Jennifer Patterson opened the meeting at 5:37 p.m. and appointed Tom Croteau to the Instructional Committee for the evening. Assistant Superintendent Donna Palley facilitated the conversations for new course proposals at Concord High School, and the draft 2017-2018 school year calendar. She introduced Tom Sica, Matt Skoby and Kaileen Chilauskas, who were attending the meeting on behalf of the high school to present new English course proposals. Principal Sica noted that he appreciated the opportunity to bring new course proposals to the Instructional Committee for consideration.

Mr. Skoby described the new course proposal for the English/Language Arts department, **Sports Literature**, as an opportunity to explore the many themes in athletics. Students will be able to read a variety of literature with a critical eye and show their understanding through mock broadcasts, podcasting, discussions and writing. This course will blend the world of extra-curricular activities, from high school to the professional level, with the building of necessary Language Arts skills. He noted that there are hundreds of career opportunities attached to the world of sports, and said that students would be asked, “Does one of those paths await you?” This course would be available to ninth and tenth grade students as an English department .5 credit elective.

Mr. Skoby said the objectives for this course include the opportunity to read a variety of fiction and nonfiction texts from renowned authors, sports analysts and athletes; to develop structured reading habits to foster development and comprehension while increasing critical analysis skills; to analyze a variety of themes found in literature and films to determine how sports are viewed in American culture; to study the history of a specific sport and present findings; to demonstrate knowledge and understanding through a variety of writing types; and to use real-world applications, technology and 21st century collaborative skills to heighten awareness of the impact of sports.

Mr. Skoby provided an overview of the related Course Competencies and Standards:
Reading: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary and informational texts.

1. CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

4. CCSS.ELA-LITERACY.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Explanatory Writing: Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences.

1. CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.

2. CCSS.ELA-LITERACY.W.9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Technology: Students will demonstrate the ability to use the tools of technology (including digital media and the Internet) to gather, interpret and analyze information and create shareable products.

1. CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Speaking, listening and viewing: Students will demonstrate the ability to listen and view critically, and to speak purposefully and effectively for a variety of purposes.
1. CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

2. CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.

3. CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence, and to add interest.

This course will be designed to use sports as an appealing avenue to a large audience of CHS students. In each of the three sports seasons, 1,170 CHS students participate in an actual sport, and many more participate as fans. Sports are clearly an interest among students as an extracurricular activity. Mr. Skoby spoke about his anticipated interest in this course, where the topic appeals to such a large population.

This course is designed primarily for ninth and tenth graders who would like an additional challenge in the form of an English course. In addition, this course may appeal to a student who does not find academic success in either English 9 or 10. While the reasons for taking the course are very different, the potential to collaborate around a real-world, applicable context will be meaningful and have long-lasting potential.

Tom Croteau asked several questions about the strategies to engage students that will be used in this course. Ms. Chilauskas and Mr. Skoby answered that the English department has been working to develop courses to engage students in their English studies. This course would be an elective in addition to English 9 or 10.

Maureen Redmond-Scura commended the teachers for seeking ways to develop students’ critical thinking skills, and said she thought this course will be appealing to students. Clint Cogswell commended the teachers for their work and spoke to the importance of developing critical thinking skills. Alana Kimball spoke as a teacher, commenting that there are students who might not be interested in the more typical English courses who may find success with this elective. The administration predicted that there will be interest in this course beyond freshman and sophomore students.

Ms. Patterson asked about enrollment in English electives, and wondered about combining some of the under-enrolled electives while there are students who would like to take those classes. Ms. Chilauskas said that that had been part of conversations in the English department. Mr. Croteau asked about assessments that would be created, and encouraged Mr. Skoby to send a copy of the assessment to the Instructional Committee. Jim Richards offered a challenge to Mr. Skoby to maintain high standards for this course.
Ms. Chilauskas introduced the proposal for a second new course for the English department – *The Write Stuff: Authentic Writing in Production and Publication*, which would also be an elective. She overviewed this course by saying that it would be for freshman and sophomore students with an interest in publishing their own writing someday, or who are interested in working in the magazine or newspaper industry, making decisions about what to write, who to publish and how to organize the material.

This course would require students to read a variety of articles from published anthologies of student and/or adult writers; to analyze and understand how anthologies are organized, structured and published; to write both fiction and non-fiction as possible submissions to a student-published anthology; to write a variety of other pieces for the purpose of creating an anthology (editor’s note, preface, table of contents, author biographies, titles, headings, advertisements); to create and publish two student anthologies (one for each quarter); and create and maintain an online version of the anthology.

Ms. Chilauskas provided an overview of the Course Competencies and CCSS Standards:

Explanatory Writing Competency: Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences.

1. **CCSS.ELA-LITERACY.W.9-10.2.A** Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.

2. **CCSS.ELA-LITERACY.W.9-10.2.E** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Narrative Writing Competency: Students will demonstrate the ability to effectively apply narrative strategies for a variety of purposes and audiences.

1. **CCSS.ELA-LITERACY.W.9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

2. **CCSS.ELA-LITERACY.W.9-10.10** Write routinely over extended timeframes (time for research, reflection and revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Technology: Students will demonstrate the ability to use the tools of technology (including digital media and the Internet) to gather, interpret and analyze information and create shareable products.
1. **CCSS.ELA-LITERACY.W.9-10.6** Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Reading Literature Competency: Students will demonstrate the ability to comprehend, analyze and critique a variety of increasingly complex print and non-print literary texts.

1. **CCSS.ELA-LITERACY.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

2. **CCSS.ELA-LITERACY.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s “Landscape with the Fall of Icarus”).

Ms. Redmond-Scura referenced an article in the *Boston Globe* that she thought of as she read this course proposal, about a school in Portland, Maine that engaged New Americans in storytelling as a means for them to share and to connect. Mr. Richards spoke to how he sees this course as supporting students in their communication skills, that will serve them well in their professional lives going forward. Ms. Kimball commented on the book that will be used as one of the texts. Ms. Patterson asked for a motion from the Committee. Ms. Redmond-Scura made a motion to support moving the course requests forward to the Board for its consideration, which was seconded by Alana Kimball.

Mr. Croteau asked, “What do you do now that you won’t do next year because of these courses?” Mr. Sica answered by describing how the department has looked at lower-enrolled courses and combined the ones that make sense – for example, combining a course on Shakespeare and a course on British Literature. Ms. Palley talked about how students would have the opportunity to consider these courses as options. The course reductions may not be in the English department; this would depend on course enrollments. Ms. Patterson asked for a vote to confirm support of the course proposals.

**The Committee voted 4-0 to recommend to the Board for its consideration the Concord High School course requests as presented (motioned by Ms. Redmond-Scura, seconded by Ms. Kimball).**

Ms. Palley moved into the next agenda item, the proposed 2017-2018 school year calendar. There are four professional development days and four curriculum work days each year. Ms. Patterson asked about the two days before school begins for staff to have professional development, as in the past the calendar has included one day for staff before the start of the school year. Ms. Palley explained how Concord is one of the few districts that opens school with just one professional day for staff before the
students begin. She talked about how this day would be used to provide professional development on school district initiatives.

Ms. Kimball recommended that the Committee consider having school on Veterans Day, as November 11 falls on a Saturday in the upcoming year. There was some conversation about having this as a professional development day for staff. However, October 6 day is a professional development day and also the NEA NH Conference that many teachers attend. If the District were to have school on October 6, there could be challenges around getting enough substitutes. There was also discussion about the January professional development day. Overall, the members of the Instructional Committee were supportive of the calendar as it was presented.

The Committee voted 4-0 to recommend to the full Board for its consideration at the December meeting the school year calendar as presented (moved by Ms. Redmond-Scura, seconded by Alana Kimball).

The Committee voted 4-0 to adjourn (motioned by Ms. Redmond-Scura, seconded by Mr. Croteau).

The meeting ended at 6:53 p.m.

Respectfully submitted,

Jennifer Patterson, acting chair
Terri Forsten, recorder