

Newtown Board of Education
Newtown, Connecticut
Curriculum and Instruction Subcommittee

J. Larkin	D. Ramsey (Absent)	C. Kimberly	A. Uberti
J. Vouros	G. Gay	B. Iacofano	K. Longobucco

Minutes from the Board of Education Subcommittee meeting held on Tuesday, May 9, 2023.

J. Vouros called the meeting to order at 11:00 a.m.

J. Vouros moved to approve the minutes from the 4/25/23 meeting.

J. Larkin seconded the motion.

Public Participation: None

Presentation of Curriculum: Latin I - G. Gay, C. Kimberly

Gail Gay and Catherine Kimberly presented the units and conceptual lenses for the newly developed Latin I curriculum:

Unit 1: Romana Familia, Lens: Language Systems

Unit 2: Puellae et Pueri (Girls and Boys), Lens: Grammar Comparison

Unit 3: Vale Villa , Lens: Belief Systems

Unit 4: In Itinere, Lens: Social Equality

Unit 5: Raeda in Fossa, Lens: Historical Connections

Unit 6: Ad Cauponam, Lens: Authentic Sources (of historical knowledge)

Unit 7: Fortasse Est Somnium, Lens: Governing Systems

Unit 8: In Urbe Romas, Lens: Geographic Expansion

C. Kimberly discussed the projects associated with Latin I. Projects allow for vocabulary, grammar, culture and history. There are a couple of assessments for students:

- Roman Clothing Project gives students the opportunity to actively be engaged in exploring Roman clothing. Students create their own Roman clothing in class. Students present to their classmates.
- Roman Greek God and Goddess Project. Students will research a particular God or Goddess.
- Latin mottos allow students to explore more ancient society and modern society. Latin mottos activity allows students to explore all the Latin mottos that are still in use today.
- Resources allow the students to read cultural stories with new vocabulary and grammar instruction. This is a much more interesting way for the presentation.

Students see the relevance of Latin when it comes to a better understanding of English, performance on standardized tests, SAT, ACT Prep. Standardized testing strategies and decoding strategies are often improved. The mythology and culture is very interesting to students. There is an interest in Latin for

students who are studying medicine and, in general, the relevance to a lot of science fields. There are several students that are taking two languages - Latin in addition to Spanish, Italian or French.

Presentation of Curriculum: Latin II - G. Gay, C. Kimberly

Unit 1: Venite ad Cenam, Lens: Urban Life

Unit 2: Res Optima, Lens: Communication

Unit 3: Ad Scholam, Lens: Educational Systems

Unit 4: Iturus ad Thermas, Lens: Myths and Storytelling

Unit 5: Otium et Ludi ad Circum Maximum, Lens: Entertainment

Unit 6: Circulus Vitae, Lens: Cultural Practices

C. Kimberly discussed the project based activities and assessments for this curriculum. The Latin Letter project deals with correspondence in ancient Rome. Students write letters back and forth in Latin. The other project is the Cerealis project for the Harvest and Grain Festival. It is where the word cereal came from for English. Students create cereal boxes and demonstrate their ability to compose Latin in sentences, paragraphs, and words. We also hold a cultural celebration and make food from authentic Latin recipes.

Students in grades 9 through 12 take Latin. K Longobucco added that typically students will take Latin as freshman although some begin in their sophomore year.

Presentation of Kitchen Science grade 7 & 8 –Beth Iacofano

Beth Iacofano presented the new Kitchen Science 7 & 8 curriculum. Kitchen Science is a semester-long unified arts class that all students take. This course was new in 21-22 and Ms. Iacofano one curriculum that was taught as a pilot to both 7th and 8th grade students. Ms. Iacofano then developed the 8th grade curriculum that was piloted this past year. She has now finalized most aspects of both courses.

The purpose of Kitchen Science is to give students the opportunity to investigate the different scientific reactions that occur when cooking and baking. Students have Kitchen Science 2 cycle days. Students will spend one day preparing for the lab or debriefing on the science they observed in the lab. Some students do not like science so a goal is to get students to be excited about the science that happens in everyday life. In addition, students are learning basic kitchen safety including effective cleaning techniques when dealing with food preparation. They must be able to read and follow the directions of the recipes in order to have their food come out right. During the sugar substitute lessons, students also conduct research on the pros and cons of sugar substitutes. There is an eating component for each lab that is an added means for keeping students engaged. What they are learning in Kitchen science also prepares them for the culinary course at Newtown High School. Ms. Iacofano has met with the culinary teacher at the high school to find out what skills she can reinforce to prepare students for that next step.

Kitchen Science, Grade 7

The seventh grade curriculum is one long unit that leads into the work that is done in the 8th grade units.

Unit 1: Food Chemistry and Food Safety, Lens: Change

Kitchen Science, Grade 8

Unit 1: Waves, Molecular, Motion and Senses, Lens: Change

Unit 2: Food Chemistry, Lens: Change

Unit 3: Food Preservation, Lens: Change

Ms. Uberti thanked Beth Iacofano for taking this on with such enthusiasm. She noted that when she has visited the class it is poetry in motion, how Ms. Iacofano directs the students in that short period of time. Students are very focused on what they are doing and seem to enjoy it greatly. She added that Ms. Iacofano is retiring from teaching this year and she thanked her for her work on the curriculum and for completing it before her departure.

Assistant Superintendent Updates – Anne Uberti

K-5 Reading Curriculum

K. DiBartolo and A. Uberti met with the K-5 teachers to let them know that the reading program EL Imagine Learning will now be implemented through grade 5. The teachers were very receptive and excited. They had questions but, overall, the news was very well received.

6-8 Reading Pilot

K. DiBartolo and A. Uberti also met with the grade six language arts teachers to let them know that the board approved conducting a pilot of both EL Imagine Learning and Into Literature in grades 6 through 8. K. DiBartolo and A. Uberti shared that they will be gathering structured feedback over the course of the year. The responses will help guide the decision-making process for which program will be selected for full implementation in the 24-25 school year. K. DiBartolo and A. Uberti plan to meet with the 7th and 8th grade language arts teachers soon to share the same information.

End-of-Year Assessments

With the exception of some makeups, students in grades 3 through 8 are finished with Smarter Balanced testing. Next week, students in grades 2 through 8 will begin taking the iReady for reading and math. In addition, grade 1 students are taking iReady math only. First grade teachers had requested to pilot this assessment to see if it was appropriate for their students. iReady results will go out to families near the end of the school year. Smarter Balanced results typically are mailed at the end of September.

Digital Platform Usage

Many digital learning platforms were purchased during COVID to provide options for teachers in distance learning. A survey has been sent to teachers to get their input on which platforms best support teaching and learning. The results will help inform necessary decisions to reduce the number of platforms to those that best serve our needs.

Public Participation: None

J. Vouros adjourned the meeting at 12:09 p.m.

J. Larkin seconded the motion.

Respectfully submitted,

Donna Norling

THESE ARE DRAFT MINUTES AND ARE SUBJECT TO THE APPROVAL OF THE CURRICULUM AND INSTRUCTION COMMITTEE.