music fundamentals such as scales, power chords, and fingerings. Students will learn to develop correct technique and be able to play basic tropical tunes

**Music Technology**

This course will introduce students to the terminology, techniques, and musicianship used in technology based music. Students will gain experience using current music production hardware and software, learn the basics of music theory, and analog and digital recording techniques. Students will explore podcasting, composing and arranging, and the technique of marketing various multimedia products.

**Physical Education**

**Health - Strength and Conditioning**

This course is designed to familiarize students to an approach at fitness conditioning and strength training. This class will promote the student's knowledge in developing, tracking and learning about resistance training as it relates to physical conditioning. Students will develop a weight-training program based on a personal fitness goal. Students will be instructed in basic principles of strength training and conditioning for personal fitness and development. The course focus will be on strength training, which includes instruction in principles of strength training and conditioning. Students will be provided quality workout opportunity based on the strength training principles taught. Topics explored will include systematic strength training, plyometric training, speed and agility training, physiology of exercise and other training methods. Tests and measurements of fitness, strength and conditioning, as a means of evaluating progress, will be part of this course. This is a classroom-based course with some applied fitness work in the training lab.
*PE - Fitness for Life
This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will actively participate in activities at their own level with the opportunity to set their own fitness goals including weight loss, toning, and overall fitness.

*PE - Sport Education
This course is designed to expose students to a wide variety of team and individual sports. The program is designed to provide all students with opportunities for mental, physical and social growth and development through a variety of physical activities. A primary goal of the curriculum is to provide students with an awareness of their own health-related physical wellness, and to promote their desire to remain active and fit throughout life.

Science
UB (University of Bridgeport) Chemistry 104
UB Chemistry is a study of basic chemical principles and their applications, designed for science and engineering majors. The course includes theoretical and experimental studies of such topics as intermolecular forces, physical properties of states of matter, colligative properties of solutions, chemical kinetics, chemical equilibrium, solubility equilibrium, acid-base equilibrium, buffers, thermodynamics and electrochemistry.

Special Education
Strategies of Geometry
Students will engage in the study of geometry with a focus on problem-solving, real world applications, modeling, and the appropriate use of technology. Course content will include the study properties of planar figures, congruent and similar figures, area, perimeter, volume, and properties and measurements of solid figures. Students will utilize technology to solve applied problems, create and interpret graphs.

Internship
This course is for students who are interested in bolstering their academic and professional experience for post-secondary career pathways. Students will investigate careers in a field of their choice. Students must find their own place to intern and provide their own means of transportation to internship site. Flexibility of scheduling is permitted. Time logs with description of fieldwork completed must be submitted. Half year credit = 75 hours and full year = 150 hours. Students must complete an application and receive prior approval prior to starting their internship experience.
Shelton High School Academy of Innovation

The Shelton High School Academy of Innovation focuses on preparing students for the mid to late 21st century. Flexible scheduling allows for personalized learning, as well as partner and small group work tailored to meet the different needs of students. The Academy of Innovation will offer both project-based assessments and traditional assessments. One-to-one devices will allow students to utilize technology to promote student success. Students in grade 9 must take Humanities 1, STEM 1 and Project Lead the Way Introduction to Engineering.

Humanities 1 (2 credits) (9th grade)
This double-period course is a foundational course in Shelton High School’s Academy of Innovation. The course will provide project-centered learning and focus on the study of European history from the Enlightenment period through present day using the integration of European literature, culture, art, and music. Both historical events and fictional works of literature that convey universal elements of human nature and contribute to the development of humankind will be explored. Students will focus on learning through thinking independently, writing with clarity and precision, creating, imagining and innovating ideas connected to the material, and taking the initiative to pose questions and engage in discussion.

STEM 1 (2 credits) (9th grade)
This double-period course is a foundational course in Shelton High School’s Academy of Innovation. This course will provide project-centered learning and on STEM fields of study while reinforcing the core concepts in biology, chemistry, physics and environmental science with applications of algebra and geometry based mathematical principles. Upon course completion, students will be able to identify and explain the steps in both the engineering design and scientific inquiry processes. Students will conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others.

Project Lead the Way Introduction to Engineering (IED) (1 credit) (9th grade)
PLTW Introduction to Engineering exposes students to a design process, professional communication and collaboration methods, design ethics and technical documentation. Introduction to Engineering Design gives students the opportunity to develop skills in research and analysis, teamwork, technical writing, engineering graphics and problem-solving through activity, project, and problem-based learning. Students will hone their interpersonal skills and creative abilities while applying math, science, and technology learned in other courses to solve engineering design problems and communicate their solutions.
SHELTON HIGH SCHOOL EXTENDED LEARNING PROGRAM

CAPSTONE #9900122
(11th grade)
The Capstone Project at Shelton High School is a culminating opportunity to demonstrate Shelton High School’s Core Values, Beliefs, and Learning Expectations and apply the knowledge your child has gained in his/her years of schooling to a real world experience. This graduation requirement is a project that should encompass an area of particular interest to him/her. We encourage you to guide him/her to choose wisely and ask him/her to think about something that he/she has always wanted to learn more about or become involved in or a career opportunity he/she may want to explore. The goals of the Capstone Project are to choose a topic that will deliver a fulfilling, challenging experience and to further prepare your child to become a responsible citizen who participates productively in a global society.

COMMUNITY SERVICE

COMMUNITY SERVICE #990009, 990010, 990011, 990012
(9th, 10th, 11th, & 12th grades)
Students are required to complete 10 hours of community service per year, a total of 40 hours prior to graduation. Students will receive .1 credit for 10 hours of service each year. Students may not earn more than .1 credit per year for service. Students must submit a signed contract for themselves and their supervisor responsible for monitoring their hours. This contract must be approved by the Principal or his/her designee prior to beginning service hours.

DIPLOMA WITH DISTINCTION

Shelton High School will award a Diploma with Distinction to a student who has met graduation requirements beyond what is expected for a traditional diploma. To be eligible, a student must:

- Complete all the requirements of the traditional diploma, including community service and the Capstone project
- Be in the top 20% of the class
- Earn a minimum of 27.4 credits
- Earn no final grade less than a C on their high school transcript
- Be an active member of two SHS clubs/organizations or be an active member of one SHS club/organization and participate in at least one SHS fall, winter or spring sport during high school
- Secure signatures by the student’s school counselor and assistant principal indicating character traits
- Have no internal or external suspensions during their four years

EXPERIENTIAL LEARNING PROGRAM

EXPERIENTIAL LEARNING PROGRAM #xxxxx
(9th, 10th, 11th, & 12th grades)
Shelton High School believes that the community shares responsibility in the teaching and learning process. This valuable learning experience affords students the opportunity to acquire skills outside of the traditional academic classroom setting to prepare them for college and career readiness and civic life. High school credit will be given to students who are engaged in deeper learning experiences with community/business partners outside of the school day as they investigate a career or occupation that fits their talents, interest and abilities. Students will secure a mentor and create a portfolio showcasing their experiences of their development of 21st century skills for a career path.

INDEPENDENT STUDY

INDEPENDENT STUDY #01ST
(9th, 10th, 11th, & 12th grades)
Independent Study is designed for the student who is broadly and deeply curious about a particular subject and who can best fulfill his/her needs through an in-depth examination of a specific topic or subject which is not provided in the regular course offerings. It may involve research in the library, construction in a shop, investigation in a laboratory or a community project. It will be a self-directed learning activity completely divorced from any course requirement and will place emphasis on self-responsibility and self-regulation for learning. It is possible to earn up to one full credit in this manner. Any student interested in enrolling in an Independent Study course should first consult with
his/her counselor and then obtain the Independent Study application. The Principal will give final approval. Deadline for submitting Independent Study Applications is ten days from the commencement of the semester. This program is only possible when a course offering the same material is not offered.

INTERNSHIP

INTERNSHIP #xxx
This course is for students who are interested in bolstering their academic and professional experience for post-secondary career pathways. Students will investigate careers in a field of their choice. Students must find their own place to intern and provide their own means of transportation to internship site. Flexibility of scheduling is permitted. Time logs with description of fieldwork completed must be submitted. Half year credit = 75 hours and full year = 150 hours. Students must complete an application and receive prior approval prior to starting their internship experience.

ONLINE COURSE CREDIT POLICY

Shelton High School will only accept online learning requests from an approved accredited institution. A student requesting to take an online course for credit must complete the appropriate application, secure all required signatures, and submit the application by the defined deadline. A maximum of two credits per year, including summer school online credit, will be allowed for online learning. Online courses will not be tracked, with the exception of advanced placement online coursework. Online courses will be calculated into a student’s GPA as untracked courses, with the exception of advanced placement online coursework. The student/parent/guardian is responsible for all financial expenses or fees for online learning. The high school administration reserves the right to deny applications for online coursework and acceptance of online credits.

VIRTUAL HIGH SCHOOL #1685400
*VIRTUAL HIGH SCHOOL #1685200
Virtual High School is an accredited provider of “for-credit Net Courses.” VHS is a nonprofit, worldwide collaboration of schools, teachers and students founded in 1996 by industry leaders including Apple, Cisco, Dell and Microsoft in partnership with the National Education Association. VHS offers approximately 200 courses in Arts, Business, English, Language Arts, World Language, Life Skills, Mathematics, Science, Social Studies and Technology. VHS Net Courses are either one semester or a full year in duration. Courses are delivered to students around the United States and the world via the internet. Using a private password, each student accesses his or her Net Course from any computer with an internet connection. VHS offers full year advanced Placement courses. Virtual High School courses using the AP designation have been approved by the College Board’s AP audit. Most VHS AP courses require summer work. Financial support for fall and spring semester VHS courses is provided by the Shelton Board of Education.

SEAL OF BILITERACY

Shelton High School will offer the Connecticut Seal of Biliteracy on the Shelton High School diploma to a student who has achieved a high level of proficiency in English and one or more foreign languages as specified by the Connecticut Seal of Biliteracy Guidelines adopted by the Connecticut State Board of Education. The student/parent/guardian is responsible for all financial expenses or fees for obtaining the Seal of Biliteracy.

TEACHING ASSISTANT

TEACHING ASSISTANT #x01
*TEACHING ASSISTANT #x02
Teaching Assistant is designed to provide students with the opportunity to explore the field of teaching. The Teaching Assistant is limited to senior and junior students who are in good standing academically and behaviorally. Participating students must have demonstrated better than average competency in the area in which they wish to assist. The Teaching Assistant assignment is in place of a study hall. Students may not drop courses to add a Teaching Assistant. Students may only take a Teaching Assistant course one time in his/her high school career. A grade of Pass (“P”)/Fail (“F”) will be used to assess the student for each quarter and for a final grade. Untracked weight will apply. Any student interested in enrolling as a Teaching Assistant should obtain the Teaching Assistant Application from his/her counselor. The student will complete the application, along with all necessary signatures, and submit it to the Principal.
Deadline for submission is ten days from the commencement of the semester. No late applications will be accepted. The Principal will determine approval and schedule the student into the TA period.

VOLUNTEER COURSE FOR CREDIT

SCHOOL AND COMMUNITY #2016140 (9th, 10th, 11th, & 12th grades)
Volunteering allows students to work actively in our community by helping others. Students may volunteer after school, weekends, and during the summer at community organizations, elderly housing facilities, schools or programs working with children, libraries, and other nonprofit agencies. Excluded from the list of work sites are those that students are involved in through clubs offered at Shelton High School such as Habitat for Humanity. Participation in these groups is encouraged as part of the regular program of extracurricular activities. Students who volunteer may not receive any monetary remuneration. Volunteer hours marked for Scout badges, court-ordered community service, etc. cannot be counted for School and Community. Students must turn in a contract signed by themselves and the supervisor responsible for monitoring their hours. This contract must be approved by the volunteer coordinator, Mrs. Riddle, in the Career Center, before volunteer work for credit can begin. Students must regularly hand in time sheets with hours verified to the volunteer coordinator. One credit will be awarded when a student completes 150 hours of volunteering. Seniors must complete all hours for credit by May of their senior year. Interested students should see their counselor or Mrs. Riddle in the Career Center. The 150 hours of volunteering is in addition to the 40 hours (10 hours per year) that a student must complete as part of their graduation requirements. A student will be required to show documentation of all hours completed.

CLEP

The College Board’s College-Level Examination Program (CLEP) is accepted by 2,900 colleges and universities and administered in more than 1,800 test centers. This rigorous program allows students to demonstrate their mastery of introductory college-level material and earn college credit. Students can earn credit for what they already know by getting qualifying scores on any of the 33 examinations.

While CLEP is sponsored by the College Board, only colleges may grant credit toward a degree. Not all colleges have the same CLEP policies—some colleges accept credit for a few exams, while others accept credit for all of them. A college often grants the same amount of credit to a student who earns satisfactory scores on a CLEP examination as it does for a student who successfully completes the related course.

Students should research the CLEP test, online test preparation, testing site, score and participating institutions at https://clep.collegeboard.org/.

Composition and Literature
American Literature
Analyzing and Interpreting Literature
College Composition
English Literature
Humanities

World Languages
French Language: Levels 1 and 2
German Language: Level 1 and 2
Spanish Language: Levels 1 and 2

Business
Financial Accounting
Information Systems
Business Law
Principles of Management
Principles of Marketing

History and Social Sciences
American Government
History of the United States I
History of the United States II
Human Growth and Development
Introduction to Education Psychology

Science and Mathematics
Biology
Calculus
Chemistry
College Algebra
College Mathematics
Natural Sciences
Precalculus