

## **School Committee Curriculum Subcommittee**

**Tuesday, February 4, 2020**

4:00 PM-6:00 PM

5<sup>th</sup> Floor Conference Room, Town Hall

Curriculum Subcommittee Members Present: Barbara Scotto (Chair), Helen Charlupski, Susan Wolf Ditkoff, and Jennifer Monopoli.

Other School Committee Members Present: Suzanne Federspiel and Sharon Abramowitz.

Staff Present: Nicole Gittens, Casey Ngo-Miller, Mary Brown, Robin Coyne, Enrichment and Challenge Support (ECS) Coordinator Matt Rosenthal, Brookline High School (BHS) Head of School Anthony Meyer, BHS Assistant Head of School Hal Mason, BHS Social Studies

Curriculum Coordinator Gary Shiffman, and BHS Teacher Jen Martin.

Others Present: Public Schools of Brookline (PSB) Parents.

### **1) Approval of Curriculum Subcommittee Minutes**

On a motion of Ms. Scotto and seconded by Ms. Charlupski, the Curriculum Subcommittee voted unanimously to approve the minutes of the January 8, 2020 Curriculum Subcommittee meeting.

### **2) Enrichment Challenge Support**

ECS Coordinator Matt Rosenthal provided a presentation on ECS (Attachment A). ECS's mission is to collaborate with PSB educators to create rigorous, relevant, engaging learning for all students. Mr. Rosenthal explained the ECS Program Model and Structure, alignment with PSB Strategic Plan goals, staffing, and benefits and challenges. Benefits include: opportunities for authentic, integrated, project-based learning; facilitators of hands-on learning-by-doing, engineering, and design thinking; building teacher capacity (job-embedded professional development and collaboration); strong partnerships with parents and greater community; and attention to the diverse needs of students in the moment and over time K-8. Challenges include: relatively small number of staff; increasing curriculum demands of teachers within tight schedules; at the classroom level, inconsistent overall understanding of 21<sup>st</sup> century competencies and the importance of empowering students as creators.

Subcommittee discussion focused on the following: how to ensure that access to ECS is equitable across the district (possible scheduling, staffing, and budgetary changes); how to build teacher capacity and interest in project-based learning; parent/guardian feedback (including Family School Climate Survey responses) that all students need to be appropriately challenged; ECS and project-based learning should not be seen as substitutes for differentiation; how to integrate project-based learning across the district and curriculum; need to ensure that all students have access to makerspaces, not just students in the newly renovated schools.

### **3) Brookline High School Course Catalog Changes 2020-2021**

BHS Teacher Jen Martin, BHS Head of School Anthony Meyer, and BHS Assistant Head of School Hal Mason presented a proposal for the Whipple Writing Fellowship (Attachment B). The Whipple Writing Fellowship was established in memory of David Whipple who graduated Brookline High School in 2012. The Fellowship will offer BHS students who love the written word an opportunity to develop and expand their skills as writers. Participants will join a

supportive cohort of fellow aspiring writers, receive stipends to encourage their work, and learn from writers across a spectrum of professional writing styles how to craft a pieces of writing that will ultimately be presented in a public forum and submitted for publication. Subcommittee members expressed strong support for this proposal.

On a motion of Ms. Charlupski and seconded by Ms. Monopoli, the Curriculum Subcommittee voted unanimously to recommend that the School Finance Subcommittee vote to accept donated funds to support this proposal.

BHS Social Studies Curriculum Coordinator Gary Shiffman, BHS Head of School Anthony Meyer, and BHS Assistant Head of School Hal Mason presented a proposal for a new Global Studies Course (Attachment C) that will be available to students in 10<sup>th</sup> grade as an alternative to the traditional Modern World History offering in the Social Studies Department. The course will present the story of the modern world through thematic lenses, rather than a chronological approach. The course will offer both Standard and Honor seats. This course, which will offer students a third option, is FTE neutral, and will be relatively simple to schedule. If approved, course planning will take place over the summer, and the course will start in the fall. Some funds will be needed for planning time (funds may be available in the Office of Teaching and Learning Budget). Mr. Meyer and Mr. Mason noted that each year there are courses that do not run because they are undersubscribed.

Subcommittee members expressed strong support for this proposal. The Subcommittee discussed the following: differentiation in courses that offer both Standard and Honors seats; collaboration between members of the English and Social Studies Departments; and how literacy can be incorporated throughout the curriculum.

On a motion of Ms. Scotto and seconded by Ms. Monopoli, the Curriculum Subcommittee voted unanimously to recommend that the School Committee vote to approve the 10<sup>th</sup> Grade Global Studies Proposal (Attachment C).

#### **4) New Business**

Dr. Gittens provided a brief overview of how weather and climate are incorporated into the PSB Curriculum (Attachment D). There is explicit instruction in the 8<sup>th</sup> grades and some electives at BHS. Members requested that the Subcommittee schedule further discussion on how these topics might be incorporated into the Essential Curriculum going forward.

The meeting adjourned at 6:00 PM.

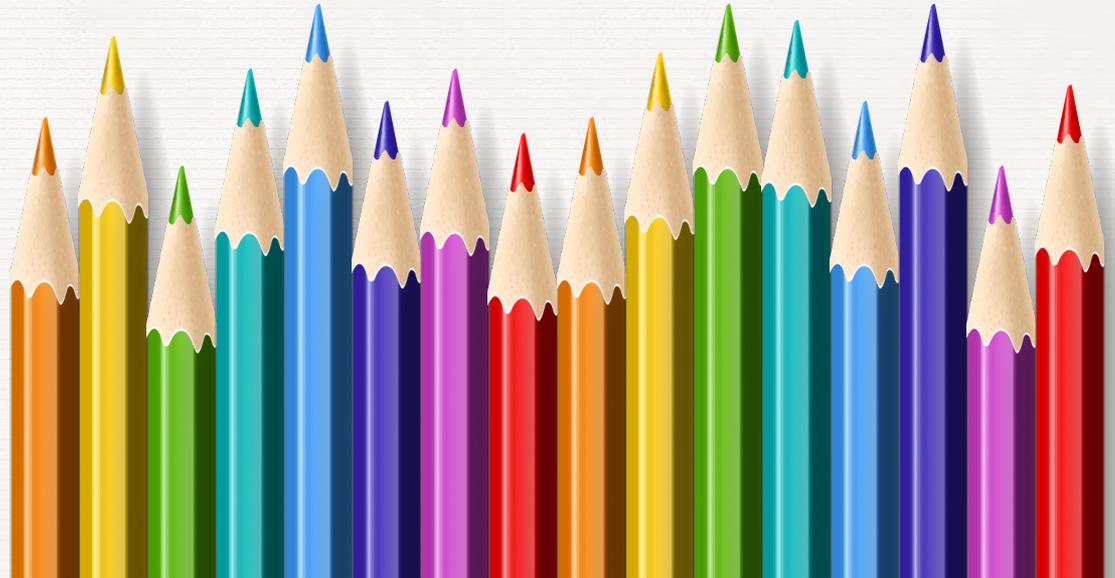
# Enrichment & Challenge Support (ECS) Presentation to School Committee

Website

<http://ecsbrookline.weebly.com>

Twitter

@ecsbrookline



# Budget Presentation

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## Purpose

- ✓ Educate School Committee and public on key areas of PSB including programs, services, and departments
- ✓ Presentations typically will include a combination of background information about area, and also costs, cost drivers, staffing, and challenges
- ✓ Presentations on areas requested by School Committee, ongoing public interest, and those identified by Superintendent

**Intention is to provide a level of transparency and detail not typically provided about programming and costs**



# Enrichment & Challenge Support (ECS)

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## Mission

- ✓ To **collaborate** with PSB educators to create **rigorous**, **relevant**, **engaging** learning for **all students**

## ECS Program Model (K-8)

- ✓ ECS specialists who have expertise in designing learning that is connected to the curriculum and addresses the needs of students through a project-based learning approach
- ✓ ECS specialists who actively seek out innovative resources and strategies that effectively support deep inquiry and student ownership of learning
- ✓ ECS specialists who are skilled at partnering with classroom teachers
- ✓ ECS specialists who help all students to utilize technology to create, collaborate, and communicate



# Program Structure

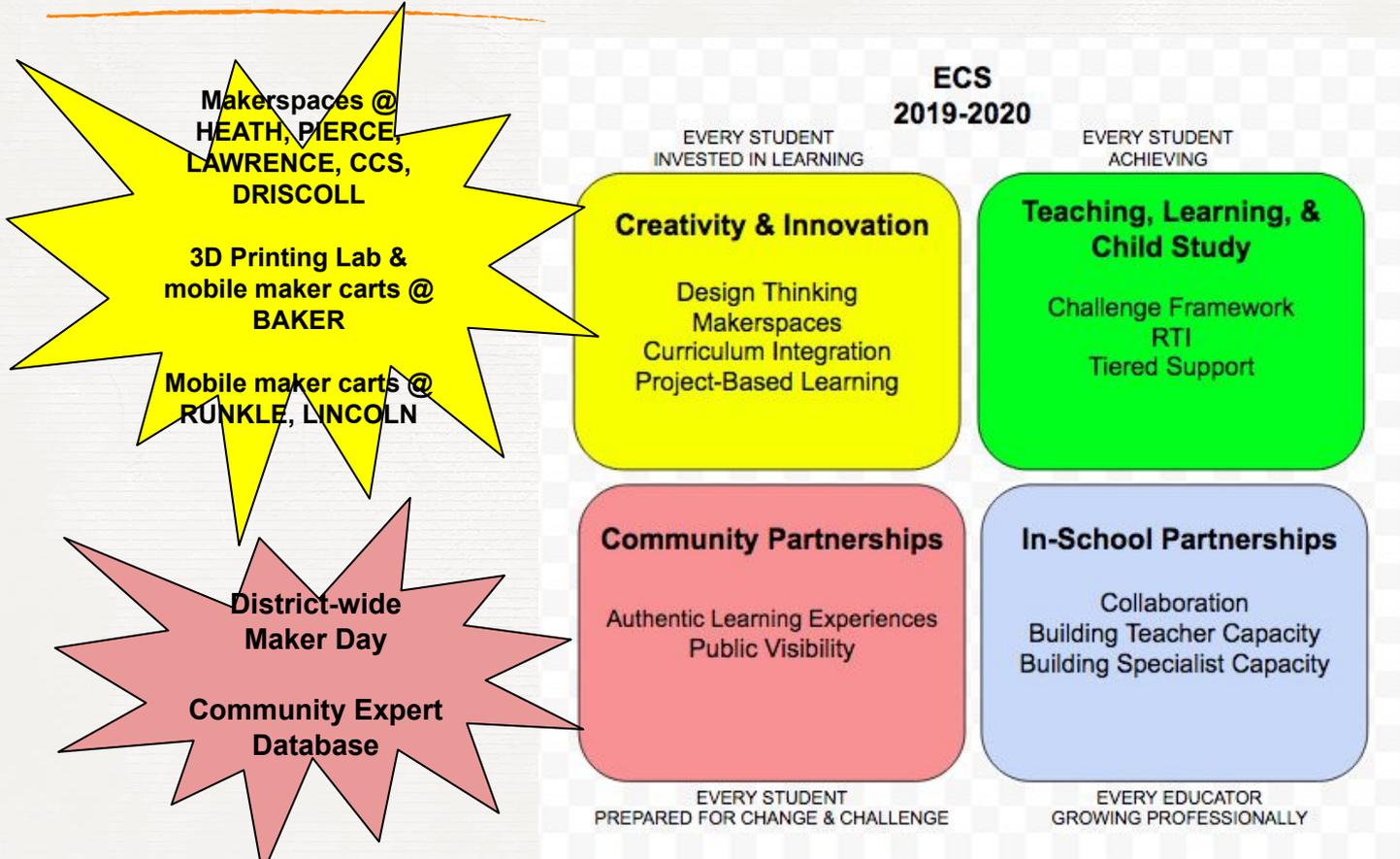
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ECS specialists work together with classroom teachers K-8 to meet the needs of their students across all disciplines, within the classroom or makerspace, throughout the school day. This collaboration could include:

- ✓ Co-teaching a differentiated lesson
- ✓ Working in the classroom with small groups of students or stations
- ✓ Designing and implementing digital, inquiry-based, personalized, and project-based learning
- ✓ Formatively assessing students and co-planning appropriate follow-up
- ✓ Utilizing the makerspace or mobile maker resources



# ECS Alignment with PSB Strategic Plan Goals



# FTE

Website  
<http://ecsbrookline.weebly.com>

Twitter  
@ecsbrookline

## Number of FTE:

- ✓ 5.2 FTE (7 specialists)
- ✓ 1.0 coordinator
- ✓ 0.2 administrative assistant

(orange) 0.9 position currently vacant due to a retirement at the end of December

## Number of Shared FTE (highlights represent shared staff):

<b>Baker = 0.8</b>	0.8		<b>Heath = 0.5</b>	0.5	
<b>CCS = 0.8</b>	0.3 (also in math dept)	0.5	<b>Pierce = 0.8</b>	0.4	0.4
<b>Driscoll = 0.5</b>		0.5	<b>Lawrence = 0.6</b>		0.6
<b>Runkle = 0.6</b>	0.6		<b>Lincoln = 0.6</b>	0.6 (also in math dept)	



# Benefits & Challenges

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## BENEFITS (related to program goals):

- ✓ Opportunities for authentic, integrated, project-based learning
- ✓ Facilitators of hands-on learning-by-doing, engineering, and design thinking
- ✓ Building teacher capacity (job-embedded professional development and collaboration)
- ✓ Strong partnerships with parents and greater community
- ✓ Attention to the diverse needs of students in the moment and over time K-8

## CHALLENGES:

- ✓ Relatively small number of staff
- ✓ Increasing curriculum demands of teachers within tight schedules
- ✓ At classroom level, inconsistent overall understanding of 21st century competencies and the importance of empowering students as creators



## The Whipple Writing Fellowship

### Summary

*The Whipple Writing Fellowship offers Brookline High Students who love the written word an opportunity to develop and expand their skills as writers. As Fellows, participants will join a supportive cohort of fellow aspiring writers, receive stipends to encourage their work, and learn from writers across a spectrum of professional writing styles how to craft a piece of writing that will ultimately be presented in a public forum and submitted for publication.*

*Common to the experience of all Whipple Fellows will be an intensive focus on developing their ideas via writing, regardless of the topic. The goal of the fellowship is to develop student's capacity to write with a purpose. Whether the Fellows are researching something of particular interest such as humor writing, sports writing compiling a collection of original poetry, telling the story of an unsung hero, or bringing to light an untold chapter of local history, all Fellows will engage in a similar process to develop skills under the tutelage of master teachers from Brookline High.*

*After applying and being accepted to the program by the end of February, the six Fellows will begin working in the Spring of 2020 to craft a writing proposal for the Summer Residency, a six week intensive period at the heart of the Fellowship. Once proposals have been finalized, Fellows will be invited to participate in the Summer Residency beginning in July to work intensely on their selected writing piece. The combination of the spring meetings and the summer residency will support the Fellows in developing their initial ideas; expand and formalize their proposals; draft and revise preliminary writing; outline the process for the length of the Fellowship, set goals and objectives tied to waypoints through the process, and ultimately culminate in the creation of an outstanding piece of original writing.*

*In the Fall of 2020, the Whipple Fellows will gather for an evening of public presentations that will be open to the entire community and will include the Fellows, their families, teachers, and the Whipple/Gladstone family in order to celebrate the Fellows' tremendous accomplishment. In addition, their written work will appear in the Fellowship Journal.*

## Year 1 Fellowship Goals

- Inspire BHS students to pursue an area of interest/passion and provide the time and resources to improve their writing skills in pursuit of that interest.
- Teach Fellows how to conduct original research to support their own writing goals and objectives.
- Support Fellows to express their knowledge through a compelling piece of written work that is well crafted, and thoughtfully refined.
- Provide Fellows with the opportunity to work in collaboration with motivated peers, and faculty to improve their own writing skills.
- To expose Fellows to different ways community members use writing in their professional lives through guest speakers.
- Support Fellows to complete a major long term writing assignment
- Provide an opportunity for Fellows to share what they have learned throughout their writing process with the larger BHS and Brookline community both in print and through professional presentations.

## Fellowship Timeline 2019-2020

Sept-Jan	<ul style="list-style-type: none"> <li>● Planning for the fellowship led by 2 BHS Faculty</li> <li>● Host 1-2 BHS community events to present the fellowship to the BHS community</li> </ul>
Feb	<ul style="list-style-type: none"> <li>● Application for the Whipple Fellowship released</li> <li>● Workshops provided by faculty to help students complete the application</li> <li>● 6 students are chosen for Year 1</li> </ul>
March-April	<ul style="list-style-type: none"> <li>● Fellows meet as a cohort 2-3 times and workshop their summer proposals for their writing projects</li> <li>● Formal revised proposals are submitted before April break</li> <li>● Proposals are accepted or further revised by the end of April</li> <li>● Guest speakers are chosen and booked to present to the fellows in the spring or summer sessions.</li> </ul>
May	<ul style="list-style-type: none"> <li>● Fellows create an ongoing research resource list for their summer projects</li> <li>● Fellows record what they are learning in a process journal</li> </ul>

June	<ul style="list-style-type: none"> <li>Fellows meet as a cohort to share what they have learned from their research and how that information will inform their summer writing projects.</li> </ul>
July-Aug	<ul style="list-style-type: none"> <li>Summer Residency begins with 2-3 full-day workshops with the cohort.</li> <li>Summer work continues <i>independently</i> for 5 additional weeks in the summer, including weekly dinner meetings with the cohort</li> <li>Fellows communicate formally 1X per week with the Fellowship Faculty member</li> <li>By the end of August, written piece is finalized for publication in the Fellowship Journal</li> </ul>
Sept	<ul style="list-style-type: none"> <li>Fellows work on preparations for public presentation</li> <li>Meetings with Fellowship Faculty and cohort throughout this month</li> </ul>
Oct	<ul style="list-style-type: none"> <li>Fellows present their work to the community</li> <li>Fellowship Journal is published and distributed</li> </ul>

### Budgeting for Year 1

Item	Cost per person	Total cost
Program Leader	\$8,000	\$8,000
Fellowship Faculty Stipend	\$5,000	\$5,000
Fellowship stipend	\$1,000 x 6 student	\$6,000
Guest Speaker Honorarium	\$300x 4 guest speakers	\$1,200
Publication of the Journal Fall and Spring edition	\$500 x 2 journals	\$1,000
Fellowship Writing Events/Speakers	\$500 x 3 speakers	\$1,500
Food/meals	\$15 x 8 fellow participants (including 2 faculty)	\$1,200

	10 meals over spring and summer	
Supplies	\$200	\$200
Total		\$24,100

**Job Descriptions**

**Program Leader**

The program leader will be responsible for administering the fellowship and facilitating the roll out of new programs identified in the Long Term Vision. In addition, it is the job of the program leader to ensure that the fellowship and all associated programming fulfill the mission statement.

Responsibilities and duties for the program leader include:

- Acting as the liaison between BHS, the Whipple/Gladstone family and Brookline Community Foundation
- Publicizing the fellowship to faculty and students.
- Creating and facilitating the application and selection process, with input from the fellowship faculty.
- Helping design curriculum for the summer residency, along with the fellowship faculty.
- Supporting the fellowship faculty in the spring to aid students in crafting their proposals for the summer residency.
- Designing and implementing the summer residency including selecting community guest speakers, and arranging logistics for the sequence of fellowship meetings.
- Helping to plan and implement fundraising and fellowship programming outside of the residency.
- Planning the fall presentations for the Whipple Fellows.
- Ensuring the publication of the fellowship journals.
- Arranging any outside speakers associated with the fellowship
- Continuing to develop the roll-out of the long-term vision included as part of the BHS Writing Institute.

**Fellowship Faculty**

Each year, there will be a BHS Faculty member who will act as the lead teacher for the fellowship and summer residency. They will be supported in their role by the program leader and they will be expected to perform the following duties and responsibilities:

- Providing input on the application and selection process for the fellows.

- Attending any relevant fundraising events associated with the fellowship and attending the fall presentations
- Leading, with support from the program leader, the creation of any curriculum associated with the fellowship
- Leading, with support from the program leader, the proposal writing process for fellows in the spring
- Leading, with support from the program leader, and planning any workshops for the summer residency
- Leading, with support from the program leader, all summer residency activities
- Facilitating the goals and message that guest speakers should focus on when presenting to the students.
- Providing timely feedback on all written work done by fellows, including work to be published in the journal and their fall presentations
- Meeting 1:1 with fellows 1X per week for 1 hour, outside of the fellowship dinners.

### **Guest Speakers**

In order to expose Fellows to a wide variety of writing styles, the Residency will include 3-4 outside guest speakers who have experience writing professionally and who are willing to present to the cohort on topics relating to their writing process and experiences as professionals within their field. The program director will seek to find a diverse group of guest speakers who can offer varying perspectives on different styles of writing and that would help to inform the type of writing students within the cohort are interested in. Each guest speaker will be expected to engage with the fellows for 3 hours and will receive an honorarium of \$300. The format of their visit will be designed in collaboration between the speaker, the director and the faculty member. Some speakers may choose to use a workshop model, while others may choose to present directly to the fellows, among other options. Guest speakers will also be invited to attend the final presentation of the fellows work, though that will not be a condition of receiving their honorarium.

### **Student Fellows**

Student Fellows will be recruited from Brookline High School and the program will be open to 9-11 graders. The director will use intentional strategies to actively recruit a diverse group of fellows. Students seeking to participate in the fellowship will complete an application that will give them the opportunity to explain their interest and desire to participate in the fellowship. They will also be required to submit a writing sample. The selection process for the fellowship will be evaluative and may include interviews of candidates. The director and faculty will choose the fellows based on the strength of their applications and availability to participate fully in the summer residency.

Stipends for students will be based on three factors: participation, process and product. The stipend will be divided into 2 payments of \$500. Student will receive the first half of their stipend at the end of the summer residency. This part of the stipend is based on their participation in spring and summer activities, as well as, the writing they produce in the process of drafting their final product. Students will receive the second half of their stipend after successfully completing the final product for submission to the journal and having presented at the final event of the fellowship in the fall.

**Long Term Vision**

The fellowship remains at the heart of the long term vision and we believe that the objectives of the fellowship should be expanded to reach more students and to offer programming through a variety of means that are all focused on the power of strong writing. We see the long term vision as encompassing a three-phase roll out over the course of four years. This expansion would begin the creation of the *BHS Writing Institute*, which would include the fellowship as its flagship program, in addition to many other writing workshops and programming, summarized below.

Phase 1	Year 1	Whipple Fellowship and Summer Residency
Phase 2	Years 2 & 3	Whipple Fellowship and Summer Residency  BHS Writing Institute year-long writing workshops and summer workshops  Quarterly Journal  BHS Institute Writing Center at BHS  BHS Institute Professional Speaker Series
Phase 3	Year 4	Whipple Fellowship and Summer Residency  BHS Institute year-long writing workshops and summer workshops  Quarterly Journal  BHS Institute Writing Center at BHS  BHS Institute Professional Speaker Series  BHS Regional Writing Conference for Young Writers

## Phase Two Description

- In phase two of the project, other strands will begin to build the broader *BHS Writing Institute*. The Institute will add a minimum of two writing workshops open to all BHS students that will run for 3-4 days and are designed around a particular style of writing (i.e. poetry, journalism, historical nonfiction etc...). These writing workshops will be created and taught by teachers who would become members of the BHS Writing Institute Faculty. These might be conducted during school breaks or in the evenings/weekends. Ideally, participants in these workshops would be inspired to apply for the fellowship and summer institute.
- In phase two, we also believe that the BHS Writing Institute Faculty should introduce writing courses within the summer school catalog that would offer 3-6 week writing courses for students who need or want a more guided writing experience. These courses would be self-funded through tuition and would follow the summer school calendar. While these classes would be offered through BHS Summer School they would be managed and run by the BHS Writing Institute Faculty and would align with the BHS Writing Institute goals and philosophy.
- We believe that the Fellowship Journal should also grow into a quarterly publication after the first year. The publication will print all of the work from the writing workshops and summer school classes (along with the existing publication for the Whipple Fellows).
- The BHS Writing Institute would also host a professional writer speaker series for the entire BHS community.
- Finally, it might be possible to join with the current BHS writing center by using BHS Writing Institute Faculty and Whipple Fellows and BHS Writing Institute writing participants to staff the year-long writing center at BHS.

## Phase Three Description

- We imagine that the BHS Writing Institute and Fellowship will stand as a national model for supporting young writers within a public school setting. In the third phase of the project, we hope to host a regional writing conference to inspire young writers from across the Commonwealth and the New England area to

share their writing with other young people. The BHS Writing Institute Faculty, Fellows and participants would staff and plan the conference.

**BROOKLINE HIGH SCHOOL**  
**Social Studies Department**  
**Gary Shiffman, Curriculum Coordinator**

## **Global Studies Proposal**

**Course Description:** This multilevel course will be available to students in 10th grade as an alternative to the traditional Modern World History offering in the Social Studies Department. The course presents the story of the modern world through thematic lenses, rather than a chronological approach. Global Studies will offer both Standard seats and Honor seats, as the course, and students, benefit from the perspective of a wide range of students. Depending on the students' enrolled level, assignments will vary in number and difficulty.

- I. Learning Objectives:** Students will improve their ability to...
- Tell a story within each thematic unit
  - Identify, explore, and explain change over time
  - Interpret historical documents in thematic context
  - Use evidence to make arguments about each theme
  - Understand chronology and key events within each case study
  - Make connections between historical case studies and current global issues

## Weather & Climate in PSB Curriculum

Climate change should be explicitly taught in 8th grade. There is no standard or common curriculum, but the Massachusetts State Standards are listed below. In addition to 8th grade, the second table shows where climate and weather related concepts are introduced at various grade levels.

### 8th Grade Weather and Climate Standards

8.MS-ESS 1-1b Develop and use a model of the Earth-Sun system to explain the cyclical pattern of seasons, which includes Earth's tilt and differential intensity of sunlight on different areas of Earth across the year. Clarification Statement: • Examples of models can be physical or graphical.

8.MS-ESS2-5 Interpret basic weather data to identify patterns in air mass interactions and the relationship of those patterns to local weather. Clarification Statements: • Data includes temperature, pressure, humidity, precipitation, and wind. • Examples of patterns can include air masses flow from regions of high pressure to low pressure, and how sudden changes in weather can result when different air masses collide. • Data can be provided to students (such as in weather maps, data tables, diagrams, or visualizations) or obtained through field observations or laboratory experiments. State Assessment Boundary: • Specific names of cloud types or weather symbols used on weather maps are not expected in state assessment.

8.MS-ESS 3-5 Examine and interpret data to describe the role that human activities have played in causing the rise in global temperatures over the past century. Clarification Statements: • Examples of human activities include fossil fuel combustion, deforestation, and agricultural activity. • Examples of evidence can include tables, graphs, and maps of global and regional temperatures; atmospheric levels of gases such as carbon dioxide and methane; and the rates of human activities.

8. MS- ESS 3-4 Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources on the environment. Clarification Statements: • Arguments should be based on examining historical data such as population graphs, natural resource distribution maps, and water quality studies over time. • Examples of negative impacts can include changes to the amount and quality of natural resources such as water, mineral, and energy supplies.

8.MS-ESS2-6 Describe how interactions involving the ocean affect weather and climate on a regional scale, including the influence of the ocean temperature as mediated by energy input from the Sun and energy loss due to evaporation or redistribution via ocean currents. Clarification Statement: • A regional scale includes a state or multi-state perspective. State Assessment Boundary: • Koppen Climate Classification names are not expected in state assessment.

## Weather & Climate in PSB Curriculum

8.MS-ESS3-1. Analyze and interpret data to explain that the Earth's mineral and fossil fuel resources are unevenly distributed as a result of geologic processes. Clarification Statement: • Examples of uneven distributions of resources can include where petroleum is generally found (locations of the burial of organic marine sediments and subsequent geologic traps), and where metal ores are generally found (locations of past volcanic and hydrothermal activity).

8.MS-PS3-6 Use a model to explain how thermal energy is transferred out of hotter regions or objects and into colder ones by convection, conduction, and radiation.

Grade Level	Standard
Kindergarten	Communicate solutions to reduce the amount of natural resources an individual uses
2nd Grade	Investigate and compare the effectiveness of multiple solutions designed to slow or prevent wind or water from change the shape of the land
3rd Grade	Evaluate the merit of a design solution that reduces the damage caused by weather
4th Grade	Obtain information to describe that energy and fuels human use are derived from natural resources and that some energy and fuel sources are renewable and some are not; Evaluate different solutions to reduce the impact of natural events such as an earthquake, blizzard, or flood on humans
5th Grade	Obtain and combine information about ways communities reduce human impact on the Earth's resources and environment by changing an agricultural, industrial, or community practice or process