BOE Update: State Curricular Changes/Adoptions



Objectives

- Introduce common language and definitions

- Provide information on state mandates/recommended curriculum updates

(2022-2023)

a. African-American/Latino Studies (HS)
b. Climate Change
c. Native American Studies
d. Asian American/Pacific Islanders Studies
e. K-12 Health/Physical Education Draft Framework (including SEL information/Gender Studies)
f. American Veteran experience and military service experience
g. Financial Literacy
h. Civics and Leadership

- Answer questions



Common Vocabulary Definitions

Curriculum - A course of study including standards/content, assessment and instructional strategies.

Standards - Define the knowledge and skills students should possess (at points in their education).

Skills - Behaviors or actions selected to best suit situations or task requirements.

Framework - A structure of standards/learning outcomes that defines the content to be learned and provides guidance to develop curriculum.

State Model Curriculum - Curriculum for state mandated/recommended content that may be adopted by school districts or used as a foundation to guide local curriculum development.

SEL *(Social Emotional Learning)* - A set of skills to support the management of emotions, social skills and healthy relationships.



Region 18 Curriculum

- **Follow mandated state or national standards/course of study:**
  - English/Math Connecticut Common Core (CCC)
  - Next Generation Science Standards (NGSS)
  - CT Social Studies Framework

- **Curriculum, text and programs** that are scientifically-researched based/and or peer reviewed and/or highly rated though research organizations (Ed Reports)

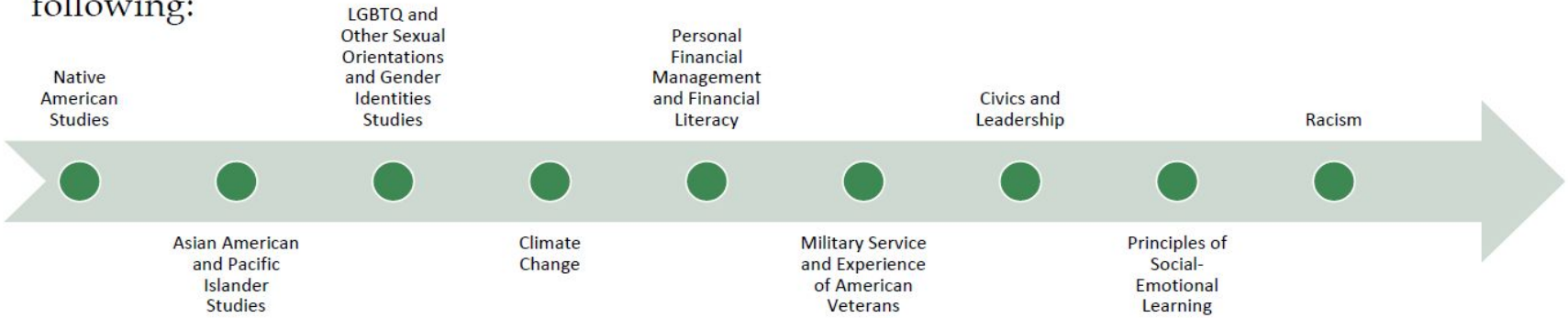
- **Course of study/programming based on community need** (eg. Computer Science 3-12; Specific Social Media education)



Model Curriculum for Grades K-8

June Special Session, Public Act No. 21-2, Section 374, effective July 1, 2021

- Directs the SDE, in collaboration with the State Education Resource Center, to develop a model curriculum **by January 1, 2023** that boards of education may use for grades kindergarten through eight.
- Among other requirements, the model curriculum must include and integrate at least the following:



Once complete, the SDE must make the model curriculum available to boards of education and post it on the SDE website.

2022-2023 State Mandated Curriculum Updates

African American and Latino Studies
Native American Studies (NE Woodland Tribes)
Allowance of American Sign Language as a World Language

Maintain developmentally appropriate education in:

Arts, careers, human growth/development, nutrition, first aid, CPR, disease prevention, cancer awareness/self-exams, physical/emotional/mental/consumer health, suicide prevention, substance abuse, opiod and related disorders, safe social media.

2022-2023 Non-Mandated State Curriculum Updates

Locally developed curriculum or use of the Connecticut Model Curriculum:

Danger of gang membership
Accident prevention
Computer Science
Climate change (aligned with NGSS standards)
Asian American/Pacific Islander studies
Citizenship, economics, geography, government, holocost/genocide education
Great Famine in Ireland
Personal finance
Labor history/Economics/Capitalism/Entrepreneurship
K-8 CT Model Health Curriculum

Mandated Curriculum K-12

Additions to curricular offerings required by the CSDE



Public Act 19-12: Inclusion of Black and Latino Studies in the Public School Curriculum

- Full-year Social Studies elective, grades 11-12
- State adopted curriculum(s) and resources
- 150 curriculum/resource contributors
- Multiple community focus groups
- Inquiry-based, student centered learning opportunities with interdisciplinary opportunities
- Teacher professional development *(highly recommended)*
- 50 ‘early adopter’ districts, including Old Saybrook and Westbrook

Link: African American/Latino Curriculum



Public Act 21-2: Native American Studies

- Include Northeastern Woodland Tribes of Connecticut

Native American Studies are taught in grades 4 and 5 (NWTC)



Non-Mandated Curriculum K-12

Suggested curricular updates by the CSDE



Bill 1202 - Amended Section 1, Public Act 19-12

- Computer Programming

Starting formally in Grade 3 (Tynker C.A.D Programming) - high school non-leveled elective courses up to AP Computer Science



Public Act 21-2: Climate Change

- Limited guidance on depth/breadth/content
- Included at some point in K-12 curriculum

Climate change is addressed grade 4, 5 and 6 and the high school Biology, Environmental, Marine Science curriculums.

Public Act 21-2: Veteran and Military Experience

- Limited guidance on depth/breadth/content
- Included at some point in K-12 curriculum

All K-12 schools in Region 18 hold annual Veterans Day programs to educate students on military experience and the American Veteran experience. This is also covered in various aspects of our social studies curriculum.

Public Act 21-2: Personal Finance/Financial Literacy

- Limited guidance on depth/breadth/content
- Included at some point in K-12 curriculum

Personal Finance is offered as a half-year elective at the high school. Financial literacy is addressed in the Advisory Curriculum at the high school level.



Public Act 21-2: Civics and Leadership

- Limited guidance on depth/breadth/content
- Included at some point in K-12 curriculum

Instruction in Civics and leadership is woven throughout the K-8 curriculum. All 9th graders are required to take Civics in high school as part of an existing state requirement for graduation.



Public Act 21-2: K- 8 Connecticut Model Health Curriculum

- State developed and published curriculum that *may* be used for guidance/instruction/resources

<u>Topics in the Draft Health Model Curriculum include:</u>

- Correlation between national health standards and SEL Categories
- Nine essential Content Standards
- Skills related to healthy living
- Gender/sexuality education
- Encourages data-driven decisions based on what is to be taught, when and based on student needs/school-community norms.

Currently, 9/10 Health curriculum includes two lessons on gender studies under the HECAT standard of Health Relationships.

- · *Demonstrate an appreciation for diversity in society, and advocate for acceptance of marginalized groups.*
- · *Be able to define key terms related to sexual identity, sexuality, and gender.*

Link to CT Draft Health Curriculum Framework



Social and Emotional Learning (SEL) = **Skills for Everyday Success**

Children need social-emotional skills to thrive both in the classroom and in life. Social-emotional learning (SEL) curricula teach children techniques to:

- Gain confidence
- Set goals
- Make better decisions
- Collaborate with others in work and play
- Navigate the world more effectively

Social-emotional learning isn't just a feel-good activity. It's not psychotherapy or an attempt to parent kids. Nor is it a substitute for core academic subjects such as math, science, or literacy.

Instead, SEL concepts provide an extra dimension to education, focusing on improving cooperation, communication, and decision-making. In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, SEL gives students a framework for developing these skills.







Second Step Program promotes:

- **Skills for Learning** - ability to self-regulate by learning to focus attention, listen, be assertive and use self-talk.
- **Empathy** - ability to identify, understand and respond in a caring way to how someone is feeling providing the foundation for friendships, cooperation, coping and conflict resolution.
- **Emotion Management** - ability to recognize strong feelings and use calming-down steps to stay in control in order to increase coping and reduce problem behaviors. Necessary for effective communication, assertiveness, negotiation, compromise and problem solving.
- **Problem Solving** - ability to handle interpersonal conflicts effectively.

