NEW HAVEN PUBLIC SCHOOLS

NHPS Academics

Frameworks for Instruction

February 2020

Please note that updates may be made after implementation and feedback.

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NHPS Mission Statement:

All students in New Haven Public Schools are provided with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, and problem-solving. A culture of continuous improvement is fostered through collaborative partnerships with staff, families, and the New Haven community. The whole child framework is utilized to support students' growth and development, and there is a commitment to the delivery of high quality instruction.

About this document

This document is meant to improve instruction and student achievement across all content areas by providing the district with a common language for planning, implementing, and discussing student experiences in the classroom. It outlines research-based, student learning experiences that must occur in each content area in order for students to meet standards and access grade-level content.

First, it delineates ***Common Guiding Principles*** for instruction for all content areas, as well as *Considerations for Addressing the Academic Needs of Students with Special Needs* and *Considerations for Addressing the Academic Needs of English* Learners across content areas.

Then, it includes ***Guiding Principles*** and ***Frameworks*** for student experiences in each content area. Each content area Framework includes the following:

Guiding Principles

The ***Guiding Principles*** for each content area are research-based, overarching principles of learning in that content area. These principles lay the foundation for the core practices on the page that follows.

Core Practices and descriptions of **Student Experiences**

Each framework includes seven to ten ***Core Practices***. Each ***Core Practice*** has a title and a description of **Student Experiences** in that ***Core Practice*****.** These are active statements about what students should be doing in order to learn. They are observable as actions, but are not necessarily learning outcomes or student objectives. The ***Core Practices*** are unlikely to occur all in one lesson; however, frequent experiences in each of the ***Core Practices*** is essential. The ***Core Practices*** listed should occur at all grade levels and courses for each content area; however, developmental variations will be necessary and appropriate.

Each Framework is meant to guide *planning and execution of effective instruction* over time. They are not meant to delineate student learning goals or be used as skills rubrics which can be found in each subject curricula, such as the NHPS Learning Competencies and Mastery Scoring Criteria.

These frameworks are **different from** the NHPS TEVAL Classroom standards and instructional "Evidence of Learning Document" (Look-fors) in that those documents define teacher actions, whereas the Frameworks describe student experiences in the classroom.

This document could also be used for the following:

- Teachers to identify commonalities in student experiences across content areas.
- Teachers to ensure that instruction is purposeful, meaningful, and supportive.
- Teachers to engage in cross-district discussions within particular content areas.

- Administrators and teachers to plan and implement professional learning at the building or district level.

These Frameworks are modeled after the framework outlined in the "Fountas and Pinnell Literacy Continuum" (Fountas, I. C., & Pinnell, G. S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching*.)

The NHPS Academics Instructional Evidence of Teaching and Learning (Look-fors) Document as well as content-specific curricula are posted here:
https://sites.google.com/a/nhps.net/new-haven-public-schools-curriculum/

Common Guiding Principles

The following principles are the foundational principles for instruction across all subject areas:

Students achievement increases when students set their own goals. Students goals should meet the student where they are and build the skill set needed to progress through their learning toward grade level expectations. Teachers assist students in setting goals, picking strategies to meet those goals, monitoring their progress, and giving feedback. Research has documented a strong, positive correlation between setting student achievement goals and student achievement.

Students engage more fully with learning when they see real-world connections and relevance to their own lives. Students' understanding of these connections happen when they engage in in real-world applications of what they are learning. There should also be purposeful attempts to make learning relevant to students' individual interests, cultures, and community. The more teachers get to know individual students, the more this is possible; however, teachers need not have in-depth knowledge of every aspect of the students in their classroom to create relevant lessons. It is most important that teachers create a space for students to express their perspectives, make their own connections to the learning, and appreciate that their classmates might think differently.

Students learn by interacting with subject-specific texts. The term "text" includes fiction and non-fiction texts as well as directions, forms, and all types of information visually displayed in graphs, charts, or maps; music, art, and digital sources on a range of topics. Students must interact with subject-specific texts, process the information included, make conclusions, and communicate their ideas with others in order to develop their learning. These interactions will also require the development of appropriate academic vocabulary in each subject area.

Students learn by talking. This is the important process of making their thinking visible, listening to others, and revising their understanding by reasoning out loud. Students learn from discourse with their peers around subject concepts, ideas and issues by explaining, critiquing and building common understanding. Discourse is one of the most effective ways for students to practice sense-making and decision-making, as they explain to others their evidence based conclusions.

Considerations for Addressing the Academic Needs of Students with Special Needs

Purpose of Special Education
To ensure that students with disabilities develop intellectually, physically, emotionally, socially, and vocationally through the provision of an appropriate individualized education program in the least restrictive environment. The design and delivery of specially designed instruction is the core of special education. Specially designed instruction is the vehicle by which students with disabilities receive high-quality instruction and services that will result in mastery of academic and functional standards, graduation, and meaningful post-secondary outcomes.

Guiding Principles

Students with disabilities are always general education students which means that there is one curriculum that incorporates the needs of all students; considering what is essential in accordance with a child's individualized education plan (IEP).

Special education is a service-not a place-and is always available within differentiated core, supplemental and intensive supports. Special education services can be delivered within the general education setting given general educators as service implementers. Students with disabilities need multiple pathways by which to access the curriculum. Most needs could be met through an intentional focus on differentiated instruction by which accommodations could be made.

Effective integration between general education and special education yields the best learning of academic, functional, behavioral, and social emotional skills for students with disabilities. Students with disabilities benefit most when they are taught by both general education and special education teachers who effectively communicate, plan, and share responsibility for both the academic and social emotional outcomes for students. This shared responsibility could be created by the sharing of routines, creating mutual planning time, development of shared lessons, and the co facilitation of instruction.

Utilizing universal design principles creates classrooms accessible to all learners; including students with disabilities. Universal design for learning offers a frame that every student be provided an equal opportunity to learn, based on the idea that every child has their own unique and individual learning style. UDL would provide multiple pathways for students that align to interest, considers learning style and ability, as well as to provide multiple means of demonstration of mastery.

High Leverage Instructional Strategies

- Direct, explicit instruction
- Utilizing a multi-sensory approach.
- Scaffolding-break learning into small steps;
- administer probes
- supply regular, quality feedback
- use diagrams, graphics and pictures to augment what they say in words
- provide ample independent, well-designed intensive practice
- model instructional practices that they want students to follow;
- provide prompts of strategies to use
- assess and monitor progress

**adapted from Learning Disabilities Association, 2019*

Considerations for Addressing the Academic Needs of English Learners

1. **All teachers are teachers of English Learners (EL) and need to plan accordingly** by designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Educational Programs (IEP). In order to do so, they provide integrated language and content instruction to support language development through language-focused scaffolds while collaborating with school support personnel and community-based human resources.

2. **All school leadership teams, and district/school leaders, are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELs are addressed.** Leaders provide a clear vision for student success that includes high expectations for EL student achievement and socio-emotional development. They ensure that high-quality instruction for ELs is ongoing in a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students. In addition, they safeguard high-quality instructional and support services to ELs with disabilities in alignment with their IEPs and current policies.

3. **District and schools engage all English Learners in instruction that is grade- appropriate, academically rigorous, and aligned with the Connecticut English Language Proficiency (CELP) standards**. They meaningfully integrate specific content and language objectives; use academic language and content-area supports to strategically move ELs along the language development continuum utilizing CELP standards and provide opportunities for students to discuss content and problem-solve with peers.

4. **District and schools recognize that bilingualism and biliteracy are assets**, and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma by providing all students with opportunities to participate in language learning or language support programs that lead to proficiency in English and other languages.

5. **District and school communities leverage English Learners' home languages, cultural assets, and prior knowledge** by regarding home languages as instructional assets and using them in bridging prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible. They make use of home languages and cultures of ELs to promote diversity.

6. **District and schools use diagnostic tools and formative assessment practices in order to measure ELs' content knowledge** as well as new and home language development to inform instruction by using State assessments in conjunction with formative assessments. They use State language proficiency data (LAS Links) to understand where ELs are along the continuum of language development, and how to provide appropriate scaffolds for them according to their proficiency level. They use appropriate tools to assess the needs and progress of ELs with disabilities.

*Adapted from NY SDE http://www.nysed.gov/news/2015/sed-releases-blueprint-english-language-learners-success

Literacy Framework

Guiding Principles:

- **Students learn by talking**. Talking is a representation of a student's thinking. Engaging students in conversation that is grounded in a variety of authentic texts- where they read, hear read aloud, or write expands their ability to comprehend ideas and use language to share thinking. This interaction is how the learner constructs ideas.

- **Students need to process a large amount of written language**. Daily opportunities for students to read books of their choice independently, to read more challenging material with support, and to hear teacher-selected and grade appropriate texts with their teacher and/or other students.

- **Students' ability to read and comprehend complex text is expanded through talking and writing**. Students need to acquire a wide range of ways to write about their reading and also to talk about texts with the teacher and other students.

- **Students deepen their learning when they engage in reading, talking, and writing about texts across many different instructional contexts.** Each mode of communication provides a new way to process the ideas learned from oral and written texts and from each other.

- **Students learn in a continual evolving process**: it is a progression of learning. This progression are stages or steps that most students go through as they master skills.

- **Students' cultural references should be grounded in all aspects of learning.** Culturally responsive teaching appreciates the importance of including students' cultural references in all aspects of learning, enriching classroom experiences and keeping students engaged.

Literacy Framework

	Core Practices	Student Experiences
1	**Interactive Read Aloud and Literature Discussion**	Students engage in discussion about a text they are reading independently or have had read to them
2	**Independent Reading**	Students apply skills and strategies taught while maintaining a high volume of reading
3	**Shared and Performance Reading**	Students read together and take roles when reading a shared text
4	**Writing About Reading**	Students extend their understanding of a text through a variety of writing genres, sometimes illustrations
5	**Writing**	Students compose and write their own examples of a variety of genres, written for varying purposes and audiences
6	**Conventions of Grammar and Usage**	Students write using grade level conventions of usage, conventions of punctuation and sentence structure
7	**Phonics, Spelling and Word Study**	Students learn about the relationships of letters to sounds as well as the structure and meaning of words to help them read and spell
8	**Guided/Small Group**	Students read teacher selected material in a small group; students receive explicit teaching and support for reading increasingly complex text
9	**Oral and Visual Communication**	Students present their ideas through oral discussion and presentation
10	**Technological Communication**	Students communicate and search through technology; students think critically about information

Portions from Fountas, I. C., & Pinnell, G. S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching*.

Mathematics Framework

Guiding Principles:

STRATEGIES FOR INCREASING STUDENT ACHIEVEMENT IN MATHEMATICS

1. Call attention to a void in students' knowledge: Revealing to students a gap in their understanding capitalizes on their desire to learn more. For instance, you may present a few simple exercises involving familiar situations, followed by exercises involving unfamiliar situations on the same topic. The more dramatically you reveal the gap in understanding, the more effective the motivation.

2. Show a sequential achievement: Closely related to the preceding technique is having students appreciate a logical sequence of concepts. This differs from the previous method in that it depends on students' desire to increase, not complete, their knowledge. One example of a sequential process is how special quadrilaterals lead from one to another, from the point of view of their properties.

3. Discover a pattern: Setting up a contrived situation that leads students to discover a pattern can often be quite motivating, as they take pleasure in finding and then owning an idea. An example could be adding the numbers from 1 to 100. Rather than adding the numbers in sequence, students add the first and last (1 + 100 = 101), and then the second and next-to-last (2 + 99 = 101), and so on. Then all they have to do to get the required sum is solve 50 × 101 = 5,050. The exercise will give students an enlightening experience with a truly lasting effect. There are patterns that can be motivating, especially if they are discovered by the student—of course, being guided by the teacher.

4. Present a challenge: When students are challenged intellectually, they react with enthusiasm. Great care must be taken in selecting the challenge. The problem (if that is the type of challenge) must definitely lead into the lesson and be within reach of the students' abilities. Care should be taken so that the challenge does not detract from the lesson but in fact leads to it.

5. Entice the class with a "gee whiz" mathematical result: There are many examples in the mathematics realm that are often counterintuitive. These ideas by their very nature can be motivating. For example, to motivate basic belief in probability, a very effective motivation is a class discussion of the famous **birthday problem**, which gives the unexpectedly high probability of birthday matches in relatively small groups. It's amazing—even unbelievable—result will leave the class in awe.

6. Indicate the usefulness of a topic: Introduce a practical application of genuine interest to the class at the beginning of a lesson. For example, in high school geometry, a student could be asked to find the diameter of a plate where all the information he or she has is a section of the plate that is smaller than a semicircle. The applications chosen should be brief and uncomplicated to motivate the lesson rather than detract from it.

7. Use recreational mathematics: Recreational motivation involves **puzzles**, games, **paradoxes**, or the school building or other nearby structures. In addition to being selected for their specific motivational gain, these devices must be brief and simple. An effective execution of this technique will allow students to complete the recreation without much effort. Once again, the fun that these recreational examples generate should be carefully handled, so as not to detract from the ensuing lesson.

8. Tell a pertinent story: A story of a historical event (for example, the story of how Carl Friedrich Gauss added the numbers from 1 to 100 within one minute when he was a 10-year-old in 1787) or a contrived situation can motivate students. Teachers should not rush while telling the story—a hurried presentation minimizes the potential motivation of the strategy.

9. Get students actively involved in justifying mathematical curiosities: One of the more effective techniques for motivating students is to ask them to justify one of many pertinent **mathematical curiosities**, like the fact that when the sum of the digits of a number is divisible by 9, the original number is also divisible by 9. The students should be familiar and comfortable with the mathematical curiosity before you challenge them to defend it.

Teachers of mathematics must understand the basic motives already present in their learners. The teacher can then play on these motivations to maximize engagement and enhance the effectiveness of the teaching process. Exploiting student motivations and affinities can lead to the development of artificial mathematical problems and situations. But if such methods generate genuine interest in a topic, the techniques are eminently fair and desirable.

Posamentier, Alfred. Strategies for Motivating Students in Mathematics. Edutopia June 20, 2017.

Mathematics Framework

	CORE PRACTICES	STUDENT EXPERIENCES
1	**Connecticut State Standards: Standards of Mathematical Practice**	Students engage in the standards of mathematical practice as they master the content standards in their grades. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.
2	**Singapore Mathematics Strategies**	Students learn through this scientifically-researched method based on the national mathematics curriculum used for kindergarten through sixth grade in Singapore. The term was coined in the United States to describe an approach originally developed in Singapore to teach students to learn and master fewer mathematical concepts at greater detail beginning with concrete, moving to pictorial and finally in the abstract.
3	**Rigor**	Students become career and college ready by engaging in a universally accepted 3-tiered approach. Rigor in math teaching means focusing with equal intensity on students' conceptual understanding, procedural fluency, and ability to apply what they know to real-world, problem-solving situations.
4	**Workshop Model in Mathematics**	Students are actively engaged in their learning and participating and varied levels of discourse through the Workshop Model. Also known as Guided Math, the Math Workshop model combines direct instruction with hands-on and student-centered learning opportunities.
5	**Technology-enriched Instructional Practice**	Students become highly engaged in the learning of mathematics when technology is integrated into teaching and learning. Technology-rich instruction provides educators with a valuable tool to reinforce lessons, but the technology in itself does not facilitate student learning.
6	**Culturally Responsive Classroom**	Students want to work hard to learn and please when their teachers create an environment of cultural connections. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.
7	**Homework as Additional Practice**	Students learn math by doing math. This means that they must practice at home. Mathematics homework provides students with addition practice of required skills and concepts. Research supports that students in an incremental mathematics curriculum retain concepts better when homework is a classroom routine.
8	**Assessments**	Students gain feedback into their learning through a variety of formative and summative assessments. Assessments are formal and informal measurements of knowledge that provide teacher and students with data and feedback about what has been learned in comparison to what should have been learned.

Science Framework

Guiding Principles: Students learn science best through the following principles:

Following a learning cycle (such as the 5Es), that allows them to have experiences with phenomena and the world before coming up with their own explanations and converging on common terms and understandings:

Engagement: stimulate students' interest, curiosity, and preconceptions.
Exploration: first-hand experiences with concepts without direct instruction;
Explanation: students' explanations followed by introduction of formal terms and clarifications;
Elaboration: applying knowledge to solve a problem. Students frequently develop and complete their own well-designed investigations.
Evaluation: students and teachers reflect on change in conceptual understanding and identify ideas still "under development".

- **Transition from Guided Inquiry to Open Ended Inquiry**: Guided Inquiry into teacher posed questions by students leads to students investigating their own questions, testing their own hypotheses, analyzing data, and drawing conclusions.
- **Experiential, Manipulation and Hands on Learning:** Students are given the opportunity to experience science directly. Class Activities are designed to teach students science lab skills, and provide experience with authentic lab tools, experimentation, and data analysis
- **Focus on science practices**. Students are trying to make sense of the world and phenomena through the practices of questioning, modeling, investigating, analyzing, solving, explaining, arguing and communicating
- **Assess their own Prior Knowledge/Misconceptions**: Students have to construct their internal model of science concepts and reconcile it with previous experience, often leading to adjusting of hard to overcome misconceptions.
- **Students learn by talk and engage in Peer Discourse: Self-Explanation/Discussion**: Students given the opportunity to explain and discuss ideas are better able to connect prior and new knowledge and experiences. The whole class is designed around making their thinking visible. Teachers use talk moves and guide this collaborative discourse.
- **Use Academic Language** Students are able to use academic language, not simply memorize vocabulary, by constructing the meaning behind scientific words by regular experience with their use, including comparisons, graphic organizers, and talk alouds, and use words after they have experienced the science. Students can move from oral explanation to written explanation through careful guidance/practice, including both expository and persuasive writing in science.
- **Non-Linguistic Representations**: Models, drawings, and pictures all can help understand science.
- **Examine Science, Technology and Society** (STS), issues, and other items relevant to students' lives. These interdisciplinary learning activities engage students in the applications of science using their critical thinking skills and knowledge. They afford students the opportunity to examine ideas and data related to historical, technological, and/or social aspects of science concepts and content. Teachers also actively promote STEM careers.

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Science Framework

	Core Practices	Student Experiences
1	**Engaging & Exploring Authentic Phenomena**	Students observe, engage and explore phenomena, make connections to prior knowledge, and start to organize thinking towards learning outcomes.
2	**Asking Questions while uncovering preconceptions**	Students generate their own questions or problems, based on prior thinking that can be used to explore possibilities and lead to understanding in an organized fashion.
3	**Designing & Conducting Careful Investigations and Experiments**	Students plan and carry out investigations with hypotheses, "fair tests", independent/dependent experimental designs (or construct solutions following the engineering process), including using appropriate equipment, collecting sophisticated data, and following ethical guidelines.
4	**Analyzing Data Using Mathematics and Modeling**	Students analyze data and measurements from investigations through graphs, statistics, and algorithms, as well as use mathematics and data to model scientific interactions.
5	**Constructing Explanations, Models & Sense-Making**	Students make sense of the world by constructing their own explanations about a scientific concept or principle, that is based in evidence and can be communicated with a model or detailed conclusion.
6	**Using discourse to discuss science and argumentation to defend claims with evidence and reasoning**	Students talk about science to each other and construct, present and critique scientific arguments that support/refute claims based on scientific reasoning and evidence, while using discourse techniques of listening, questioning, and talk moves.
7	**Connecting science to real world experiences and issues**	Students encounter, investigate, make sense of and delve into scientific concepts and ideas that may impact their life, their future, and society in general.
8	**Making connections across the major cross cutting themes of science and with other subjects**	Students connect the scientific concepts to major themes across scientific disciplines (such as scale, patterns, energy flow, etc..) and relate the science to works in literature, art, events in history, cultures and other disciplines.

Performing and Visual Arts Framework

Guiding Principles:

- **Students communicate through the Arts.** In today's society, the Arts provide a powerful and essential means of communication, especially through the media. They provide unique symbols and metaphors that convey emotion, express ideas, and inform life experiences.
- **Students uncover creative, personal realization through the Arts.** The Arts help us discover who we are. Participation in the Arts as creators, performers, presenters and audience members enables individuals to discover and develop their own imagination and ingenuity.
- **Students connect to culture and history, science and mathematics through Arts experiences.** The Arts are essential for individuals and communities to express their ideas, experiences, beliefs, and feelings. Understanding artwork of various content and genres provides insight into one's own culture and society as well as other periods and cultures. Through learning the Arts, students develop an appreciation of diverse forms and genres of artwork and its enduring significance. The Arts provide opportunities to access, express and integrate meaning across other content.
- **Arts students experience a means to their social and emotional wellbeing.** Participation in the Arts as creators, performers, presenters, and consumers enhances one's intellectual, physical and emotional wellbeing. Those who actively create and/or respond to the Arts find joy, peace, inspiration, intellectual stimulation, understanding and other positive life qualities through their participation.
- **Students learn how to be vital participants in the community when involved in the Arts.** The Arts provide opportunities for people to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, present and support artwork, bringing communities together.
- **Students Create, Perform, Present, Produce, Respond and Connect as artists**. The Arts are a doing subject. True understanding and appreciation of the Arts requires authentic, active engagement in the artistic processes. The Arts operate in an active "hands-on" and "minds-on" capacity.
- **Students acquire comprehensive artistic literacy through Arts instruction**. Artistic literacy is the knowledge and understanding required to participate authentically in the Arts. Students should be able to think, create and respond like artists using specific symbols, vocabulary and metaphoric forms that are unique to each Art. They should be able to transfer Arts knowledge, skills and capacities to other subjects, settings and concepts. Artistically literate citizens have knowledge of to all five Arts disciplines: *Visual Art, Dance, Theater, Music, and Media Art.*

Summarized from National Core Arts Standards: A Conceptual Framework for Arts Learning
www.nationalartsstandards.org

Performing and Visual Arts Framework

	Core Practices	Student Experiences
1	**Create**	Students revise, arrange or generate original works of Art. They imagine, investigate, construct and reflect either individually or in a collaborative community.
2	**Perform**	Students select, analyze, interpret, re-create and convey meaning through an existing work. Individually and in a group, they realize artistic ideas and work through presentation, performing work for an audience.
3	**Present**	Students communicate purpose and meaning through artist statements. They elect work for exhibition and determine method of presentation, and they articulate thoughts and ideas using written, oral or non-verbal communication.
4	**Produce**	Students produce and present meaningful work of art through various media and technologies. Individually or in a group, they create and present artistic ideas and work.
5	**Respond**	Describe, interpret and analyze the artistic intent of others through discourse, movement, writing or presentation
6	**Reflect**	Students make and support artistic decisions using evidence. They think creatively: analyzing, evaluating, reasoning and evidencing meta-cognition.
7	**Connect**	Students relate artistic ideas and work with personal meaning, history, cultures, other Arts, and other content areas.
8	**Artistic Literacy**	Students read and interpret unique symbols, authentic text, and metaphors of Arts disciplines – the language of the art form. They think, speak, reflect and create with an artist's mind and vocabulary. Synthesize and transfer Arts knowledge to other experiences

Social Studies & History Department

Guiding Principles:

- **Students learn the value of good citizenship.** Citizenship is a primary characteristic of 21st century learning. In Social Studies classrooms, all students are provided with opportunities to learn the value of being a good citizen. Students are taught the history of our democracy connecting its principles to their lives on a level of true understanding. Through simulated democratic processes, social studies teachers promote student independence, empathy and civic responsibility.

- **Students' cultural references should be grounded in all aspects of learning.** Social Studies teachers use information regarding student interests, backgrounds, family histories, culture and traditions to promote relationships that enhance the potential for meaningful and effective social studies instruction. There is particular attention to how each student develops an identity responsive to diverse human and group behavior.

- **Students develop historical thinking skills.** Building reading comprehension through close reading & analysis of documents is an expected outcome when implementing social studies standards. Students are provided with guidance and various reading strategies in order to evaluate different points of view, make historical claims based on documented evidence and use the content learned to solve problems and make decisions. (SHEG)

- **Students apply disciplinary tools and concepts.** In social studies classrooms, students are presented with opportunities to examine historical periods, issues and trends, beliefs and ideas with focus on human interaction and its implications. Expected learning outcomes focus on both content and process while supporting an open-minded approach to interpreting perspectives on diverse issues. Suggested instructional strategies **both enhance academic vocabulary and engage** students in thoughtfully generating, applying, and assessing ideas about the world. (Marzano's Strategies)

- **Students exhibit writing and effective communication skills.** With a strong emphasis on the cultivation of key inquiry and historical thinking, social studies teachers structure assignments and guide students in writing tasks that activate prior knowledge, categorization of information, and offer support for historical interpretation and argument. The writing process is promoted daily through a variety of writing genres. Response journaling, persuasive writing, the five paragraph & argumentative essay, current event analysis and document-based questions allow students to define skills and demonstrate an understanding of concepts along the grade level continuum.

- **Students learn by researching information to solve problems**. In a social studies setting, experiences help students identify areas of interest, learn information-seeking strategies, and develop skills in organizing and sharing information with others. As students work through topics for investigation, reading, writing, collecting data, graphing, illustration and content vocabulary are strengthened. (BigSix)

National Council of Social Studies (C3) Framework https://www.crfc.org
Stanford History Education Group https://www.sheg.stanford.edu
The Big 6 https://www.thebig6.org

Social Studies Framework

	Core Practices	Student Experiences
1	**Student-driven Investigations**	Students explore real social problems, issues and ideas behind compelling and supporting questions that spark individual interest.
2	**Integration of Content & Skills**	Students build academic vocabulary and content knowledge in economics, geography, civics and other related disciplines to support learning.
3	**Student Discourse**	Students apply knowledge and build arguments based on evidence accessed through structured academic controversies, classroom discussions and/or debates.
4	**Writing**	Students extend their understanding of text and build critical thinking skills through a variety of writing genres and illustrations.
5	**Historical Thinking**	Students evaluate and analyze primary source documents to construct meaningful accounts of the past.
6	**Visual Literacy**	Students access information by examining closely diverse visual text Text types may range from non-fiction, textbooks, artifacts, pictures, photographs, film and non-te
7	**Digital Literacy**	Students use technology and resources independently to conduct research, access information and communicate findings.
8	**Informational Literacy**	Students locate, evaluate and use researched information effectively.

Physical Education/Health Framework

Physical education teaches students about the importance and value of a physically active lifestyle. There are a variety of benefits gained through physical education. Personal health, social skills, self-esteem, motor skills, and knowledge base are areas that can be positively impacted. The philosophy of the physical education academic content standards is to ensure all New Haven students understand and use the acquired knowledge from physical education and apply it to daily life to:

Guiding Principles:

Students will demonstrate competency in a variety of motor skills and movement patterns. In order for students to enjoy physical and recreational activities, they must become competent movers. Students pre K thru 12 have a list of non-loco motor and locomotor movements rubrics they must meet at each level. Middle school and high school have more skill related benchmarks to meet.

Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance. Once students will use skills learned to enjoy recreational activities

Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. One of the main assessment tools is the Connecticut Physical Fitness Test. It is given to 4^{th} 6^{th}, 8^{th} and once in high school. Pre-tests are given in the preceding grades. This tests the students Muscular Strength, Muscular Endurance, Cardiovascular Endurance, and Flexibility.

Students will demonstrate Teamwork, Sportsmanship and Cooperation. Physical education allows children to experience healthy social interactions, teaching cooperation through group activities, and encouraging teamwork through identification as one part of a team. These social skills stay with children throughout their lives, increasing the chance that they'll become involved in their communities, take leadership roles, and build lasting relationships. Social skills develop confidence, contributing to academic performance and mental health. Most Physical Education lessons will have a social emotional component to it

Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Students will use physical activity as a positive opportunity for social interaction and development of leadership skills. Individuals will realize physical activity and challenges present opportunities for personal growth

> Many of these are derived from Connecticut's "Healthy Balanced Living Curriculum," located on the link below
> https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf

Physical Education/Health Framework

	Core Practices	Student Experiences
1	**Self-Management of Healthy Behaviors**	Students will practice health-enhancing behaviors to avoid and reduce health risks, such as diabetes, high blood pressure and heart disease
2	**Analyzing Internal and External Influences**	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health
3	**Decision-Making Skills**	Students will have the opportunity to practice decision-making skills such as in volleyball; Decision making is knowing whether to dig, set or spike and knowing when and where to move to hit the ball coming towards you. Decision-making can also be regarded as a problem-solving activity terminated by a solution deemed to be satisfactory. Decision Making is controlled by your frontal lobe in your brain. This part of the brain regulates decision making, problem solving and controls of purposeful behaviors consciousness and emotion.
4	**Motor Skill Performance (PE ONLY)**	Students are practicing a variety of individual movement patterns. Examples are Walking; running, stretching, bending, catching, and throwing are all motor skills. They are the building blocks of all games and activities in physical education class, sports, and daily life. Enhancing the quality of students' motor skills can enhance the quality of the activities in a physical education program and the daily lives of students
5	**Engaging in Physical Activity**	Students are physically active the majority of the time. The goal is for students to have an MPA (Meaningful Physical Activity) of at least 50% of the class time
6	**Physical Fitness**	Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness
7	**Benefits of Physical Activity**	Students will be able to explain physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle

World Languages Framework

Many of these are derived from ACTFL's Guiding Principles documents, available at the link below.

Guiding Principles

- **Students develop proficiency in a target language-rich classroom.** Students should hear the target language 90% or more of class time and be surrounded by target-language materials and texts**.** The target language used by the teacher must be supported by strong contexts, visuals, gestures, and modeling so that students always know what they are supposed to *do* in the class, even though they will not and should not understand every word they hear or read. In a supported target language environment, students learn to stay calm and use contextual clues to construct meaning for themselves; this is an essential skill that they can take to any "foreign situation" and apply to continued language learning in the future.

- **Students learn through both input (listening, reading) and output (speaking, writing).** *Input is essential:* students must have heard words and expressions used in context before they can be expected to utter them appropriately; they must read words and expressions before they can be expected to write them with accuracy. A variety of listening, viewing and reading experiences help students internalize the structure, vocabulary, cadence, and culture of the language. *Output is also essential*: students must have opportunities to *use the language themselves* to have conversations, accomplish tasks, negotiate meaning, and speak/write for a purpose in order to build confidence, fluency, and accuracy.

- **Students learn by practicing all three *Modes of Communication*: Interpretive, Interpersonal, and Presentational.** In daily life, a proficient speaker is able to seamlessly move between reading a news article, discussing it with colleagues, and writing an email response to the author.; these are different *modes of communication*. Students ,ist learn the skills particular to each mode of communication, such as accuracy in writing or use of voice inflection when conversing. Through practicing in each mode, students have multiple access points to internalize the vocabulary and structures of the language, as they develop well-rounded proficiency skills.

- **Students develop Intercultural Communication skills when they interact with authentic texts, notice products and practices, interact with native speakers of the language, and make comparisons of the target culture and language to their own.** Intercultural Communication skills require going beyond knowing facts *about* cultures, to learning how to effectively interact with people from different cultures, and developing an understanding of the concept of culture. *Authentic texts* (written for native speakers, by native speakers) and authentic experiences with native speakers are engaging for students, offer real-world language practice, and provide opportunities to notice, compare, and reflect on cultural similarities and differences.

- **Students learn best through authentic contexts.** They build world-ready language skills and are more engaged when lessons are grounded in culture, subject area content, comparisons of languages and cultures, and interaction with native speakers in the local or global community. These contexts help students see the real-world application of language skills. Language lessons that are focused solely on language or grammar concepts without a relevant context are less likely to be impactful on learning and engagement.

Portions from:
The American Council on the Teaching of Foreign Languages' Guiding Principles documents:
https://www.actfl.org/guiding-principles
The World-Readiness Standards for Learning Languages
https://www.actfl.org/.../all/world-readiness-standards-learning-languages

World Languages Framework

	Core Practices	Student Experiences
1	**Hearing the Language in Meaningful Contexts**	Students hear the target language spoken by the teacher, often with visual support, and participate by following directions, voting, completing a task, etc.
2	**Interacting with Authentic Texts**	Students listen to, view, or read authentic texts and demonstrate comprehension via a graphic organizer, questions, circling what they hear/saw, etc. Texts may include songs, infographics, schedules, menus, etc.
3	**Engaging in Spoken & Written Conversations**	Students talk and negotiate meaning with others in spontaneous oral conversations. Novices may require visual (but not written) support. Students negotiate meaning in simple texting conversations with others.
4	**Speaking & Writing for a Purpose**	Students speak or write in more drafted, formal ways for a particular audience and purpose. Novices may require visual cues or sentences starters.
5	**Learning Grammar in Context**	Students construct the meaning of new grammar for themselves through structured & scaffolded experiences with the grammar in authentic texts and conversations.
6	**Learning Language through Culture & Culture through Language**	Students experience culture through age-appropriate experiences & texts. They use the language to participate in, investigate, and explain their learning. Students reflect on the relationship between the products, practices, and perspectives of the cultures studied.
7	**Comparing Languages & Cultures**	Students use the language to investigate, explain, and reflect on the nature of language and culture through comparisons of the language and culture(s) studied and their own.
8	**Connecting to the Global and Local Target Language Community**	Students use the language both within and beyond the classroom to interact and collaborate in their local and global community.