

School Counseling & Social Studies

Proposed Curriculums

November 17, 2015

Board of Education Meeting

Primary Goals of Curriculum Revisions

Align with the State Standards

Create curriculum documents that provide clarity, detail & accountability

Ensure rigor & relevancy for all students

Standards vs. Curriculum

Standards

- Developed at the national or state level
- Expectations for learning written as statements
- Detail the concepts & skills students are expected to know & be able to do
- Do not define remediation or advanced work

Standards vs. Curriculum

continued

Curriculum

- Designed locally
- Specifies what students will learn at each grade level or course
- Specifies the units & pacing of instruction
- Details types of assessments used to determine mastery of the content
- Indicates what primary materials & resources will be used to support teaching & learning

Avon's Use of Core State Standards

Specify what students should know & be able to do at the end of each grade level or course

Are broken out among the units

Are all covered over the course of the year

Only those assessed are listed in the unit

Some are woven through all units

Avon's Curriculum Design

Understandings, essential questions & acquisition of knowledge & skills pull apart & define the standards for Avon

Focused on providing students with a greater depth of knowledge

Skills & understandings applied within the context of a theme

Application of skills in authentic, real world contexts

SCHOOL COUNSELING

Grades 6 - 12

Standards: Guiding Document

Connecticut Comprehensive School Counseling Program

- Academic- Skills for Learning, School Success, Academics to Life Success
- Career- Investigate Careers, Career Success, Relationship between School and Work
- Personal/Social- Respect Self and Others, Goal Setting and Attainment, Survival and Safety Skills

Instructional Shifts

System delivery

- Historically predominantly individualized
- Moving to more efficient blend of small groups/individualized instruction

Comprehensive incorporation of Naviance for Student Success Plans

Increased collaboration to better serve students

Curricular Outcomes

Academic

- Learners will demonstrate the ability to perform successfully in school, and in the broader community
- Learners will prepare themselves academically to choose from a range of choices following graduation
- Learners will demonstrate an understanding of the influence of academics to their many life roles

Career

- Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work
- Learners will apply strategies to achieve future career success
- Learners will demonstrate knowledge of the factors involved in career decision making

Curricular Outcomes

continued

Personal/Social

- Learners will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others
- Learners will demonstrate the ability to make decisions, set goals, and to take the necessary action to achieve the goals
- Learners will demonstrate the proper application of safety and survival skills to their personal and physical well being

SOCIAL STUDIES

Grades 7 - 11

Standards: Guiding Documents

Connecticut Elementary and Secondary Social Studies Frameworks

- Developing questions and planning inquiry
- Applying disciplinary concepts and tools
- Evaluating sources and using evidence
- Communicating conclusions and taking informed action

English Language Arts Common Core State Standards

- Grades 6-12 Literacy in History/Social Studies
- Grades 6-12 Writing

Instructional Shifts

Inquiry should be a primary form of instruction in all social studies classes

Students (and teachers) should craft investigative questions that matter

Teachers should establish a collaborative context to support student inquiry

Teachers should integrate content and skills meaningfully

Teachers should help students articulate disciplinary literacy practices and outcomes (e.g., thinking, reading, writing, speaking like a historian, like a geographer, like an economist)

Teachers should provide, and help students develop, tangible opportunities to take informed action

Goals for Revised Curriculum

Courses that approach history through a more global perspective

Courses that include more modern history

World and United States History experiences at both the middle and high school levels

Major Changes to 7-12 Scope & Sequence

Moved from case-study approach to traditional history course in 7th grade

Embedded human rights issues into 10th grade World History course

Civics to replace Human Rights as senior graduation-required course

Expanded course offerings: AP Psychology, AP Economics and AP American Government & Politics

7-12 Scope & Sequence

Grade-Level	Course (and Content Covered)
Grade 7	World History (Ancient World – Middle Ages)
Grade 8	United States History (Colonization – Civil War & Reconstruction)
Grade 9	World History (Renaissance – Imperialism)
Grade 10	World History (Road to World War I – Present)
Grade 11	United States History (Age of Big Business – Present)
Grade 12	Civics and American Government

Performance Task Categories

Investigation

Historical argument and chronology

Comparison and contextualization

Source analysis

Summary

Synthesis

Position statement

Illustration

Simulation

Action project

Next Steps

Continue fine tuning lesson plans & assessments

Need to flex a few units over next couple of years to address overlaps & gaps resulting from previous curriculum

Place both content areas on next BOE agenda for approval