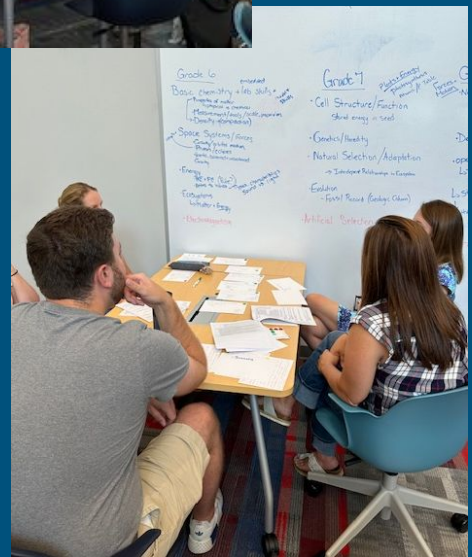


Summer Curriculum Work Summary

August, 2024
New Fairfield Public Schools





Grade 6

- Basic characteristics of life (e.g., growth, development, reproduction, response to environment, homeostasis)
- Spore Systems/Forms
- Energy Flow
- Evolution
- Artificial Selection

Grade 7

- Cell Structure/Function
- Genetics/Heredity
- Natural Selection/Adaptation
- Evolution (First Fossil Evidence of Evolution)
- Artificial Selection

Project Summary

Summer Projects: 11 projects

Staff Participants / Contributors: 60 staff members

Total Summer Work Days: 209 days

NFPS Strategic Plan

Curriculum



HOW STUDENTS LEARN

- Professional Learning Sessions
- Student Voice / Focus Groups



SYSTEMS & STRUCTURES

- Curriculum Framework / Criteria / Guidebook
- Curriculum Design Cycle (5-Year Map)
- Electronic Curriculum Platform



IMPLEMENTATION

- Stage 1 / Transfer Goals - All Disciplines
- Full Curriculum Model - PreK-12 Science
- Standards Review / Research - Social Studies

Instruction



INSTRUCTIONAL PRACTICES

- Professional Learning Sessions
- Professional Resource E-Warehouse
- AI Work Group



VISION OF THE LEARNER

- VoL Competency Continuum
- Assured Experiences w/Student Work
- Student Self-Assessment & Feedback

Wellness



MOVEMENT

- Professional Learning Sessions
- Flexible Use of Space
- Outdoor Learning Spaces
- School-Based Movement programs



THE WHOLE STUDENT

- Developmental Guidance Program (Grades 9-12)
- PreK-12 Social Emotional Resource Selection
- Multi-Tiered Supports (SEL / Behav) Framework



COMMUNITY OUTREACH

- Family Education / Outreach Series
- Student Leadership Groups / Unified Programs
- District Staff Wellness Committee

Summer Curriculum Projects, 2024

| |
|-------------------------------------|
| Curriculum Design (UbD) Institute |
| PreK-12 Science Curriculum |
| PreK-12 Social Studies Curriculum |
| NFPS Vision of the Learner |
| Wellness Family Education Resources |
| Developmental Guidance Curriculum |

| |
|---|
| K-5 Literacy - Bookworms Resource |
| NFMS Unified Arts Course Offerings |
| Intermediate Algebra (grade 9) |
| ELC Bridges Mathematics Professional Learning |
| K-5 Zones of Regulation |



Curriculum



Instruction



Wellness

Curriculum - Curriculum Design Institute



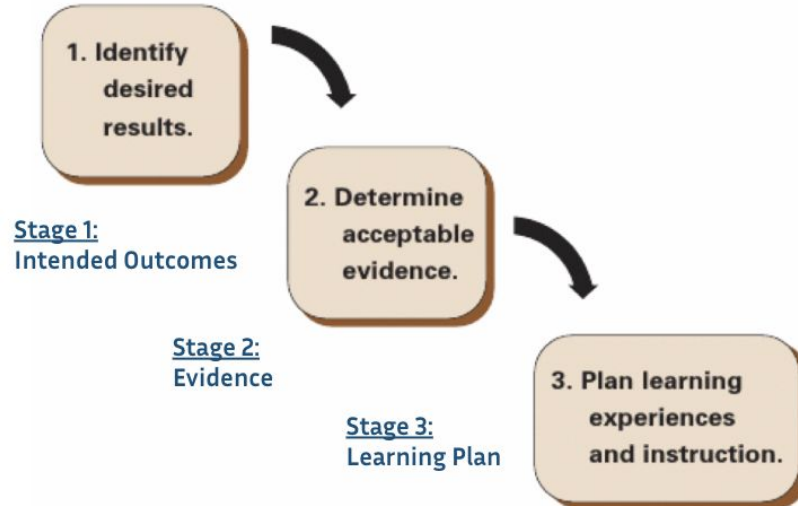
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IMPLEMENTATION

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- Standards Review / Research - Social Studies






NEW FAIRFIELD PUBLIC SCHOOLS

| | | |
|--------------------|-------------------------|--------------|
| Unit Title: | Curriculum Area: | |
| Course | Grade: | Time: |

Overview / Storyline:

About the Student:

STAGE ONE: INTENDED OUTCOMES

| Standards | Transfer Goal(s) | |
|---|--|-------------------------------------|
| <i>This curriculum is aligned with:</i> | <i>Students will use their learning to ...</i> | |
| Priority Content Standards | Meaning | |
| | Enduring Understandings (EUs) | Essential Questions (EQs) |
| | <i>Students will understand that ...</i> | |
| Practice Standards (as applicable) | Acquisition | |
| | Knowledge | Skills |
| | <i>Students will know ...</i> | <i>Students will be able to ...</i> |
| | NFPS Vision of a Learner Competencies  | |





New Fairfield Public Schools Curriculum Unit Design Criteria - REFLECTION Tool

Curriculum Area / Course Title:

Grade Level:

Unit Title:






Date:

| Unit Overview | Reflection Notes |
|---|------------------|
| The <i>unit overview</i> concisely tells the "story" of the unit in terms of content and concepts. | Strengths |
| | Areas for Growth |
| | Questions |
| " <i>About the student</i> " provides unit-relevant insights regarding how students learn, prior knowledge, and/or misconceptions. | Strengths |
| | Areas for Growth |
| | Questions |
| The unit makes connections to competencies of the NFPS <i>Vision of the Learner</i> . | Strengths |
| | Areas for Growth |
| | Questions |
| Stage I - Intended Outcomes | Reflection Notes |
| Standards <i>Standards</i> from current national or state curriculum standards are prioritized and aligned to the core concepts and learning (e.g., the essence) of the unit. | Strengths |
| | Areas for Growth |
| | Questions |
| <i>Standards</i> balance "content" and "practice" standards (if applicable). | Strengths |
| | Areas for Growth |
| | Questions |



VISION OF THE LEARNER

- VoL Competency Continuum
- Assured Experiences w/Student Work
- Student Self-Assessment & Feedback

| Knowledgeable Scholars | Talented Communicators | Critical & Creative Thinkers | Engaged Global Citizens | Self-determined & Self-reliant Individuals |
|--|---|--|--|---|
|  |  |  |  |  |
| <p>Pursue their interests and make meaning while developing a depth of background knowledge in all of the core academic domains as well as in life skills such as financial literacy, that they can use to solve problems and succeed in life.</p> | <p>Read, write, listen, speak, create and view skillfully, critically and confidently. They can adapt their style and message for a variety of purposes, situations and audiences. As a result, they have strong relationship skills and can collaborate well. They can manage conflict confidently and respectfully.</p> | <p>Access, evaluate and apply information to solve problems, pursue their curiosities and make decisions. They will grow their creativity through experiences within the fine and performing arts which will further support their ability to think critically and creatively.</p> | <p>Learn about the history of their local community, our country and other countries around the world to understand the value and unique principles of our American democracy. They learn what other cultures are like so that they can understand, respect and embrace diversity, be socially aware, be kind, compassionate, empathetic and respectful. They obtain information from multiple, reliable sources and use it to be active, civic-minded participants within and beyond their community.</p> | <p>Set goals, persevere, and reflect as they learn to understand and regulate their emotions and reactions, which will foster their overall health, wellness and mindfulness. Through this they will become intentional, resilient, independent and most importantly, self-reliant.</p> |

| KNOWLEDGEABLE SCHOLARS DRAFT | |
|---|---|
| Performance Dimension | Indicators |
| <p style="text-align: center;">Curiosity</p> | <ul style="list-style-type: none"> • Asks impromptu and thought-provoking questions • Reads widely and deeply • Seeks new knowledge and skills • Interested in the way others behave, think, and feel |
| <p style="text-align: center;">Resourcefulness</p> | <ul style="list-style-type: none"> • Manages time efficiently • Strategic about finding and leveraging information and necessary resources • Looks for alternatives when faced with a problem rather than giving up or waiting for answers |
| <p style="text-align: center;">Application and Transfer</p> | <ul style="list-style-type: none"> • Solves problems • Accepts failure as part of the learning process • Synthesizes prior knowledge/ skills to assist in current learning • Reflects on their learning and demonstrates persistence • Gets involved in intellectual and creative pursuits |

Wellness - Family Education Resources



COMMUNITY OUTREACH

- Family Education / Outreach Series
- Student Leadership Groups / Unified Programs
- District Staff Wellness Committee



New Fairfield Public Schools
Academic, Social and Personal Excellence

EXPLORE ▾ SCHOOLS ▾ TRANSLATE ▾ 🔍

OUR DISTRICT ▾ QUICK LINKS FOR PARENTS & STUDENTS ▾ BOARD OF EDUCATION ▾ BUDGET INFORMATION ▾ TEACHING & LEARNING ▾ NOTICES ▾

NEW FAIRFIELD PUBLIC SCHOOLS // QUICK LINKS FOR PARENTS & STUDENTS // BACK TO SCHOOL RESOURCES

Back to School Family Resource Links

Elementary
[PRS Back to School](#)
[7 Tips for a Positive Start to the School Year](#)
[Kids Health: Back to School](#)

Middle School
[5 Ways to Soothe Back-to-School Jitters](#)
[15 Questions to Replace "How was your day today?"](#)
[How Can I Help My Kids Develop Good Screen Time Habits?](#)

High School
[How Can I Help My Kids Develop Good Screen Time Habits?](#)
[Digital Habits Check-up](#)
[How Parents Can Support Students Starting High School](#)

Google Slides

Click on the links below for Resources and Tips

[Back to School Family Tips](#)

[Back to School Family Resource Links](#)

Looking Ahead



| | |
|----------------------|----------------------------------|
| August 27th | Professional Learning Day (Full) |
| August 28th | Professional Learning Day (Full) |
| October 4th | Professional Learning Day (Full) |
| November 5th | Professional Learning Day (Full) |
| December 11th | Early Dismissal PL |
| January 29th | Early Dismissal PL |
| March 28th | Professional Learning Day (Full) |
| May 14th | Early Dismissal PL |

