

Curriculum Update

PTO Presentation

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Danbury Public Schools

The Learning Tree

- The “Combined” Outcome Expectations

- focus on

- The “Whole Child”

- * Leaves: Content Standards students will master

- Trunk: Universal Life Long Learning Skills

- Roots: Attitudes and Aspects of Character and aspects of Behavior that we want staff and students to demonstrate.



What makes this curricula different?

- Roles and relationships...it needs to be personal!
- In the past we have concentrated on the WHAT (content)
- Now we want to focus on the WHO (students), the WHY (why do they need to know this) and HOW (how will this help them now and in later life)

Teacher Standards NETS-T

National Educational Technology Standards

- Facilitate and inspire student learning
- Design and develop digital age learning experiences and assessments
- Model Digital-Age work and learning
- Promote and model digital citizenship and responsibility
- Engage in professional growth and leadership

Universal Skills Grades 6-12

- Learning model for the 21st Century
- Goal “All learners will have engaging and empowering learning environments both **in and out of school** that prepare them to be active, creative, knowledgeable, and ethical participants in our globally **networked society.**” Transforming American Education: Learning Powered by Technology

DPS- Universals

Students will:

- develop and apply thinking strategies
- use real world digital tools to access, evaluate, and effectively apply information appropriate for authentic tasks
- communicate written, visual, and oral information clearly using a variety of media for different context and purpose

Universals, cont.

- demonstrate innovation, flexibility, and adaptability, in thinking patterns, work habits, and working/learning environments
- work independently and collaboratively to solve problems
- value and demonstrate personal responsibility, character, cultural understanding and ethical behavior

A New Beginning...

- **Curriculum Model Components**
 - Defined Units of Study
 - National & CT State Standards & Danbury Universal Skills
 - Overarching Unit Essential Questions
 - Big Ideas/Enduring Understandings
 - Unit Guiding Questions
 - What Will Students “Know and Be Able to Do?”
 - Key Vocabulary
 - Differentiated Instruction
 - Common Formative Assessments & Unit Summative Asses.
 - Point of Relevance
 - Unit Specific Resources

Essential Questions

- Broad in scope
- Provide bridges between disciplines and units
- Engage students' imagination
- Connect subject matter to personal experiences
- Have no one obvious "right" answer
- Challenge students to explore the possibilities
- Encourage in-depth discussion, research, and further questioning

Examples

- How does conflict produce change?
- Can good come from bad?
- Is progress always good?
- Does order matter?
- Can one person make a difference?
- Why do people rebel?

Big Ideas

The Enduring Understandings

- Provides the conceptual framework for the unit of study
- Unpacks difficult areas of the curriculum
- Can transfer to other fields and adult life
- Are deliberately framed as declarative sentences
- Present major curriculum generalizations

Example

Frame all statements with: Students will understand that....

- technology transforms society in both positive and negative ways.

or

- democratic governments must balance the rights of individuals with the common good.

or

- literature reveals the complexities of the world and human experience.

Guiding Questions

- are tied to a specific unit or topic
- guide the exploration of EQs & EUs
- are open-ended and lack a simple answer
- require a well reasoned response and and can be arguable/debatable
- are generative in nature & spark inquiry
- are recurring and should be revisited

Examples

- How does stress on the environment impact evolution?
- How were changes in economics a factor in the Civil War?
- How did massive immigration after 1870 contribute to growth and change in The United States?
- How does American literature reflect the national identity and culture of The United States?

Example of EQs, EUs and GQs working together...

Unit: Science 7 (Energy)

EQ: Is all energy created equal?

EU: Students will understand that: there are different forms of energy and they can be converted from one form to another; and energy can be stored, transformed, and calculated

GQs: 1.) How do different types of energy make objects move?

2.) How can energy be converted from one form to another?

3.) What role does energy play in your everyday life?

Know & Be Able To Do

- What will students KNOW as a result of studying this unit?
 - Content/Vocabulary/Concepts/People/Places/Facts
- What will students be able to DO as a result of studying this unit?
 - **Universal and Content Specific Skills**

Know and Be Able to Do

Example: Mathematics

What content will students know? (nouns)	What skills will students be able to do? (verbs)*
<p><i>Vocabulary/Concepts:</i></p> <hr/> <p>evaluate numerical/algebraic expressions exponents variables sum term product factor quotient coefficient factor substituting variable order of operations distributive property associative property commutative property inequality equations non negative rational numbers</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● understand the use of variables in mathematical expressions. ● write expressions and equations that correspond to given situations. ● evaluate expressions, and use expressions and formulas to solve problems. ● understand that expressions can be written in different forms. ● use the properties of operations to rewrite expressions in equivalent forms. ● understand that the solution of an equations are the values of the variables that make the equation a true statement ● solve simple one-step equations using the properties of operations and equality ● construct and analyze tables of quantities and use equations to describe the relationships <u>between</u> quantities.

Summative Assessments

- End of Each Unit & Benchmarks
 - Assess the same standards for all students using the same rubric
 - Integrate Universals, Content Knowledge and Skills
 - May be Used Formatively