

BOARD OF EDUCATION

Ellington, Connecticut

CURRICULUM COMMITTEE MINUTES

May 20, 2016

The Curriculum Committee of the Ellington Board of Education met Friday, May 20, 2016 from 1:08-1:55 p.m. in the Board Room of the Administration Building. Present were: Board of Education members Gary Blanchette and Kris Picard-Wambolt. Tracey Kiff-Judson and Andrew McNamar were absent. Also present were Erin McGurk, Director of Educational Services; Neil Rinaldi, Principal, Ellington High School; and Liz Cole and Michele Cirillo, Curriculum Supervisors.

Mrs. Cole presented an Algebra I text for adoption. The text is from the same series that we currently use for Geometry and Algebra II and is published by Kendall Hunt. See attached Textbook Adoption form.

Mrs. Cirillo presented an update on revisions to the Ellington High School English curriculum. She described the use of mentor texts to provide shared reading experiences and the use of book clubs to provide choice in reading selections. In each year, there is a balance of classic and more contemporary texts. The committee members were pleased with the breadth of texts addressed through the curriculum and felt that the balance shown would be highly beneficial to students.

An example of the blending of classic and contemporary texts is shown in the outline for the course, The American Dream, shown below.

Multiple Paths to AP Literature

The American Dream

Other courses: AP Language, ECE American Studies, Shakespeare, Contemporary Literature, Utopia & Dystopia, Heroes and Monsters

Table with 3 columns: Unit 1: What is the American Dream?, Unit 2: Inequalities in America, Unit 3: The American Nightmare and the Failed American Dream. Rows include Mentor Text and Book Club Choices for each unit.

A motion to adjourn was made at 1:55 p.m.

1st. G. Blanchette 2nd. K. Picard-Wambolt

VOTE: Unanimous. The motion passed.

Respectfully submitted by: \_\_\_\_\_  
Gary Blanchette, Curriculum Committee Chairperson

**ELLINGTON PUBLIC SCHOOLS**

Ellington, CT



- Real world application opportunities
- Additional access to resources for parents,/teachers/students (ie. online components)
- Continuity/vertical alignment across grades

**Key Factors:**

We believe this resource meets the above criteria better than other resources previewed.

**Rationale for selecting this text:**

This is the next book in the sequence we already use in grades 6-8 and the Algebra 2 book we adopted for the High School. Selecting this resource supports continuity for both teachers and students across the grades. The following description is from the publisher with which we agree, after utilizing the middle school and Algebra 2 resources from the same series.

*Discovering Algebra is based on the premise that when students are given the opportunity to be actively involved in their own discovery of mathematics, they become better problem solvers and develop a deeper understanding of mathematical concepts.*

*The rigorous algebra curriculum incorporates problem solving, real-world applications, conceptual understanding, and mathematics as sense making to ensure that students develop algebra skills in a meaningful and retrievable way.*

*Discovering Algebra is written to the Common Core State Standards and its strength lies in the connection of mathematical content and practices that is called for by the CCSS. Its careful balance of conceptual and procedural understanding supports the notion that students should not only know a mathematical procedure, but be able to justify why it works.*

Signature: *Elizabeth A. Cole* Chair of Selection Committee