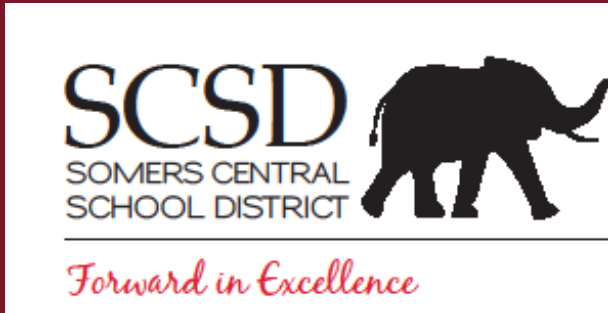
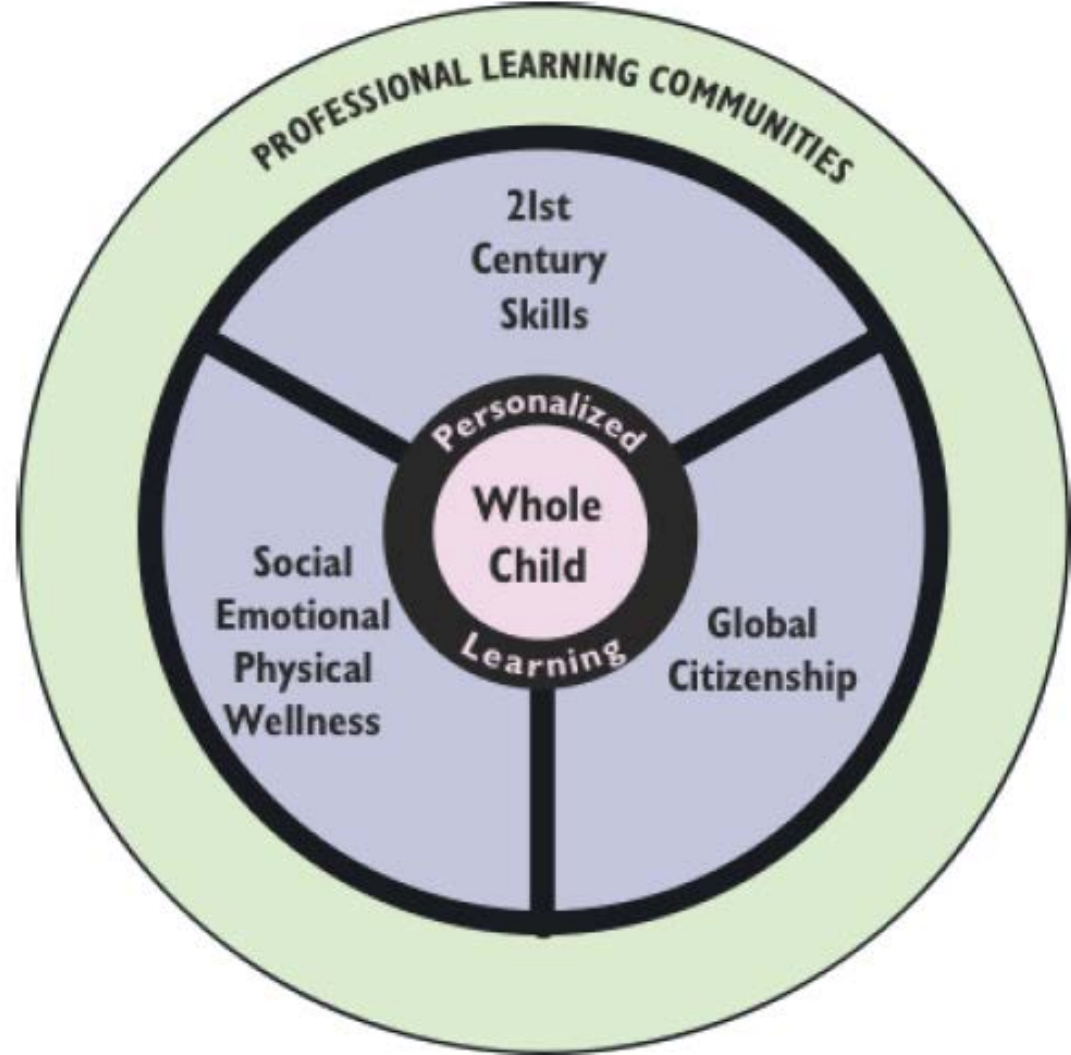


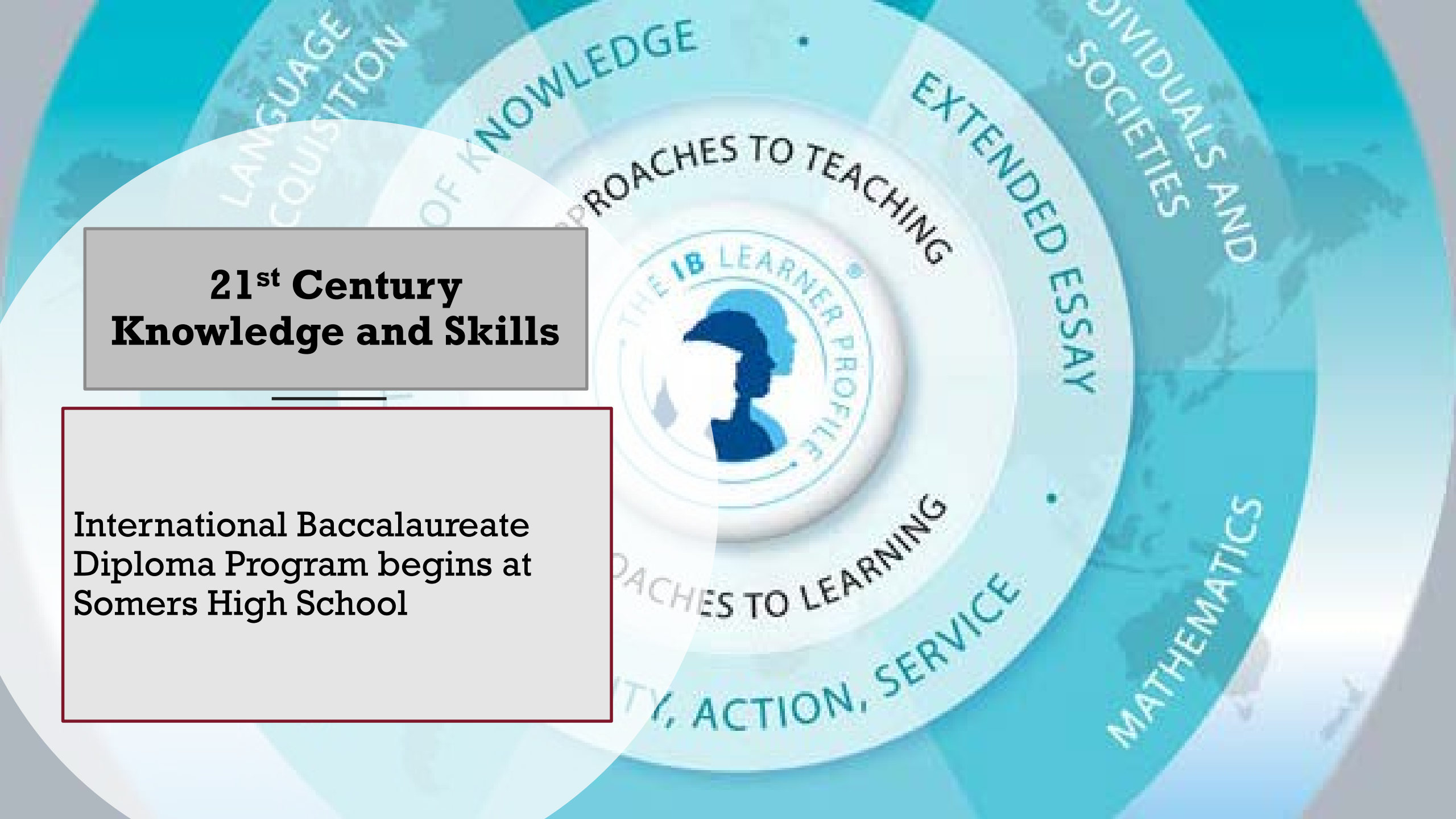


Somers Central School District Focus on Curriculum

Board of Education Meeting
September 12, 2017

Keeping our Vision in Focus



The background of the slide features a large, stylized graphic of the IB Learner Profile. It consists of concentric circles. The outermost ring is light blue and contains the words 'LANGUAGE ACQUISITION', 'KNOWLEDGE', 'EXTENDED ESSAY', 'INDIVIDUALS AND SOCIETIES', 'MATHEMATICS', 'ACTION, SERVICE', and 'APPROACHES TO LEARNING'. The inner ring is white and contains the words 'APPROACHES TO TEACHING' and 'APPROACHES TO LEARNING'. In the center is a circular emblem with a blue silhouette of a person's head and shoulders, facing right. The text 'THE IB LEARNER PROFILE' is written around the inner circle of the emblem.

21st Century Knowledge and Skills

International Baccalaureate
Diploma Program begins at
Somers High School

21st Century Knowledge and Skills

New York State Learning Standards Update

The "Next Generation" of Learning Standards

- ✦ NYS P-12 Learning Standards for ELA
- ✦ NYS P-12 Learning Standards for Mathematics
- ✦ NYS P-12 Science Learning Standards
- ✦ NYS Social Studies Framework



21st Century Knowledge and Skills

Literacy K-8

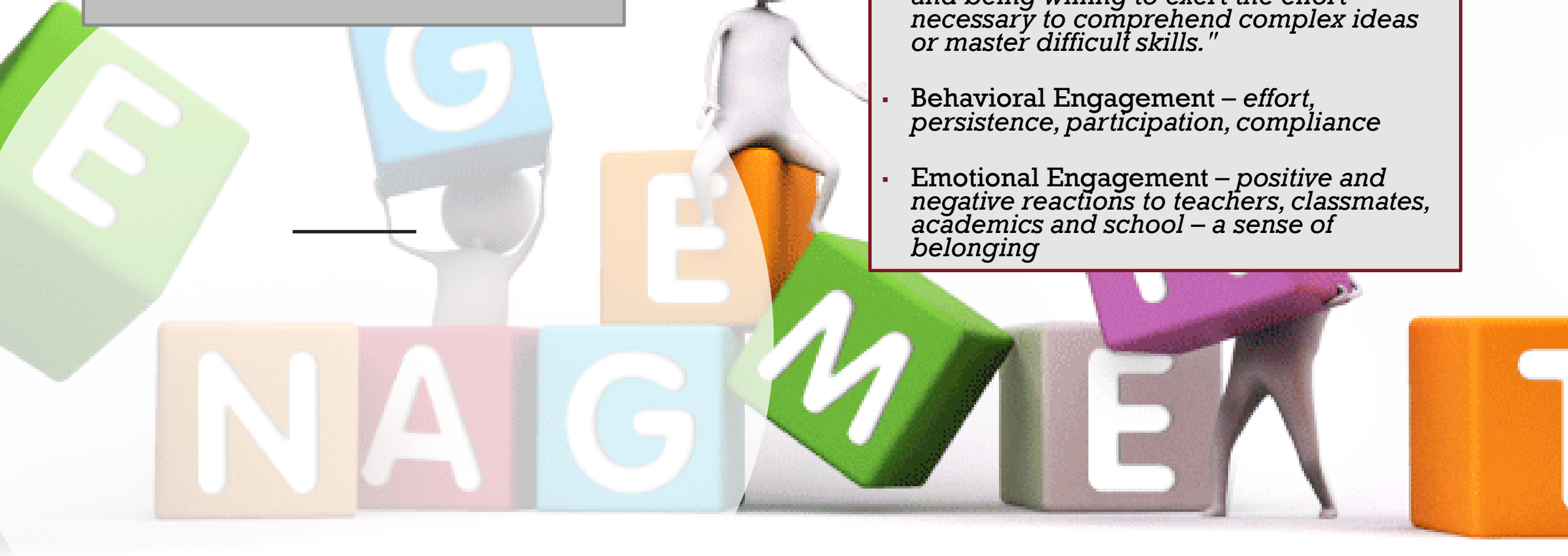
"Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives." -- Richard Vaca, author of *Content Area Reading: Literacy and Learning Across the Curriculum*



21st Century Knowledge and Skills

Student Engagement

- Cognitive Engagement – *students' "level of investment in learning; being thoughtful and purposeful in the approach to tasks and being willing to exert the effort necessary to comprehend complex ideas or master difficult skills."*
- Behavioral Engagement – *effort, persistence, participation, compliance*
- Emotional Engagement – *positive and negative reactions to teachers, classmates, academics and school – a sense of belonging*



21st Century Knowledge and Skills

L.I.F.E. - Learning Inclusively for Everyone

- Special Education
- Advanced Learning Programs
- English as a New Language Programs
- Student Support Programs (AIS)



Digital Literacy and Citizenship

Learning.com K-5

Common Sense Media



Global Citizenship



Language and communication are at the heart of the human experience. *ACTFL*

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Interact with cultural competence and understanding

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Develop insight into the nature of language and culture in order to interact with cultural competence

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

Global Citizenship

- Anti-Bias Framework Curriculum
- No Place for Hate



No Place for Hate® Promise

- ☀ I promise to do my best to treat everyone fairly.
- ☀ I promise to do my best to be kind to everyone - even if they are not like me.
- ☀ If I see someone being hurt or bullied, I will tell a teacher.
- ☀ Everyone should be able to feel safe and happy at school.
- ☀ I want our school to be *No Place for Hate®*.

Anchor Standards and Domains

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Global Citizenship

International Baccalaureate Diploma Program Mission Statement

"The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

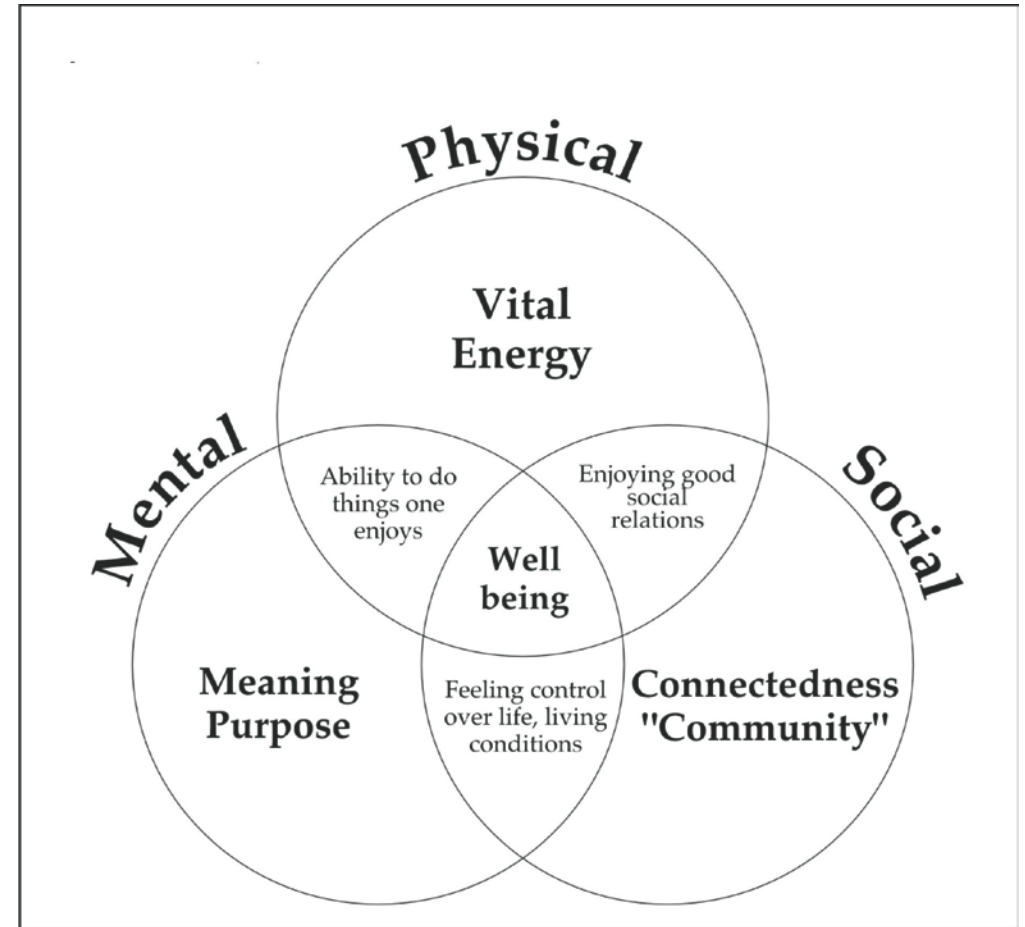
- 1 It increases academic opportunity**
Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.
- 2 IB students care about more than just results**
Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.
- 3 It encourages you to become a confident and independent learner**
For example, the extended essay requires independent research through an in-depth study.
- 4 It's an international qualification**
The DP is recognized globally by universities and employers.
- 5 Graduates are globally minded**
Language classes encourage an international mindset, lay for increasingly globalized societies.
- 6 The IB encourages critical thinking**
Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.
- 7 DP students have proven time management skills**
Take good study habits and strong time management to further education and the working world.
- 8 It assesses more than examination techniques**
Learn to understand, not just memorize facts or topics and prepare for exams.
- 9 Subjects are not taught in isolation**
Theory of knowledge (TOK) classes encourage you to make connections between subjects.
- 10 It encourages breadth and depth of learning**
You are able to choose courses from six subject groups and study subjects at different levels.



Social, Emotional and Physical Wellness

College and Career Counseling

- The Somers High School College and Career Center is a comprehensive resource for students, staff, and parents. Designed to support college and career planning, the College and Career Center is part of the Counseling Department and offers a variety of programs including:
 - **College Research and Planning**
 - **Career Planning and Exploration**
 - **College Entrance Exams**



Social, Emotional and Physical Wellness

- Responsive Classroom K-5
- MS Advisory
- HS Peer Leadership Program

All meant to create safe, welcoming and joyful learning communities

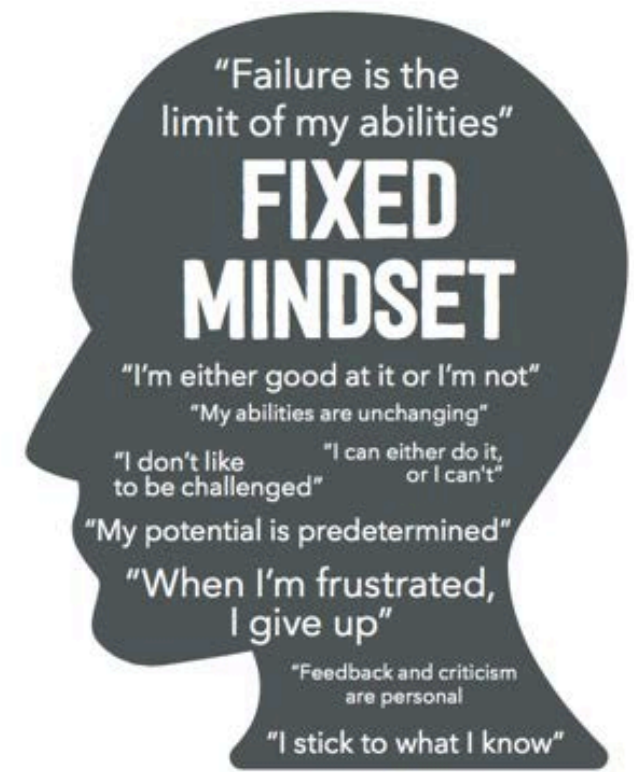


Social, Emotional and Physical Wellness

Brainology

- K-5 – *Growing Early Mindsets*
- Grade 6 - *Brainology*
- Grade 7 – *Brainology Bridge*
- Grade 10 – *Applied Brainology*

Students "discover how the brain works and how it gets stronger and smarter through effort and learning, boosting their confidence in their potential, desire to learn, and willingness to work hard."



Professional Learning

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

- Coaching
- Collaboration
- Commitment
- Continuous Improvement



On the horizon – Somers Middle School 2020

- Identification of 3 Core Areas
 - Flexibility in our use of time – a closer look at the MS Schedule
 - Lower student to teacher ratio allows for stronger relationships among teachers and students
 - Rigorous and relevant learning – with project-based learning and capstone project leads us to examine the feasibility of the International Baccalaureate Middle Years Program (MYP)

