

Curriculum & Student Development Committee Meeting

Tuesday, January 7, 2025 5:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive , Madison, CT 06443

I. Curriculum Adoptions:

- CTE: Sports & Performance Nutrition
- Acting Workshop and Grade 9 Units 2 and 3
- Math Enrichment Grades 4, 5 and 6
- Music: Grades 7/8 Chorus, Grade 8 Acting for Theatre, Grade 8 Musical Theatre. Grades 9-12 Theory & Composition
- Social Studies: Grade 3
- World Language: Latin II and American Sign Language II

II. Public Comment

III. The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.



Curriculum Adoption

January 7, 2025

CTE - Curriculum Ready for Board Adoption



- Sports Performance and Nutrition

Unit Highlights

Students learn to make proper nutritional choices based on desired outcomes such as: nutrition for endurance and athletic performance, body composition, mental well-being, general health, and how food helps aid in recovery from training.

Hands-on elective that will provide students with the skills and knowledge to prepare, cook, and eat well for life.



PBA's (Product Creation & Decision Making):

- **Research** the diet of a famous athlete or performer & **prepare** their pregame meal.
- **Create** a one week meal plan for a particular athlete/goal & **prepare** one of the dishes.

ELA - Curriculum Ready for Board Adoption

- NEW! Acting Workshop
- Grade 9 ELA Unit 2 & 3

Grade 9 - 12 Elective - Acting Workshop



Major Changes:

- Location of course (from English classroom to DHHS Dining and Assembly Hall)
- Update of all units to reflect concepts related to stage directions, stage productions, and acting.
- Includes a summative assessment that is a formal stage production, which could easily include opportunities to align with Hands on Stage (a DHHS after school club)

Justification:

- The stage provides a more authentic environment and experience for students
- The update of the units reflects the environment change and allows opportunity for active engagement and collaboration.
- Creating a curriculum that may allow students to engage in extracurricular activities will benefit school culture and climate

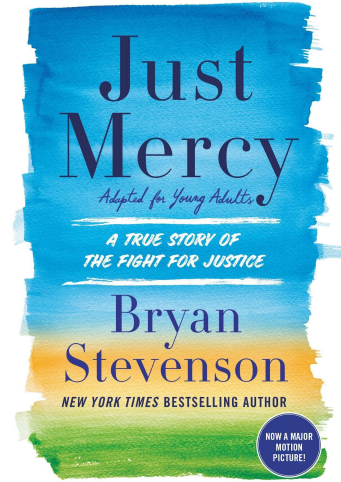
Grade 9 - Literature and Writing Units 2 & 3

Major Changes:

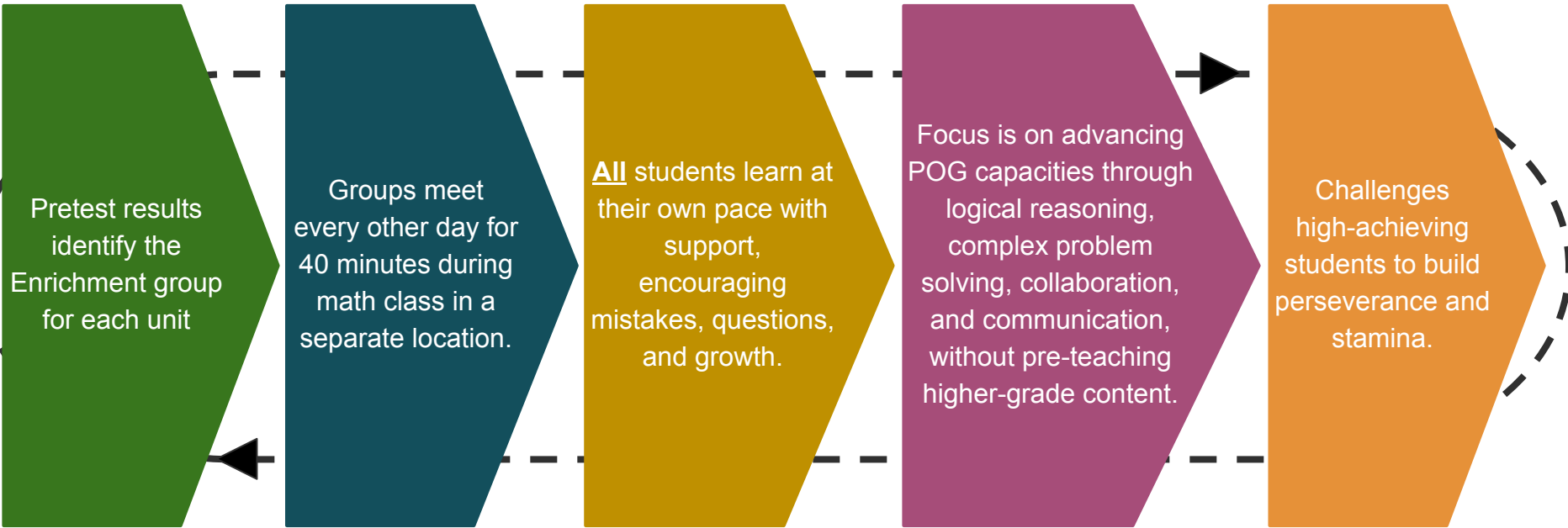
- Swapped core novel (*To Kill a Mockingbird* by Harper Lee with *Just Mercy* by Bryan Stevenson).
- Refined book club and essay unit to reflect core text/model text changes

Justification:

- Students struggled to see the application of thematic concepts from *To Kill a Mockingbird* in the modern world. Students are able to empathize with Lee's characters, but cannot connect the issues with modern-day issues. *Just Mercy* (2014) provides real-life, modern examples of the issues in Lee's work. The core text changes will allow students to develop complex themes related to the modern human experience (moving from morals and lessons to deep, thematic analysis).
- Although the core text is changing, *To Kill a Mockingbird* will remain as a book club option.



Mathematics Enrichment Grade 4, 5 & 6



Music - Curriculum Ready for Board Adoption

The background of the slide is a grayscale image of a musical score. It features several staves of music with various notes, rests, and markings. Some visible markings include 'cresc.', 'Hbl.', and 'f'. The score is slightly blurred and has a perspective that makes it appear to be on a page that is slightly curved or viewed from an angle.

- Grade 7/8 Chorus
- Grade 8 Acting for the Theatre
- Grade 8 Musical Theatre
- Grade 9-12 Theory and Composition

Chorus: Grades 7/8

Self Awareness, Collective Intelligence, Analyzing, Design, Product Creation

- ★ **Unit 1: Vocal Technique**
- ★ **Unit 2: Balance & Blend**
- ★ **Unit 3: Reading the Choral Score**
- ★ **Unit 4: Musical Expression & Ensemble Performance**



- This course builds upon the Grade 6: Chorus Foundations curriculum.
- Students will learn to sing with proper form, while focusing on intermediate skills related to breathing, sound quality, posture and intonation
- Students will learn and utilize harmonic & unison warmups and exercises that focus on vocal development through solfege and neutral syllables.
- Students will focus on intermediate ensemble skills of balance and blend, including the principles of cooperation and teamwork to achieve a common goal.
- Students will continue to develop their musical literacy skills through application of knowledge to score reading.
- Students will understand how their individual contribution comes together toward the success of the group

Acting for the Theatre: Grade 8

Analyzing, Decision Making, Design, Product Creation, Collective Intelligence

- ★ **Unit 1: The Audition**
- ★ **Unit 2: The Process**
- ★ **Unit 3: The Playoffs**

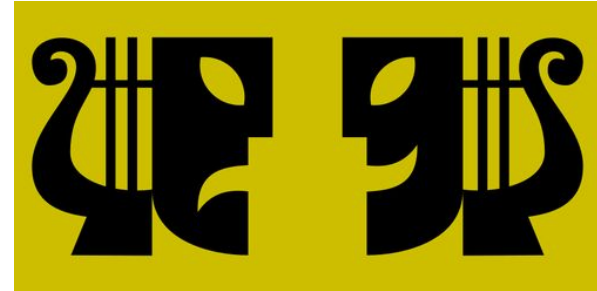


- Students will utilize their knowledge of the rehearsal process to bring a play from script to stage.
- Students will learn how to prepare for an audition by analyzing a piece of text for a performance and perform a character for an audience.
- In the final unit of this course, students will independently create and perform a 10 minute play.
- Students will learn how to take their knowledge of theatre and apply it independently.

Musical Theatre: Grade 8

Collective Intelligence, Inquiry, Design, Product Creation

- ★ **Unit 1: Composers of the Musical**
- ★ **Unit 2: The Musical**
- ★ **Unit 3: The Playoffs**



- This course explores the world of musical theatre, including both research and performance.
- Students will learn about composers within this genre, through research, collaboration and performance.
- Students will explore the importance that the ensemble plays in every musical production.
- This course culminates with a live performance (a different musical is chosen every year)
- Students will learn how to portray a character while singing and dancing.
- In the final unit of this course, students will independently create and perform a 10 minute play.
- Students will learn how to take their knowledge of theatre and apply it independently.

Theory and Composition: Grades 9-12

Analyzing, Design, Product Creation, Decision Making

- ★ **Unit 1: Reading the Staff**
- ★ **Unit 2: Key Signatures/Scales/Chords**
- ★ **Unit 3: Composing Melody and Harmony**

The image displays two staves of music. The top staff is in C major (CM) and shows a melody starting on C4, moving up stepwise to G4, then down stepwise to C4. The bottom staff is in C minor (Cm) and shows a melody starting on C4, moving up stepwise to G4, then down stepwise to C4. Below the Cm staff, the chord progression is labeled: i, VII, VI, v, iv, III, ii°, <--i. The Cm chord is specifically labeled below the first note.

- Designed to develop students' visual and aural understanding of the structure of music.
- Students will study the language and symbols of music. They will learn to read various musical elements, such as scales, chords, pitch notations, and time signatures.
- Students will learn to construct the above elements themselves.
- Students will understand basic forms in music compositions, including the skill of notation.
- As students learn these various aspects of music theory, they will undergo ear training to teach them to recognize these elements aurally as well.

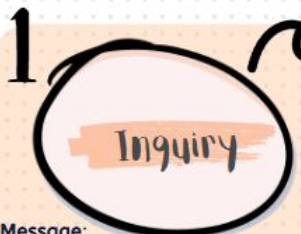
Profile of a Graduate Mini-Unit



Handmade Jewelry
Lillian Flaherty
Class of 2023



Profile of a Graduate Mini-Unit



Inquiry

Message:

Asking big questions and trying to find answers helps us learn more about something important. We keep thinking and exploring to make our understanding even better!

SEL: You see a student sitting alone. What could you do? Draw or write your answer.

Rule: The fire alarm goes off. What do you do?

Academic: Your teacher just taught a lesson and you are still confused? What would you do?

Greeting:

My name is...I like...
Just Like Me

Share:

Stop & Jot or Discuss

Interactive Activity:

5 questions, 3 clues



Idea Generation

Message:

When we study something like a problem, story, or artwork, we look for things that might not work well. Then, we think of new and better ways to solve or change it!

Morning Work: Scribble Art: turning scribbles into art

SEL: If you see a friend struggling to come up with an idea, what could you do? Stop and jot on a sticky note.

Rule: If you noticed a student not using classroom supplies appropriately, what could you do? Stop and jot on a sticky note.

Academic: If a friend thinks their project is bad and wants to start over, what could they do instead? Stop and jot on a sticky note.

Greeting:

Secret Handshake Greeting
Sign language-Good Morning

Share:

Stop & Jot or Discuss

Interactive Activity:

Idea Web Brainstorm



Collective Intelligence

Message:

We work respectfully and responsibly with others, sharing and evaluating ideas to reach a common goal.

SEL: How do you work with somebody that you don't want to work with? Stop and jot on a sticky note.

Rule: What does it mean to give everyone a fair chance? Stop and jot on a sticky note.

Academic: How can you add on to someone else's thinking? Stop and jot a phrase to demonstrate accountable talk.

Greeting:

Wake up Greeting
Ball Toss

Share:

Stop & Jot or Discuss

Interactive Activity:

Rapid Group Brainstorm Challenge



Self-Awareness

Message:

We look closely at how we're doing right now to find ways we can keep going and improve. This helps us stay focused and get better at what we're working on!

SEL: When something doesn't go your way, what is a positive way to react? (Small problem, small reaction)

Rule: How can you be an active listener? Stop and jot on a sticky note.

Academic: What bumper sticker helped you persevere this week? Stop and jot on a sticky note/discuss.

Greeting:

Yarn Web
Closed-Eyes Greeting

Share:

Stop & Jot or Discuss

Interactive Activity:

Who Can Name Something I Said?



Citizenship

Message:

We notice important problems in the world, think about them carefully, and help in a kind and responsible way. This makes the world a better place!

SEL: How can you be a respectful member of morning meeting?

Rule: Brainstorm a rule that has helped you be successful in your classroom.

Academic: What should your classroom look and sound like during learning?

Greeting:

Different Language Greeting
A Little-Known Fact About Me

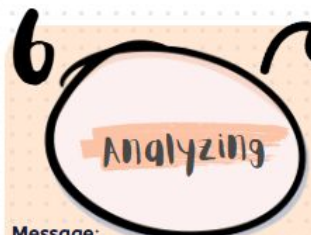
Share:

Stop & Jot or Discuss

Interactive Activity:

Create rules for the following: morning meeting, classroom, school, LA/Math/Social Studies/Science

Profile of a Graduate Mini-Unit



Message:
Looking at facts and information from different places helps us find hidden ideas, patterns, and connections. This helps us make smart guesses about what might be happening!

SEL: Display a photo of a social dispute. Have students stop and jot what they notice and wonder.

Rule: Display a photo of students walking in the hallway. Have students jot what they notice and wonder.

Academic: Display a photo of productive struggle. Have students jot what they notice and wonder.

Greeting:
My name is...I like...
Just Like Me

Share:
Stop & Jot or Discuss

Interactive Activity:
Quick Pattern Spotting



Message:
We work on making something better by thinking about who will use it and why. This helps us create something that's just right for them!

SEL: If you see a friend that seems overwhelmed (frustrated, sad, mad, etc) how could you help them? Stop and jot on a sticky note.

Rule: If you are feeling stuck and don't know what to do, what phrase would help you get through your struggle? Stop and jot on a bumper sticker (cardstock in the form of a bumper sticker to hang around the room).

Academic: If you are struggling with a new concept, how could you respectably/quietly ask for help? Stop and jot on a sticky note.

Greeting:
Secret Handshake Greeting
Sign Language-Good Morning

Share:
Stop & Jot or Discuss

Interactive Activity:
Give Us Your Sign



Message:
We use the best way, like pictures, writing, or speaking, to share important ideas. This helps others understand what we want to say clearly!

SEL: What is a way you can show how you agree/respectfully disagree with someone? Stop and jot/draw a sign the class could use.

Rule: What would you do if you noticed someone doing something wrong (running, talking out, putting hands on someone else)? Stop and jot on a sticky note.

Academic: What is one way you can give productive feedback to a classmate about their work? Stop and jot on a sticky note.

Greeting:
Wake up Greeting
Ball Toss

Share:
Stop & Jot or Discuss

Interactive Activity:
Team Handshake



Message:
We think about what could happen before making a choice. This helps us make smart and responsible decisions!

SEL: Someone gave you a compliment. How should you react?

Rule: Your lunch table is full. What do you do?

Academic: Instead of shouting out an answer, what else could you do to let other classmates finish thinking?

Greeting:
Yarn Web
Closed-Eyes Greeting

Share:
Stop & Jot or Discuss

Interactive Activity:
Decision Ball Toss



Message:
We look at different ideas, ways of thinking, and experiences to understand how others see the world. This helps us be more caring and understand people better!

SEL: How can a classmate or teacher make you feel seen?

Rule: What can you respectfully say if you disagree with what someone says?

Academic: Your classmate has a different strategy to solve a problem. Who is right?

Greeting:
Different Language Greeting
A Little-Known Fact About Me

Share:
Stop & Jot or Discuss

Interactive Activity:
Create rules for the following: morning meeting, classroom, school, LA/Math/Social Studies/Science

Social Studies - Curriculum Ready for Board Adoption

- Grade 3 Social Studies (3 units)



CONNECTICUT
**Elementary and Secondary
Social Studies Standards**

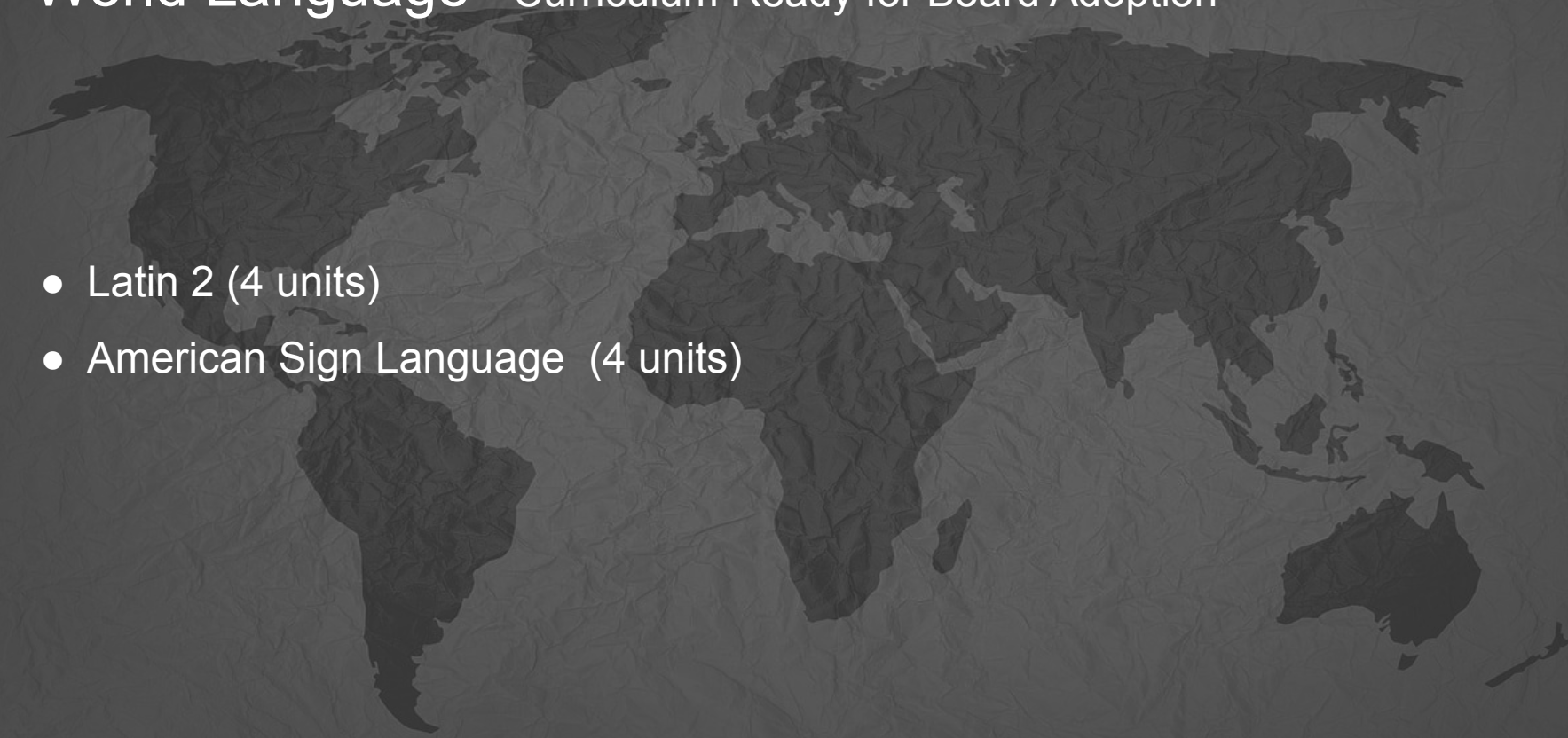


CONNECTICUT
Department of Education

<u>Old Units</u>	<u>Revised Units</u>
Our Changing Land; Science and Social Studies Interdisciplinary Unit	Cultural Communities in Connecticut Present and Past
Connecticut History	Exploring Connecticut's History
Connecticut's Government	Connecticut's Government

World Language - Curriculum Ready for Board Adoption

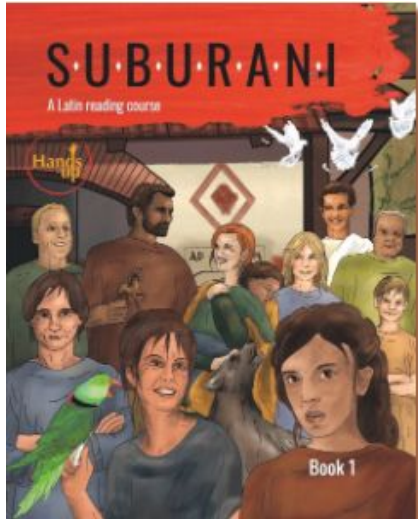
- Latin 2 (4 units)
- American Sign Language (4 units)



Latin 2

We retained the thematic units from previously adopted curriculum, but revised some PBAs and supplemented with Chapters 10-14 of Suburani 1 for additional vocabulary and culture.

Units/PBAs:



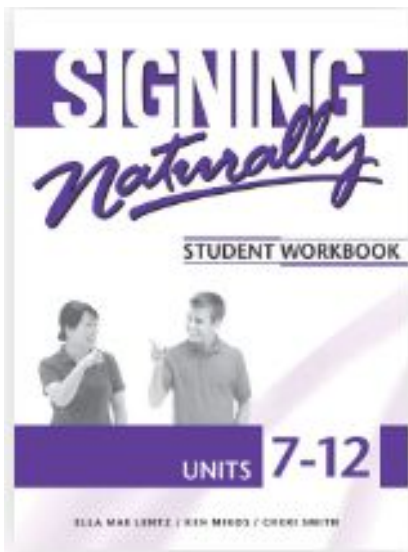
- Dī immortālēs! – Oh Immortal Gods!
 - Mythology, complementary infinitive + modal verbs
 - Reimagining a myth (Product Creation, Alternate Perspectives)
- Imperator non potest peccare - The emperor can do no harm
 - Emperors, imperialism, expansionism, sovereign immunity, pluperfect + pronouns
 - Judgment of an emperor (Collective Intelligence, Alternate Perspectives)
- Sī vīs pācem, parā bellum – If you want peace, prepare for war
 - Roman wars, Participles + passive verbs
 - Op-Ed historian (Idea Generation, Citizenship)
- Dum spīrō, spērō - While I breathe, I hope (Optional unit)
 - Prose, Indirect statements + Diagramming
 - Introduction to diagramming (Analyzing)

ASL 2

ASL 2 picks up where ASL I left off, quickly reviewing and then jumping into new signs and concepts. This course will cover Signing Naturally Lessons 6-10 with an ongoing backdrop of Deaf Culture.

Units/PBAs:

- The Story of My Life
 - Storytelling, Deaf Awareness Month poster
 - Presenting a personal story (Design, Product Creation)
- Who Wore It Best?
 - Personal descriptions, Deaf influencer presentation
 - Designing a fashion show (Collective Intelligence, Product Creation)
- What's Your Problem?
 - Listening to problems and offering advice, Deaf Culture book groups
 - Creating a telenovela (Product Creation, Collective Intelligence)
- Let's Go Shopping!
 - Giving & receiving directions, Price & ordering, Deaf Culture book groups
 - Planning a day in New York with \$250 (Decision Making, Collective Intelligence)





CTE Team	Math Team	POG Team	World Language Team
Dan Grenier Erik Becker	Ashley Lunn Aly Gwiazda Amy Faitsch Carol Sullivan Gay Tomasevich Jane Kraus Stacey Daly	Ashley Lunn Rachel Secondino	David Brine Jen Aguzzi Kathleen Ericson
ELA Team	Music Team	Social Studies Team	
Celina DaSilva Clare Stone Denise Earles Joelle Tobin Kelly Smith	Jenna Killen Kerri Kohlun Leah Stillman Matthew Price Ron Soja	Alisha Signore Chris Pagliuco Christa Laragy Clare Pinski Holly Merullo Peggy Bell	

Curriculum Unit Overviews

Courses Ready for Board of Education Adoption in January 2025

CTE

- *Sports & Performance Nutrition*

ELA

- *Acting Workshop*
- *Grade 9 Unit 2 & 3*

Math

- *Grade 4 Enrichment*
- *Grade 5 Enrichment*
- *Grade 6 Enrichment*

Music

- *Grade 7/8 Chorus*
- *Grade 8 Acting for the Theatre*
- *Grade 8 Musical Theatre*
- *Grade 9-12 Theory & Composition*

Social Studies

- *Grade 3*

World Language

- *Latin II*
- *American Sign Language II*

Sports & Performance Nutrition Curriculum Overview

2024-2025

Unit Overview

Proper nutrition is key to optimizing your long-term health and athletic performance. This hands-on class will provide students with the skills and knowledge to prepare, cook, and eat well for life. Students will learn to make proper nutritional choices based on desired outcomes such as: nutrition for endurance and athletic performance, body composition, mental well-being, general health, and how food helps aid in recovery from training.

Profile of a Graduate Capacities: Design, Collective Intelligence, Decision Making

Acting Workshop Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Introduction to the Theater and Acting</i></p>	<p>In this unit, students will be introduced to the basics of ensemble work, the stage, and improv. They will engage in team-building activities and learn about ways to prepare to act, engaging in - amongst other things - warm-up and voice exercises. They will also learn their way around the theater by studying stage directions, types of stages, and different ways one can act (improvisation and pantomime will be introduced). As a means to understand the theater as an institution, students will research the history of the dramatic arts. Finally, students will demonstrate their understanding of the introductory elements of theater through an interactive, scenario-based assessment.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p><u>Unit 2</u> <i>The Monologue</i></p>	<p>In this unit, students will begin preparing a monologue, which they will then perform. While preparing their monologue, students will consider who they are as actors and how that might influence their decisions on their approaches. Students will take a deep dive into the mind of their character as they continue to build an authentic, well-rounded character that they will bring to life during their monologue performance.</p> <p>Profile of a Graduate Capacities: Analyzing, Design</p>
<p><u>Unit 3</u> <i>Ensemble Scene</i></p>	<p>In this unit, students will use the skills from the previous units to perform a scene with an ensemble. Depending on the group dynamic, students (with teacher guidance) will select a scene from a play to perform for an authentic audience. Throughout this unit, students will work collaboratively to develop characters, set design, lighting, sound, costumes, and props.</p> <p>Profile of a Graduate Capacities: Design, Collective Intelligence</p>

Grade 9 ELA Unit 2 & Unit 3 Overview

2024-2025

<p><u>Unit 2</u> <i>Just Mercy</i></p>	<p>Students will begin this unit with the core text, <i>Just Mercy</i>, by Bryan Stevenson. Over the course of this unit, students will learn to read critically. When a student considers a character's perspective, they must be constantly noticing and wondering. They must always self-check: What do I know? What do I think about what I know? Do I trust this character's point of view? When thinking about how different characters interpret events and why, the students must be actively reading. From here, the students will learn to consider how context and setting influence the perspective of the characters and should self-reflect on how their own environments affect their interpretations of events happening around them.</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspectives</p>
<p><u>Unit 3</u> <i>Book Clubs & Theme Essay</i></p>	<p>Students will be immersed in book clubs. Titles include, but are not limited to, <i>All American Boys</i>, <i>The Hate U Give</i>, <i>Wolf Hollow</i>, <i>Speak</i>, <i>The Lovely Bones</i>, <i>Monster</i>, <i>everyday</i>, <i>To Kill a Mockingbird</i>, <i>Lord of the Flies</i>, etc. Students will independently apply the skills taught in the core text to their book club book while having rich discussions. The teacher will facilitate these discussions and meet with small groups/clubs that need support with previously taught skills and strategies. Throughout the book club experience, groups will gather evidence to support their thinking about theme as they will ultimately craft a formal theme essay to present their analysis.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>

Grade 4 Enrichment Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Logic and Perplexors</i></p>	<p>Students learn to use Venn diagrams and logic to organize and analyze data. Using deductive reasoning, students learn how to effectively use these organizational tools to draw conclusions. Students are then challenged to create their own engaging Venn perplexors and logic puzzles to share with their peers.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 2</u> <i>Patterns in our World</i></p>	<p>Students explore patterns in our world. They look for visual patterns to represent numbers. Then, they explore for patterns in nature through visual images. Students study the Fibonacci sequence, fractals including Pascal's triangle, the hailstone conjecture and symmetry. Students are then challenged to create a pattern that can be displayed both visually and numerically for a fictional plant or animal.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 3</u> <i>Yeti Measurement</i></p>	<p>In this unit students will apply and extend their ability to estimate in order to answer both practical and fictional problems. Students will estimate lengths in both customary and metric units and extrapolate from a known measurement to estimate unknown quantities (length and volume). Their understanding of measurement will deepen as they create their own estimation challenges for their classmates and explore some of the uncommonly used and nontraditional units of measure that exist around the world. Students will apply their understanding to choose appropriate units of measurement to find the size of selected body parts, then scale up these measurements to create proportionally correct body parts and furniture for a "Yeti" that they are told has visited their classroom and left behind foot prints. To further challenge the students, they will be asked to estimate the dimensions of items such as a desk that would fit the Yeti. They will then be asked to determine the distance they can travel if they walked 10,000 steps every day for a year, and then scale up that estimate to predict how far the Yeti would go. In the final project, students will think smaller instead of bigger and scale down their own body measurements to estimate the size of a backpack and water bottle for Tom Little to take on an adventure. At the conclusion of this unit, students will have developed a rich understanding of how to estimate quantities using a variety of strategies.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 4</u> <i>Everest Trek</i></p>	<p>This collaborative unit engages students as they work in small groups to apply math to solve meaningful problems: overcoming a series of obstacles as their group prepares to climb Mount Everest (hypothetically). Throughout their "climb" they will face multiple challenges from designing a coat that will protect them from subfreezing temperatures and wind, to building a bridge to cross a massive crevasse. Students will find math becomes powerful and meaningful as they apply their knowledge to solve these authentic problems.</p> <p>Profile of a Graduate Capacities: Design, Collective Intelligence</p>
<p><u>Unit 5</u> <i>The 14 Fibs of Gregory K.</i></p>	<p>In "The 14 Fibs of Gregory K." author Greg Pincus takes the reader through a humorous and heartwarming story as the main character faces his best friend moving away, the threat of failing math class and the constant stress of being a "non-mathy person" in a household of mathematical geniuses. Mathematical language and concepts swirl through the chapters as Greg struggles to hide his passion for poetry and find some way in which math has meaning in his life. Students will love to hear of his ongoing journey as the teacher reads aloud one chapter each day, and then they will enjoy the engaging activities pulled from the math concepts mentioned in the book. As a culminating project, every student will make their own Fib to share in a book of math and poetry to be bound and sent home. Throughout this unit, students will be engaged building perseverance in solving novel problems as they work collaboratively with their peers.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>

Grade 5 Enrichment Curriculum Overview

2024-2025

<p>Unit 1 <i>Where's the Magic: Puzzles and Logic</i></p>	<p>Problem solving and mathematical reasoning are important part of mathematics for middle school students. In this unit students will investigate and analyze the logic and math behind puzzles by making conjectures, collecting evidence and forming arguments. They will look for patterns in their work and create clear explanations for their solutions. They will learn to justify what they do and communicate their results using the language of mathematics. Throughout the unit, students will work and communicate with their peers to solve problems. Students will be encouraged to take risks and learn from mistakes and explore alternative strategies.</p> <p>For the culminating activity students will create a presentation to demonstrate, and then mathematically explain, a self working trick.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p>Unit 2 <i>Geometry and Art</i></p>	<p>Throughout this unit, students will be exploring and analyzing how math and art work together. From creating balanced Calder mobiles to incorporating inspirational artwork when building their own platonic solid, students will see the significance between the mathematical connection to famous art.</p> <p>Profile of a Graduate Capacities: Analyzing, Design</p>
<p>Unit 3 <i>Beyond Base Ten</i></p>	<p>In this unit we start with the history of base ten number system. Then students explore other, non-base ten, number systems that have been used in the past. These explorations allow the students to develop a deeper conceptual understanding of place value. Finally, they create a new number system of their own.</p> <p>Profile of a Graduate Capacities: Product Creation</p>
<p>Unit 4 <i>Mosaic Masterpieces</i></p>	<p>Creating interesting images that communicate meaning to the viewer is a complex but important process. Computer codes such as binary and hexadecimals can be used to digitally create thousands of colored pixels which combine together to form beautiful graphics. Students will learn what binary code and hexadecimals are and how to use them, then design and create their own pixelated images on Code.org. As a culminating project they will build their images into mosaic displays using Rubik's cubes.</p> <p>Profile of a Graduate Capacities: Product Creation</p>
<p>Unit 5 <i>The Number Devil</i></p>	<p><i>The Number Devil</i>, by Hans Magnus Enzensberger tells the story of Robert who is bored at school, anxious about math and tormented by bad dreams. One night a Number Devil visits him in his dream and teaches him about math. The Number Devil returns 11 more times, continuing to teach Robert different mathematical concepts each time. In the end Robert is able to take his new understanding and appreciation for math and apply it at school. Throughout this unit students will read, analyze the text and then engage in 12 diverse and challenging activities to open their eyes to amazing math principles that they have not seen before.</p> <p>During this unit students are introduced to key mathematical concepts through narrative and through the construction of models. Throughout the unit they will be asked to express their observations about patterns and groups of numbers with an accurate vocabulary. Mathematics is a diverse field of study and the understanding of patterns is central to appreciating its mystery and power. This unit helps students to recognize the beauty in math and reaffirms that solving problems and creating models to depict abstract concepts can be both fun and rewarding.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 6 Enrichment Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Where is the Magic - Puzzles and Logic</i></p>	<p>Problem solving and mathematical reasoning are important parts of mathematics for middle school students. In this unit students will investigate and analyze the logic and math behind puzzles by making conjectures, collecting evidence and forming arguments. They will look for patterns in their work and create clear explanations for their solutions. They will learn to justify what they do and communicate their results using the language of mathematics. Throughout the unit, students will create their own puzzles, communicating the logic and mathematics within the puzzle.</p> <p>Problem solving involves knowing what you can do when you are 'stuck'. Students will be encouraged to take risks and learn from mistakes and explore alternative strategies. The culminating activity will be research other mathematical puzzles of their interests and create one their own to share.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 2</u> <i>Shark Tank</i></p>	<p>In this unit, students will learn the basics of entrepreneurship. Students are challenged to think creatively to identify a business opportunity: a product or a service that they can successfully market by providing value to a target customer base. They must work collaboratively in teams to develop a business plan for their product or service and, using Google Sheets, show how their product or service will generate a profit. They must identify what sets their product or service apart from existing solutions or potential competitors. Their project team must then create and present a marketing pitch to a panel of "Sharks" describing their business plan and soliciting financial backing to make their product a reality. Team collaboration is critical for the successful completion of all parts of this project.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p><u>Unit 3</u> <i>Strategic Problem Solving</i></p>	<p>Enrichment students will be presented with a variety of complex problems to solve. Problems are designed to challenge students to apply algebraic thinking and logic, to be creative in their problem solving as they seek multiple solutions and to expand their spatial reasoning skills. Selected problems will be presented in paper-and-pencil format, others are video-based open-ended 3-Act Math tasks and some are game-based with students first learning how to play a challenging logic game and then working to analyze the underlying logic needed to win. Students will need to think backwards and analyze their work to determine what worked, what did not and what decisions can guarantee success.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 4</u> <i>The Game of Life</i></p>	<p>Sometimes it is a challenge for students to understand how to apply abstract or theoretical math concepts to everyday life. The Game of Life provides students with the opportunity to choose a career and plan a budget around loans, car payments, groceries, cell phone payments, and rent. As they settle into the life they create, they must navigate unexpected events along the way such as home repairs, pay raises, and medical bills. Keeping the budget balanced and the loans paid will make for a very interesting Game of Life.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 5</u> <i>What are the Chances?</i></p>	<p>Students will explore probability through game play and simulations. They will be able to express probability in a continuum from impossible to certain, and as a fraction, decimal or percent. Students will examine games to determine if they are fair or unfair based on probabilities. As a final project, students will create their own game that will be played by classmates, and will share the probabilities of winning and what makes it fair or unfair.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 7/8 Chorus Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Vocal Technique</i></p>	<p>This first unit will be a continuation of singing, while focusing on intermediate skills related to breathing, sound quality, posture and intonation. Students will learn and utilize harmonic & unison warmups and exercises that focus on vocal development through solfege and neutral syllables.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Self-Awareness</p>
<p><u>Unit 2</u> <i>Balance & Blend</i></p>	<p>This unit will focus on intermediate ensemble skills of balance and blend. This will include the principles of cooperation and teamwork to achieve a common goal within an ensemble. Students will balance listening and singing together within an ensemble.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 3</u> <i>Reading the Choral Score</i></p>	<p>This unit will focus on intermediate musical literacy skills - the ability to read and write musical ideas through standard western music notation. Students will use the appropriate, intermediate musical terminology in understanding the elements of a musical score. Proficiency includes application of knowledge to score reading and rehearsals.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 4</u> <i>Musical Expression & Ensemble Performance</i></p>	<p>This unit focuses on intermediate ensemble skill development, with a focus on the integration of musical expression. Rehearsal strategies will foster accuracy in intonation by constantly reinforcing correct vocal techniques, developing students' understanding of the idiosyncrasies of each voice, and reinforcing listening. Students will learn how their individual contribution comes together toward the success of the group, providing them with a deeper awareness of the concepts that are integral to the success of a collaborative vocal performance.</p> <p>Profile of a Graduate Capacities: Design, Collective Intelligence</p>

Grade 8 Acting for the Theatre Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>The Audition</i></p>	<p>Next! The focus of this first unit is the audition process. They will be tasked with the selection of a monologue which will be used to attain a role for the spring performance. Students will be introduced to different techniques, and a toolbox of strategies that they can bring to an audition. They will work individually and together to refine their work.</p> <p>Profile of a Graduate Capacities: Analyzing, Decision Making</p>
<p><u>Unit 2</u> <i>The Process</i></p>	<p>Lights, Camera, Action! This unit is a culmination of skills that students have learned throughout their time in the Madison Theatre Program. Students will utilize their knowledge of the rehearsal process to bring a play from script to stage. They will present their work to a formal audience. This unit will culminate in a shared theatrical performance.</p> <p>Profile of a Graduate Capacities: Design, Decision Making</p>
<p><u>Unit 3</u> <i>The Playoffs</i></p>	<p>Eighth grade students will independently create a 10 minute play. Students will apply the concepts learned throughout the year, and perform their original play on stage for an audience.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>

Grade 8 Musical Theatre Curriculum Overview

2024-2025

<p>Unit 1 <i>Composers of the Musical</i></p>	<p>Seize the Day! In this first unit, students will learn about a composer in the world of Musical Theatre. Through research, observation and group work, students will present information and perform a short sequence for the class.</p> <p>Profile of a Graduate Capacities: Inquiry, Collective Intelligence</p>
<p>Unit 2 <i>The Musical</i></p>	<p>One singular sensation? How about a whole group of sensational performers? Throughout this unit, students will explore the importance that the ensemble plays in every musical production. Students will learn various pieces from a musical. This unit will culminate with a live performance.</p> <p>Profile of a Graduate Capacities: Design</p>
<p>Unit 3 <i>The Playoffs</i></p>	<p>Eighth grade students will independently create a 10 minute play. Students will apply the concepts learned throughout the year, and perform their original play on stage for an audience.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>

Grade 9-12 Theory & Composition Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Reading the Staff</i></p>	<p>Students will learn to read a variety of notes and rhythms as well as terminology and how it affects each note.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 2</u> <i>Key Signatures/ Scales/Chords</i></p>	<p>In Unit 2, students will learn to create and identify notes within each key as well as construct scales and chords.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 3</u> <i>Composing Melody and Harmony</i></p>	<p>In Unit 3, students will learn the basics of creating a melody and harmony in order to compose an original composition. Students will conclude this course with an original composition, using all the knowledge and skills that were taught throughout all 3 units.</p> <p>Profile of a Graduate Capacities: Design, Product Creation, Decision Making</p>

Grade 3 Social Studies Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Cultural Communities in Connecticut Present and Past</i></p>	<p>The state of Connecticut has a rich tapestry of cultures that have shaped Connecticut's history. In this unit, third grade students will investigate and explore the cultural and environmental characteristics of the state of Connecticut. This unit aims to help students understand the diverse cultural groups that have made Connecticut their home, why various groups have chosen to settle here over time, and how these communities have influenced the state's development.</p> <p>Profile of a Graduate Capacities: Product Creation</p>
<p><u>Unit 2</u> <i>Exploring Connecticut's History</i></p>	<p>In this unit, grade three students will explore innovation, and the industrial and economic growth of Connecticut and how this shaped Connecticut's state identity. In the first bend, students will investigate how the early settlers impacted the indigenous peoples and how these diverse cultures contributed to the identity and economic growth of our state. Bend two of the unit develops students' awareness and understanding of how Yankee Ingenuity resulted in the industrial and economic growth of CT. In Bend three students will generate questions about notable Connecticutans who represented communities committed to change in CT.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 3</u> <i>Connecticut's Government</i></p>	<p>Every state within the United States of America has its own Constitution. In this third unit of study, students will examine the origin and function of Connecticut's state Constitution and investigate the roles, responsibilities and powers of government. Additionally, students will compare the ways cities and towns are governed as well as the impact of rules/laws in Connecticut. Students will build an understanding of fundamental social studies concepts such as civic participation, separation of powers, taxation, and how a bill becomes a law. Authentic activities will allow students to experience how the state government has an impact on their lives. Other scenarios will be presented to students, helping them understand how ideas can become movements and issues can be solved by informed action. Students will reflect on the government process and develop innovative solutions based on the concepts throughout the unit.</p> <p>Profile of a Graduate Capacities: Citizenship</p>

Latin II Curriculum Overview

2024-2025

<p>Unit 1 <i>Dī immortalēs! – Oh Immortal Gods!</i></p>	<p>The first unit of Latin II will reacquaint the students with the grammar and vocabulary covered in Latin I, while also introducing the newest region of Roman occupation: Britannia. In this unit, students will reacquaint themselves with Latin, while doing their own investigative research into the Roman gods, culminating in a reinterpretation of a myth produced by the student about their god or goddess. Grammatically, students will also be able to use the verb <i>possum, posse, potuī, (to be able) volō, velle, voluī (to want, wish), and nōlō, nolle, nōluī (to not want, wish)</i>, complementary infinitives, and review conjugations. These will be used in the project to describe the realm of influence a Roman god has and what the god or goddess wants to achieve in their myth (e.g. Apollo ea futura praedicere poterat - Apollo was able to predict future things...).</p> <p>Profile of a Graduate Capacities: Product Creation, Alternate Perspectives</p>
<p>Unit 2 <i>Imperator non potest peccare - The emperor can do no harm</i></p>	<p>The original phrase, "Rex non potest peccare" literally means "The king can do no wrong" and was used in the courts to express the idea that kings had "sovereign immunity". Changed to reflect the subject of the unit, the emperors, the phrase will guide the class as we view what the emperors themselves did during their reigns, starting from the first <i>imperator</i>, Augustus, through Constantine the Great. The unit will cover the themes of imperialism, expansionism, sovereign immunity, and the lives of the emperors. Students will have studied the emperors through their busts so as to see how the opinions of the Romans evolved over time. Were emperors given divine right to do as they willed, or must they also be held accountable for the actions committed in the name of Rome?</p> <p>When an emperor died, it was thought that their anima (spirit) became a god through apotheosis. Students will provide evidence of an emperor's life in order to prove if they were deserving to be a god through <i>deificatio</i> OR if his name should be committed to <i>damnatio memoriae</i> (damnation of memory).</p> <p>Grammar for the unit will include the remaining tense to be taught (pluperfect), demonstrative pronouns, and relative pronouns.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Alternate Perspectives</p>
<p>Unit 3 <i>sī vīs pācem, parā bellum – If you want peace, prepare for war</i></p>	<p>In this unit, students will study the major wars of Rome, keeping in mind the positive and negative aspects of war. What changes does war bring? Why does war begin? What are the short-term and long-term outcomes of war? Which war was most influential to the development of Rome?</p> <p>Students will explore these themes through an in-depth study of Roman wars, with a more careful examination of the Punic Wars, as well as seeing how historians use these wars and other historical facts to inform their own study into the past or present through op-eds that use Roman History.</p> <p>Students will create their own Op-Ed using what they know from Greco-Roman history to inform their argument.</p> <p>Grammar: Present active participle, perfect passive participle, passive verbs</p> <p>Profile of a Graduate Capacities: Idea Generation, Citizenship</p>
<p>Unit 4</p>	<p>The final unit of Latin 2 is an optional unit, to be completed if the class has the time to complete the unit. As such, activities within this unit are designed to aid in the transition from Latin 2 to Latin 3, where students will be reading from exclusively ancient Roman authors,</p>

Latin II Curriculum Overview

2024-2025

*Dum spīrō, spērō -
While I breathe, I
hope*

diagramming passages, as well as supplement students getting ready for the final exam in Latin II. Any grammatical constructions or reading done within this unit become usable for the creation of the final exam.

Students may read a small portion of Caesar's commentarii de Bello Gallico, Pliny's Letters, portions of Cicero's speeches (in Catalinam specifically was read in English in Latin 1). This is entirely up to the discretion of the teacher.

Grammatical Construction: The primary grammatical construction to be taught in this unit would be the Indirect Statement and basic diagramming.

Profile of a Graduate Capacities: Analyzing

American Sign Language II Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>The Story of my Life</i></p>	<p>In ASL 2, Unit 1, students will learn how to tell personal narratives in ASL, including how to introduce characters, how to shift between the roles of different characters, how to reference space, and how to use transitions and pauses to engage the audience. Students will view several well-known stories from the Deaf community as storytelling models. Ultimately, students will be working on iterations of a personal summer story that will be presented to the class in a PBA, learning how to add detail and storytelling elements into expressed narratives.</p> <p>Profile of a Graduate Capacities: Design, Product Creation</p>
<p><u>Unit 2</u> <i>Who Wore it Best?</i></p>	<p>In the second unit of ASL 2, students will learn to describe the physical appearance of people and personal objects, with a focus on clothing and accessories. Throughout the unit, they will engage in a variety of practice activities including describing a bandit who committed a crime, creating the perfect outfit for a celebrity, and participating in a hidden "show and tell". As a culminating activity, students will create a fashion line to showcase outfits from different decades, for different situations.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p><u>Unit 3</u> <i>What's your problem?</i></p>	<p>In the third unit of ASL II, students will learn to explain problems and offer advice/suggestions for what to do and what not to do in a given situation. Additionally, throughout the second half of the course, students will begin a book study, in which they read a novel relating to Deaf culture and reflect on their understanding of what it means to be deaf. Ultimately, students will create a dramatization in the style of a telenovela, to demonstrate their understanding of explaining and resolving difficult situations.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p><u>Unit 4</u> <i>Let's Go Shopping!</i></p>	<p>In the final unit of ASL 2, students will learn to describe a neighborhood, give directions, and discuss price at stores and restaurants. They will practice these skills in a variety of creative activities that may include playing an ASL version of The Price is Right, teaching the class how to prepare a simple dish, and even leading their classmates on a wild goose chase in a scavenger hunt. Additionally, students will continue the book study they began in Unit 3, finishing a text relating to Deaf culture and reflecting on its significance. The unit will conclude with students planning and acting out a day trip to New York City that includes a restaurant, shopping, and an activity, as well as transportation and a responsible budget.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Decision Making</p>