

Special Darien Board of Education

Curriculum Committee Meeting

Thursday, April 28, 2022

8:30 a.m.

Darien Public Schools' Administrative Offices

35 Leroy Avenue

Board of Education Meeting Room

AGENDA

1. 6-12 Social Studies Update
2. Summer Curriculum Overview
3. Public Comment*
4. Adjournment

AA:nv

*** * The Board of Education meeting will be available to the public in person and via Zoom. Wearing of masks is optional and seating is limited by room capacity. Doors open at 8:15 a.m. for the 8:30 a.m. meeting.**

<https://darienps.zoom.us/j/92215786870>

Those members of the community wishing to view only, should do so through the Darien Youtube link: <https://www.youtube.com/channel/UCUnnvYKBFbFrTWQRuoB6OZA>

In order to reduce audio interference, members of the community are requested not to simultaneously view by Youtube while participating on Zoom.



Memorandum

To: Darien Board of Education Curriculum Committee
From: Christopher Tranberg, Ph.D., Assistant Superintendent of Curriculum and Instruction
CC: Alan Addley, Ed.D., Superintendent of Schools
RE: BOE Curriculum Committee
Date: April 28, 2022

Continuing with our plan to provide departmental updates over the course of the year, Keith Keeler (6-12 Social Studies Department Chair) will present during our April committee meeting. Mr. Keeler's presentation will offer department highlights, a review of the inquiry cycle process shared in 2019, and a look ahead to future projects.

Additionally, you will hear a brief presentation highlighting the focus areas of summer curriculum work. To begin, the curriculum leadership department is excited to create new units of study and migrate existing curriculum to EduPlanet21. This summer we will focus on long term transfer goals, developing course planner and exploring the professional development platform embedded within EduPlanet. We are hoping to successfully migrate all curriculum materials by the end of summer 2026. Because we have thousands of pages of written curriculum, this process will take time. We will also discuss updates and plans for the curriculum website and areas of focus for our summer curriculum projects.

SPRING 2022

6 - 12 Social Studies Curriculum Update



Presented By: Keith Keeler

Looking Back & Looking Ahead: BOE Update:



**Program
Overview**



Inquiry Process

Stage 1: Questioning



Stage 2: Skills & Concepts



Stage 3: Source Investigation



Stage 4: Reporting & Conclusions



**Curriculum
Updates**



Stage 1 of Inquiry Arc: Compelling & Essential Questions

- ★ Essential Questions are timeless / placeless / more philosophical
 - What makes a society civilized / complex / advanced?
 - What makes a good leader?
 - How do we organize ourselves into governments?
- ★ Compelling questions are time and place specific / require more developed understanding
 - How is the Silk Road the Internet of Antiquity?
 - Was the Civil War inevitable?
 - What does it mean to be an American?



Stage 2 of Inquiry Arc:



Discipline Specific Skill and Concept-Building

- ❑ Teach and practice skills / learn essential concepts
- ❑ Cartography
- ❑ Political cartoon analysis
- ❑ Chart reading
- ❑ Close reading
- ❑ Annotating
- ❑ Researching
- ❑ Sourcing
- ❑ Collaborating
- ❑ Communicating
- ❑ Writing, Speaking, Visual



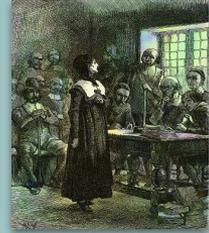
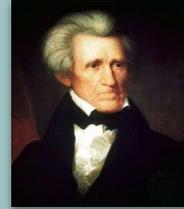
Stage 3 of Inquiry Arc: Source Investigation



- ★ With the newly acquired / honed skills and concepts – students now turn to historical sources for information.

- ★ Examples of Authors:

- Hammurabi
- Andrew Jackson
- Anne Hutchinson
- John Locke
- Baron de Montesquieu
- Elizabeth Cady Stanton
- Mahatma Gandhi
- Frederick Douglass



CRITICAL THINKING IS ESSENTIAL!

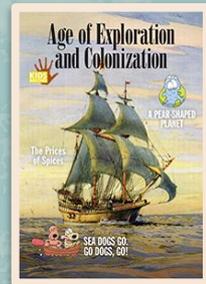
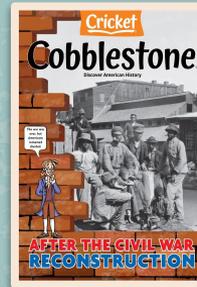
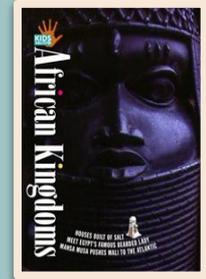


Accuracy, Scope & Origins: Selecting Sources

- Does the source meet our content needs?
- Is the writing/material at a level our students can work with?
- Is the source age/developmentally appropriate?

Frequently Accessed Sources at MMS

- ★ Jr. Scholastic / NY Times Upfront
- ★ Nystrom Digital World Atlas
- ★ Kids Discover Magazine
- ★ Cobblestone American History Magazine
- ★ Encyclopedia Britannica Launchpacks



Frequently Accessed Sources at DHS

- ★ World History and Geography Textbook (Western Civ)
 - ★ Choices Program Resources (World Studies / American History)
 - ★ American Nation (AP US History)
 - ★ Magruder's American Government (Law and Gov)
 - ★ Western Civilization (AP Euro)
 - ★ Newly Purchased:
 - Cultural Landscapes Textbook (AP Human Geography)
 - American Government (AP Law and Gov)
 - Encyclopedia Britannica Launchpacks
 - ★ Free Resources:
 - <https://www.archives.gov/milestone-documents/list> (National Archives)
 - Ancient and Modern History Sourcebook (Fordham University)
- 

Stage 4 of Inquiry Arc: Reporting Out Conclusions

★ As students draw conclusions they need to take informed action and share their knowledge with others

- Synthesis Pages
- Student Videos
- Presentations
- ★ ○ Writing Assignments

Nelson Mandela

Who was Nelson Mandela? Nelson Mandela was born July 18, 1918, and died November 5, 2013. He was the former president of South Africa. He served as president from 1994 to 1999. Before his term, a lot happened in his life. Nelson Mandela was originally a human rights activist and spent 27 years in prison for fighting for equal rights for black South Africans in South Africa. Four years after he was freed, he was elected the first black president of South Africa. Nelson Mandela was a leader in the struggle against Apartheid.

What was Apartheid? Apartheid means "apartness" in the language of Afrikaans. Apartheid was the system of legislation that separated non-whites and whites in South Africa. It was so unfair that public beaches, parks, lakes, and even benches had barriers that separated whites and non-whites. This happened from 1948 to 1994. Black South Africans and other non-white races lived through unimaginable amounts of segregation horror for 46 years. Imagine that.

When?
Apartheid: 1948 - 1994
Nelson Mandela's life: 1918 - 2013

How did Nelson Mandela affect Apartheid?
Nelson Mandela spent 27 years in prison and once he got out the first thing he did was change South Africa for the better. He played an important and unforgettable role at the end of Apartheid. He peacefully and efficiently negotiated the end of Apartheid bringing peace to a racially separated country and leading the harmless protest and fight for human rights around the world.

Where?
South Africa

Apartheid Home
Separate Amenities Act AND Group Areas Act of 1950
Whites and Blacks were separated for things like buses, benches and beaches. But one of the main things they were separated for were homes. These laws were the reason behind all this. If you were living in your childhood home, it didn't matter. If white people came to your town, you were forced to leave. Africans were moved out of cities to be poor and less educated.

Comparison
Population
The whole population of South Africa was about 23.6 million people. BUT, only 4.5 million of them were white people. The whole other 19 million people were Africans. White people thought that even though they had less people, they could get away with more power. They would cram all of the Africans in one area and then they would have huge areas of land just for one house.

Differences
Africans would sometimes build their own homes. But it would be out of things they would find because they wouldn't be able to afford it. While white people would have huge mansions with pools, tiles and chandeliers that they probably had nothing to do about it.

Fast Facts
Did you know, that even though there were less white people living in South Africa, they actually owned 87 percent of all land. While the Africans only had 23 percent of the land. Leaving the whites with more space for anything they needed.

In Spring 2019 We Planned Future Work Around:

- ★ Effectiveness of Inquiry
- ★ Differentiation in the Classroom
- ★ Alignment
- ★ Scope and Sequence
- ★ Classroom Visitation

Since then...

- ★ Aug + Nov 2019 – Differentiation in Social Studies
- ★ Jan 2020 – Inquiry and Questioning
- ★ Feb 2020 – Questioning and Historical Thinking Skills

- ★ Aug 2020 – Historical Thinking in Hybrid Classroom*
- ★ Nov 2020 – Critical Conversations and Assessment in 2020*
- ★ Jan 2021 – Promoting Student Engagement in Hybrid Classroom*
- ★ Feb 2021 – High Priority Standards*

- ★^{*} Aug 2021 – Best Practices in Writing Assignments
- ★^{*} Nov 2021 – Providing Meaningful Feedback to students
- ★ Jan 2022 – Calibration of Expectations & Language used in teaching of writing (Rubrics)
- ★ Feb 2022 – Writing Scope and Sequence



Our Curriculum Work (through Western Civ.)

Identify Desired Results

Priority Goals
Essential Questions
Knowledge

Skills
Timing

Determine Acceptable Evidence

Student Products
DBQ's, Assessments
Research Paper

Midterm
Final

Plan Learning Experiences & Instruction

Differentiated Strategies
Scaffolded Approach
PLC Focus



Diversity, Equity & Inclusion + Social Studies

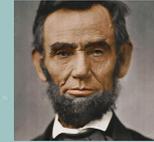
★ "But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists." Thomas Jefferson, First Inaugural Address, 1801.



★ "We hold these truths to be self-evident; that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness" Seneca Falls Attendees, Declaration of Sentiments, 1848



★ "Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal." Abraham Lincoln, Gettysburg Address, 1863



★
★
★ "It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin." Harry Truman, Executive Order 9981, 1948



Comprehensive view of the past – towards preparation for full participation in our democracy

Our classes are designed to be accessible to all students, regular Education students, Special Education students, students with 504's.

New this year:

- ★ Black and African American Studies and Latino and Puerto Rican Studies
 - Ran first semester of this year-long course (Black and African American Studies)



- ★ The Blues and Beyond
 - 8th Grade Social Studies and Music Collaboration
 - Explore the History of African Americans through Music

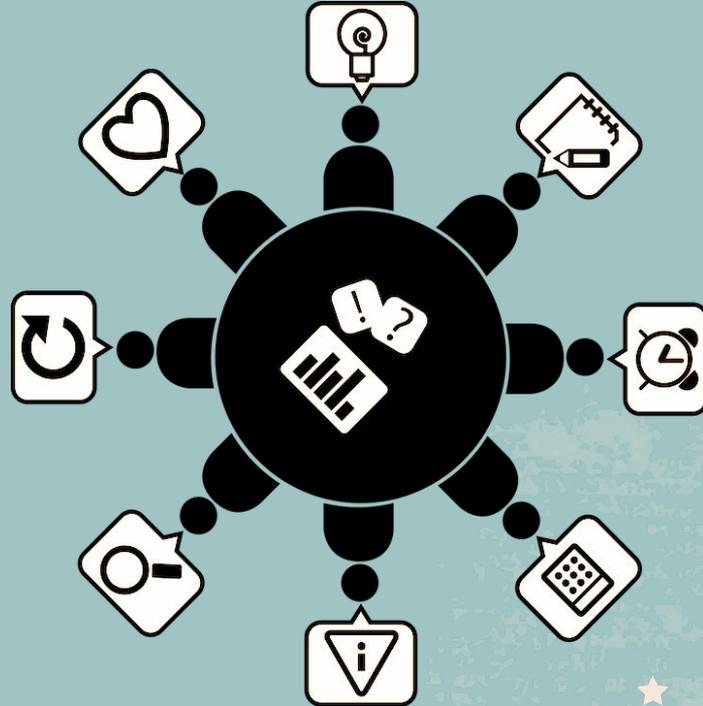
Where Do We Go Next?



- ★ Create and Migrate Units of Study to Eduplanet21
- ★ Instructional Focus on Reading
- ★ Update Curriculum to Reflect State's Forthcoming Content Standards (Native American History)



Discussion / Questions

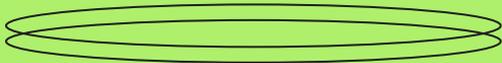


Summer Curriculum Overview

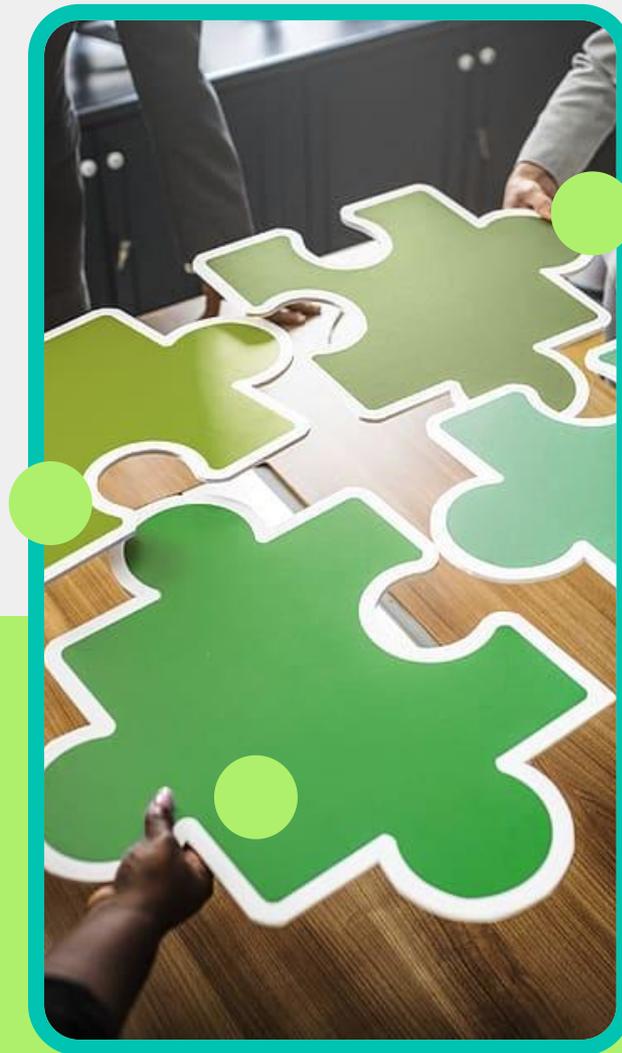
April 28

20

22



Christopher J. Tranberg, Ph.D.



Overview



01

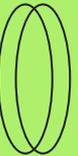
EduPlanet 21

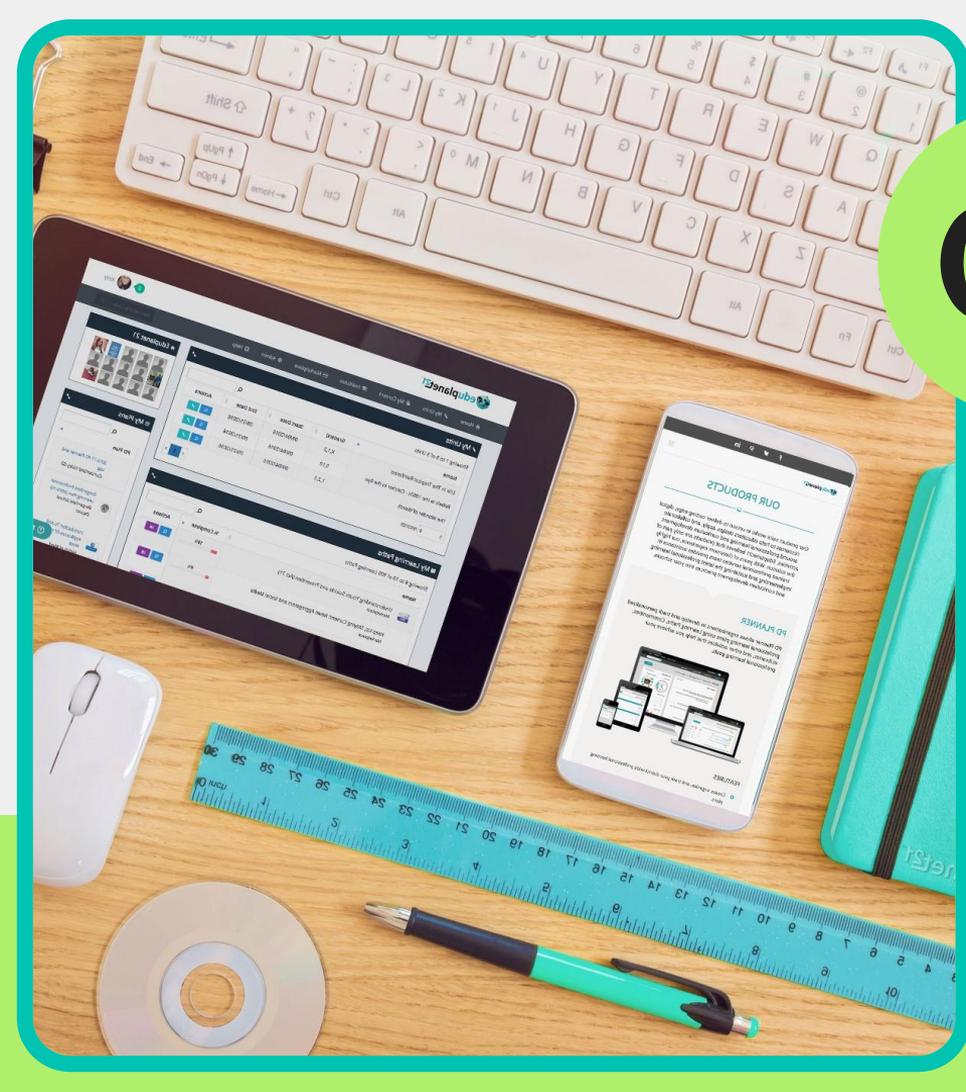
02

Curriculum Website

03

Focus Areas





01

EduPlanet 21

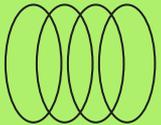
Curriculum
Management Platform





Year 1 Goals

- ❑ Back End Platform Build
- ❑ Long Term Transfer Calls
- ❑ Course Planner Overview
- ❑ 2 Units Per Course / Discipline
- ❑ Professional Development Platform



A Closer Look at Our Departments



[Art, K - 12](#)



[Career Technology Education, K - 12](#)



[ESL, K - 12](#)



[Health & Physical Education, K - 12](#)

02

Curriculum
Website

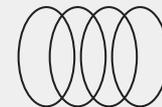
[Elementary Learning](#)



[Math](#)



Curriculum Website



Curriculum

Create a curriculum landing page that serves as a teaching and learning hub.



Contacts

Identify curriculum leadership team members to support DPS Chain of Communication.



Communication

Provide access to recent parent presentations and communications.

03

Focus Areas



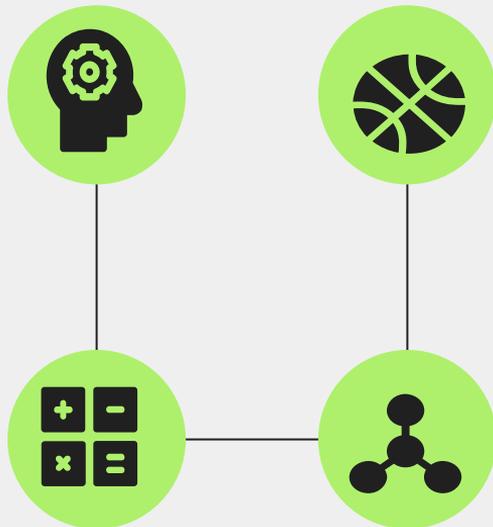
Focus Areas

New/Changed Courses

Digital Journalism, Principles of Engineering, AP Spanish Lit, Skyscrapers & Subways, Sports Marketing, Mandarin

Elementary Math

Develop units of study utilizing Math in Focus as the primary instructional resource.



Physical Education

Finalize K-12 PE curriculum website for staff and develop rollout plan.

Differentiation

Embed planned opportunities for differentiation to support the wide range of student learning needs in stage 3 of unit development.



