

# Curriculum Committee Meeting

Tuesday, December 12, 2023 3:00 PM

Remote Session

## I. Call to order

## II. Approval of October and November meeting minutes

## III. Program of Studies - Music Course Request

- Review of UConn Early College Experience Course - *MUS1003: Popular Music and Diversity in American Society*

## IV. Overnight field trip request:

International Trip to Greece and Italy - April Break 2025

## V. Curriculum & Instruction Updates:

- Presentation and information on digital literacy and technology goals
  - 3-5 lens
- National Computer Science Week December 6-12, 2023
- Overview of the Social Studies Framework, K-12
  - International Holocaust Remembrance Day school events, Saturday, January 27, 2024

## VI. Next meeting topics:

- Math pilot program at WIS guided by the Tri-State report from 2022-23
- Presentation and information on digital literacy and technology goals
  - 6-8 lens

## VII. Adjournment

## **Curriculum Committee Meeting**

November 8, 2023 at 3:00 p.m.

Via Google Meet

### Present Committee Members:

David Felton, Chad Hoeppe

### Present Administration:

Tina Henckel, Ed.D, Assistant Superintendent; Dan DiVito, Director of Digital Learning and Technology; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Sharon Rodko, HES Librarian; Shelly Rinas, WIS Librarian

## **1. Call to Order**

The meeting called to order at 3:05 p.m.

### Discussion:

Dr. Henckel reviewed the general purpose of the Curriculum Committee meetings and reviewed the virtual meeting norms.

## **2. Approval of October 2023 minutes**

The approval was tabled until the December meeting.

## **3. Information on Digital Literacy & Technology Goals**

### Discussion:

- Ms. Rodko presented on integrating technology in the K-2 curriculum. She reviewed four different sets of standards that the schools must integrate into curriculum and the differences between digital literacy and computer science.
- In her presentation, Ms. Rodko gave examples of how the integration of skills support the Portrait of a Graduate and gave examples of how curriculum is enhanced through technology integration.
- She also reviewed how technology integration aligns with the District Improvement Plan as well as the School Improvement Plan.
- Committee members inquired about parameters for video and technology use as well as safety concerns. Mr. DiVito reviewed how the district responds to different situations concerning safety.

## **4. Next meeting topics**

### Discussion:

Topics for the December meeting will include;

- Information on digital literacy and technology goals through a grade 3-5 lens.
- The pilot math program at WIS guided by the 2023 Tri-State report.

## **5. Adjournment**

Meeting adjourned at 4:27 p.m.

Respectfully submitted,

June Curiano

DRAFT

## **Curriculum Committee Meeting**

October 10, 2023 at 3:00 p.m.

Via Google Meet

### Present Committee Members:

Dr. Bernadette Kingsley (Chairperson), Chad Hoepfner

### Present Administration:

Tina Henckel, Ed.D, Assistant Superintendent; Meghan Conetta, WHS Principal; Laura Kaddis, HES Principal; Beth Lancaster, CIL 6-12 Science & Technology; Elizabeth Morris, CIL, K-12 Performing Arts

## **1. Call to Order**

The meeting called to order at 3:03 p.m.

### Discussion:

Dr. Henckel reviewed the general purpose of the Curriculum Committee meetings and reviewed the virtual meeting norms.

## **2. Approval of September 2023 minutes**

Motion Passed: Move that the Curriculum Committee approve the September 2023 meeting minutes. This motion made by Chad Hoepfner and seconded by Bernadette Kingsley.

**2 Yeas – 0 Nays**

## **3. Overnight field trip approval**

### Discussion:

- Performing Arts CIL Liz Morris presented on the four-day, three-night field trip to Nashville, Tennessee proposed for February 29 to March 3, 2024. She outlined the itinerary and gave highlights of the proposed activities.
- The trip is an opportunity for students to work in a recording studio, to work with other students outside the school setting, as well as get a glimpse of music careers other than just performing.
- The trip is open to any student in a performing ensemble at Weston High School for up to 100 students. Currently there are 13 committed chaperones.
- Dr. Kingsley suggested sharing some of the highlights of the trip at the March Board of Education meeting.

## **4. Presentation from Weston High School on their updates to the Program of Studies for the 2024-2025 school year**

### Discussion:

- WHS Principal Conetta presented on three new course proposals:

- AP Physics II, an algebra-based physics, to replace AP Physics I-C, a calculus-based physics. She explained that WHS will continue to offer an AP Calculus course, and students will still have access to taking the AP Physics I-C exam.
- Digital Electronics, a PLTW course, to replace Computer Integrated Manufacturing course. The proposed course is more of a hands-on course and more relevant to the interests of the WHS students.
- Lastly, an addition of a course that is based on dialectical behavior therapy (DBT) tenets called Wellness Seminar that delves deeper into DBT skills.

## **5. Overview of the Teacher Leader Fellowship Academy (TLFA) sponsored by Weston Education Foundation (WEF)**

Discussion:

- Dr. Henckel reported that a cohort of 16 teachers and administrators are engaging in professional development through Sacred Heart University that focuses on creating connections and a stronger sense of belonging for students, staff and community. Specifically, on creating more joyful and impactful places for teaching and learning. The first meeting focused on leveraging opportunities to redesign the school space, leveraging curriculum design, and ways to integrate the portrait of the graduate K-12 at the elementary school level.

## **6. Update regarding the District’s shift to digital assessment distribution**

Discussion:

- Dr. Henckel reviewed with the committee the shift from physical mailing to digital distribution of NWEA assessments. She explained that the results will be delivered in a secure email with the results in an attachment as well as a cover letter that explains the data points.

## **7. Review and communication of the new kindergarten school year start law**

Discussion:

- Principal Kaddis spoke on the shift in age requirement to start kindergarten. The new law states that a child must be the age of five on or before September 1 of the kindergarten school year.
- She explained that parents will have the opportunity to have an early entrance option for next year. Dr. Henckel also added that the BOE Policy Subcommittee will discuss changes to policy and regulations on appeals for early/late entry to kindergarten.

## **8. Link to Pupil Personnel Services website**

Discussion:

- Dr. Henckel reviewed with the committee that a link is provided on the Pupil Services and Special Education area on the district website that contains the recorded Parent DBT presentation on October 4, 2023.
- Those who missed the meeting but would like to view the recording should navigate to the Pupil Personnel Services & Special Education tab on the right side of the Weston School District website and then scroll down to the “Recordings/Presentations of PPS/Special Education

Meetings” area. Links to recorded meetings/workshops are linked there.

## **9. Next meeting topics**

Discussion:

Dr. Henckel stated that information on the district’s literacy and technology goals would be a topic of discussion for the next meeting.

## **10. Adjournment**

Meeting adjourned at 4:15 p.m.

Respectfully submitted,

June Curiano

DRAFT



## New Course Proposal

*This form must be completed for the course to be considered for the following year's Program of Studies.*

School: WHS	Department: Music		
Name of Course: <b>Popular Music and Diversity in American Society (ECE)</b>			
<input checked="" type="checkbox"/> 1-Year	<input type="checkbox"/> Semester	<input type="checkbox"/> Requirement	<input type="checkbox"/> Elective

### Credits:

<input type="checkbox"/> 2.0	<input type="checkbox"/> 1.5	<input checked="" type="checkbox"/> 1.0	<input type="checkbox"/> 0.5	<input type="checkbox"/> 0.25
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Description as it will appear in the program of studies:

This course is an introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres throughout the 20th and into the 21st century. Students will be encouraged to think critically and creatively about popular music and musicians in contemporary American society with relation to topics of diversity. Students will study historically significant styles of American popular music with a focus on selections that exemplify genres and explore several themes throughout the course:

- the role of popular music as a symbol of identity (race, ethnicity, gender, social class, generation, etc.)
- the interaction of European American, African American and Latin American traditions
- the influence of mass media and technology (printing, recording, radio, video, internet).

How does this course promote rigorous learning and develop 21<sup>st</sup> century skills? How will this course prepare students for their individual Capstone experience? How does this course align to the Portrait of a WPS Graduate?

This course is part of the UCONN ECE for high school students and can be taken for college credit. It requires students to listen to and analyze musical examples and relate them to what they've read in the text and/or discussed in class. Students will complete response questions that relate to listening and to the required reading for each unit. Students may develop an interest in a related field of music for further study. A detailed paper and/or presentation on a popular music of choice within specific guidelines can be used as an artifact for Portrait of the Graduate.

### Research base:

Does this course fit into a current pathway or align with a future pathway?

This course provides an entry point for students who have an interest in American Popular music. This is the entry point to a sequence that could include Guitar, Music Theory and/or Digital Music Production. Additionally, the focus of the WHS is on the principles of Universal Design for Learning. This course will provide an access point for students who have not chosen an instrumental or vocal ensemble previously and will continue to be an area of interest for current students in our ensembles. UDL principles also highlight engagement, action and expression which are predominant themes in this course. In a data analysis from 2021 70% of WHS students had not taken a music course prior to graduation.



Does this replace a current course? <b>No.</b> If so, which course? Is it similar to a course we currently offer?	
Expected enrollment: 15	Impact on staffing: None
Impact on scheduling: None	
Training and Materials needed (Professional Learning, books, supplies, hardware, software, etc.) including cost: <ul style="list-style-type: none"><li>• <b>There is no cost for the school to participate in ECE.</b></li><li>• <b>Teacher to participate in a one-day workshop at no charge every other year to maintain certification.</b></li><li>• <b>Students pay UCONN for credits.</b></li><li>• <b>Participation in the June 2024 WPS Curriculum Academy.</b></li></ul>	
<b>Text: (preview text ordered)</b> <ul style="list-style-type: none"><li>• <b>American Popular Music: From Minstrelsy to MP3, 6th Edition, \$92 per copy (\$1565)</b></li><li>• <b>The Pop, Rock and Soul Reader, 4th Edition, \$63 per copy (\$1,071)</b></li></ul>	
How will costs be covered? <b>Textbooks purchased by the Office for Teaching and Learning</b> <b>Other materials such as recordings, hardware and software are pre-existing in the department.</b>	

_____	_____
<i>Curriculum &amp; Instruction Leader</i>	<i>Date</i>
_____	_____
<i>Principal</i>	<i>Date</i>

Include a detailed outline of the course including pacing guide, syllabus, outline of units of study with priority standards: (attach documents as necessary)

**See Attached**

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Approved       Denied

_____	_____
Assistant Superintendent	Date returned to Principal

\_\_\_\_\_  
Year of Implementation



# Popular Music and Diversity (UConn ECE)

This course is an introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres throughout the 20th and into the 21st century. Students will be encouraged to think critically and creatively about popular music and musicians in contemporary American society with relation to topics of diversity. Students will study historically significant styles of American popular music with a focus on selections that exemplify genres and explore several themes throughout the course:

- the role of popular music as a symbol of identity (race, ethnicity, gender, social class, generation)
- the interaction of European American, African American and Latin American traditions
- the influence of mass media and technology (printing, recording, radio, video, internet)



# Popular Music and Diversity (UConn ECE)



- Full Year Course (1.0 credit)
- Optional UConn credit (UConn Transcript)
- Access point for all students with an interest in popular music and its impact on society and culture
- Exposure to a variety of genres within American music
  - Broadway, Jazz, Pop, Blues, Country, Hip Hop



# Europe Trip - Spring 2025



- Agency Partnership: ACIS, Inc. out of Boston, MA
- Offered to students in grades 10-12
- Dates:
  - Depart: Thursday Before April Break
  - Return: Saturday of April Break
- Travel Itinerary: Athens, Sorrento, Rome
- Educational Highlights:
  - Acropolis Museum
  - Temple of Apollo
  - Delphi Archaeological Museum
  - Mozzarella Farm
  - Pompeii
  - Trevi Fountain
  - Vatican Museums - Sistine Chapel, St. Peter's Basilica
  - Colosseum
  - Piazza Navona



**WESTON PUBLIC SCHOOLS**  
**Weston, Connecticut**

**OVERNIGHT FIELD TRIP DETAILED DOCUMENTATION**

Trip Destination(s): \_\_\_ Greece and Italy \_\_\_\_\_

Departure Date: \_\_\_ Thursday before April Break , 2025 \_\_\_\_\_

Return Date: \_\_\_ Saturday of April break 2025 \_\_\_\_\_

Trip Leader(s): \_\_\_\_\_ Passarelli WHS \_\_\_\_\_

Travel Agency/Trip Sponsor (“Trip Advisor”) (if any): \_\_\_ ACIS, Inc. Boston, MA \_\_\_\_\_

Detailed Itinerary:

## **Itinerary**

This itinerary is the starting point for your tour, but it’s not set in stone. If there are days you would like to change, or specific places you’d like to go, we can work with you to create a personalized program that fits the needs of you and your students.

### **DAY 1: OVERNIGHT FLIGHT**

Depart from the USA.

### **DAY 2: ATHENS**

Arrive in Athens, meet your ACIS Tour Manager and begin to explore this enchanting, ancient city. Perhaps stop for a plate of honey-soaked, cinnamon-spiced *loukoumades* while you stroll through the winding streets of this cradle of civilization.

### **DAY 3: ATHENS**

Greet the day with a guided sightseeing tour that reveals the glories of ancient Greece. Ascend to the top of the Acropolis and visit the iconic Parthenon, which dominates the city and stands as a powerful and impressive memorial to the remarkable civilization that built it. Then view the Agora, followed by a stroll through the **Acropolis Museum**, a modern architectural jewel. The afternoon is yours to explore more at your own pace. Tonight you’ll be thoroughly entertained by a [Greek cultural evening](#) in a traditional village setting. Taste freshly pressed olive oil, watch a tzatziki making demonstration, dine on authentic taverna cuisine and feast your eyes and ears on professional dancers moving to the traditional music. An expert also teaches you the steps of [traditional Greek dances](#) so that you can join in the fun!

## DAY 4: ATHENS

Today you may choose an optional cruise with lunch to the islands of Hydra, Aegina and Poros in the Saronic Gulf. Otherwise, spend the day further exploring the ancient city of Athens, the birthplace of many notable philosophers, politicians and writers in the ancient world. Tonight perhaps venture out to watch the pedestrian-friendly **Plaka**, the oldest section of Athens, come alive as the day winds down.

## DAY 5: OVERNIGHT FERRY

Drive to mythical Delphi, where ancient Greeks asked for counsel from its fabled oracle. Visit the **Temple of Apollo** and the **Delphi Archaeological Museum**, featuring artifacts unearthed during local excavations. Continue to Patras to board the overnight ferry to Bari, Italy.

## DAY 6: SORRENTO

Once you land in Bari, travel through the olive groves of southern Italy towards Sorrento. You'll stop at a working [mozzarella farm](#) and learn first-hand how this creamy cheese is made, from ingredients to production to taste. Later, arrive in Sorrento, get settled and begin to explore this coastal gem.

## DAY 7: ROME

Visit the excavated city of **Pompeii** with a local guide. Nearby Mount Vesuvius erupted in 79 AD and buried the city in ash. What we have today is a perfect picture of life as it was nearly 2,000 years ago. Continue to the Eternal City, Rome. After dinner tonight, join your tour manager for a *passeggiata romana* through the piazzas around the Spanish Steps and the **Trevi Fountain**.

## DAY 8: ROME

Rome is called "The Eternal City" because the ancient Romans believed that no matter what empires rose and fell, Rome would endure forever. Today's panoramic drive of the city is a great introduction to the many phases of Roman history. Our local expert accompanies you through the **Vatican Museums**, including the **Sistine Chapel**, and **St. Peter's Basilica**. The best part is that these are timed entrances, meaning you'll breeze right by the long lines facing other tourists. You'll also go inside the iconic and historic **Colosseum** with a local guide (another line-avoiding timed reservation) and learn the many stories of this nearly 2,000-year-old Roman landmark that's considered one of the architectural wonders of the ancient world. Your ticket also includes entrance to the nearby Roman Forum if your group has time. In the evening, we'll enjoy an authentic Roman pizza dinner and cap off an exceptional week with a stroll around lively **Piazza Navona**.

## DAY 9: DEPARTURE

Depart for the USA.

Flight Information:

***TBD***

Hotel Information:

TBD

Means of Travel:

***Plane to Greece and back from Italy. Ferry from Greece to Italy. Buses in countries.***

Travel Budget:

**Base fee \$5057.00.** All other fees for transportation to and from airport and chaperones are TBD based on the number of registrants.

# Grades 3-5 Integrating Information, Digital & Technology Literacies

Presented to WPS BOE  
Curriculum Sub-Committee

December 12th, 2023



Simply consuming media or completing digitized worksheets falls short.



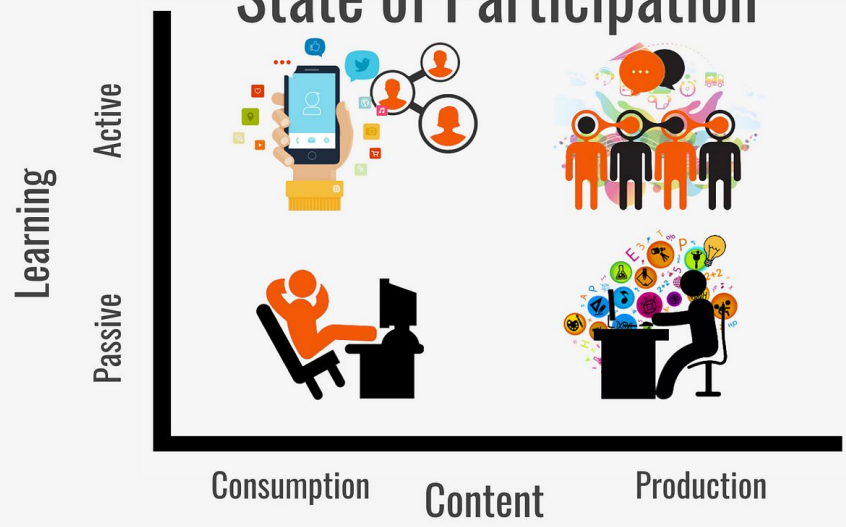
PASSIVE USE



ACTIVE USE

*media balance*  
*online privacy*  
*digital footprint*  
*communication cyberbullying*  
*news & media literacy*





### State of Participation



# Top 10 skills of 2023

- |  |  |
|--|--|
| 1.  Analytical thinking                 | 6.  Technological literacy                |
| 2.  Creative thinking                   | 7.  Dependability and attention to detail |
| 3.  Resilience, flexibility and agility | 8.  Empathy and active listening          |
| 4.  Motivation and self-awareness       | 9.  Leadership and social influence       |
| 5.  Curiosity and lifelong learning     | 10.  Quality control                      |

## Type of skill

 Cognitive skills    Self-efficacy    Management skills    Technology skills    Working with others

## Source

World Economic Forum, Future of Jobs Report 2023.

## Note

The skills judged to be of greatest importance to workers at the time of the survey

# Hard Skills

Teachable abilities or skill sets that are easy to quantify.

vs.

# Soft Skills

Also known as "people skills" or "interpersonal skills."

你好吗?

Proficiency in a foreign language



A degree or certificate



Typing speed



Machine operation



Computer programming



Communication



Flexibility



Leadership



Teamwork

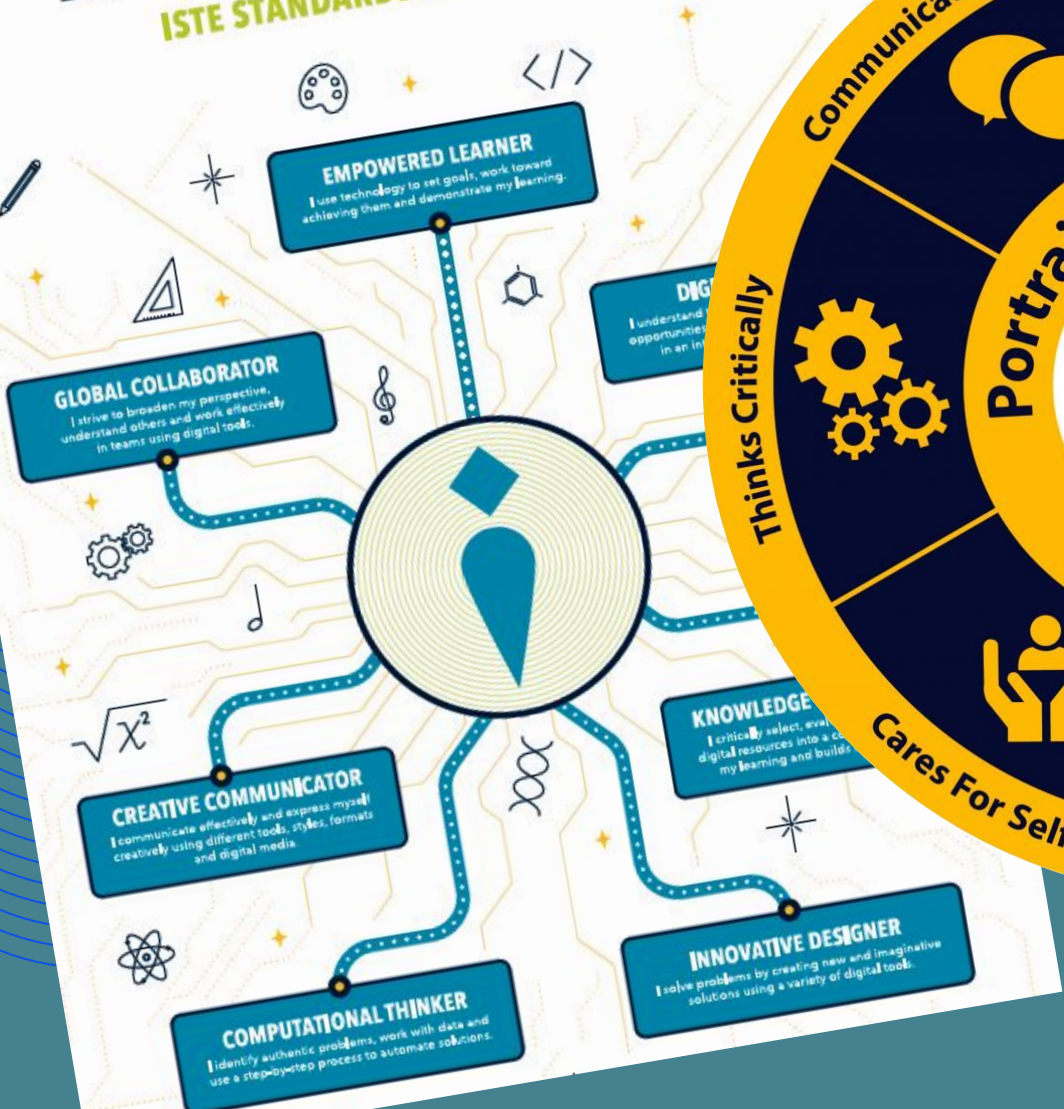


Time Management



# I AM A DIGITAL AGE LEARNER

## ISTE STANDARDS FOR STUDENTS



THINKS  
CRITICALLY



INQUIRE &  
THINK CRITICALLY



KNOWLEDGE  
CONSTRUCTOR



# THE C.A.R.P TEST

Is my resource a "good catch," or is it a little "fishy"?

**C** **Is it CURRENT?**

- What is the copyright date?
- When was the information last updated?

**A** **Who is the AUTHOR?**

- Can I find the author or sponsoring organization?
- Does the author/organization have a positive reputation?
- Is the author an expert?
- Are the author's credentials listed? (e.g., "About Us" page)

**R** **Is it RELIABLE & RELEVANT?**

- Does it provide evidence or citations? (e.g., works cited)
- Is the information accurate and free of errors?
- Can I find the same information in another source?
- Does the information relate to my question or keywords?

**P** **What is the PURPOSE & POINT OF VIEW?**

- Is the information presented fact or opinion?
- Does the author show bias?
- Is it meant to inform, entertain, persuade, or sell?
- Can I use the information? Do I need facts or differing opinions on the topic?

So, is your resource a GOOD CATCH?


WIS LIBRARY SKILLS


SCHOLASTIC


go!

incorporating grolier online

THINKS CRITICALLY

INQUIRE & THINK CRITICALLY 

KNOWLEDGE CONSTRUCTOR 



Google "Search Operators"

**"quotations"**  
Search for specific words in a specific order

**hyphen (-)**  
Remove terms from your search

**OR**  
Search for two terms at the same time

**site:**  
Search only for sites with a specific domain



Today we will learn...

- 1. To corroborate evidence...**  
so we know our research is accurate.
- 2. To evaluate websites for reliability...**  
so we know our sources are credible.
- 3. To narrow our search criteria...**  
so we can get the best results.
- 4. the limitations and benefits of Google**  
so we know exactly what we're getting into when we Google.

# Unplugged

THINKS  
CRITICALLY



INQUIRE &  
THINK CRITICALLY



KNOWLEDGE  
CONSTRUCTOR



Endangered Animals Project: Works Cited  
*Give credit to the authors and sources you use for your research!*

I used the following **BOOKS & eBooks** in my research project.

Title	Author	Was this an eBook or Print Copy?	
		<input type="checkbox"/> eBook	<input type="checkbox"/> Print copy
		<input type="checkbox"/> eBook	<input type="checkbox"/> Print copy
		<input type="checkbox"/> eBook	<input type="checkbox"/> Print copy
		<input type="checkbox"/> eBook	<input type="checkbox"/> Print copy
		<input type="checkbox"/> eBook	<input type="checkbox"/> Print copy
		<input type="checkbox"/> eBook	<input type="checkbox"/> Print copy
		<input type="checkbox"/> eBook	<input type="checkbox"/> Print copy

I used the following **DATABASES** in my research project.

Database Name	Check here if used!
<a href="#">Scholarastic GO</a>	<input type="checkbox"/>
<a href="#">Power Knowledge - Life Science</a>	<input type="checkbox"/>
<a href="#">PebbleGo</a>	<input type="checkbox"/>
<a href="#">CT State Library Database</a>	<input type="checkbox"/>

I used the following **WEBSITES** in my research project.

Website Name	Check here if used!
<a href="#">A to Z Animals</a>	<input type="checkbox"/>
<a href="#">Defenders of Wildlife</a>	<input type="checkbox"/>
<a href="#">World Wildlife Federation</a>	<input type="checkbox"/>
<a href="#">The Smithsonian Nation <a href="https://www.worldwildlife.org/">https://www.worldwildlife.org/</a></a>	<input type="checkbox"/>
<a href="#">San Diego Zoo</a>	<input type="checkbox"/>

Username: wisirc Password: irc



# COMMUNICATES WITH PURPOSE

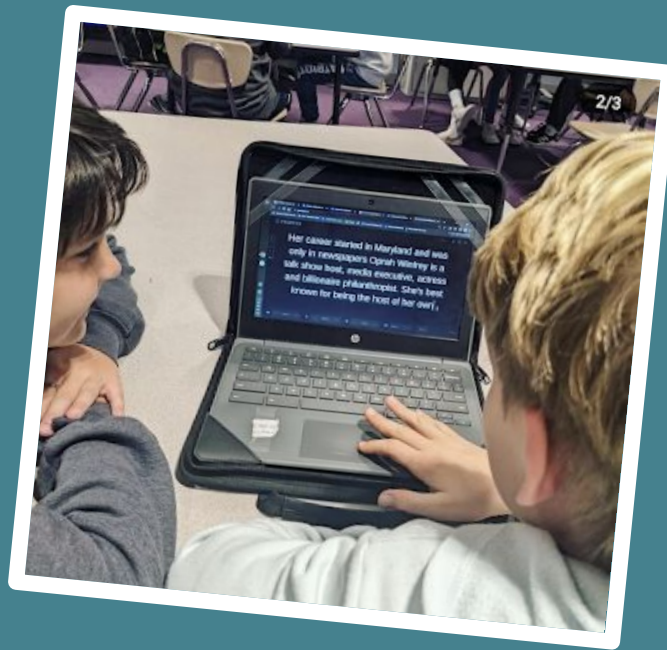


SHARE  
KNOWLEDGE



CREATIVE  
COMMUNICATOR





COMMUNICATES WITH PURPOSE

SHARE KNOWLEDGE

CREATIVE COMMUNICATOR





# Unplugged

COMMUNICATES  
WITH PURPOSE



SHARE  
KNOWLEDGE



CREATIVE  
COMMUNICATOR



SOLVES  
PROBLEMS

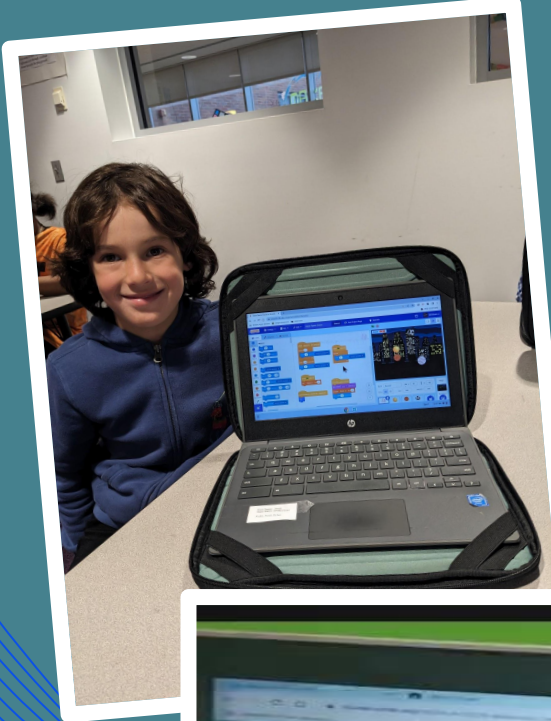


IDENTIFYING &  
SOLVING PROBLEMS

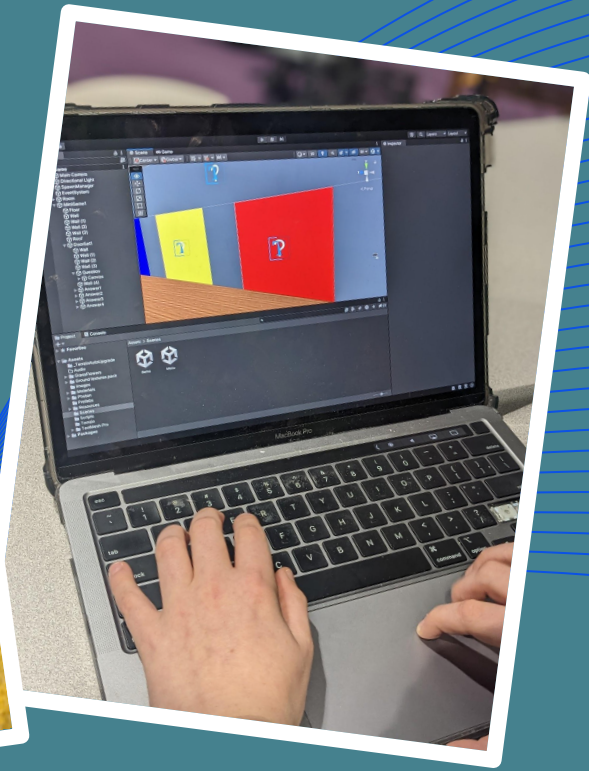
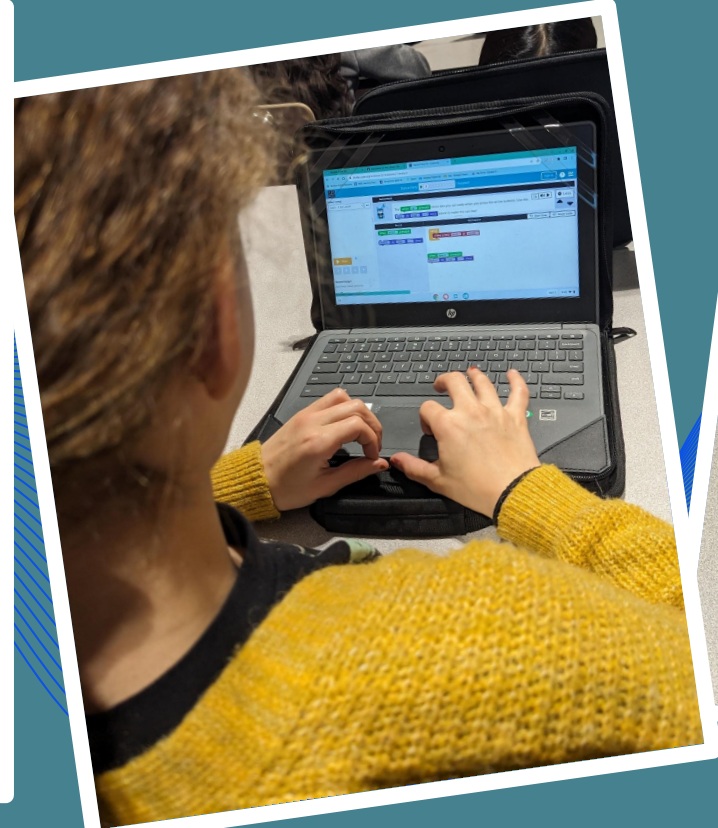
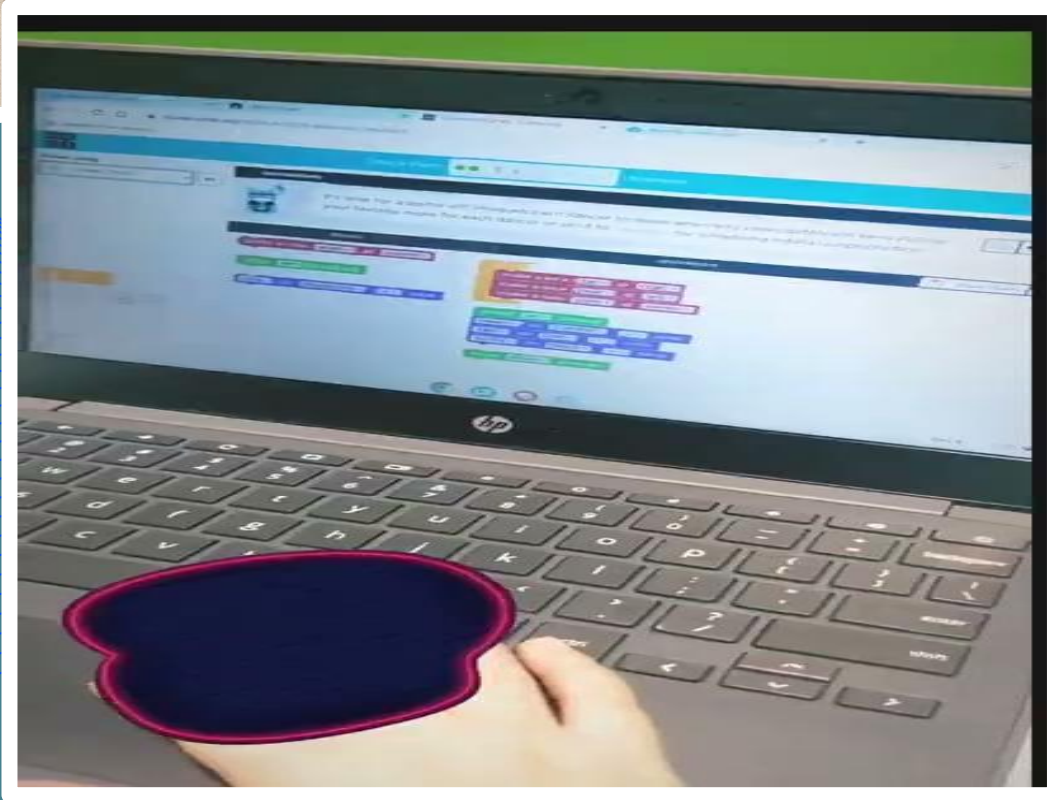
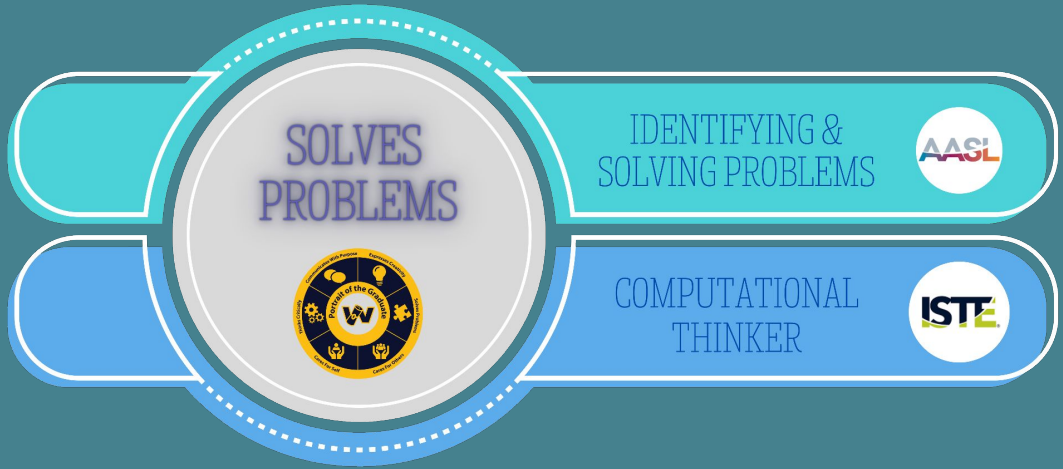


COMPUTATIONAL  
THINKER





# HOUR OF CODE





# Unplugged

SOLVES PROBLEMS



IDENTIFYING & SOLVING PROBLEMS



COMPUTATIONAL THINKER



CARES FOR  
OTHERS/SELF

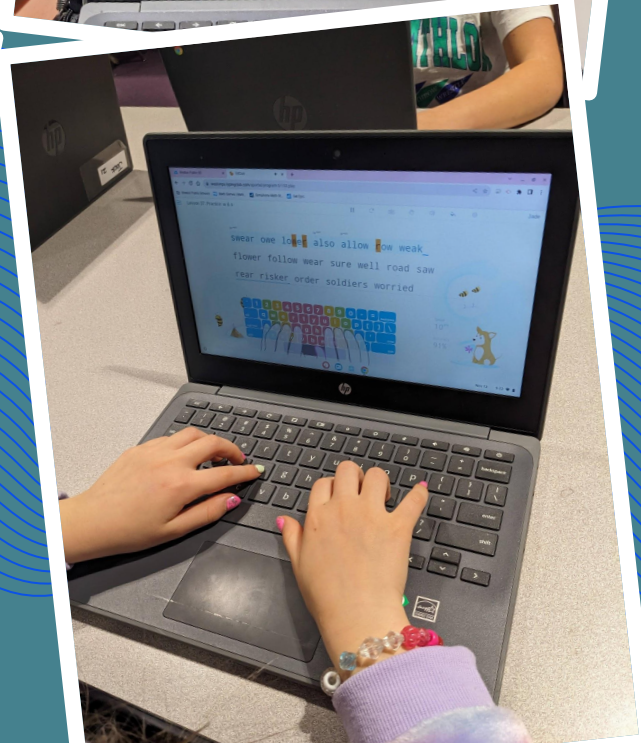
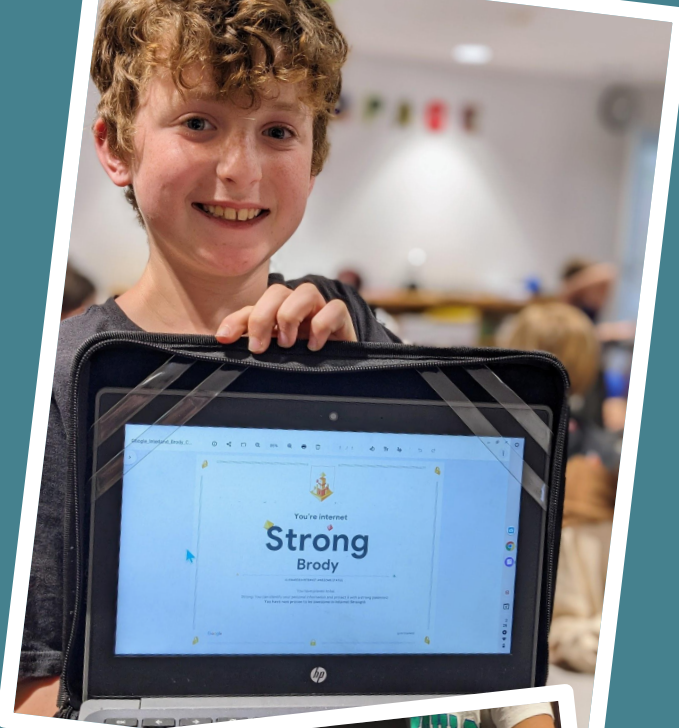


ETHICAL & PRODUCTIVE  
CITIZENS OF SOCIETY



DIGITAL  
CITIZENSHIP





**CARES FOR OTHERS/SELF**



ETHICAL & PRODUCTIVE CITIZENS OF SOCIETY



DIGITAL CITIZENSHIP





DIGITAL CITIZENSHIP Charter

WIS 2023-2024

**PERSONAL ACCOUNTABILITY**

- I am responsible for my Weston Chromebook and charger.
- I will bring my Chromebook to school fully charged.
- I will not use my Chromebook on the school bus.
- I will not remove the case or any labels on my Chromebook.
- I will report Chromebook or charger damage to my teacher.
- I am responsible for Chromebook or charger damage fees.

**RESPECT**

- I will be a kind, respectful, and inclusive digital citizen.
- I will respect the work of others while using common digital work spaces, such as a shared Google doc.
- I will respect my teachers and classmates by using Google Classroom or other apps appropriately, especially with the use of the comment and chat features.

**INTEGRITY**

- I am responsible for my digital footprint.
- I understand that WPS has a duty and the right to monitor my behavior and technology usage for my own safety.
- I will use web-based sources ethically by citing my sources to avoid plagiarism and to give credit to the author/creator.
- I will report any unsafe or unkind behavior.

**DISCIPLINE**

- I will keep my accounts secure by only sharing my passwords with my teachers and other trusted adults.
- I will stay safe by protecting my personal information online.
- I will remember to look for "red flags" and to follow my instincts if a website or post seems questionable.
- I will maintain a healthy media balance in my life by using digital media in a way that feels healthy.

**EFFORT**

- I will persevere to troubleshoot technology issues.
- I will do my best to stay on-task and focused during instructional time and avoid non-academic sites.
- I will give my best effort while completing digital assignments.

# Unplugged

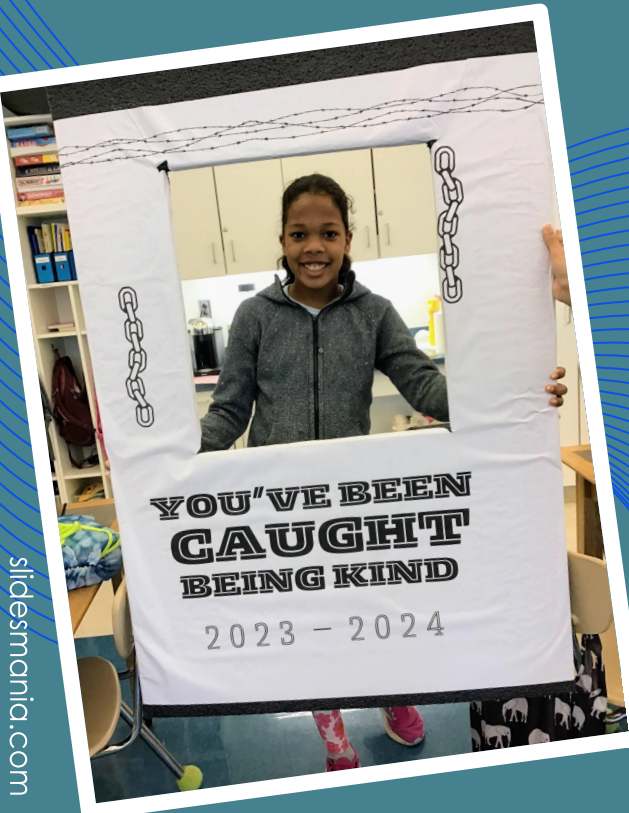
CARES FOR  
OTHERS/SELF



ETHICAL & PRODUCTIVE  
CITIZENS OF SOCIETY



DIGITAL  
CITIZENSHIP



EXPRESSES  
CREATIVITY

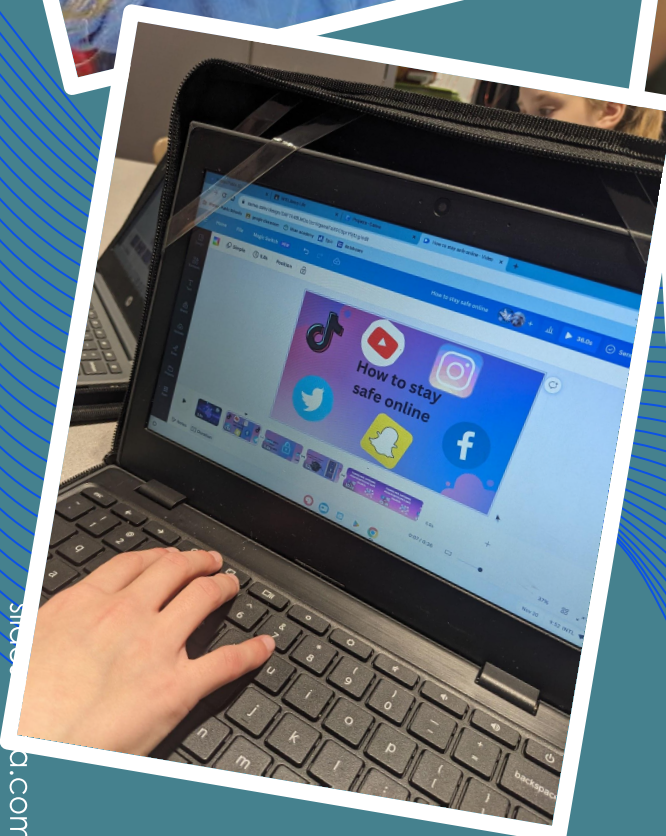


DISCOVER  
& INNOVATE



INNOVATIVE  
DESIGNER





EXPRESSES CREATIVITY

DISCOVER & INNOVATE

INNOVATIVE DESIGNER





# Unplugged

EXPRESSES  
CREATIVITY



DISCOVER  
& INNOVATE



INNOVATIVE  
DESIGNER





# Unplugged

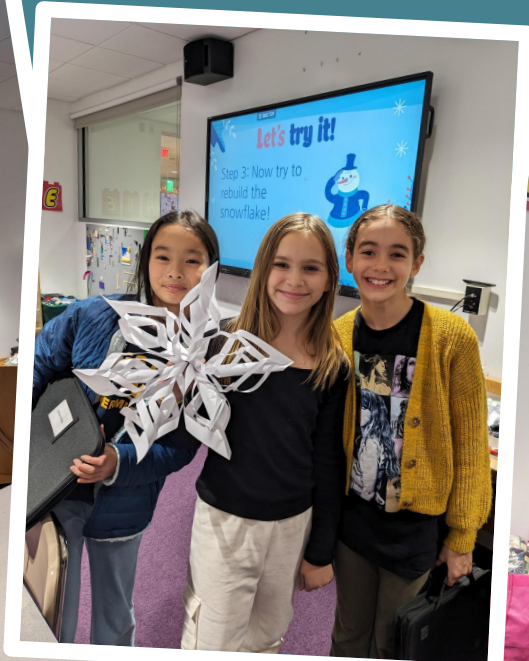
EXPRESSES  
CREATIVITY



DISCOVER  
& INNOVATE



INNOVATIVE  
DESIGNER





# CT Elementary and Secondary Social Studies Standards

Approval October 2023

# Content Themes in the Newly Adopted Standards



Justice



Representation



Inclusivity



Global Context



Agency



Local Connections

# Common Features of the Standards



- Inquiry standards before content standards
- Alignment to CT Core Standards
- Essential course questions
- All disciplines represented (History, Civics, Geography, and Economics)

# Traditional learning: vs Inquiry Based Learning



Teacher centered -teacher is dispenser of information and skill processes

Focused on mastery of content

Much of assessment is focused on “one right answer”



Student centered -teacher is more guide or facilitator of learning

Focused on using and learning content as a means to develop information processing and problem solving skills

Emphasis on “how we come to know”



# Vertical Alignment

- Vertical alignment creates K-12 continuity
- Each grade level K-12 teaches History, Civics, Geography, and Economics
- Students should say, *“I did something similar in ... grade!”*
- Later we’ll look at content and inquiry examples



# Inquiry Arc (adapted from C3)

The learning process →



Connecticut's Social Studies Students understand:



The four disciplines →



# Course Sequence: 3-5



Course	Topics	Resources/Projects we have that may align
<b>Grade 3</b> Connecticut and Local History	<ol style="list-style-type: none"> <li>1. State Constitution and Government</li> <li>2. Cultural Communities in Connecticut Present and Past</li> <li>3. Innovation, Industry, and Economic Growth</li> </ol>	<p>Gr3: What impact did indigenous people have on our town and state?</p>
<b>Grade 4</b> United States Geography	<ol style="list-style-type: none"> <li>1. Understanding Regions</li> <li>2. Location, Place, and Movement</li> <li>3. Regional Interdependence</li> </ol>	<p>Gr4: How and why has indigenous land in our country changed between pre-colonial time and today?</p>
<b>Grade 5</b> United States History I: Migration - American Revolution	<ol style="list-style-type: none"> <li>1. Migration and Settlement</li> <li>2. The Colonial Era</li> <li>3. The American Revolution</li> <li>4. The United States Constitution and Civic Participation</li> </ol>	<p>Gr5: What impact did women, people of color, and indigenous peoples have on the outcome of the Revolutionary War?</p>

# Course Sequence: 6-8



Course	Topics	Resources/Projects we have that may align
<b>Grade 6</b> World Regional Studies I	<ol style="list-style-type: none"> <li>World Geographic Regions</li> <li>Systems of Governance</li> <li>Economic Decision-Making and Exchanges</li> </ol>	Guardians of the Earth interdisciplinary project  UN Sustainable Development Goals
<b>Grade 7</b> World Regional Studies II	<ol style="list-style-type: none"> <li>Movement and Cultural Diffusion</li> <li>Governance and Human Rights</li> <li>Regional and Global Economics</li> </ol>	Declaration of Independence children's books
<b>Grade 8</b> United States History II: Colonial America - Reconstruction	<ol style="list-style-type: none"> <li>Origins of United States Democracy and National Identity</li> <li>Expansion, Influence, and Economic Growth</li> <li>Civil Unrest, Civil War, and Reconstruction</li> </ol>	 <p>Then, Shrek and the Creatures of Justice ate all the waffles in protest of the King's taxes. They destroyed 92,000 pounds of waffles!</p>

# Course Sequence: High School



Course	Topics	Resources/Projects we have that may align
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**High School**  
Modern World  
History

1. Exchange and Interconnections
2. Enlightenment and Revolutions
3. Industry and Progress
4. Global Imperialism
5. Global Conflicts and Decolonization
6. Economic Globalization and Global Governance

Congo parliamentary debate

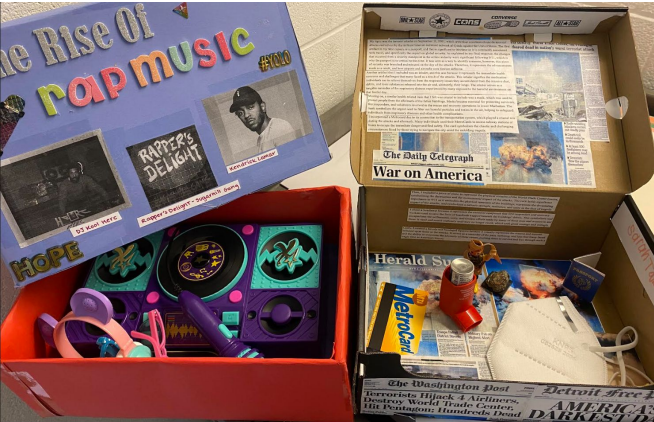
Interwar inquiry project

UN Cold War debate



# Course Sequence: High School



Course	Topics	Resources/Projects we have that may align
<b>High School United States History III: Reconstruction - the Digital Age</b>	<ol style="list-style-type: none"><li>1. Reconstruction</li><li>2. Immigration, Industrialization, and Progressivism</li><li>3. Imperialism and WWI</li><li>4. The 1920s, Great Depression, and New Deal</li><li>5. World War II</li><li>6. Cold War and Civil Rights</li><li>7. Foreign Policy, Global Conflicts, and Cultural Shifts</li><li>8. National Identity in a Digital Age</li></ol>	<p>Gilded Age research project</p> <p>Progressive Era socratic seminar</p> <p>US history shoeboxes</p> 

# Course Sequence: High School



Course	Topics	Resources/Projects we have that may align
<b>High School</b> Civics and Government	<ol style="list-style-type: none"><li>1. Foundations of American Democracy</li><li>2. Structure and Function of Government</li><li>3. Political Participation and Engagement</li></ol>	Legislative Simulation: passing a bill through committee  Executive Simulation: national crisis response



# Examples of a Content and Inquiry Learning Progression

# Inquiry in the New Standards

- Vertical alignment of inquiry standards is particularly impactful
- K-12 continuum of skill development
- Reinforces the great work already being done in Weston, and will push our instruction even higher



# An Example of an Inquiry Learning Progression

## Grades 1-2

Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

## Grades 3-5

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, **taking into consideration the different opinions people have about how to answer the questions.**

## Grades 6-8

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, **taking into consideration multiple points of views represented in the sources.**

## High School

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, **taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.**



# An Example of a History Learning Progression

## **Kindergarten**

Identify a variety of primary sources to explain how people lived in the past (e.g., artifacts, family stories, newspapers, photographs).

## **Grade 2**

Identify sources that can be used to learn about past and present national, state, and local leaders (e.g., articles, books, diaries, photographs, videos).

## **Grade 4**

Summarize how different kinds of sources can be used to understand the settlement and resettlement of individuals and groups (e.g., census records, diary entries, oral histories, monuments, secondary sources).

## **Grade 7**

Classify the kinds of historical sources used in a secondary interpretations of a globally or regionally significant event or issue (e.g., genocide, natural disasters, climate change, refugee crises, human trafficking).

## **High School Modern World History**

Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers CT Social Studies Standards (e.g., survivor testimony, memoirs, government documents, museums exhibits, historical fiction, and film).





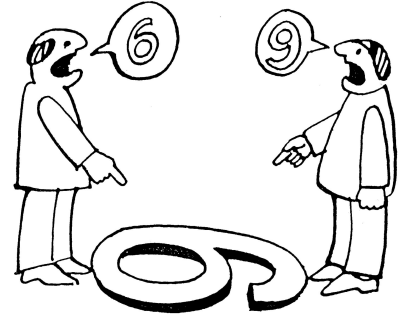
# Current Instructional Practices to Support Inquiry

# Reliable Sourcing and Critiquing for Bias

- Foundational to the inquiry process
- Classes utilize Stanford History Education Group (SHEG) “Reading Like a Historian” resources
  - sourcing, close reading, contextualization, corroboration
- 6-12 access to Newsela
- Source evaluation strategies taught in all 3-5 classrooms and all 6-12 core social studies courses
- Reliable databases and news sources provided through the Library Learning Commons in all schools
  - ABC-CLIO, NewsBank, Gale: Opposing Viewpoints, JSTOR
- Curated book and magazine collections
- Instructional support from library media specialists in classrooms and LLCs



# Respecting Multiple Viewpoints



- “Recognition of equal humanity”
- 6th grade starts each school year with SHEG lunchroom fight scenario
- The Danger of a Single Story (referenced throughout grades 6-12)
- Multiple perspectives in historical debates, structured discussions, current events activities

*A deer crossing the road, or a road crossing the forest?*



# Antisemitism, Holocaust, and Middle East Conflict

## Modern World Studies (Gr. 10)

- Historical antisemitism in Europe
- Pogroms in the Russian Empire
- Use of anti semitism as a nationalist mechanism during the 1920s/1930s
- Phases of the Holocaust
- Nuremberg Trials
- Balfour Declaration, and Mandatory Palestine after World War I
- Intercommunal conflict
- Foundation of the State of Israel
- Arab-Israeli conflicts: 1948-1993



## American Studies (Gr. 11)

- Diverse reactions in the US to the rise of the Nazi Party
- US neutrality during World War II
- Japanese internment and US response to the Holocaust during World War II
- US in the Nuremberg Trials
- Founding of the United Nations



## Facing History and Ourselves (Gr. 10-12)

- Rise of the Nazi Party and its laws
- Phases of the Holocaust
- Resistance during the Holocaust
- Remembering the Holocaust
- Monuments, museums, and remembrances
- Holocaust denialism
- Antisemitism in the modern world



# Next Steps:



- Establish K-12 social studies teams in the Summer Curriculum Academy to:
  - Establish a curriculum writing team to:
    - Facilitate a curriculum audit
      - Review current curriculum for alignment to the standards
      - Complete curriculum revisions
    - Evaluate and acquire updated resources (texts, materials, subscriptions, primary sources, etc.) that align with the district's goal of a curriculum that continues to teach equity, inclusivity, representation, and community
  - Provide professional learning for staff regarding updated standards and new curriculum
  - Implement new curriculum across the K-12 continuum

# International Holocaust Remembrance Day - January 27

Weston Middle School	Weston High School
Three grade level assemblies with speakers	Speaker from 12:30-2:30 in the LLC

