CURRICULUM COUNCIL
MEETING AGENDA

Date:  Friday, January 13, 2023
Time:   9:30 to 11:30 a.m.
Location:  Carroll Community College, K100 Building

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Topic</th>
<th>Presenter</th>
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</thead>
<tbody>
<tr>
<td>9:30</td>
<td>Welcome</td>
<td>Steve Wernick</td>
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<td>9:30 – 10:45</td>
<td>Elementary Social Studies</td>
<td>Bruce Lesh</td>
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<td>10:45 – 11:30</td>
<td>Gifted and Talented / Advanced Academics Programs</td>
<td>Sharon Lilly</td>
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<td>11:30</td>
<td>Closing</td>
<td>Steve Wernick</td>
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The Charge of the Curriculum Council is to:
- Develop a working knowledge of curriculum goals, trends, and issues.
- Network with curriculum supervisors to communicate local concerns and issues regarding curriculum.
- Communicate curriculum goals, trends, and issues with individual parents, parent groups, and the home school’s administration and faculty.
- Review and recommend to the Board of Education instructional textbooks and materials proposed for adoption.
- Provide advice and recommendations to the Superintendent and Board of Education regarding issues related to curriculum as requested, or as initiated by the Council.

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Agenda

• Review current curricular work taking place in elementary social studies.
• Outline timelines supporting the elementary social studies curricular changes.
• Examine the new CCPS grades 4 and 5 scope and sequence documents, skills progression, and pilot materials.
Where did the Framework Originate?

- State Elementary Social Studies Workgroup
- Met from October 2018-January 2020
- 43 Participants
  - 21 LEAs
  - 24 representing grades 3-5
  - 8 representing preK-2
  - 11 Supervisors, specialist, instructional coaches
- Reviewed other state elementary models, standards, and frameworks
- One year of writing and revision
- Academic review by professors at Towson University and University of Maryland
Why the Change?

- The existing frameworks were almost 20 years old!
- All state social studies frameworks (preK-12) were revised to align research and legislative changes:
  - Inquiry based instruction
  - Research on teaching and learning in social studies
  - Expectations set by the state legislature
Social Studies Instruction and Reading Comprehension
Evidence from the Early Childhood Longitudinal Study
More instructional time devoted to social studies is correlated with greater reading growth from first through fifth grade.

Adam Tyner and Sarah Kabourek. *Social Studies Instruction and reading Comprehension: Evidence from the Early Childhood Longitudinal Study*

https://fordhaminstitute.org/national/resources/social-studies-instruction-and-reading-comprehensionFordham
More instructional time in social studies is related to greater reading growth from first through fifth grade for all students except those in the top income quartile.

Adam Tyner and Sarah Kabourek. *Social Studies Instruction and reading Comprehension: Evidence from the Early Childhood Longitudinal Study*

The Function of Background Knowledge

Knowledge related to the text passage influences reading comprehension via:

- Processing vocabulary
- Handling new vocabulary
- Inference generation
- Creating coherence
Background Knowledge Base, Grades K-2

Robert J. Marzano (2005), *Building Background Knowledge for Academic Achievement*. Arlington, Virginia: ASCD.
Background Knowledge Base, Grades 3-5

Robert J. Marzano (2005), *Building Background Knowledge for Academic Achievement*. Arlington, Virginia: ASCD.
Knowledge-rich subjects such as science and social studies helps students develop background knowledge need to make them effective readers. Teaching social studies systematically and coherently, topic by topic, improves reading comprehension and achievement.

Social studies at the elementary level should not be integrated into ELA, but ELA should be integrated into social studies.

References:
Grades K-3
Social Studies
Pilot Schools

2022–2023 SY
No changes to grades K-3 scope and sequence.

2023-2024 SY
No changes to grades K-3 scope and sequence.

2022–2023 SY
No changes to grades K-3 scope and sequence.

2024-2025 SY
Pilot schools will teach the new K-3 social studies scope and sequence.
Grade 4 Social Studies Pilot Schools

- **2022–2023**
  - Changes to the Grade 4 social studies scope and sequence for 2022-2023 SY—pilot schools only.

- **Summer 2022**
  - Pilot lessons designed to align new text with MSDE framework.

- **2022–2023**
  - Develop a revised scope and sequence aligned to state framework.

- **2023-2024 SY**
  - All 4th grade students will utilize the new CCPS social studies curriculum and resources.

- **Summer 2023**
  - Revisions to Grade 4 curriculum, based on new scope and sequence and lessons learned from the pilot.
No changes to Grade 5 scope and sequence.

2022–2023 SY

Revisions to Grade 5 curriculum, based on new scope and sequence and resources.

Summer 2023

Develop a revised scope and sequence aligned to state framework.

2022–2023 SY

Pilot schools will teach the new scope and sequence aligned to the new materials.

2023-2024 SY
New CCPS Scope and Sequences for Grades 4 and 5

• Aligned with State frameworks as required by COMAR 13a.04.08.01.I.1-2.
• Grade 4: United States History from 1450-1787
• Grade 5: United States History from 1790-1980
• Both examine United States History through a Maryland lens
## Grade 4 and 5 Scope And Sequence Documents

### Unit 1: Social Studies Skills and Processes

**Unit Evolving Understanding:** History and geography help explain our place in space and time and to build arguments about the past and the present.

**Unit Question:** How do history and geography help explain the past and present?

<table>
<thead>
<tr>
<th>Content Topic</th>
<th>Essential Question</th>
<th>Indicators and Objectives</th>
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</thead>
</table>
| Thinking Like a Historian | How do historians interpret events? | - Distinguishing between the types of historical sources used by historians
- Understanding how to source, contextualize, close reading an historical source
- Comprehending across multiple historical sources
- Developing claims and supporting them with evidence and reasoning
|
| Thinking Like a Geographer | How does geography help explain the world? | - Determining how the five themes of geography (location, place, region, movement, and interaction) with the environment help to interpret the past and the present
- Analyzing how to use map elements to read and interpret maps
- Assessing how different types of maps are used to explain the past and the present
|

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### Unit 1: Development of American Government (1780 – 1789)

**Unit Evolving Understanding:** The Constitution establishes the rules, rights, and organization of the United States government.

**Unit Question:** Why do we limit the power of government?

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<thead>
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</table>
| Conflicts and Compromises at the Constitutional Convention | How is the powers distributed in the United States Constitution? | - Reviewing how the compromises among the states and federal government under the Articles of Confederation led to people wanting to reform the government.
- Understanding central and state powers of the Constitution and Three-Fifths Compromise.
- Assenting to the promises set forth in the Preamble.
- Evaluating the principles of separation of powers and checks and balances/Identifying scope of powers within branches and levels of government.
- Distinguishing powers and responsibilities of government on the federal, state, and local levels.
- Evaluating how perspectives and decisions at the Constitutional Convention limited the division of citizenship.
- Analyzing the roles and powers between the executive, legislative, and judicial branch of the federal and state government. |
Skills Progression

- Elementary and early middle school social studies instruction
- Middle school social studies assessment (Administered in Grade 8)
- High school American Government Assessment and social studies AP Exams
### CCPS Progression of Historical Reading and Writing Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tr>
<td><strong>Strategic</strong></td>
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<td>Goal: Students consider the impact of who created an historical source and their point of view, the type of source, when it was created, the purpose for its creation, and the intended audience.</td>
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<tr>
<td><strong>Source</strong></td>
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<tr>
<td>Identifies the source creator(s) background and point of view, date, type, purpose, and intended audience of an historical source.</td>
<td>Identifies the source creator(s) background and point of view, date, type, purpose, and intended audience of an historical source.</td>
<td>Makes predictions about how the source creator(s) background and point of view, date, type, purpose, and intended audience may affect the reliability of the information provided by the historical source.</td>
<td>Analyzes how the source creator(s) background and point of view, date, type, purpose, and intended audience may affect the reliability of the information provided by the historical source.</td>
<td>Evaluates how the source creator(s) background and point of view, date, type, purpose, and intended audience may affect the reliability of the information provided by the historical source.</td>
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<tr>
<td><strong>Contextualization</strong></td>
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<td>Students locate a source in time and place to understand how the time period in which the source was created impacts both content and reliability.</td>
<td>Identifies the historical time and place in which a source was created.</td>
<td>Makes predictions about how the historical time and place in which a source was created may affect the reliability of the information provided by the historical source.</td>
<td>Analyzes how the historical time and place in which a source was created may affect the reliability of the information provided by the historical source.</td>
<td>Evaluates the source’s reliability by considering how the historical time and place in which the source was created may affect the reliability of the information provided by the historical source.</td>
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<tr>
<td><strong>Close Readings</strong></td>
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<td>Students consider the claim made by a source, the evidence used to support it, and the language, techniques, or strategies used to communicate the claim.</td>
<td>Identifies the source creator’s claim(s) and supporting evidence based on what is provided and what is left out.</td>
<td>Analyzes how the source creator’s use of details, examples, vocabulary, and structure supports or undermines the evidence used to support their claim(s).</td>
<td>Evaluates the effectiveness of the author’s claim and use of evidence and how it may affect the reliability of the information provided by the historical source.</td>
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**VERSION 1.5.23**
2022-2023 SY Pilot of Updated Materials

Grade 3

Grade 4

Grade 5
Examine Scope and Sequences, Materials, and Skills Progression

THREE GROUPS

15 MINUTES PER ROTATION

CCPS STAFF AVAILABLE TO ANSWER QUESTIONS
Gifted and Talented / Advanced Academics Program

Carroll County Public Schools
Curriculum Council Presentation
Friday, January 13, 2023

Sharon Lilly, Supervisor of G&T, Advanced Academics, and Virtual Learning
Carey Sneska, Elementary School G&T/Advanced Academics Specialist
Bethanie Leader, Middle School G&T/Advanced Academics Specialist
Objective

• **What:** Provide an overview of the G&T/Advanced Academics Program across the elementary, middle, and high school levels as identified through COMAR (13A.04.07.02)

• **How:** Through presentation and discussion

• **Why:** To increase stakeholder knowledge of how G&T/Advanced Academics instruction supports student achievement
What’s the difference between G&T and Advanced Academics?

Advanced Academic Programs

The GT/advanced academic specialists split time between two schools to facilitate:

- Identification of students as G&T
- Provision of supports

We support:

- Students identified as gifted and talented
- Highly Able Learners
- Students who with exceptional strengths in an area, unit of study, or interest
The Advanced Academic Program Includes:

**Gifted and Talented:**
- G&T identification universal screening, 2\(^{nd}\) & 6\(^{th}\) grades
- G&T additional referral and review for identification, 3\(^{rd}\)-12\(^{th}\) grades
- G&T instruction and support, 3-8\(^{th}\) grades
The Advanced Academic Program Includes:

**Advanced curriculum and programs:**

- Primary Thinking Skills Development, PK-2\textsuperscript{nd} grades
- Advanced curriculum options for students, 3\textsuperscript{rd}-8\textsuperscript{th} grades
- Advanced Academics Pathways for gifted and highly-able learners, 9-12\textsuperscript{th} grades
  - Advanced Placement Program/Pathway
  - Advanced Career Completer Programs
  - Dual Enrollment
  - Advanced Career Internship Opportunities
G&T Identification Requirements in COMAR (Code of Maryland) 13A.04.07.02:

- Equitable process.
- Identification pool encompasses all students.
- Use of universal screening.
- Use multiple indicators of potential, ability, and achievement from the MSDE list of approved assessments and checklists below.
- Identify students as early as possible, but no later than Grade 3.
- Additional identification at the 3-5 and 6-9 grade bands.
- Identify a significant number of students in every school and at least 10 percent of every local school system.
- Develop and implement equitable identification policies, including appeals, stated in writing and accessible to the public.
- Review the effectiveness of the identification process.
- Provide ongoing professional learning for teachers, administrators, and other personnel in the identification procedures, characteristics, academic, and social-emotional needs of GT students.
- Local school system Superintendents may exempt specific schools from identifying a significant number of GT students. However, the rationale for doing so must be provided to MSDE.
Referral and Review for G&T Identification

- **Tier 1 Identification: Ability measure**
  - Universal Screening Tool: CogAT test
  - Verbal score: 8th or 9th stanine = reading identification
  - Quantitative score: 8th or 9th stanine = math identification

- **Tier 2 Identification: Academic measures**
  - CogAT Nonverbal score: 8th or 9th stanine
  - MCAP scores: 5 in ELA or math
  - Reading Inventory/reading level
  - CBAs/math benchmarks
  - Work samples

- **Tier 3 Identification: Affective (behavioral) measures**
  - Initial measure: Primary Thinking Skills data
  - Additional measures: teacher and parent observational checklists
Instructional Model

**Elementary**
- Primary Thinking Skills: (PK-2nd)
- ELA extensions
- Math extensions
- Co-teaching
- Pull-out groups
- Embedded instruction for groups within classes
- Student need (PK-2)

**Middle School**
- Leveled instruction: honors classes
- Advanced learning extensions: science
- Springboard: pre-AP in ELA classes
- Curriculum compacting in math: high school math credit
- Optional enrichment: *National History Day, Robotics*

**High School**
- Honors classes
- Advanced Placement classes
- Advanced career completer programs
- Dual enrollment
- Clubs, extra-curriculars, sports, drama, academic competitions
- AP Capstone Diploma
Elementary Instructional Model

GRADES PreK-2

• Look for early evidence of advanced learning behaviors
• Primary Thinking Skills (PTS) lessons
• Exposure for all students to a variety of thinking skills
• Support primary teachers with small groups, as needed.
Elementary Instructional Model

GRADES 3-5

- ELA curricular extensions
- Math curricular extensions
- Co-teaching ("push into" classrooms)
- Pull out groups
- Embedded instruction within the classroom
Middle School G&T and Advanced Instruction

• Leveled instruction: honors classes
• Advanced learning extensions: science
• AP Springboard curriculum taught in ELA classes
• Curriculum compacting in math: high school math credit (Algebra I, new honors Geometry)
• Optional enrichment: National History Day, Robotics Clubs & competition, Advanced Visual Arts Enrichment Program
The GT/AA specialist’s role

• Work with classroom teachers to offer curricular extensions aligned with classroom instruction

• Create advanced curriculum-based resources to extend content

• Maintain flexibility to push into classes or pull students out in small groups

• Instruct with consistency of content at all schools
High School Pathways for G&T and Advanced Learners

• Honors classes
• Advanced Placement classes & tests
• AP Capstone Program: AP Seminar and AP Research classes
• Advanced career completer programs
• Dual enrollment
• Clubs, extra-curriculars, sports, drama, academic competitions
AP Course Options

Arts
- Studio Art: 2D, 3D, & Drawing
- Music Theory

English
- English Literature & Comp
- English Language & Comp

World Languages
- French
- Spanish (Lit and Lang)

Science
- Biology, Chemistry, Environmental Science and Physics

Social Studies
- Government
- US History
- World History
- European History
- Psychology
- Human Geography
- Macroeconomics

Math
- Calculus AB
- Calculus BC
- Statistics

Computer Sciences
- Comp Sci A
- Comp Sci Principles

AP Diploma Courses:
AP Seminar and AP Research
AP Pathways:  Pick 1, Pick 2

9th grade: pick 1:
- AP Government and/or AP Computer Science Principles

10th grade: pick 2:
- AP US History, AP Human Geography, AP Comp Sci Principles or AP Prob & Statistics

11th grade: pick 3:
- AP Lang & Comp., AP Seminar, AP World, AP Psych
- AP Prob & Stat, AP Comp Sci A, AP Art, AP Music
- AP Bio, Chem, Physics or Env. Science

12th grade: what’s left to do?
- AP Literature & Comp., AP Research, AP Calc AB & BC, AP Macro, AP Spanish/French, AP Euro, another science
Why Consider Dual Enrollment?

• Earn high school and college credit while still in high school.
• Guaranteed credit at in-state colleges.
• Challenge through independent learning
• Less time in class - two days/week class time
• Take advantage of diverse course offerings.
• Begin your college career locally with more support
• Start working towards associate’s degree

Why take AP classes?

• Competitive four-year college admissions Counselors want to see a strong schedule.
• AP courses prepare students for the expectations of college level coursework - and the real world!
• Many colleges not requiring SAT scores for admission; AP classes now serve as an indicator of how a student compares to other applicants from around the world.
• Research shows that success in an AP class is a good indication students WILL be successful in college.
• Potential for college credit through AP exams.
Questions?
Breakout Groups:

• Elementary
  *Front left of the room*

• Middle
  *Middle right of the room*

• High School
  *Back center of the room*