



Upcoming Meeting Dates

DRAFT Curriculum Grade 6: Computer Literacy and Applications

DRAFT Curriculum Grade 8: Computer Coding and Graphics

Policy Committee Agenda, March 7, 2016

OHS BC Minutes:

- Final, 1/21/2016
- Draft 2/18/16



Upcoming Board of Education Meeting Dates

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|-----------------|---|
| March 7 | 4:30 PM – Policy Committee
501 Kings Hwy East
Superintendent's Conference Room |
| March 15 | 7:30 PM – Regular Meeting
501 Kings Hwy East
2 nd Floor Board Conference Room |
| March 28 | 4:30 PM – Policy Committee
501 Kings Hwy East
Superintendent's Conference Room |

Budget Meetings:
3/8/16 – BOF/BOS (7:30, BOE Board Room)

DRAFT



Computer Literacy and Applications Grade 6

6th Grade Computer Literacy and Applications

National Standards course is aligned with

- International Society for Technology in Education: ISTE Standards <http://www.iste.org/standards/iste-standards>
- Partnership for 21st Century Skills: Framework for 21st Century Learning <http://www.p21.org/about-us/p21-framework>

ISTE

1a – Apply existing knowledge to generate new ideas, products or processes

1b – Create original works as a means of personal or group expression

2a – Interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media

2b – Communicate information and ideas effectively to multiple audiences using a variety of media and formats

3b – Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media

3c – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

3d – Process data and report results

4a – Identify and define authentic problems and significant questions for investigation

4b – Plan and manage activities to develop a solution or complete a project

4c – Collect and analyze data to identify solutions and make informed decisions

5a – Advocate and practice safe, legal and responsible use of information and technology

5b – Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity

5c – Demonstrate personal responsibility for lifelong learning

5d – Exhibit leadership for digital citizenship

6a – Understand and use technology systems

6b – Select and use applications effectively and productively

6c – Troubleshoot systems and applications

6d – Transfer current knowledge to learning of new technologies

21st Century Skills

1. Self-Direction
 - a. Focus/ Work Habits
 - b. Effective use of Materials and Resources
2. Productivity
 - a. Planning
 - b. Effort
 - c. Results/ Final Product
3. Technology and Tools
 - a. Applications
 - b. Conduct
4. Critical and Creative Thinking
 - a. Decision Making
 - b. Problem Solving
 - c. Invention and Innovation
5. Interactive Communication
 - a. Electronic Environments: Familiarity with Digital Tools
 - b. Media: Design Elements

6th Grade Computer Literacy and Applications

Description

This one marking period 6th grade required course is a skills and project based class where students will develop a basic understanding of computer concepts and computer systems, computer applications, digital ethics and responsibilities. Students will also be expected to apply critical thinking, problem solving and creativity to their efforts.

Pre-requisite skills for this class will be demonstrating keyboarding at a basic proficiency level, as well as an understanding of the basic components of a computer system.

Course Overview

Course Goals

Students should be able to

- Demonstrate keyboarding proficiency with appropriate speed and accuracy for the 6th grade level
- Operate effectively within our network
- Organize files and folders
- Understand difference between local, networked and online drives
- Troubleshoot basic computer malfunctions
- Understand how to use the internet safely, effectively and efficiently
- Develop proficiency in document formatting and editing
- Develop proficiency in formatting and editing electronic presentations
- Develop proficiency in formatting and editing spreadsheets and graphing applications

Essential Questions

- How can we use proper posture, finger positioning and focus to effectively type on our school keyboards?
- How can we effectively create, find, save and share files within our school networks?
- How can an electronic portfolio demonstrate our knowledge and learning?
- What steps should be taken to solve hardware or software problems?
- How do we use the internet to efficiently find, use, create and share information safely and ethically?
- Which productivity tool would be appropriate for a given task or project?
- How can computer literacy be applied to our other classes and other areas of life?

Assessments

Pre-requisites

- Demonstrate proficiency in keyboarding skills
- Demonstrate understanding of the basic components of a computer system

Skill Assessments

- Summative Assessments
- Document/graphic project
- Presentation project
- Spreadsheet graphing project

Content Outline	Grade Level Skills
I. Unit 1: Keyboarding II. Unit 2: Basic Computer Operations III. Unit 3: Internet Use IV. Unit 4: Document Formatting and Editing V. Unit 5: Presentation Software VI. Unit 6: Spreadsheet Software	Students will demonstrate proficiency in <ul style="list-style-type: none"> • Keyboarding skills • File and folder management • Computer systems and operations • Safe, effective and efficient internet use • Document formatting, editing and graphic design • Presentation software • Spreadsheet software

Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 Keyboarding Dispersed throughout entire course	Unit 2 Basic Computer Operations 1 week	Unit 3 Internet Use 1 week	Unit 4 Document Formatting 2 - 3 weeks	Unit 5 Presentation 2 – 3 weeks	Unit 6 Spreadsheets 2 – 3 weeks			

Unit 1 – Keyboarding, dispersed throughout entire course

Unit Objectives	Essential Questions	Assessments
<p>Students will be able to</p> <ul style="list-style-type: none"> • Demonstrate keyboarding proficiency with appropriate speed and accuracy for the 6th grade level 	<ul style="list-style-type: none"> • How can we use proper posture, finger positioning and focus to effectively type on our school keyboards? 	<ul style="list-style-type: none"> • Initial typing test • Step level typing tests • Final typing test
<p>Objectives</p> <p>Students will understand the following concepts</p> <ul style="list-style-type: none"> • Importance of proper posture, finger placement on home row and focusing on typing productivity <p>Students will demonstrate the following skills</p> <ul style="list-style-type: none"> • Proper posture • Finger placement on home row keys 		<p>Suggested Materials/Resources</p> <ul style="list-style-type: none"> • District networked computers and printers • District typing application software

Unit 2 – Basic Computer Operations, 1 week

Unit Objectives	Essential Questions	Assessments
<p>Students will be able to</p> <ul style="list-style-type: none"> • Operate effectively within our network • Organize files and folders • Understand difference between local, networked and online drives • Troubleshoot basic computer malfunctions 	<ul style="list-style-type: none"> • How can we effectively create, find, save and share files within our school networks? • How can an electronic portfolio demonstrate our knowledge and learning? • What steps should be taken to solve hardware or software problems? 	<ul style="list-style-type: none"> • Network drive activity • Summative assessment

<p>Objectives</p> <p>Students will understand the following concepts</p> <ul style="list-style-type: none"> • Difference between local, networked and online drives • Difference between your H drive, P drive, C/D drive, flash drive • Understand how your profile exists on C/D Drive • Difference between file and folder • Definition of file extension and role it plays in software compatibility • Identify file type in Open and Save dialog boxes • When to use different file or folder views (icons, list, details) • When to copy an image or save an image for later use <p>Students will demonstrate the following skills</p> <ul style="list-style-type: none"> • Create, copy, save, share and move files and folders in either H, P or online drive • Change view of file or folder lists (icons, list, details) • Add a networked printer • Preview a file before printing • Print a file to the correct printer • Printer troubleshooting (display on printer, identify which printer is selected to print, setting default printer) 	<p>Suggested Materials/Resources</p> <ul style="list-style-type: none"> • District networked computers and printers • District web browser and online drives
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Unit 3 – Internet Use, 1 week

<p>Unit Objectives</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • Understand how to use the internet safely, effectively and efficiently 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do we use the internet to efficiently find, use, create and share information safely and ethically? 	<p>Assessments</p> <ul style="list-style-type: none"> • Internet activity • Summative assessment
<p>Objectives</p> <p>Students will understand the following concepts</p> <ul style="list-style-type: none"> • How to effectively search for information on the internet • How to ethically use social networking applications <p>Students will demonstrate the following skills</p> <ul style="list-style-type: none"> • Enter appropriate keywords and parameters when searching for information or images 		<p>Suggested Materials/Resources</p> <ul style="list-style-type: none"> • District networked computers and printers • District web browser and internet safety resources

Unit 4 – Word Processing/Graphic Design, 2 - 3 weeks

<p>Unit Objectives</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • Create an original document using formatting, editing and graphic design features in word processing application • In the created document, use good elements of design (contrast, consistency, alignment and white space) to communicate a coherent message • Evaluate document samples to discuss how elements of design are used 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How can we use formatting and editing tools effectively? • How can word processing applications be used as a graphic design tool? • How do we design creative and coherent messages visually? 	<p>Assessments</p> <ul style="list-style-type: none"> • Create a product(s) • Summative assessment
<p>Objectives</p> <p>Students will understand the following concepts of good design to create a coherent document</p> <ul style="list-style-type: none"> • Contrast dark and light colors among text, images and background • Consistency in font styles, colors and sizes, as well as image formatting • Align text to make it easier to read • White space is used effectively to separate text and images into distinguishable parts, to make it easier to read <p>Students will demonstrate the following skills</p> <ul style="list-style-type: none"> • Format, edit, save and print a coherent document 		<p>Suggested Materials/Resources</p> <ul style="list-style-type: none"> • District networked computers and printers • District web browser • District word processing application software

Unit 5 - Presentation, 2 – 3 weeks

<p>Unit Objectives</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • Develop proficiency in formatting and editing electronic presentations 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How can we use formatting, editing, and presentation tools effectively? • How do we design creative and coherent presentations? 	<p>Assessments</p> <ul style="list-style-type: none"> • Create a product(s) • Presentation • Summative assessment
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<p>Objectives</p> <p>Students will understand the following concepts of good design to create a coherent presentation</p> <ul style="list-style-type: none"> • Contrast dark and light colors among text, images and background • Consistency in font styles, colors and sizes, as well as image formatting • Align text to make it easier to read • White space is used effectively to separate text and images into distinguishable parts, to make it easier to read <p>Students will demonstrate the following skills</p> <ul style="list-style-type: none"> • Format, edit, save and share a creative and coherent presentation 	<p>Suggested Materials/Resources</p> <ul style="list-style-type: none"> • District networked computers and printers • District web browser • District presentation application software • District digital projector
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Unit 6 - Spreadsheets, 2 – 3 weeks

<p>Unit Objectives</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • Use and format a basic spreadsheet • Effectively use formulas in a basic spreadsheet • Create graphs using data • Discern which graph(s) is most effective for conveying data 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How can we use formatting, editing, and mathematical tools effectively? • How do we design visually appealing yet coherent spreadsheets and graphs? • Which type of graph best visually represents our data? 	<p>Assessments</p> <ul style="list-style-type: none"> • Create a product(s) • Summative assessment
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<p>Objectives</p> <p>Students will understand the following concepts</p> <ul style="list-style-type: none"> • The layout of data in a spreadsheet in cells, rows, columns • The importance of using good elements of design to create a coherent spreadsheet and graph <ul style="list-style-type: none"> ○ Contrast dark and light colors among text, background and graph elements ○ Consistency in font styles, colors and sizes ○ Align text to make it easier to read ○ White space is used effectively to separate text and objects into distinguishable parts, to make it easier to read • When to use each type of graph (pie chart, bar/column graph, line graph) <p>Students will demonstrate the following skills</p> <ul style="list-style-type: none"> • Format, edit, save and share a creative and coherent spreadsheet and/or graph • Use formulas in a basic spreadsheet 	<p>Suggested Materials/Resources</p> <ul style="list-style-type: none"> • District networked computers and printers • District web browser • District spreadsheet application software
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Computer Coding and Graphics Grade 8

Computer Coding and Graphics

National Standards course is aligned with

1. International Society for Technology in Education: ISTE Standards <http://www.iste.org/standards/iste-standards>
2. Partnership for 21st Century Skills: Framework for 21st Century Learning <http://www.p21.org/about-us/p21-framework>

ISTE

1a – Apply existing knowledge to generate new ideas, products or processes

1b – Create original works as a means of personal or group expression

2a – Interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media

4a – Identify and define authentic problems and significant questions for investigation

4b – Plan and manage activities to develop a solution or complete a project

4c – Collect and analyze data to identify solutions and make informed decisions

5a – Advocate and practice safe, legal and responsible use of information and technology

5b – Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity

5c – Demonstrate personal responsibility for lifelong learning

5d – Exhibit leadership for digital citizenship

6a – Understand and use technology systems

6b – Select and use applications effectively and productively

6c – Troubleshoot systems and applications

6d – Transfer current knowledge to learning of new technologies

21st Century Skills

3. Productivity
 - a. Effort
 - b. Results/ Final Product
4. Technology and Tools
 - a. Applications
 - b. Conduct
5. Critical and Creative Thinking
 - a. Decision Making
 - b. Problem Solving
 - c. Invention and Innovation
6. Communication and Collaboration
 - a. Electronic Environments: Familiarity with Digital Tools
 - b. Classroom Environments: Working with Peers

Computer Coding and Graphics

Description

In this marking period 8th grade elective course, students will develop computer coding and graphic design concepts and skills. Students will also further their understanding of digital ethics and responsibilities, and be expected to effectively communicate and collaborate, while thinking critically and creatively to solve problems.

Course Overview

Course Goals

Students should be able to

- Understand how to use the internet safely, effectively and efficiently via an online classroom community
- Develop proficiency in digital coding
- Develop proficiency in graphic design
- Develop proficiency in problem solving and troubleshooting coding and graphic design errors

Essential Questions

- How do we use the internet to efficiently find, use, create and share information safely and ethically?
- Which coding language command(s) would be appropriate for a given task or project?
- What strategies would be appropriate to troubleshoot coding and graphic errors?
- How can computer coding literacy be applied to our other classes and other areas of life (i.e. Striving for accuracy and persistence)?

Assessments

Skill Assessments

- Summative assessments
- Basic coding and graphics project(s)
- Advanced coding project(s)

Content Outline

- I. Unit 1: Introduction to Computer Programming/Coding
- II. Unit 2: Basic Coding and Graphic Application Concepts and Skills
- III. Unit 3: Advanced Coding Concepts and Skills

Grade Level Skills

Students will demonstrate proficiency in

- Using the internet safely, effectively and efficiently
- Digital coding
- Graphic design concepts and skills
- Problem solving and troubleshooting coding and graphic design errors

Pacing Guide

Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1			Unit 2			Unit 3		
Introduction to Computer Programming/Coding			Basic Coding and Graphic Application Concepts and Skills			Advanced Coding Concepts and Skills		
1- 2 weeks			3 - 4 weeks			3- 4 weeks		

Unit 1 – Introduction to Computer Programming/Coding, 1 – 2 weeks

<p>Unit Objectives</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • Understand what computer programming is and how it is used • Safely, effectively and efficiently use social networking applications via an online classroom community 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What is computer programming and how is it used? • How do we use the internet to efficiently find, use, create and share information safely and ethically? 	<p>Assessments</p> <ul style="list-style-type: none"> • Internet activities • Online classroom community activities
<p>Suggested Materials/Resources</p> <ul style="list-style-type: none"> • District networked computers and printers • District web browser and internet applications • District approved social networking/classroom community 		

Unit 2 – Basic Coding and Graphic Application Concepts and Skills, 3 - 4 weeks

Unit Objectives

Students will be able to

- Develop proficiency in using the basic operating commands in a programming language
- Develop proficiency in employing basic coding commands to create a graphic design

Essential Questions

- Which coding language command(s) would be appropriate for a given task or project?
- Which graphic design tools and techniques can be employed to generate a digital image?

Assessments

- Create a basic coding and graphics project(s)
- Summative assessment

Suggested Materials/Resources

- District networked computers and printers
- District web browser and online coding applications
- District approved social networking/classroom community

Unit 3 - Advanced Coding Concepts and Skills, 3 – 4 weeks

Unit Objectives

Students will be able to

- Effectively read, write and run code in at least one coding language
- Develop proficiency in problem solving and troubleshooting coding and graphic design errors

Essential Questions

- What strategies would be appropriate to troubleshoot coding and graphic errors?
- How can computer coding literacy apply to our other classes and other areas of life (i.e. Striving for accuracy and persistence)?

Assessments

- Create an advanced coding program project(s), using commands involving looping, variables, logical and mathematical concepts
- Summative assessment

Suggested Materials/Resources

- District networked computers and printers
- District web browser and online coding applications
- District approved social networking/classroom community

BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT

Policy Committee Meeting

Monday, March 7, 2016
4:30 p.m.
501 Kings Highway East
Superintendent's Conference Room

Agenda

- I. Call to Order
- II. Approval of February 22, 2015 Meeting Minutes
- III. Policy
 - Policy #5125.11 Students – Health/Medical Records, Mandated Policy
Recommended by CABE
 - Policy #5131.7 Students – Weapons and Dangerous Instruments, Mandated Policy
Recommended by CABE
- IV. Open Discussion/Public Comment
- V. Adjournment
- VI. Future Items

Future Mtg. Dates and Times: *All meetings will be on Mondays, starting at 4:30 unless otherwise noted;* **March 28**, April 18, May 2, May 9, May 23, June 13, August 29, September 12, September 26, October 10, November 7, December 5, 2016.

All meetings will be held at 501 Kings Highway East, Superintendent's Conference Room unless otherwise noted.

OSBORN HILL SCHOOL BUILDING COMMITTEE

Meeting Minutes - Final

January 21, 2016

7:00 p.m.

Osborn Hill School - Library

760 Stillson Road

Fairfield, CT 06824

Members Present: Kim Marshall (Chair), Susie Cardona, Bret Bader, Bill Dunn

Members absent: Steve White

Others Present: Sal Morabito, Larry Secor, Phil Ryan, Judy Ewing, Jessica Gerber (BOE-Liaison), Bill Silver, Frank Arnone, Stanton Lesser (Town Attorney)

Call to Order:

Ms. Marshall called the meeting to order at 7:04 p.m.

Approval of Minutes

A motion was made to approve the November 19, 2015 minutes by Mr. Dunn, Mr. Bader seconded the motion. The motion passed unanimously, 4:0

A motion was made to approve the December 14, 2015 minutes by Mr. Dunn, Ms. Cardona seconded the motion. The motion passed unanimously, 4:0

Approval of Invoices

1. Gennarini Application and Certification for Payment (ACP) No. 16 \$6,958.75
Ms. Cardona made a motion to approve the invoice. Mr. Bader seconded the motion.
The motion passed unanimously, 4:0
2. Nafis & Young Engineers, Inc. Invoice # 385-15 \$760.00
Mr. Dunn made a motion to approve the invoice and also include the creation of a purchase order for an additional \$760.00 for the Nafis & Young Engineers account. Ms. Cardona seconded the motion. The motion passed unanimously, 4:0
3. AMC Environmental, LLC. Invoice # PO61607 \$500.00
Mr. Bader made a motion to approve the invoice. Ms. Cardona seconded the motion.
The motion passed unanimously, 4:0
4. Gilbane Invoice # 15-01446 \$4,558.00
Mr. Dunn made a motion to approve the invoice. Mr. Bader seconded the motion.
The motion passed unanimously, 4:0

Update from OCR

Mr. Secor provided a review of the project's accounting to date.

Ms. Marshall made a motion that the Building Committee move into private executive session to discuss the Town's contract with Gennarini at 7:35pm. Mr. Bader seconded the motion. The motion passed unanimously, 4:0

Ms. Marshall made a motion that the Building Committee move back into public session at 7:55pm. Mr. Dunn seconded the motion. The motion passed unanimously, 4:0

The regular meeting resumed with a discussion of Gennarini's Application and Certification for Payment (ACP) No. 17 and a list of estimated damages, which the project team had determined based on its review of the project.

Mr. Bader made a motion to pay Gennarini the amount of \$33,693.82 towards its invoice for final retainage per contract and outstanding issues. Ms. Cardona seconded the motion. After a discussion, the motion passed unanimously, 4:0

Ms. Marshall instructed the members of the project team to engage with Gennarini, as soon as possible, in order to inform Genarini of the Building Committee's decision. The Building Committee anticipates a timely response from Gennarini, prior to its next regularly scheduled meeting (February 18th). If one should be productive, the Building Committee would consider a special meeting at an earlier date & time.

New Business

None

Old Business

None

Public Comment

Were included during the Building Committee's discussions following its executive session

Adjournment

Mr. Bader made a motion to adjourn the meeting at 8:43 p.m.

Mr. Dunn seconded the motion.

The motion passed unanimously, 4:0

Respectfully Submitted,
OHS Building Committee

OSBORN HILL SCHOOL BUILDING COMMITTEE

Meeting Draft Minutes

February 18, 2016

7:00 p.m.

Osborn Hill School - Library

760 Stillson Road

Fairfield, CT 06824

Members Present: Kim Marshall (Chair), Steve White, Bill Dunn

Members absent: Susie Cardona, Bret Bader

Others Present: Sal Morabito, Larry Secor, Phil Ryan, Judy Ewing, Jessica Gerber (BOE-Liaison), Bill Silver

Call to Order:

Ms. Marshall called the meeting to order at 7:03 p.m.

Approval of Minutes

A motion was made to approve the January 21, 2016 minutes by Mr. Dunn, Ms. Marshall seconded the motion. The motion passed unanimously, 3:0

Approval of Invoices

1. Silver Petrucelli & Associates, Inc. Invoice # 16-127 \$260.00
Mr. White made a motion to approve the invoice. Mr. Dunn seconded the motion.
The motion passed unanimously, 3:0
2. Nafis & Young Engineers, Inc. Invoice # 34-16 \$1,000.00
Mr. Dunn made a motion to approve the invoice and also include the creation of a purchase order for an additional \$1,000.00 for the Nafis & Young Engineers account. Ms. Marshall seconded the motion. The motion passed unanimously, 3:0

Update from OCR

Ms. Marshall and Mr. Secor provided an update of the project team meeting with Gennarini Construction. The committee was informed of Gennarini's response, as through its attorney Robinson & Cole LLP, Gennarini subsequently submitted a letter directed to the Town accompanied by a counter claim for damages. In its letter, the firm claimed the Town as responsible for delaying the completion of the second phase of the building project (gym), and cited AMC Environmental for "totally missing" the detection of hazardous materials. In addition, the letter also cited the State of Connecticut Department of Public Health for further delaying the project's completion. The building committee was disappointed by these actions and the position taken by the project's general contractor.

The project team received a bid by Gennerini regarding construction of the enclosed walkway, which had also been discussed during the project team meeting. The bid submitted to the project team was for \$526,000. The amount of this proposal is significantly greater than the estimated construction budget as recently established for the enclosed walkway by Gilbane. Gennarini's proposal will be discussed at a subsequent building committee meeting.

Ms. Marshall and the project team will schedule a meeting with the Town Attorney immediately to address the letter from Robinson & Cole LLP.

Mr. Dunn made a motion to empower the Chair (pending communications with the Town Attorney) to put the enclosed walkway out for bid at the earliest possible date. Ms. Marshall seconded the motion. The motion passed unanimously, 3:0

Ms. Marshall informed the committee's members and the public of the potential need for a special meeting, which would be schedule in early March.

New Business

None

Old Business

None

Public Comment

None

Adjournment

Mr. Dunn made a motion to adjourn the meeting at 7:50 p.m.

Mr. White seconded the motion.

The motion passed unanimously, 3:0

Respectfully Submitted,
OHS Building Committee