

# **PUTNAM BOARD OF EDUCATION**

## **Curriculum Committee Work Session Minutes Wednesday, January 25, 2017 Putnam High School Conference Room 15**

The Putnam Board of Education's Curriculum Sub Committee met on Wednesday, January 25, 2017 at 4:30 P.M. in the Conference Room of the Board of Education Office.

Committee Members Present: Carrie Blackmar, Marieanne Viens

Committee Members Absent: Jeannie Dodd, Mary Kozlowski

Others Present: Donna Maynard, Curriculum Director, Jackie Vetovec, PHS Principal

Carrie Blackmar called the meeting to order at 4:37 P.M.

Marianne Viens proposed a motion to accept the revisions to the high school courses as discussed, would bring them to the full Board at the February meeting to warn for adoption. It was seconded by Carrie Blackmar.

Jackie stated that the courses were brought forward as surveys from students in grades 7-9 indicated that they would like more career and technical courses with hands-on experiences. There are four Career Pathways that will be covered. They are: Business Management, Manufacturing, Engineering and Health Careers. Adding courses is twofold. The Perkins Audit resulted in a recommendation to add pathways and its funding is contingent upon course offerings and testable areas. There must be at least two courses in each in order to qualify. These courses align with QVCC and, if approved by QVCC, students would be able to be dually enrolled. If not, courses will be run as a high school class. These classes would increase elective offering while not competing as some of the second semester current offerings would not be available as would some outdated courses be looked at to possible drop (i.e. Microsoft Office). Courses are very popular and would not have difficulty getting filled.

Discussions on the courses are as follows:

- Blueprint Reading-This is one of two courses in the Manufacturing Pathway. It would be a new course open to students in grades 10-12.
- Introduction to CAD-This course would replace the current CAD program, add AutoCAD software to the curriculum and be open to students in grades 10-12 for the Engineering Pathway.
- Introduction to Engineering-A second course in the Engineering Pathway, this course would be open to students in grades 11-12 as it is a more difficult class and students must be able to do higher level math.
- Manufacturing Math-As a part of the Manufacturing Pathway, this course would help students in grades 11-12 satisfy a math requirement as well fulfill one of the course requirements for a QVCC.
- Introduction to Business-This introductory course is open to students in grades 10-12 and help students explore options in the business field. Currently the same type of course is being run with popularity in the Health Career Pathway. Ultimately, this would lead to job shadowing and externships in the future.
- Financial Accounting-Another Business course open to grade 11-12 students. Accounting has been taught in the past, but this one will focus on businesses.

At present, the high school loses students to Ellis Technical School because Putnam has not been able to offer competitive course listings. This is an effort to bring more courses that students want and to help them enter the workforce or be college ready upon graduation.

Meeting adjourned at 5:29 PM.

Submitted by Donna Maynard, Curriculum Director

**Putnam Public Schools**  
**Revisions to an Existing Course Proposal**

**Instructor:** Any Math Teacher  
**Course Title:** Consumer Math  
**Course Level:** CP  
**Credits, If Applicable:** ½ credit  
**Prerequisites:** None  
**Grade Level:** 11<sup>th</sup> – 12<sup>th</sup> grade student

**Proposal:** This course already exists as a full year course. It is being changed from a full year (1 credit course) to a half year course to allow for more flexibility in the students' scheduling. This course will also satisfy the additional graduation credit requirements for students beginning with the entering class of 2017. In 2017, students will be required to graduate with four math credits versus the three math credits as in the past. This course helps students to understand financial situations, pitfalls of credit issues, and planning for their financial future.

**Course Description:** This course is designed for juniors or seniors who do not wish to pursue more college prep math, but do want to continue with a mathematic sequence. It is specifically intended to help students with personal finances and other financial considerations they will face after graduation.

**Goals of the course/Unit topics:**

1. EXPLORING CAREERS
2. INCOME
3. HOUSING
4. BUDGETS
5. TRANSPORTATION
6. BANKING
7. INSURANCE
8. TRAVEL AND LEISURE

**Number and Group of Students Served:**

Approx. 15 – 20 per class

**Estimated Costs:**

*Staffing:* One Math Certified Teacher

*Staff Training:* None

*Start-Up Material Costs:* None

**Putnam Public Schools  
New Course Proposal**

**Instructor:** Shane Donahue (Math Teacher)  
**Course Title:** Applied Mathematics: Essentials of Economics  
**Course Level:** CP  
**Credits, If Applicable:** ½ credit  
**Prerequisites:** Algebra I, Geometry, Algebra II  
**Grade Levels:** 11-12

**Proposal:** This course would be intended students interested in the study of economics. It will prepare students for the study of economics after graduation. As the state moves to a four year math requirement, this course would offer students an additional option and it allows for greater flexibility in a student's schedule.

**Course Description:** This course is intended as an overview of economics. Think of it as an informed-citizen's guide to the economy and to economic ideas. Economics is at its core a theoretical discipline, and one goal of the course is to give you a working knowledge of the basic theory and the beginnings of an economic intuition. We will cover topics ranging from the environment to personal finances, from the economics of organ transplants to the workings of the Federal Reserve. But you will see that many of the same basic ideas will be applicable to all these areas. One important theme for the course is that understanding economics makes you see the world differently — and that many of people's intuitions about how the social world works are flat-out wrong.

**Goals of the course/Unit topics:**

A general introduction to micro- and macro-economics. Economic concepts to be taught include opportunity costs, demand and supply, incentives, comparative advantage, inflation and employment policies, balance of international payments, and economic growth.

**Number and Group of Students Served:**

Approx. 15 – 20 per class

**Estimated Costs:**

*Staffing:* Mr. Donahue (one math teacher)

*Staff Training:* Professional Development Workshops (not to exceed two hundred dollars)

*Start-Up Material Costs:* Textbooks (20 x \$150 = \$3000)

**Putnam Public Schools  
New Course Proposal**

**Instructor:** Amy Beth St. Martin  
**Course Title:** Financial Accounting  
**Course Level:** College Prep  
**Credits, If Applicable:** ½ Credit  
**Prerequisites:** None

**Proposal:** This class will provide partial fulfillment to our students who choose the PHS Business Pathway. This new class will qualify for continued PHS Perkins funding. This class will be taught in coordination with QVCC and upon successful completion of the course; students will be eligible to receive QVCC course credit. This basic level Financial Accounting course is one of the two courses in the Business Pathway (the second course is Introduction to Business). Based upon ongoing communication with local businesses and the PBA, the skills learned in the Business Pathway would allow students to enter the workforce directly being more prepared for a career in any business field, or they could attend a community college with earned college credit, applying the credit to a certificate or associates degree in accounting, administrative skills and business administration.

**Course Description:**

A course in business, designed to provide an overall view of Accounting and Business.

**Goals of the course/Unit topics:**

At the successful conclusion of the course students should be able to:

- Demonstrate an understanding of the terms, concepts, practices and Generally Accepted Accounting Principles for corporations
- Understand and design accounting systems that incorporate concepts of internal controls
- Define the accounting cycle and apply this knowledge to the recording of business transactions
- Understand the organization and operating of corporations
- Understand the accounting for cash, inventory, accounts receivable, long term assets, liabilities and equity
- Be able to understand and prepare financial statements for a corporation
- Be able to analyze financial statements and interpret changes in financial position
- Use “the language of business” to communicate financial information in the course, in other course, and in a career
- Improve analytical and critical thinking skills in order to apply the principles of accounting effectively in real world settings

**Number and Group of Students Served:**

Approx. 15 – 20 per class (10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade)

**Estimated Costs:**

*Staffing:* Amy Beth St. Martin

*Staff Training:* Quinebaug Valley Community College (QVCC)

*Start-Up Material Costs:* Warren, Reeves, Duchac, Financial and Managerial Accounting, 13th Edition. South-Western, Cengage Learning 2014 (20 x \$375 = \$7500) and Calculator (20 x \$32 = \$640)

**Putnam Public Schools**  
**Revisions to an Existing Course Proposal**

**Instructor:** Any Math Teacher

**Course Title:** Finite

**Course Level:** CP

**Credits, if Applicable:** ½ credit

**Prerequisites:** Algebra I, Geometry, Algebra II

**Grade Levels:** 11-12

**Proposal:** This course is currently taught as a full year offering. It is being changed from a full year (1 credit course) to two half year courses (Finite and Statistics) to allow for more flexibility in the students' scheduling. This course will also satisfy the additional graduation credit requirements for students beginning with the entering class of 2017. In 2017, students will be required to graduate with four math credits versus the three math credits as in the past. This course allows students to reinforce and polish their skills in a course that prepares them for college freshmen math.

**Course Description:** This course is designed to focus on a continuation of Algebra beyond Algebra II in the mathematics sequence. The goal is to fully prepare students for college Algebra and a continued pursuit of math/science topics in college.

**Goals of the course/Unit topics:**

1. Quadratics
2. Matrices
3. Polynomial Functions
4. Exponential and Logarithmic Equations
5. Trigonometry

**Number and Group of Students Served:**

Approx. 15 – 20 per class

**Estimated Costs:**

*Staffing:* One Math Teacher

*Staff Training:* None

*Start-Up Material Costs:* None

**Putnam Public Schools**  
**Revisions to an Existing Course Proposal**

**Instructor:** Gerald Mailhot

**Course Title:** Introduction to CAD (the existing PHS course, Computer Aided Design 1 is being revised to meet QVCC concurrent status)

**Course Level:** 10-12

**Credits, If Applicable:** 1/2 credit

**Prerequisites:** none

**Proposal: Proposal:** The existing CADD course is being revised and if approved, will provide partial fulfillment to our students who choose the PHS Engineering and Technology Pathway. This new class will qualify for continued PHS Perkins funding. This class will be taught in coordination with QVCC and upon successful completion of the course; students will be eligible to receive QVCC course credit. This basic level CAD course is one of the two courses in the Engineering and Technology Pathway (the second course is Intro to Engineering). Based upon ongoing communication with local manufacturing and engineering firms, the skills learned in the Engineering and Technology Pathway would allow students to enter the workforce directly being more prepared for a career in manufacturing or similar, or they could attend a community college with earned college credit, applying the credit to a certificate or associates degree in manufacturing, computer aided design or technology studies.

**Course Description:** The class is an introductory CAD course where students would learn the techniques of generating graphic images with computers. Topics that students would learn include: overview of CAD technology, computer technology, hardware / software descriptions and requirements, file manipulation and management, two and three-dimensional geometric construction, symbol library creation, dimensioning, scaling, sectioning, plotting, detail and assembly drawing including tolerance studies.

**Goals of the course/Unit topics:**

- Demonstrate an understanding of the use of AutoCAD commands
- Demonstrate an ability to create two-dimensional orthographic projections
- Demonstrate an ability to create isometric and oblique pictorial drawings
- Demonstrate an ability to create multi-view drawings
- Demonstrate an understanding of the creation of working drawings with CAD software

**Number and Group of Students Served:**

Approx. 15 – 20 per class (10 – 12<sup>th</sup> grade)

**Estimated Costs:**

*Staffing:* Existing staff, revising current class schedule

*Staff Training:* Collaboration with QVCC instructors

*Start-Up Material Costs:* Text books (Qty 20) Autocad & Its Applications: Comprehensive (2013) by Shumaker et al.  
\$125.00 x 20 = \$2500

Additional Text (if available): Handout by R. Greenlee (Qty 2) = \$100

**Putnam Public Schools  
New Course Proposal**

**Instructor:** Gerald Mailhot

**Course Title:** Introduction to Engineering

**Course Level:** QVCC, 11-12

**Credits, If Applicable:** 1/2 credit

**Prerequisites:** Algebra 1 and 2, Geometry

**Proposal:** This course will provide partial fulfillment to our students who choose the PHS Engineering and Technology Pathway. This new class will qualify for continued PHS Perkins funding. This class will be taught in coordination with QVCC and upon successful completion of the course; students will be eligible to receive QVCC course credit. This basic level Introduction to Engineering course is one of the two courses in the Engineering and Technology Pathway (the second course is Intro to CAD). Based upon ongoing communication with local manufacturing and engineering firms, the skills learned in the Engineering and Technology Pathway would allow students to enter the workforce directly being more prepared for a career in manufacturing or similar, or they could attend a community college with earned college credit, applying the credit to a certificate or associates degree in manufacturing, computer aided design or technology studies.

**Course Description:**

Students will be introduced to the fields of engineering through design and graphics and comprehensive engineering projects. Topics include sketching, charts, graphs, forces, energy, electrical circuits, mechanisms, materials testing, manufacturing technologies and fundamentals of engineering economics.

**Goals of the course/Unit topics:**

The student who completes this course will be able to:

- Understand different types of engineering fields and their functions
- Demonstrate data acquisition and documentation skills
- Understand and implement the design process
- Explain engineering systems through mechanics, thermodynamics, fluid mechanics and heat transfer
- Determine engineering reliability
- Demonstrate basic problem solving techniques to engineering systems
- Recognize, analyze, and solve problems involving ideal and real processes such as turbines, pumps, heat exchangers, and compressors

**Number and Group of Students Served:**

Approx. 15 – 20 per class (11 – 12<sup>th</sup> grade)

**Estimated Costs:**

*Staffing:* Existing staff, revising current class schedule.

*Staff Training:* Collaboration with QVCC instructors

*Start-Up Material Costs:* Textbooks (Qty 20) Introduction to Engineering Analysis, 6th edition, by Kirk Hagen \$90 x 20 = \$1800.

**Putnam Public Schools  
New Course Proposal**

**Instructor:** Amy Beth St. Martin  
**Course Title:** Introduction to Business  
**Course Level:** College Prep  
**Credits, If Applicable:** ½ Credit  
**Prerequisites:** None

**Proposal: Proposal:** This class will provide partial fulfillment to our students who choose the PHS Business Pathway. This new class will qualify for continued PHS Perkins funding. This class will be taught in coordination with QVCC and upon successful completion of the course; students will be eligible to receive QVCC course credit. This basic level Introduction to Business course is one of the two courses in the Business Pathway (the second course is Financial Accounting). Based upon ongoing communication with local businesses and the PBA, the skills learned in the Business Pathway would allow students to enter the workforce directly being more prepared for a career in any business field, or they could attend a community college with earned college credit, applying the credit to a certificate or associates degree in accounting, administrative skills and business administration.

**Course Description:**

A basic course in business, designed to provide an overall view of the ownership patterns, structure, and essential operations of business organizations.

**Goals of the course/Unit topics:**

At the successful conclusion of the course students should be able to:

- Understand the relationship of business to society and to the individual
- Define and apply standards of ethical behavior in business, and derive a code of ethics and apply it to business decisions
- Understand and appreciate the contemporary business environment
- Understand how to make business decisions and to implement management decisions in an organization
- Understand the basic principles of marketing and consumer behavior
- Have a basic understanding of management techniques including financial analysis, risk management, and legal principles

**Number and Group of Students Served:**

Approx. 15 – 20 per class (10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade)

**Estimated Costs:**

*Staffing:* Amy Beth St. Martin

*Staff Training:* Quinebaug Valley Community College (QVCC)

*Start-Up Material Costs:* BUSN (w/Access Card) Edition: 9<sup>th</sup> Author: Kelly, ISBN: 9781305497320,  
Copyright Year 2017, Cengage Learning (20 x \$75.00 = \$1500 at Booksamillion)



**Putnam Public Schools**  
**Revisions to Existing Course Proposal**

**Instructor:** Ruth Bosco  
**Course Title:** Lost Civilizations  
**Course Level:** CP, Honors  
**Credits, If Applicable:** .5  
**Prerequisites:** None

**Proposal:**

In an effort to create a more globalized Social Studies curriculum as well as alleviate the issue of large class sizes, the Social Studies Department would like to offer a series of World History Elective courses, starting with World Religions, Lost Civilizations and The World Since 1914 beginning in the 2017-2018 school year. In order to efficiently field a roster of students who will be successful in this course, and in order to make students more successful at other levels of learning in Social Studies, we are recommending changing the way in which a student progresses through our course offerings.

The following chart depicts the changes we would like to make:

By 2019-2020 Proposed Realign	2016-2017 Current Flow
<b>Freshman Year:</b> World History <b>Sophomore Year:</b> AP U.S. Government or Civics <b>Junior Year:</b> AP US History, US History or AP European History <b>Senior Year:</b> AP US History or AP European History	<b>Freshman Year:</b> Civics <b>Sophomore Year:</b> AP U.S. Government or World History <b>Junior Year:</b> AP US History, US History or AP European History <b>Senior Year:</b> AP US History or AP European History

Grade	2017-2018	2018-2019	2019-2020	2020-2021
Freshmen	Civics	World History Electives	World History Electives	World History Electives
Sophomores	World History Electives	World History Electives	Civics	Civics
Juniors	U.S. History OR AP U.S.	U.S. History OR AP Euro	U.S. History OR AP U.S.	U.S. History OR AP Euro
Seniors	Social Studies Electives OR AP U.S.	Social Studies Electives OR AP Euro	Social Studies Electives OR AP U.S.	Social Studies Electives OR AP Euro

This progression seems to make more sense than the current flow for the following reasons:

1. Students will have more opportunities to engage in classes focused on the global community:

- Students who currently enroll in AP U.S. Government do not have an opportunity to take any courses that are not focused on The United States
- As we progress as a society, it is imperative to have knowledge of cultures and histories that reach beyond those in the United States and emphasizes diversity.
- Students who have a solid understanding of the various global cultures that make up the United States will have a greater understanding of the issues that are discussed in their Civics and U.S. History courses

2. More choices will create higher student engagement as well as smaller class sizes, making PHS more competitive with surrounding schools while allowing students the opportunity to gain a greater understanding of the world around them.

### **Course Description:**

In this course, students will study the emergence of the major civilizations of the ancient world, beginning with Mesopotamia and finishing with the Incas in South America. We will pay special attention to how societies evolved across this expanse of time—from fragmented and primitive agricultural communities to more advanced and consolidated civilizations. To do this, we will rely upon textbook readings to provide historical overviews of particular civilizations and then utilize primary-source documents to illuminate the unique features of these individual societies. By the end of the course, students will possess a thorough understanding of important overarching social, political, religious, and economic themes in the ancient world. Students will also understand how many aspects of these ancient civilizations continue to remain relevant in today's world.

### **Goals of the course/Unit topics:**

#### **Goals**

Students will be able to...

- Examine the relationship between people and their governments.
- Examine the impact of various aspects of culture that have diffused globally such as religion or language.
- Analyze how Ancient civilizations have shaped modern day culture

#### **Units:**

- Mesopotamia
- Ancient Egypt
- Ancient Rome
- Ancient Greece
- Ancient China
- Aztecs, Incas and Mayans

### **Number and Group of Students Served:**

Approx. 15 – 20 per class (9<sup>th</sup> – 10<sup>th</sup> grade)

### **Estimated Costs:**

*Staffing:* No additional staffing costs

*Staff Training:* No additional training necessary

*Start-Up Material Costs:* No additional costs (our current World History textbooks cover these topics)

**Putnam Public Schools  
New Course Proposal**

**Instructor:** Math Teacher  
**Course Title:** Manufacturing Math  
**Course Level:** (College Prep)  
**Credits, If Applicable:** ½ Credit  
**Prerequisites:** Algebra 1, Geometry  
**Grade Levels:** 11-12

**Proposal:** This class will provide partial fulfillment to our students who choose the PHS Manufacturing Pathway. This new class will qualify for continued PHS Perkins funding. This class will be taught in coordination with QVCC and upon successful completion of the course; students will be eligible to receive QVCC course credit. This basic level manufacturing course is one of the two courses in the Manufacturing Pathway (the second course is Blueprint Reading). Based upon ongoing communication with local manufacturing firms, the skills learned in the Manufacturing Pathway would allow students to enter the workforce directly being more prepared for a career in manufacturing, or they could attend a community college with earned college credit, applying the credit to a certificate or associates degree in manufacturing (Lean Manufacturing or Plastics).

**Course Description:** This is an initial course in manufacturing. It is a study of arithmetic and trigonometric operations applied to manufacturing circumstances. The following geometric entities are studied in detail: the circle, regular and irregular polygons, the right triangle and oblique triangles. The application of angular arithmetic including the study of: angle decimal conversion, the Pythagorean Theorem, Sine, Cosine, and Tangent functions, and the Law of Sines and Law of Cosines.

**Goals of the course/Unit topics:**

Upon completion of this course the student will be able to:

- Add, Subtract, Multiply and divide angles.
- Convert degrees to decimal degrees and conversely
- Identify regular polygons and calculate the angles and sides of irregular polygons.
- Compute the length of any side of a right triangle using the Pythagorean Theorem.
- Understand the circle and its parts and apply them to manufacturing related circumstances.
- Write sine, cosine and tangent ratios for any angle.
- Calculate unknown sides and angles for right triangles
- Perform Sine Bar calculations.
- Use auxiliary lines to form right triangles to solve problems.
- Solve oblique triangle problems using the Law of Sines.
- Solve for the sides and angles of oblique angles using the Law of Cosines

**Week by Week Topics of Study:**

1. Fractions: Addition/ subtraction; Multiplication/Division
2. Operations with decimals, converting fractions to decimals
3. Continue operations with decimals, intro to Ratio and Proportions
4. Solve proportions, and proportion equations

5. Solve Right triangles using Pythagorean Theorem
6. Intro to Trigonometric Ratios
7. Solve triangles using trigonometric ratios
8. Apply the Law of Sines to Triangles
9. Additional Trig problems
10. Solve Simple Machine Applications, Find Areas of Quadrilaterals
11. Absolute and Incremental Positioning, Polar Coordinates
12. Find the Area of Circles, Triangles, and Cylinders
13. Find Volumes
14. Solve Compound Angles
- 15-16 Review and Exam

**Number and Group of Students Served:**

Approx. 15 – 20 per class

**Estimated Costs:**

*Staffing:* 1 Teacher

*Staff Training:* Collaboration with QVCC instructors/possible professional development that will not exceed \$200.

*Start-Up Material Costs:* 20 Textbooks x \$125 = \$2500

**Putnam Public Schools**  
**Revisions to an Existing Course Proposal**

**Instructor:** Any Math Teacher  
**Course Title:** Probability and Statistics  
**Course Level:** CP  
**Credits, if Applicable:** ½ credit  
**Prerequisites:** Algebra I, Geometry  
**Grade Levels:** 11-12

**Proposal:** This is a half year introductory, non-calculus based course in statistics. The pre-existing full year Finite course is being changed from a one credit course to two half year courses (Finite and **Prob/Statistics**). This allows for more flexibility in the students' scheduling. This course will also satisfy the additional graduation credit requirements for students beginning with the entering class of 2017. In 2017, students will be required to graduate with four math credits versus the three math credits as in the past. This course allows students to reinforce and polish their skills in a course that prepares them for college freshmen math and students are exposed to four conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference.

**Course Description:** This course focuses on basic levels of statistics and probability such as methods of summarizing data, measures of central tendency and dispersion, correlation, linear regression, confidence testing and basic probability will be taught.

**Goals of the course/Unit topics:**

1. Summarizing Data
2. Measures of Central Tendency
3. Linear Regression
4. Probability
5. Confidence Testing

**Number and Group of Students Served:**

Approx. 15 – 20 per class

**Estimated Costs:**

*Staffing:* One Math Teacher

*Staff Training:* None

*Start-Up Material Costs:* None

**Putnam Public Schools**  
**Revisions to Existing Course Proposal**

**Instructor:** Ruth Bosco

**Course Title:** The World Since 1914

**Course Level:** CP, Honors

**Credits, If Applicable:** .5

**Prerequisites:** None

**Proposal:**

In an effort to create a more globalized Social Studies curriculum as well as alleviate the issue of large class sizes, the Social Studies Department would like to offer a series of World History Elective courses, starting with World Religions, Lost Civilizations and The World Since 1914 beginning in the 2017-2018 school year. In order to efficiently field a roster of students who will be successful in this course, and in order to make students more successful at other levels of learning in Social Studies, we are recommending changing the way in which a student progresses through our course offerings.

The following chart depicts the changes we would like to make:

By 2019-2020 Proposed Realign	2016-2017 Current Flow
<b>Freshman Year:</b> World History <b>Sophomore Year:</b> AP U.S. Government or Civics <b>Junior Year:</b> AP US History, US History or AP European History <b>Senior Year:</b> AP US History or AP European History	<b>Freshman Year:</b> Civics <b>Sophomore Year:</b> AP U.S. Government or World History <b>Junior Year:</b> AP US History, US History or AP European History <b>Senior Year:</b> AP US History or AP European History

Grade	2017-2018	2018-2019	2019-2020	2020-2021
Freshmen	Civics	World History Electives	World History Electives	World History Electives
Sophomores	World History Electives	World History Electives	Civics	Civics
Juniors	U.S. History OR AP U.S.	U.S. History OR AP Euro	U.S. History OR AP U.S.	U.S. History OR AP Euro
Seniors	Social Studies Electives OR AP U.S.	Social Studies Electives OR AP Euro	Social Studies Electives OR AP U.S.	Social Studies Electives OR AP Euro

This progression seems to make more sense than the current flow for the following reasons:

1. Students will have more opportunities to engage in classes focused on the global community:

- Students who currently enroll in AP U.S. Government do not have an opportunity to take any courses that are not focused on The United States
- As we progress as a society, it is imperative to have knowledge of cultures and histories that reach beyond those in the United States
- Students who have a solid understanding of the various global cultures that make up the United States will have a greater understanding of the issues that are discussed in their Civics and U.S. History courses

2. More choices will create higher student engagement as well as smaller class sizes, making PHS more competitive with surrounding schools while allowing students the opportunity to gain a greater understanding of the world around them.

### **Course Description:**

This course will study the political, economic, social and cultural development of the world from the outbreak of the First World War to the present. It will investigate the effects of World War I, the Russian Revolution, the rise of Totalitarianism, the swan song of Imperialism, World War II, de-colonization, the Cold War, national liberation wars and super-power rivalry, the demise of Communism and the realignment of the post-Cold-War world. It will also attempt to assess the impact of these and other subjects upon today's world.

### **Goals of the course/Unit topics:**

#### **Goals**

Students will be able to...

- Analyze the cause and effect relationship of historical events on the modern world
- Evaluate the effectiveness of passive and active resistance
- Determine historical patterns that are still present in today's society

#### **Units:**

- World War I
- The 1920s & 30s – Global Depression
- World War II
- The Rise of Communism
- The Cold War
- Imperialism and De-Colonization
- Human Rights Conflicts

### **Number and Group of Students Served:**

Approx. 15 – 20 per class (9-10<sup>th</sup> grade)

### **Estimated Costs:**

*Staffing:* No additional staffing costs

*Staff Training:* No additional training necessary

*Start-Up Material Costs:* No additional costs (our current World History textbooks cover these topics)

**Putnam Public Schools  
Revisions to Existing Course Proposal**

**Instructor:** Ruth Bosco  
**Course Title:** World Religions  
**Course Level:** CP, Honors  
**Credits, If Applicable:** .5  
**Prerequisites:** None

**Proposal:**

In an effort to create a more globalized Social Studies curriculum as well as alleviate the issue of large class sizes, the Social Studies Department would like to offer a series of World History Elective courses, starting with World Religions, Lost Civilizations and The World Since 1914 beginning in the 2017-2018 school year. In order to efficiently field a roster of students who will be successful in this course, and in order to make students more successful at other levels of learning in Social Studies, we are recommending changing the way in which a student progresses through our course offerings.

The following chart depicts the changes we would like to make:

By 2019-2020 Proposed Realign	2016-2017 Current Flow
<b>Freshman Year:</b> World History <b>Sophomore Year:</b> AP U.S. Government or Civics <b>Junior Year:</b> AP US History, US History or AP European History <b>Senior Year:</b> AP US History or AP European History	<b>Freshman Year:</b> Civics <b>Sophomore Year:</b> AP U.S. Government or World History <b>Junior Year:</b> AP US History, US History or AP European History <b>Senior Year:</b> AP US History or AP European History

Grade	2017-2018	2018-2019	2019-2020	2020-2021
Freshmen	Civics	World History Electives	World History Electives	World History Electives
Sophomores	World History Electives	World History Electives	Civics	Civics
Juniors	U.S. History OR AP U.S.	U.S. History OR AP Euro	U.S. History OR AP U.S.	U.S. History OR AP Euro
Seniors	Social Studies Electives OR AP U.S.	Social Studies Electives OR AP Euro	Social Studies Electives OR AP U.S.	Social Studies Electives OR AP Euro

This progression seems to make more sense than the current flow for the following reasons:

1. Students will have more opportunities to engage in classes focused on the global community:



- Students who currently enroll in AP U.S. Government do not have an opportunity to take any courses that are not focused on The United States
- As we progress as a society, it is imperative to have knowledge of cultures and histories that reach beyond those in the United States
- Students who have a solid understanding of the various global cultures that make up the United States will have a greater understanding of the issues that are discussed in their Civics and U.S. History courses

2. More choices will create higher student engagement as well as smaller class sizes, making PHS more competitive with surrounding schools while allowing students the opportunity to gain a greater understanding of the world around them.

### **Course Description:**

This course will examine living religions, that is, religions which are currently practiced by many people around the world and have a long history. Religions studied are Hinduism, Judaism, Buddhism, Christianity, and Islam. Although each of these faiths began in a particular region of the world, all of them have extended beyond their origins into many cultures and nations. This course will consider religious practices and beliefs in a historical context and inquire into a variety of conflicts in the modern world that are associated with religion. Of each religion, students will study: its beginning, sacred text(s), founder(s), rituals and practices, beliefs, historical importance, and contemporary significance.

### **Goals of the course/Unit topics:**

#### **Goals**

Students will be able to...

- Identify and understand the reasons people follow religious ideology
- Identify and understand various religions and religious cultures
- Examine the impact of various aspects of culture that have diffused globally such as religion or language.

#### **Units:**

- Abrahamic Religions (Judaism, Christianity, Islam)
- Eastern Religions (Hinduism, Buddhism, Sikh, Taoism)
- “Other” Religions (Native American beliefs, etc.)

### **Number and Group of Students Served:**

Approx. 15 – 20 per class (grades 9 - 10)

### **Estimated Costs:**

*Staffing:* No additional staffing costs

*Staff Training:* No additional training necessary

*Start-Up Material Costs:* No additional costs (our current World History textbooks cover these topics)

**Putnam Public Schools  
New Course Proposal**

**Instructor:** Gerald Mailhot

**Course Title:** Blueprint Reading

**Course Level:** QVCC Pathway, 10-12

**Credits, If Applicable:** 1/2 credit

**Prerequisites:** none

**Proposal:** This class will provide partial fulfillment to our students who choose the PHS Manufacturing Pathway. This new class will qualify for continued PHS Perkins funding. This class will be taught in coordination with QVCC and upon successful completion of the course; students will be eligible to receive QVCC course credit. This basic level Blueprint Reading course is one of the two courses in the Manufacturing Pathway (the second course is Math for Manufacturing). Based upon ongoing communication with local manufacturing firms, the skills learned in the Manufacturing Pathway would allow students to enter the workforce directly being more prepared for a career in manufacturing, or they could attend a community college with earned college credit, applying the credit to a certificate or associates degree in manufacturing (Lean Manufacturing or Plastics).

**Course Description:** This is an initial course in blueprint reading. It includes the study of orthographic projection. Topics include lines and their uses, auxiliary views, sectional views, basic and special dimensioning, dimensioning practices for holes, chamfers, angle, tapers, keyways diameters, radii, and geometric tolerancing.

**Goals of the course/Unit topics:**

- Read basic blueprints.
- Identify Lines.
- Identify abbreviations, symbols and terminology on working drawings.
- Interpret basic orthographical projections.
- Calculate basic dimensions.
- Interpret sectional views encountered by individuals in the machine trades.
- Interpret basic geometric, dimensioning and tolerance standards.

**Number and Group of Students Served:**

Approx. 15 – 20 per class (10– 12<sup>th</sup> grade)

**Estimated Costs:**

*Staffing:* Existing staff, revising current class schedule.

*Staff Training:* Collaboration with QVCC instructors

*Start-Up Material Costs:* Text books (Qty 20) Interpreting Engineering 8<sup>th</sup> edition Theodore Branoff 2016  
20 x \$148.00 = \$2960