

Board of Education Curriculum, Assessment & Professional Practice Committee Meeting

Thursday, November 2, 2023 6:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

1. **Global Issues and Civics and Law and Civics**

2. **American Studies**

3. **Social Studies Standards Update**

4. **New Business**

5. **Public Comment**

(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)

6. **Adjourn**

American Studies

Our Identity: Past, Present, Future



★ *Junior Year Options*

English

- English 32
- English 31
- AP Language and Composition

History

- U.S. History 32
- AP/ECE U.S. History

If you want both....

- ... American Studies, baby, YEAH!



Our Interdisciplinary Model

Curriculum

- Look at complex issues in American life from both a historical and literary lens and create a “harmonious relationship” to how history and authors have examined specific issues
- Fosters and teaches transferable foundations and competencies for successful students such as Reasoning, Cooperation, and Exploration.
- All content is chosen with a range of perspectives to challenge preconceptions and build new learning

Teaching and Learning

- Collaboration is instrumental student success
- Assessments are evenly split between discipline-specific and integrative to both subjects
- Students examine various resources and produce conclusions about our past, present and future as a country.
- Students engage in constructive and critical dialogue using various modalities



★ *Key Features to the Course*

- Collaborative in all aspects, with multi-modal assessments
- Inquiry-driven, asks students “What is the American identity and how has it changed over time?”
- Demands a high level of reading and writing skills
- Focuses on diverse American experiences and perspectives: “Whose voice do we hear, and whose voice is missing?”
- Integration of two disciplines
- Pairs with immersive, multi-day experience in our Nation’s Capital



★ Curriculum Map for the Course

**Searching for
American Identity
and Voices**



**Contemporary
Challenges to
American Identity**

**A Changing
American Identity**

**American Identity
in the World**

★ *Performance Task Samples*

2

Harlem Renaissance Documentary

In this project, students create a short documentary-style movie in which they explore how the historical events that were occurring during the Harlem Renaissance impacted the literary figure of their choosing. The final product requires research and analysis, speaking, listening, and technological skills.

Midterm

Professor for a Day Project

After reading *The Great Gatsby*, students close out Semester 1 with a research project on a particular historical or literary concept presented in Fitzgerald's novel. After conducting independent research and organizing the information, students produce a "professor's lecture" to teach classmates about their chosen concept.

4

Living History Project

This project illuminates the impact of a single event in American history on a person's identity. Students interview a person in their life to unpack their "living history," ultimately sharing their conclusions with the class to find purpose and patterns in our shared American experiences.

Bethel High School Social Studies Updates

Jessica Galbraith



State of CT Updates

Standards

- Frameworks - 2015
- Standards adopted by state BOE in the beginning of October
- **BHS/BMS:** Curriculum is grounded in the frameworks as are the standards
 - Crosswalk
 - Alignment to guiding principles and requirements
- **K-5:** Social studies is embedded in literary units
 - Model curriculum being provided by the state

How are the new standards different and better?

- Empower students with civic competence, setting them on a path toward college, career, and civic readiness.
- Prioritize democratic values and foster global connections.
- Focus on a deep understanding of the history of our world and nation
- Profound insights into the roots of our nation.
- Rooted in both content knowledge and essential social studies skills
- Emphasize that every member of our community plays a vital role in nurturing students into engaged, informed, and thoughtful citizens.

Social Studies Inquiry Arc

The inquiry arc defines what students can both do and understand.

Connecticut's
Social Studies
students can:



Dimension 1-
**Develop
Questions &
Plan Inquiries**



Dimension 2-
Think like a
- **Historian**
- **Economist**
- **Geographer**
- **Political
scientist**



Dimension 3-
**Evaluate
Sources & Use
Evidence**



Dimension 4-
**Communicate
Conclusions &
Take Informed
Action**

Social Studies Inquiry Dimension 2

Think like a historian, economist, geographer and political scientist.

Connecticut's
Social Studies
students understand:

History

- Change, Continuity, and Context
- Perspectives
- Historical Sources and Evidence
- Causation and Argumentation

Economics

- Economic Decision Making
- Exchange and Markets
- The National Economy
- The Global Economy

Geography

- Geographic Representation
- Human-Environment Interaction
- Human Population Trends
- Global Interconnections

Civics

- Civic and Political Institutions
- Participation and Deliberation
- Processes, Rules, and Laws



CT Social Studies Standards Introduction



Social Studies Content Themes

These six themes illustrate the steering committee's content guidance as outlined in the Guiding Principles. The themes helped orient educators as they developed standards in grade-band cohorts.



Justice



Representation



Inclusivity



Global Context



Agency



Local Connections



Standards Overview



K-12 Sequence

The *Connecticut Elementary and Secondary Social Studies Standards* suggest a K-12 sequence to support the progression of both content knowledge and skills in social studies curricula from Kindergarten through Grade 12.

Course	Topics
Kindergarten Understanding My Communities	<ol style="list-style-type: none"> Roles and Responsibilities in a Community Familiar Places and Communities Communities Past and Present
Grade 1 Society and Ourselves	<ol style="list-style-type: none"> Contributing in a Democratic Society Honoring the Past and Present Global Communities
Grade 2 Contributing to Society	<ol style="list-style-type: none"> Working Together as a Community Leadership Past and Present Decision-Making in our World
Grade 3 Connecticut and Local History	<ol style="list-style-type: none"> State Constitution and Government Cultural Communities in Connecticut Present and Past Innovation, Industry, and Economic Growth
Grade 4 United States Geography	<ol style="list-style-type: none"> Understanding Regions Location, Place, and Movement Regional Interdependence
Grade 5 United States History I: Migration - American Revolution	<ol style="list-style-type: none"> Migration and Settlement The Colonial Era The American Revolution The United States Constitution and Civic Participation

Course	Topics
Grade 6 World Regional Studies I	<ol style="list-style-type: none"> World Geographic Regions Systems of Governance Economic Decision-Making and Exchanges
Grade 7 World Regional Studies II	<ol style="list-style-type: none"> Movement and Cultural Diffusion Governance and Human Rights Regional and Global Economics
Grade 8 United States History II: Colonial America - Reconstruction	<ol style="list-style-type: none"> Origins of United States Democracy and National Identity Expansion, Influence, and Economic Growth Civil Unrest, Civil War, and Reconstruction
High School Modern World History	<ol style="list-style-type: none"> Exchange and Interconnections Enlightenment and Revolutions Industry and Progress Global Imperialism Global Conflicts and Decolonization Economic Globalization and Global Governance
High School United States History III: Reconstruction - the Digital Age	<ol style="list-style-type: none"> Reconstruction Immigration, Industrialization, and Progressivism Imperialism and WWI The 1920s, Great Depression, and New Deal World War II Cold War and Civil Rights Foreign Policy, Global Conflicts, and Cultural Shifts National Identity in a Digital Age
High School Civics and Government	<ol style="list-style-type: none"> Foundations of American Democracy Structure and Function of Government Political Participation and Engagement



Sample Content Standards: History



Grade Band	Sample History Content Standards (Perspectives)
Kinder - Grade 2	<i>Grade 2 - Contributing to Society, Topic: Working Together as a Community</i>
	2.His.4.a. Compare needs of the community today to its needs in the past (e.g., education, land use, safety, transportation, housing).
Grade 3 - Grade 5	<i>Grade 5 - United States History I, Topic: The American Revolution</i>
	5.His.4.b. Explain why members of the Northeastern Woodland Native American tribes and the African Diaspora held conflicting views regarding support for the American Revolution.
Grade 6 - Grade 8	<i>Grade 8 - United States History II, Topic: Origin of American Democracy and National Identity</i>
	8.His.4.a. Analyze factors that influenced perspectives about national identity both during and as a result of the American Revolution (e.g., social contract, individual liberties, tyranny, economic and political sovereignty, citizenship).
Grade 9 - Grade 12	<i>High School - United States History III, Topic: Immigration, Industrialization, and Progressivism</i>
	US.His.4.a. Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, Mary Townsend Seymour).



Sample Content Standards: Civics



Grade Band	Sample Civics Content Standards (Processes, Rules, and Laws)
Kinder - Grade 2	<p data-bbox="552 292 1522 339">Grade 2 - Contributing to Society, Topic: Decision-Making in our World</p> <p data-bbox="552 339 1522 503">2.Civ.14.a. Describe how people have tried to improve communities to meet the needs of and create more equity for residents both past and present (e.g., greenspaces, safety laws, zoning, affordable housing, support for immigrant families).</p>
Grade 3 - Grade 5	<p data-bbox="552 514 1522 594">Grade 5 - United States History I, Topic: The United States Constitution and Civic Participation</p> <p data-bbox="552 594 1522 689">5.Civ.14.a. Illustrate how individuals and groups in the Revolutionary Era and today have and can effect change (e.g., school, community, and state issues).</p>
Grade 6 - Grade 8	<p data-bbox="552 699 1522 779">Grade 8 - United States History II, Topic: American Expansion, Influence, and Economic Growth</p> <p data-bbox="552 779 1522 907">8.Civ.14.b. Compare movements for social change and the strategies they employed by the United States in the Antebellum Period (e.g., abolition, Second Great Awakening, suffrage, temperance).</p>
Grade 9 - Grade 12	<p data-bbox="552 918 1522 965">High School - United States History III, Topic: Reconstruction</p> <p data-bbox="552 965 1522 1092">US.Civ.14.a. Analyze the historical context of racism, racial terrorism, and challenges to reconciliation between the United States and the former Confederacy.</p>

State of CT Updates Legislation



- Starting with 2023 school year, each local and regional board of education shall include Native American studies as part of the social studies curriculum for the school district with a focus on the 5 Northeastern Woodland Native American Tribes of Connecticut
- For the 2025 school year each local and regional board of education shall include Asian American and Pacific Islander studies as part of the social studies curriculum for the school district