

## **Curriculum Committee Meeting**

Wednesday, November 14, 2018 8:15 AM

Central Office Conference Room, 24 School Road, Weston, CT 06883-1623

I. **Call to order**

II. **WHS new course proposals for 2019-20**

III. **WMS new course proposal for seventh and eighth  
grade Art for 2019-20**

IV. **World language update**

V. **WHS 9th grade PSAT pilot for fall 2019**

VI. **K-5 Fountas and Pinnell reading update**

VII. **November 6 professional learning day update**

VIII. **Approval of October 2018 minutes**

IX. **Other curricular issues**

**Weston Public Schools**  
**Weston, CT**  
*Office of the Assistant Superintendent*  
*Curriculum, Staff Development and Technology*

**New Course Proposal for 2018- 2019**

*This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal **one week** prior to this date. All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.*

School: Weston High School

Proposal Submitted by: Russo / Reens

Dept.: MATH

**1. Name of Course or Program:** AP Computer Science Principles (AP CSP)

**2. Population to be served:** High School Students who have successfully completed Algebra 1 and Intro to Coding

**3. Identify and Discuss the Need:**

About a third of the students who take Intro to Coding will go onto Coding 2. From this group of students, many continue on to take the AP Computer Science A in Java. According to AP Central, this is one of the more difficult AP courses offered. Although this course provides a wonderful opportunity for students who have an aptitude at this level of difficulty in programming, we are looking to offer an AP level class that is accessible to more students and broadens their ability to code, especially given that this field is expanding into many disciplines from STEM to arts to social sciences. Currently in our Intro to Coding and Coding 2 courses, the ratio of male to female students is roughly 2:1. By the time students get to AP Computer Science A, that ratio is 10:1. We anticipate that by offering this new AP CSP course, we will help sustain the interest of the female students who start in our program.

**4. Impact on Other Courses/Schedules:**

This course will add to the breadth of the Computer Science program at Weston. Students will be eligible to take this AP course after completing the Intro to Coding class and Algebra I. It will open up an AP opportunity to a large population of sophomores who have completed the prerequisite courses and possibly freshmen who demonstrate proficiency in coding and bypass the intro course. AP CSP can be taught in the language of the teacher's choice. Depending on which curriculum is chosen, this allows us to offer a third programming language to students in addition to the current offerings of Python and Java. Possible languages being considered for AP CSP are C (CS50), Java Script (mobile CSP), Processing Video Language (Edhesive).

It is difficult to anticipate the impact on other courses, as the students who take this course will likely already be enrolled in our Computer Science program.

**5. Budget Related Items**

Staffing (FTE needed): .2 (math – to be taken from current FTE allocation)

Supplies: Textbooks not needed

Equipment: Description and \$: Computer lap tops (15 class set currently – may need more depending on student interest); internet access

Other (software): Similar to the current AP Computer Science A course, we will need a curriculum provider. The average cost ranges from FREE to \$200 per student depending on provider. Some providers require professional development which cost from FREE to \$2,000. Please see attached for more information on providers and comparison of costs.

Estimated overall cost of proposal: Please see attached.

**6. Evaluation for Program Success or Continuation:**

More than 50% of students achieving a 3 or better on the AP CSP and at least 12 students enrolled in years when course is offered.

**7. Other Information for Consideration:**

This class would allow students to take an AP level course at an introductory level. Since the inception of our computer science program at WHS, we have noticed that a majority of young men choose to continue along to the upper levels of the computer science pathway. To date, a total of only three young women have taken the current AP course we offer, although many more young women have taken Intro to Coding. The female population has been underrepresented in this field. The AP CSP course encourages a more creative approach to coding which, according to the College Board, appeals to this population of students.

Because the current AP CSA (Java) course is *not* a prerequisite for the proposed AP CSP course, there is potential for offering both courses in alternating years.

**8. Please see attached below:**

*The following is reproduced from the College Board web site:*

# About the AP Computer Science Principles Course

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

## Prerequisites

It is recommended that a student in the AP Computer Science Principles course should have successfully completed a first-year high school algebra course with a strong foundation in basic linear functions and composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian  $(x, y)$  coordinate system to represent points in a plane. It is important that students and their advisers understand that any significant computer science course builds on a foundation of mathematical and computational reasoning that will be applied throughout the study of the course.

The units of study for AP CSP are termed “Big Ideas” and are as follows:

1. Creativity
2. Abstraction
3. Data and Information
4. Algorithms
5. Programming
6. The Internet
7. Global Impact.

Please refer to the College Board AP Central for a full description of this course and the accompanying AP exam:

<https://apcentral.collegeboard.org/pdf/ap-computer-science-principles-course-and-exam-description.pdf?course=ap-computer-science-principles>

## Possible Providers: (in order of preference)

### 1] **Edhesive:** *University of Texas UTeach Institute*

Language(s): Scratch and Processing (video language)

Cost: \$150 per student OR Full Site License \$2500.

PD: Included

*Notes:* We currently use this option for AP Computer Science A. If we go with this provider we could offer both courses for \$150 per student, or a \$4500 unlimited site license. This provider would be our first choice, as it fits with our current program well and we have had a track record of success with them.

*AP Exam statistics:* In 2018 83% of Edhesive students scored 3 or better on the AP CSP exam.

### 2] **CS50:** *Developed by Harvard*

Language(s): C; requires EdX online and GitHub accounts

Cost: FREE for students, but accounts referenced above could present data privacy issues

PD: Online and 3-day workshop in Cambridge (approx. \$2500 – next year’s price not yet published)

*Notes:* This course would require all students to have an EdX account as well as a GitHub account, which could present a privacy issue.

*AP Exam statistics:* In 2017, 671 students used CS50 curriculum with 83.8% scoring 3 or better.

### 3] **CodeHS:** *Online Curriculum Provider*

Language(s): JavaScript

Cost: \$2500 for up to 30 students

PD: Included in plan

*AP Exam statistics:* Not available

### 4] **Zulama**

Language(s): Game Maker Language

Cost: \$99 per student plus \$30 per computer for software (cost renews every 12 months)

PD: Included in plan

*Notes:* Captivating gaming program for students who want to dive into making games, but may not have a broader appeal to all students.

*AP Exam statistics:* Not available

**5] Mobile CSP:**

Language(s): App Inventor

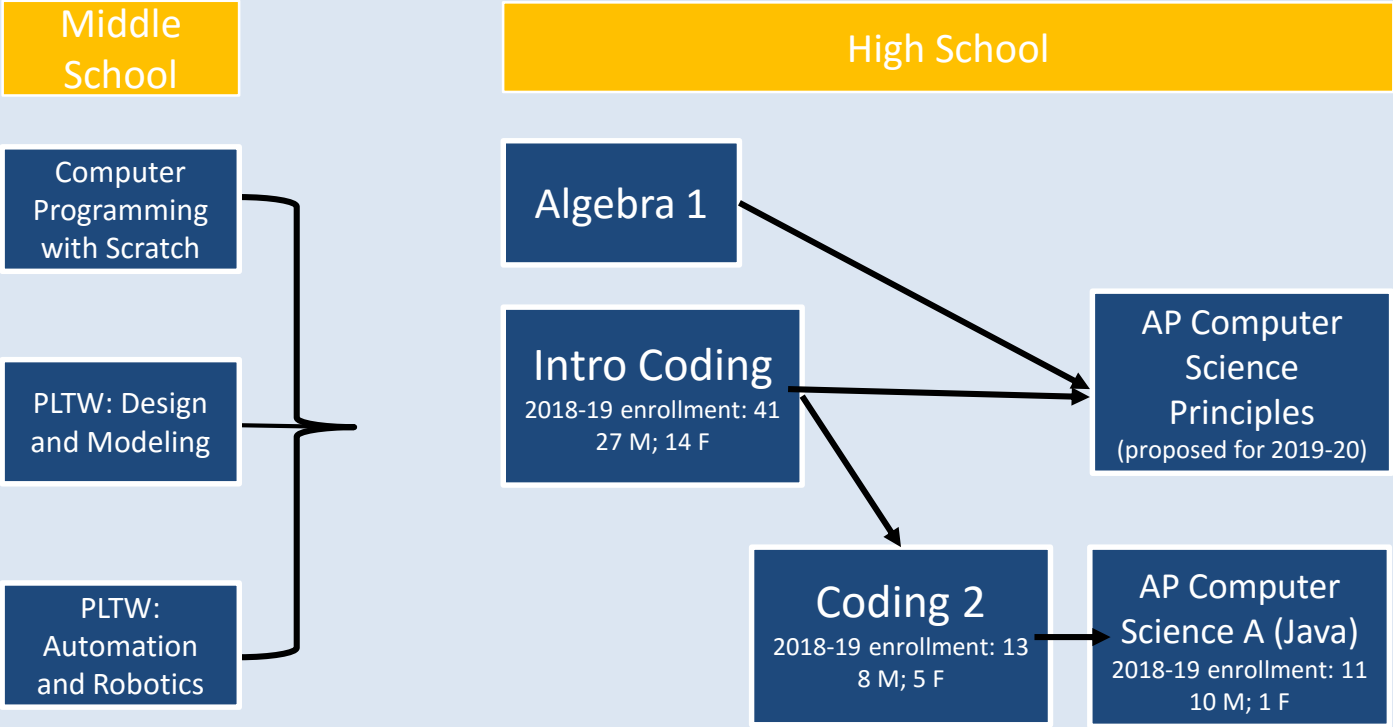
Cost: Free for students, but Android devices would need to be purchased

PD: Immersion course \$1500

*AP Exam statistics:* Not available

# Weston Public Schools

## Computer Science Pathway



## Course Sequencing

The year-long course consists of seven units that have been carefully structured to gently guide novice students through the study of computational technology by first establishing a *context* for the course material, then teaching the *core* skills for creating and using computational tools, followed by demonstrating real-world *applications* of digital technology, and finally allowing the students to *exhibit* the skills they have developed.

Course Units [CR2a-g]		
<b>Core</b>		
<b>Unit 1: Computational Thinking</b>  Introduction to computational thinking, logical reasoning, and describing processes through algorithms and pseudocode.	<b>Big Ideas:</b> Abstraction [2] Algorithms [4] Programming [5] The Internet [6] Global Impact [7]	<b>Computational Thinking Practices (CTP):</b> P1, P2, P3, P4, P5  <b>Enduring Understandings (EU):</b> 2.2, 4.1, 4.2, 5.2, 6.3, 7.2
<b>Unit 2: Programming</b>  Use <i>Scratch</i> to explore sequencing, selection, and iteration as part of the goal to create programs that serve useful functions.	<b>Big Ideas:</b> Creativity [1] Algorithms [4] Programming [5] Global Impact [7]	<b>Computational Thinking Practices (CTP):</b> P2, P3, P4, P5, P6  <b>Enduring Understandings (EU):</b> 1.1, 1.2, 4.1, 5.1, 5.2, 7.3
<b>Unit 3: Data Representation</b>  Explore the different means of representing information digitally.	<b>Big Ideas:</b> Abstraction [2] Data and Information [3] Algorithms [4] Programming [5]	<b>Computational Thinking Practices (CTP):</b> P1, P2, P3, P4, P5, P6  <b>Enduring Understandings (EU):</b> 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.5
<b>Application</b>		
<b>Unit 4: Digital Media Processing</b>  Use <i>Processing</i> to programmatically manipulate digital images and audio.	<b>Big Ideas:</b> Creativity [1] Abstraction [2] Data and Information [3] Algorithms [4] Programming [5] Global Impact [7]	<b>Computational Thinking Practices (CTP):</b> P2, P3, P4, P5, P6  <b>Enduring Understandings (EU):</b> 1.2, 1.3, 2.2, 3.3, 4.1, 5.1, 5.3, 5.4, 7.3

# UTeach CS Principles

## Course Syllabus and Planning Guide

Syllabus ID #1648112v1

<p><b>Unit 5: Big Data</b></p> <p>Discover new knowledge through the use of large data sets.</p>	<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Creativity [1]</li> <li>Abstraction [2]</li> <li>Data and Information [3]</li> <li>Algorithms [4]</li> <li>Programming [5]</li> <li>Global Impact [7]</li> </ul>	<p><b>Computational Thinking Practices (CTP):</b></p> <p>P1, P2, P3, P4, P5, P6</p> <p><b>Enduring Understandings (EU):</b></p> <p>1.2, 2.3, 3.1, 3.2, 3.3, 4.2, 5.1, 7.1, 7.2, 7.3, 7.5</p>
<p><b>Unit 6: Innovative Technologies</b></p> <p>Explore the current state of technology and its role in our everyday lives.</p>	<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Creativity [1]</li> <li>Programming [5]</li> <li>The Internet [6]</li> <li>Global Impact [7]</li> </ul>	<p><b>Computational Thinking Practices (CTP):</b></p> <p>P1, P2, P3, P4, P5, P6</p> <p><b>Enduring Understandings (EU):</b></p> <p>1.1, 1.2, 5.1, 6.1, 6.2, 7.1, 7.4</p>
<p><b>Exhibition</b></p>		
<p><b>Performance Tasks</b></p> <p>Students demonstrate their learning by creating a portfolio of their work for submission to the College Board.</p>	<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Creativity [1]</li> <li>Abstraction [2]</li> <li>Data and Information [3]</li> <li>Algorithms [4]</li> <li>Programming [5]</li> <li>Global Impact [7]</li> </ul>	<p><b>Computational Thinking Practices (CTP):</b></p> <p>P1, P2, P3, P4, P6</p> <p><b>Enduring Understandings (EU):</b></p> <p>1.2, 2.2, 3.3, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5, 7.1, 7.2, 7.3, 7.4</p>

Sequencing and Pacing of Units		
<p><b>Core</b></p> <p>(3 units / 12 weeks)</p>	<p><b>Application</b></p> <p>(3 units / 12 weeks)</p>	<p><b>Exhibition</b></p> <p>(1 unit / 5 weeks)</p>
<p>Introduction to traditional computer science and programming</p>	<p>Examples of applied use-cases for course content throughout society and industries</p>	<p>Student-directed projects for their <i>Performance Tasks</i></p>

## Core

The *Computational Thinking*, *Programming*, and *Data Representation* units introduce students to the computational thinking skills that will enable them to fully exploit the power of digital technology and help them to develop a strong foundation in core programming and problem-solving skills. In addition, students will develop a profound appreciation for the key role that information plays in computing and the many ways information can be codified, expressed, stored, and manipulated.

### Application

Once students are armed with the necessary skills to create computational programs and artifacts, the *Digital Media Processing*, *Big Data*, and *Innovative Technologies* units allow students to further explore a variety of ways digital computing can and has been applied to revolutionize industries and enable new forms of expression, communication, and discovery.

### Exhibition

Finally, serving as a capstone to the course, the *Performance Task* unit encourages students to demonstrate what they've learned by designing, developing, and further refining a number of student-directed projects, both individually and collaboratively.

Composition of Instructional Units		
Topic Lessons/Activities	Projects/Discussions	Assessments
Each unit addresses one or more related, Big Idea "Topics".	Each unit includes three modules whose activities frame the unit content within the contexts of the three Big Idea "Perspectives".	Formal Assessments (modeled after AP Multiple-Choice format) and Projects/Performance Assessments (modeled after the AP "Create" and "Explore" Performance Task rubrics).

## AP CS50      Overview

Consistent with the AP Computer Science Principles curriculum framework, the course's material is organized around seven so-called "big ideas" as well as six computational thinking practices. The seven big ideas are:

1. Creativity
2. Abstraction
3. Data and Information
4. Algorithms
5. Programming
6. The Internet
7. Global Impact

And the six computational thinking practices are:

- P1. Connecting Computing
- P2. Creating Computational Artifacts
- P3. Abstracting
- P4. Analyzing Problems and Artifacts
- P5. Communicating (both orally and in writing)
- P6. Collaborating

### Unit 0

Computers and Computing. How Computers Work. Binary and ASCII. Logic and Processors. Memory. Algorithms.

### Unit 1

Pseudocode. Scratch. Syntax. Variables. Data Types. Operators. Boolean Expressions and Conditionals. Loops.

### Unit 2

Compiling. Functions. Arrays and Strings. Command-Line Interaction. Exit Codes. Libraries. Typecasting. Bugs and Debugging.

### Unit 3

Linear Search. Bubble Sort. Selection Sort. Insertion Sort. Binary Search. Computational Complexity. Unsolvable Problems. Models and Simulation.

### Unit 4

Principles of Good Design. Ncurses. Structures and Encapsulation. Recursion. Merge Sort. Hexadecimal. File I/O. Images. Version Control and Collaboration.

### Unit 5

Internet Basics. IP Addresses. DNS and DHCP. Routers. TCP and IP. HTTP. Trust Models. Cybersecurity. HTML. CSS.

### Unit 6

Python. Python for Web Programming. SQL. MVC. JavaScript. Ajax. Artificial Intelligence and Machine Learning. Virtual and Augmented Reality.

**Weston Public Schools**  
**Weston, CT**  
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**New Course Proposal for 2019-2020**

This proposal should be submitted to the Assistant Superintendent.

School: **WHS**

Proposal Submitted By: **Christina Conetta**

Department: **Social Studies**

1. **Name Of Course or Program:**

AP Government and Politics (extend course to a full year offering)

2. **Population to be served:**

Juniors and Seniors. Preference will be given to senior based on number of course sections.

3. **Identify and discuss the Need**

Weston High School is one of the few high schools in the area that does not currently run a full year AP Government and Politics course. See attached table for a sample of high schools in DRG A, B and other Fairfield County that currently offer full year AP government courses.

Our current Advanced Placement United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. Offered as a semester course, this class has run since the fall of 2009. After faculty and student feedback, an analysis of exam scores, and a comparison study of other DRG A and B schools, it is the department's strong recommendation that the course extend to a full year.

4. **Impact on Other Courses / Schedules**

As American Government is a requirement for all students, this course will provide opportunities for students who may not have taken an AP course before to take a required course at this level with the necessary time to understand the depth of the content and the rigor that comes with advanced placement. We currently have five semester sections with approximately seventy five students enrolled each semester. The anticipation is that we will have three full year sections at a .1 increase in FTE.

5. **Budget Related Items**

- Staffing (FTE needed) **.1**
- Supplies: **AP Government and Politics textbook**

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*Curriculum, Staff Development and Technology*

**based on the redesign (this is  
required for either a semester or  
full year course)**

- Equipment: **No additional**
- Other (software)

**6. Evaluation for Program Success or Continuation:**

The course will be evaluated through Advanced Placement testing results, and through teacher and student feedback. Past and current juniors and seniors have cited that aside from being a state requirement, this course provides a rigorous academic opportunity before going to college. With an extended full year course, this will provide opportunities to hone in on the depth of content, further authentic learning experiences, and personalized learning.

**7. Other Information for Consideration (optional):**

The AP redesign stresses the importance of skill development and critical content that “offers students the opportunity to see how individual and their ideas can shape the world in which they live” (AP US Government and Politics Course Framework 7). The redesign focusses on five key elements: Command of the Constitution, students as analysts, knowledge matters, challenging/difficult topics, and civic knowledge. Through this new framework, the students’ ability to understand and analyze the content in a rigorous, mature fashion takes time. A year-long course provides the necessary time for the teachers to break down these skills and support the students’ needs.

**8. Please attach a description of the course including the units of study.**

Please see attached.

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**COURSE OVERVIEW:**

This course is designed to give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. The course is for all intents and purposes taught on a college level and requires a substantial amount of reading and preparation for each class. The objectives of this course go beyond a basic analysis of how government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens.

**Unit 1: FOUNDATIONS OF AMERICAN DEMOCRACY**

Discussion Questions:

What is the purpose of government? Who has power in America? Is America a democracy? Is democracy driven by self-interest? Do you subscribe to a Beardsonian view of the founders motives in the summer of 1787? *How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety? How have theory, debate, and compromise influenced the U.S. Constitutional system? How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?*

**KEY TERMS:** four views of how power is distributed, democracy, checks and balances, separation of powers, habeas corpus, enumerated powers, a bundle of compromises, grants( block, categorical, in aid ) devolution, federalism, mandates, revenue sharing, referendum

**Unit 2: INTERACTIONS AMONG BRANCHES OF GOVERNMENT**

Discussion Questions: *How do the branches of the national government compete and cooperate in order to govern? To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21<sup>st</sup> century?*

**Unit 3: CIVIL LIBERTIES AND CIVIL RIGHTS**

Discussion Questions: What is the difference between civil rights and civil liberties? What constitutes free speech? What limits have been imposed on the Bill of rights? What is procedural due process? Is affirmative action reverse discrimination? What is the “equal protection” of the law clause? What is meant by “selective incorporation?” What impact has 9/11 had on our

## Weston Public Schools

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civil liberties? What is the significance of Brown vs. Board of Education today? *To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination? How have U.S. Supreme Court rulings defined civil liberties and civil rights?*

KEY TERMS: civil rights, civil liberties, prior restraint, selective incorporation, libel, slander, preferred position, exclusionary clause, de jure segregation, equality of opportunity,

#### **Unit 4: AMERICAN POLITICAL IDEOLOGIES AND BELIEFS**

Discussion Questions:

How does public opinion vary by race, gender, region and other factors? What factors contribute to our political “identity?” Why do Americans distrust government and its officials? Who participates in politics? Why? Should voting become mandatory in America? *How are American political beliefs formed and how do they evolve over time? How do political ideology and core values influence government policy making?*

KEY TERMS: political efficacy, public opinion, gender gap, political elites, political socialization, sampling error, poll tax, grandfather clause, registered voters

#### **Unit 5: POLITICAL PARTICIPATION**

Discussion Questions:

Why do we have a two-party system in America? What the pro’s and con’s of the two-party system? What is the difference between a Democrat and a Republican? How do interest groups influence government decisions and policy making? What role do PAC’s, party organizations and money play in campaigns and elections? Is the media biased? How important is the media in determining public policy? Election outcomes? Serving as a check on the branches of government? *How have changes in technology influenced political communication and behavior? Why do levels of participation and influence vary? How effective are the various methods of political participation in shaping public policies?*

KEY TERMS: realignment periods, political machines, solidary incentive, split ticket, superdelegates, 527 organizations, various primaries, gerrymandering, coattails, soft money, public-interest lobby, adversarial press, trial balloon, loaded language

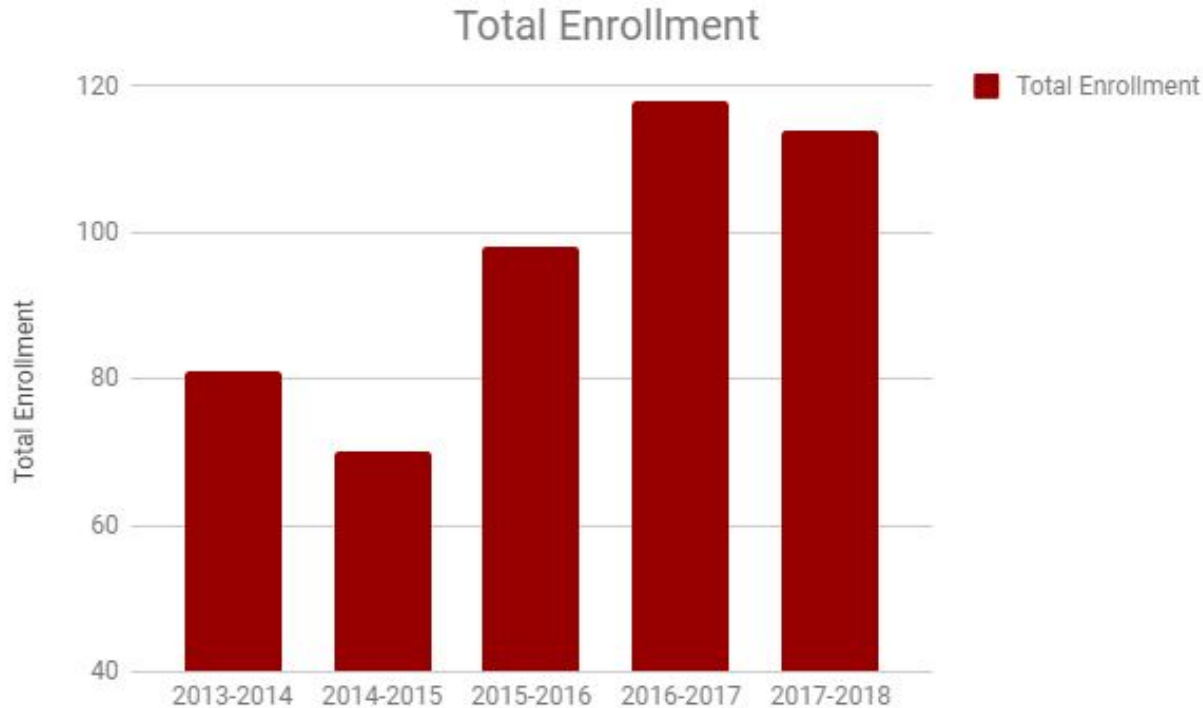
# AP Government Full Year Course Proposal

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# Overview

Our Advanced Placement United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. Offered as a semester course, this class has run since the fall of 2009. After faculty and student feedback, an analysis of exam scores, and a comparison study of other DRG A and B schools, it is the department's strong recommendation that the course extend to a full year.

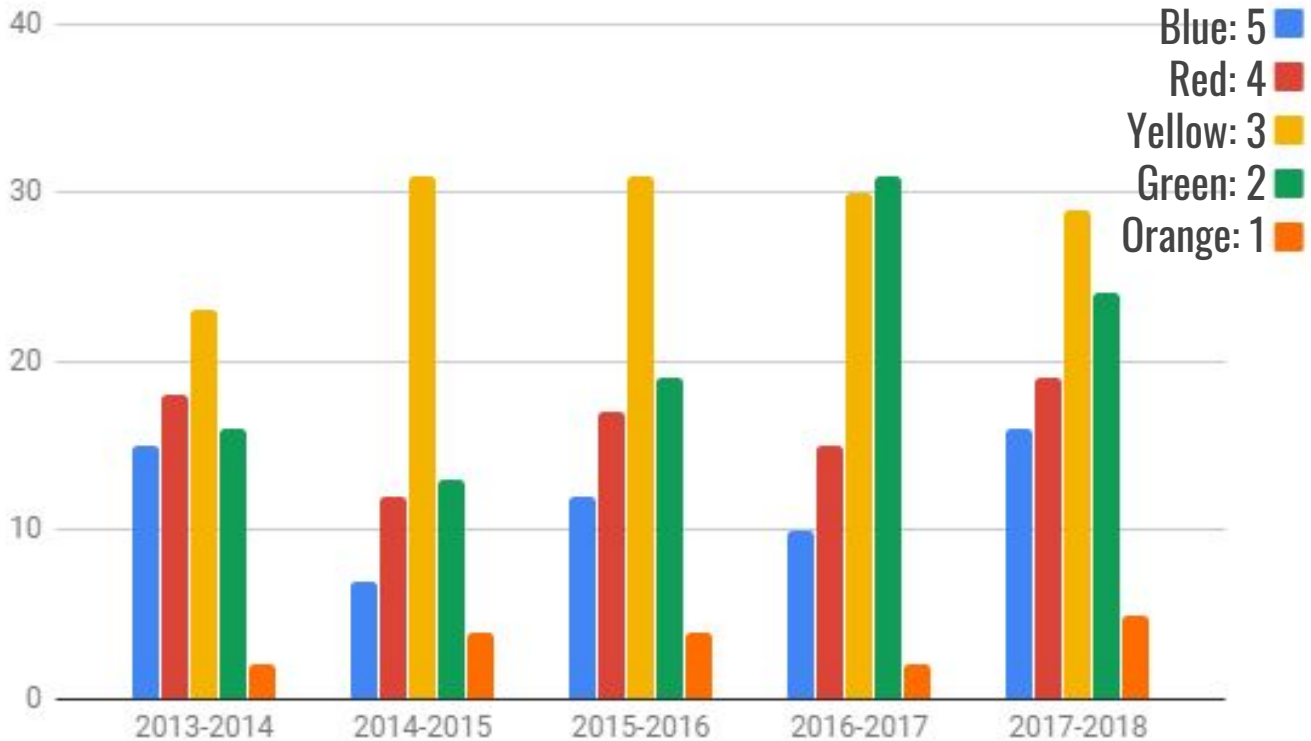
# Enrollment Summary



With the exception of 2014-2015, course enrollment and students who have taken the test have seen significant increases. Both juniors and seniors have cited that aside from being a state requirement, this course provides a rigorous academic opportunity before going to college.

# Score Trends

AP Score Trends Over a Five Year Period



# Comparable School Districts with full year courses:

## **DRG A**

NEW CANAAN

RIDGEFIELD

WESTPORT

EASTON/REDDING (Joel Barlow)

WILTON

## **DRG B**

Trumbull

Fairfield

Greenwich

Simsbury

Monroe

New Fairfield

Newtown

## **Other Fairfield County**

### **Schools:**

Stamford     Danbury

Norwalk

# Advantages of a Year-Long Program

- Focus on the course redesign
  - Depth of content
  - Rigor
  - Authentic Experiences
  - Personalized learning
-

# Department Impact

- Currently 5 semester sections of AP Government courses.
  - Anticipation that we would have 3 full year sections
- Estimate a .1 increase in FTE
  - American Government vs. AP Government course offering and student enrollment
- Textbook adoption
  - When available, redesign limitations. Purchased AP readers to supplement
  - Textbooks needed regardless of semester/full year option

**Weston Public Schools**  
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**New Course Proposal for 2019-2020**

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. *All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.*

**School:** Weston Middle School

**Proposal Submitted by:** Sydney Girardi

**Department:** Visual Art

**Name of course or program:**

Second trimester of art for 7<sup>th</sup> and 8<sup>th</sup> grade. The course title is still under consideration as the 2 trimesters will not be sequential (for scheduling reasons). Therefore, “Art 1” and “Art 2” would not be appropriate.

**Population to be served:**

This will affect the entire 7<sup>th</sup> and 8<sup>th</sup> grade. Students in 7<sup>th</sup> and 8<sup>th</sup> grade will double their visual art instructional time. (More in next section.)

**Identify and discuss the need:**

In March of 2017, art instructional time was reviewed and presented to Curriculum Committee. At that time, students at all levels were receiving less than 50% of the state and nationally recommended instructional time in art after a significant decrease in art instructional time in 2012. (see page 3). In addition, middle school students who needed to be pulled out of classes were being pulled out of visual art resulting in only 75% (6<sup>th</sup> grade), 80% (7<sup>th</sup> grade) and 80% (8<sup>th</sup> grade) of students receiving any visual art at all.

The newly redesigned schedule at the middle school has addressed the problem of pulling students out of their scheduled classes so that all (or almost all) students now receive one trimester of visual art as of this school year (2018-19).

This has not, however, addressed the fact that students are receiving a much lower amount of visual art instruction than what is recommended at the state and national levels.

This proposal seeks to add a second trimester of visual art for 7<sup>th</sup> and 8<sup>th</sup> grade students. This second trimester will include curricular units that will be designed over the summer. The added time will ensure that the extensive Visual Arts Standards can be met for each grade level.

A study by the College Board showed that students who took four years of art scored 91 points better on the SAT exams. At-risk students who take art are significantly more likely to stay in school and ultimately to get college degrees (1). Art also teaches students the creative process – the means with which to solve problems, use tools, collaborate, express ideas clearly, be entrepreneurial and resourceful. These are crucial skills needed today that are learned and honed in the visual art classroom.

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Tom Horne, the state superintendent of public education in Arizona said “When you think about the purposes of education, there are three. We're preparing kids for jobs. We're preparing them to be citizens. And we're teaching them to be human beings who can enjoy the deeper forms of beauty. The third is as important as the other two.”  
(2) Art education teaches and nurtures all three of these.

**Impact on other courses/schedules:**

Two trimesters of art will be created during the PFA Trimester cycle. As a result, Passion Project (PP) and Science Discovery Workshop (SDW) will be moved from the PFA Trimester cycle to the Extension block. The PP and SDW will no longer be core courses for 7<sup>th</sup> and 8<sup>th</sup> graders. Students may choose to participate in these enrichment opportunities during the extended learning time.

**Budget related items MATERIALS ALREADY IN PLACE:**

Staffing (FTE needed): .4 Visual Arts teacher: this FTE coming from Science Discovery Workshop and Passion Project is being reallocated to art. This is effectively a cost-neutral proposal.

Supplies: approximately 25% more art materials per year (about \$ 3,000)

Equipment (description and \$): NA

Other (software): NA

Estimated overall cost of proposal: (I don't know what the FTE amount would be so I can't answer this question)

**Evaluation for program success or continuation:**

Both increased enthusiasm and involvement in the arts is anticipated at the middle school level. Students will have the opportunity to develop greater creativity skills used in art and other courses. In addition, we expect an increase in art enrollment at the high school as a result because we have seen a decrease directly coinciding with the loss of K-8 art time from 2012 (see page 3). Although it has been proven that art education increases academic proficiency, it would be very hard to quantify that.

**Other information for consideration (optional):**

Please see page 3.

**Please attach a description of the course including the units of study.**

The courses will include units of study designed around the National Visual Arts Standards. Units will include learning and assessments involving a variety of creative processes, responding and reflecting, and presenting of art. I have attached the current 7<sup>th</sup> and 8<sup>th</sup> grade curriculum overviews. The new curriculum will follow a similar construct, with additional content.

(1) Hawkins, Tyleah. “Will Less Art and Music in the Classroom Really Help Students Soar Academically?” *The Washington Post*, WP Company, 28 Dec. 2012, [www.washingtonpost.com/blogs/therootdc/post/will-less-art-and-music-in-the-classroom-really-help-students-soar-academically/2012/12/28/e18a2da0-4e02-11e2-839d-d54cc6e49b63\\_blog.html?utm\\_term=.9f51dd61159e](http://www.washingtonpost.com/blogs/therootdc/post/will-less-art-and-music-in-the-classroom-really-help-students-soar-academically/2012/12/28/e18a2da0-4e02-11e2-839d-d54cc6e49b63_blog.html?utm_term=.9f51dd61159e).

(2) Edutopia. (2018). *Why Arts Education Is Crucial, and Who's Doing It Best* | *Edutopia*. [online] Available at: <https://www.edutopia.org/arts-music-curriculum-child-development> [Accessed 7 Nov. 2018].

## VISUAL ART INSTRUCTIONAL TIME LOW

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### Connecticut Recommendations

- K-5: 60 to 100 minutes per week
- 6-8: 1 semester (90 classes)
- 9-12: at least 2 years of study of specific arts form (art, music, etc)

### National Recommendations

- K-5: 90 minutes per week
- 6-8: 1 semester (90 classes)
- 9-12: at least 2 years of study of specific arts form (art, music, etc)

### Weston Visual Art Instructional Time

- K-5: 45-50 minutes per week
- 6-8: 1 trimester every other day (30 classes)- those pulled for enrichment or SPED get less
- 9-12: at least 1 year of study of specific arts form (art, music, etc)



## CHANGE IN VISUAL ARTS INSTRUCTIONAL TIME

### Prior to 2012

- Grades 1-2: 45 minutes per week
- Grades 3-4: 60 minutes per week
- Grade 5: 2 45 minutes classes per week (total 90 minutes per week)
- Grades 6-8: 30 classes in 1 trimester (roughly equivalent to 41 minutes per week per year) plus 1 additional elective course for 8<sup>th</sup> gr
- Grades 9-12: 1 full credit (1 year) fine arts required for graduation

### As of 2016-17 School Year

- Grades K-2: 45 minutes per week
- Grades 3-4: 50 minutes per week
- Grade 5: 50 minutes per week
- Grades 6-8: 30 classes in 1 trimester (roughly equivalent to 41 minutes per week per year)
- Grades 9-12: 1 full credit (1 year) fine arts required for graduation

## VISUAL ART ENROLLMENT – WHS & WMS

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WHS Visual Arts 2016-17	
Requests by Students	Actually Scheduled or Enrolled
854	661

WMS Visual Arts 2016-17	
Grade 6	82% (152 out of 185 enrolled)
Grade 7	79% (153 out of 193 enrolled)
Grade 8	80% (163 out of 203 enrolled)



# Art 7

Middle School > 2018-2019 > Grade 7 > Visual Arts > Art 7 > Fogarty, Elizabeth; Girardi, Sydney  
 Friday, November 9, 2018, 12:20PM

Unit	Enduring Understandings	Essential Questions	Content	Skills	Assessments
<b>Perspective Drawing/Surrealism</b> <i>(Week 1, 4 Weeks)</i>	<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>People evaluate art based on various criteria.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p>How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>	<p>Students will learn to represent the illusion of three dimensions (space and form) on a two dimensional surface by employing specific techniques related to seeing and to drawing.</p> <p>Students will understand that surrealism is an important art movement and explore its impact on art today.</p>	<ul style="list-style-type: none"> <li>Identify strategies artists use to create the illusion of space.</li> <li>Employ linear perspective drawing techniques accurately.</li> <li>Demonstrate the ability to recognize surrealism as compared to illustration and abstraction.</li> <li>Use specific steps in the creative process to develop ideas.</li> <li>Evaluate ideas based on specified and personal criteria.</li> </ul>	<p><b>Perspective Drawing/Surrealism</b>  <b>Common Assessment: Project: Visual Arts</b>          Students apply the drawing skills they learn to create the illusion of space (perspective) on paper, and may incorporate surrealism if they wish.</p> <p><b>Conferencing/Class Critique</b>  <b>Other Assessment Evidence: Oral: Discussion</b>          Continuing one-on-one student-teacher conferences, small group discussions, and class critiques.  <a href="#">7Perspective-SurrealismRubric.doc</a></p>

Unit	Enduring Understandings	Essential Questions	Content	Skills	Assessments
<p><b>Painting</b> (Week 5, 4 Weeks)</p>	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	<p>Students will learn that artists find motivations and ideas for artwork, make choices that are meaningful to them, and choose media and techniques to suit their idea.</p> <p>Students will create an acrylic painting after developing their own ideas and choosing techniques that support their goals.</p>	<ul style="list-style-type: none"> <li>Analyze and respond to paintings by various artists, using appropriate art vocabulary.</li> <li>Demonstrate the use of specific steps to facilitate the creative process through sketches and notes.</li> <li>Use art vocabulary correctly to critique one's own outcomes, as well as those of others.</li> </ul>	<p><b>Nature Painting</b> <b>Common Assessment: Project: Visual Arts</b> Students learn and select from various acrylic painting techniques to create a painting of their own chosen aspect of nature.</p> <p><b>Conferencing/Class Critique</b> <b>Other Assessment Evidence: Oral: Discussion</b> Continuing one-on-one student-teacher conferences, small group discussions, and class critiques.</p> <p><b>Artist's Statement</b> <b>Other Assessment Evidence: Written: Narrative</b> Written statement of the purpose, focus, or message of student's own work, as well as the reasons for choosing the methods to communicate content. <a href="#">7PaintingRubric.doc</a></p>
<p><b>Sculpture</b> (Week 9, 4 Weeks)</p>	<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>	<p>Students will learn that sculpture can speak to universally meaningful subjects and that thoughtful choice of materials is vital to its impact.</p> <p>Students will learn to use suggested steps in the creative process, identify a direction for a sculpture of their own, and choose materials and methods that suit their idea.</p>	<ul style="list-style-type: none"> <li>Analyze and interpret sculpture by various artists.</li> <li>Gain an understanding of the various reasons to make sculpture and how those reasons are chosen.</li> </ul>	<p><b>Mixed Media Sculpture</b> <b>Common Assessment: Project: Visual Arts</b> Students develop ideas for a personally meaningful sculpture, exploiting the expressive properties of a variety of materials.</p> <p><b>Conferencing/Class Critique</b> <b>Other Assessment Evidence: Oral: Discussion</b> Continuing one-on-one student-teacher conferences, small group discussions, and class critiques.</p>

Unit	Enduring Understandings	Essential Questions	Content	Skills	Assessments
	<p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>		<ul style="list-style-type: none"> <li>• Demonstrate engagement with steps in the creative process through sketches and notes.</li>   <li>• Construct their piece securely, using good craftsmanship</li> </ul>	





# Art 8

Middle School > 2018-2019 > Grade 8 > Visual Arts > Art 8 > Fogarty, Elizabeth; Girardi, Sydney  
Friday, November 9, 2018, 12:21PM

Unit	Enduring Understandings	Essential Questions	Content	Skills	Assessments
<b>Portrait</b> (Week 1, 4 Weeks)	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p>	<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p>	<p>Students will learn that a self-portrait can take many forms, speak to individual identity, and express thoughts and feelings. Students will create a self-portrait by learning to draw the human face and head from observation, focusing on contour line, shape, proportion, and expression.</p>	<ul style="list-style-type: none"> <li>Demonstrate understanding of how to draw facial features, proportions and expression with some likeness of the subject.</li> <li>Master various media and techniques to express mood or expression and create the illusion of form.</li> <li>Use appropriate art vocabulary to discuss outcome of final drawing related to visual as well as expressive qualities.</li> </ul>	<p><b>Portrait Drawing with Expression</b>  <b>Common Assessment: Project: Visual Arts</b>            Students create a drawing of the face and head which incorporates expressive qualities.  <b>Conferencing/Class Critique</b>  <b>Other Assessment Evidence: Oral: Discussion</b>            Continuing one-on-one student-teacher conferences, small group discussions, and class critiques.  <a href="#">8 PortraitRubric.doc</a></p>
<b>Introduction to Digital Photography</b> (Week 5, 2 Weeks)	<p><b>Creativity and innovative thinking are essential life skills that can be developed.</b></p> <p><b>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</b></p>	<p><b>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</b></p> <p><b>How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for</b></p>	<p>Students will analyze photography from both visual and conceptual perspectives, experimenting widely to choose meaningful content for themselves, and evaluate outcomes.</p>	<ul style="list-style-type: none"> <li>Articulate how photographers choose and express meaningful content.</li> <li>Understand that art elements and principles are used to direct attention to photograph's content, and can also be content itself.</li> </ul>	<p><b>Intro/Digital Photography</b>  <b>Common Assessment: Project: Visual Arts</b>            Students will produce a number or series of photographs based on particular criteria related to idea-development, experimentation and evaluation.  <b>Conferencing/Class Critique</b>  <b>Other Assessment Evidence: Oral: Discussion</b></p>

Unit	Enduring Understandings	Essential Questions	Content	Skills	Assessments
	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>People evaluate art based on various criteria.</p>	<p>preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>		<ul style="list-style-type: none"> <li>Articulate definition of (or incorporate) "Punctum" as applies to photography.</li> </ul>	<p>Continuing one-on-one student-teacher conferences, small group discussions, and class critiques.</p> <p><b>Reflection on Finished Project</b></p> <p><b>Other Assessment Evidence: Written: Journal/ Diary</b></p> <p>Students will write an essay describing their intentions, process, and outcomes using appropriate art vocabulary.</p> <p><a href="#">8PhotographyRubric.doc</a></p>

Unit	Enduring Understandings	Essential Questions	Content	Skills	Assessments
<p><b>Printmaking</b> (Week 7, 2 Weeks)</p>	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Visual imagery influences understanding of and responses to the world.</p>	<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p>Students will explore formal and psychological qualities of image-making in painting and printmaking focused intentionally on chosen elements of art and principles of design.</p> <p>Students will learn to select materials and techniques for their own printmaking and articulate the impact of their choices.</p>	<ul style="list-style-type: none"> <li>• Apply color theory principles with intention to artwork.</li> <li>• Gain understanding of painting techniques and how to choose them based on desired outcome.</li> <li>• Demonstrate ability to print PlexiGlas paintings on press, including completing at least one ghost print.</li> <li>• Use appropriate art vocabulary to analyze and respond to examples of artists' work which focus primarily on elements and principles of art.</li> <li>• Demonstrate ability to choose a plan for an artwork in advance and evaluate outcome in process.</li> </ul>	<p><b>Printmaking</b> <b>Common Assessment: Project: Visual Arts</b> Students create an abstract painting (for printmaking) focused on two elements of art and two principles of design. <b>Conferencing/Class Critique</b> <b>Other Assessment Evidence: Oral: Discussion</b> Continuing one-on-one student-teacher conferences, small group discussions, and class critiques. <b>Self-Reflection</b> <b>Other Assessment Evidence: Written: Journal/ Diary</b> Written reflection about student's own work regarding whether their intentions were achieved, how they were achieved, and if the work is perceived as successful. <a href="#">8 Printmaking Rubric.docx</a></p>
<p><b>Mixed Media Sculpture</b> (Week 9, 4 Weeks)</p>	<p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished</p>	<p>Students will learn that sculpture can speak to universally meaningful subjects and that thoughtful choice of materials is vital to its impact.</p> <p>Students will learn to use suggested steps in the creative process, identify a direction for a sculpture of their own, and</p>	<ul style="list-style-type: none"> <li>• Demonstrate ability to develop ideas which are meaningful.</li> <li>• Create a model (maquette) for their sculpture.</li> </ul>	<p><b>Mixed Media Sculpture</b> <b>Common Assessment: Project: Visual Arts</b> Students create a stone-carving of a personally relevant object which is focused on form, function, and expression. <b>Conferencing/Class Critique</b> <b>Other Assessment Evidence: Oral: Discussion</b></p>

Unit	Enduring Understandings	Essential Questions	Content	Skills	Assessments
	<p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	<p>choose materials and methods that suit their idea.</p>	<ul style="list-style-type: none"> <li>• Analyze and interpret sculpture by various artists.</li>   <li>• Gain an understanding of the various reasons to make sculpture and how those reasons are chosen.</li>   <li>• Demonstrate engagement with steps in the creative process through sketches and notes.</li>   <li>• Construct their piece securely, using good craftsmanship</li> </ul>	<p>Continuing one-on-one student-teacher conferences, small group discussions, and class critiques.  <a href="#">8MixedMediaSculptureRubric.doc</a></p>



## Weston Public Schools – World Language K-12 Instructional Time

<b>Grade</b>	<b>Times per Week</b>	<b>Minutes per Class</b>	<b>Total Minutes per Week</b>
<b>Kindergarten</b>	4	10	40
<b>Grade 1</b>	4	10	40
<b>Grade 2</b>	4	10	40
<b>Grade 3</b>	3	20	60
<b>Grade 4</b>	3	20	60
<b>Grade 5</b>	3	20	60
<b>Grade 6</b>	2-3	43	86/129 – 107.5 avg.
<b>Grade 7</b>	5	43	215
<b>Grade 8</b>	5	43	215
<b>Grade 9</b>	3-4	56	168/224 – 196 avg.
<b>Grade 10</b>	3-4	56	168/224 – 196 avg.
<b>Grade 11</b>	3-4	56	168/224 – 196 avg.
<b>Grade 12</b>	3-4	56	168/224 – 196 avg.

**Weston Public Schools  
World Language Department  
Pilot Project for CT Seal of Bi-literacy**



**Introduction**

The Connecticut State Seal of Bilingual Proficiency was established to recognize public high school graduates who have attained a high level of proficiency in English and one or more world languages. Affixed on the high school diploma and transcript, the Seal of Bilingual Proficiency provides immediate recognition of a critical twenty-first century language and communication skill.

The Seal of Bilingual Proficiency recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate, and prepares students to be global citizens. Also, the Seal of Bilingual Proficiency provides recognition to English language learners (ELLs) for the great value of developing English and maintaining their primary language.

All students are eligible to receive the Seal of Bilingual Proficiency based on evidence of achieving the designated language proficiency in two or more languages by high school graduation. Students may demonstrate the state-determined level of proficiency in English, as well as one more additional language in grade 10, 11, or 12.

**Eligibility**

1. Students must complete all WPS English language arts requirements for graduation.
2. Students must demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to "Intermediate Mid" on the ACTFL Proficiency Guidelines as demonstrated through one of the specified assessment methods. For more information visit:

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

**Assessments and Cost**

This is a list of acceptable assessments for evidence, and their costs range from \$10 to \$140.

- AAPPL: [www.AAPPL.org](http://www.AAPPL.org) (\$20 for the 4 parts of the test – Score: Intermediate 3)
- AP World Language Exam (Score: 3 or higher)
- OPI and WPT: [www.LanguageTesting.com](http://www.LanguageTesting.com) (for advanced students: they can get college credit. \$140)
- ASL Proficiency Interview or Sign Language Proficiency (Score: Intermediate 3)
- Avant Stamp: <https://avantassessment.com/stamp4s> (\$17.50 - Score: Intermediate Mid)
- ALIRA Latin Interpretive Reading Assessment (\$10 – Score: Intermediate 3)
- DELE and DELF (Diplomas from Ministry of Education – Score: B1)

**Initial Steps – Pilot Project**

- WL teachers will pilot assessments to familiarize themselves with the assessments and choose the best options.
- A small group of students (juniors and seniors) will be participating in the assessments in spring 2019 in order to determine their proficiency level and areas of focus for improvement.
- Based on the results of the pilot sample, a set of criteria and guidelines will be created for the 2020 school year for students to be able to earn the Seal of Bilingual Proficiency.

**Weston Public Schools**  
**6th Grade World Language**  
**Options for Daily Instruction and Programmatic Implications**

Option	Description	Pros	Cons	Staffing Implications
<b>#1 Maintain ELA Double Block</b>	<p>WL is implemented during a PFA block and during ELT in order to achieve daily instruction.</p> <p>For example, class meets Period 4 ELT combined with Period 3 or 7 PFA block every other day.</p>	<p>Does not affect any other curricular program.</p> <p>Maintains double block of ELA and integrity of workshop model as students transition from 5th to 6th grade.</p>	<p>Puts core curriculum in the intervention and enrichment block.</p> <p>6th graders would have one or no ELT blocks.</p> <p>WL will have difficulty scheduling common planning time, team mtgs, hands-up.</p>	<p>All WL teachers would teach at least one section of 6th grade.</p> <p>Requires .7 increase in FTE.</p>
<b>#2 ELA Double Block EOD</b>	<p>WL is implemented every other day during one period of the ELA double block and during PFA.</p> <p>ELA reduction by 25% plus PFA block</p>	<p>Allows for more flexible scheduling.</p>	<p>Loss of ELA instructional time</p> <p>One ELA teacher would be cross-teamed</p> <p>No impact on ELT block for sixth grade.</p>	<p>Budget neutral</p> <p>Reduces ELA staffing</p> <p>6th grade ELA teachers scheduled for .9 FTE</p>
<b>#3 ELA Single Block</b>	<p>Reduction of ELA by 50% by eliminating double block of ELA.</p> <p>WL replaces one period of ELA block</p>	<p>Allows the most flexibility for scheduling</p> <p>Supports middle school teaming model</p> <p>Allows for development of new PFA for 6th grade</p>	<p>Loss of ELA instructional time is significant.</p> <p>Would require a change in philosophy of ELA instructional model.</p>	<p>Requires .7 FTE increase for additional sixth grade PFA class to replace WL.</p> <p>Would need to develop a new 6th grade PFA.</p>

# Fountas & Pinnell Reading Assessment

## Budget Plan

Year	School	Quantities	Total Cost
2018-19	WIS	<p><b>24 Kits</b>- Levels L-Z (1 per classroom teacher, 1 for SPED, 1 for Reading Department)</p> <p><b>1 Kit</b> - Level A-N (for below-level readers)</p>	<p>\$11, 687.50</p> <p><i>\$425 per kit, plus shipping</i></p>
2019-2020	HES	<p><b>25 Kits</b>- Levels A-N (1 per classroom teacher, 1 for SPED, 2 for Reading Department)</p> <p><b>1 Kit</b>- Levels L-Z (1 for above-level readers)</p>	<p>\$11, 989.25</p> <p><i>\$425 per kit, plus shipping</i></p>