

Curriculum Updates 2015

Clinton-Glen Gardner Board of Education

Comprehensive Health and Physical Education

There were minor changes made to the 2014 standards. Additions to the standards included the following defining terms in the glossary: overload principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, N.J.S.A. 18A: 35-4.23a describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision of the Introduction of the document was the addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills; the phrase ³Understanding national and international public health and safety issues² was added to the existing definition.

Social Studies Standards

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. This curriculum was revised to reflect minor revisions made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

Technology Standards

October of 2014, the NJDOE adopted the following technology standards:

8 . 1 Educational Technology and 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming. Our documents were updated to reflect the 2014 standards. Of note, LEGO EV3 and SCRATCH programming.

World Language

Although the NJCCCS for World Languages was adopted in 2009, it only became fully operational as of September 2012. Following the revision of the Standard groups of educators convened to develop support materials to assist other educators in implementing the Standard. These resources include the Classroom Application documents, the 21st Century Model Unit, the World Language Standard in Action documents, and the Model Curriculum. These materials contain instructional guidance and assessment examples to help educators in implementing the Standard with fidelity. Furthermore, the New Jersey Educator Resource Exchange provides a venue for educators to share additional support materials.

English Language Arts

- Pacing Guide
- Integration of 21st century themes and skills
- List of available core instructional materials
- Benchmark Assessments
- Modifications for Special Education students, English Language Learners, Students at risk of school failure, and gifted students.
- The addition of specific Read Alouds for Reading and Writing defined in the curriculum
- The addition of Weekly Instructional Focus in Reading and Writing
- The addition of Weekly Evidence of Learning in Reading and Writing
- Time Built into Curriculum for re-teaching

Literacy Outlook and Expectations

There are overarching goals and expectations tied to the curriculum revisions:

- Our students will read as much as possible, have choice in their reading, and learn to get more from their reading (some recommended reading on this subject: Nancy Atwell; *The Book Whisperer*, Jennifer Jacobson's "No More I'm Done!")
- Our students will write as much as possible, have choice in what they write, write authentically, and write for a variety of genres and forms. (Some recommended reading on the subject Reading and Writing Project website)

Literacy Outlook and Expectations

- Our teachers will read and write and model their reading and writing in the classroom
- Our teachers will differentiate so that students can achieve and progress as much as possible.
- Our teachers will be innovative and proactive in their practices, collaborate collegially, and remain inquisitive and communicate about their work.

Literacy Outlook and Expectations

- We are committed to the workshop model in reading and writing, and to providing support and materials in order to implement the model fully and successfully:
 - ❑ I do; we do; you do
 - ❑ Mini-lesson and work period
 - ❑ Teacher modeling; read alouds
 - ❑ small group conferences and individual conferences within the work period
 - ❑ On demand writing as a practice to see where students are before and after writing units.

Literacy Outlook and Expectations

The curriculum is evolving and organic in feedback loop that has been built into the school year by making it the subject of every teacher's PLC. We will work to continue to clarify and hone our curriculums.

Assessment provides meaningful and actionable feedback to teachers, administrators, and students at the **end of every marking period** in the form of benchmark assessments that are aligned to common core standards and teacher common sense standards. To that end, we continue to work to sharpen and authentically incorporate assessment into our work.