

East Haven Public Schools Teaching Social Studies in a Period of Change

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District Overview

- Mid-sized suburban district
 - ~3000 students
 - 4% Asian students, 4.7% Black/ African American, 28.7% Hispanic/ Latino (of any race), 2.6% students of two or more races, and 59.8% white
 - 15.2% of students are identified as having disabilities
 - 8.6% of students are eligible for English Learner status
- 4 elementary schools, 1 internal magnet school (1-8), 1 middle school (6-8), and 1 high school (9-12)
- Alliance District





Distance Learning Philosophy

To prepare for continuation of learning, we looked at CSDE guidance and took the following things into consideration:

- How can we promote equity as much as possible with the knowledge that students are coming from such a variety of experiences?
- What would make it more likely for students to engage in distance learning as much as possible?
- What would provide the most opportunity for students to connect with their teachers and peers to meet their social/ emotional needs and keep up academic habits such communicating, reading, writing and problem solving? What would negatively impact this?



Moving from Supplemental to Distance Learning



Print or Online Resources for Supplemental Learning at Home

Below, please find a linked folder of resources you may wish to use at home with your child over the next two weeks. Please read the letter from the Office of Curriculum and Instruction outlining these supplemental opportunities. The district is working on a more formal Distance Learning plan in the event that we are required to remain closed longer.

The resources are linked below, or if you prefer print materials for students in grades K-5 please call (203) 468-3860 before March 20, 2020 and leave us:

- your name
- child's name
- child's grade level
- home address if you would like us to prepare a print copy, which can be mailed to your home.

If you have any trouble with the linked folders, please contact (203) 468-3860 or email jmurry@east-haven.k12.ct.us and we will make every effort to resolve the issue right away.

Kindergarten At Home Learning Materials

Grade One At Home Learning Materials

Grade Two At Home Learning Materials

Grade Three At Home Learning Materials

Grade Four At Home Learning Materials

Grade Five At Home Learning Materials

Grades 6-8 At Home Learning Materials

Grades 9-12 At-Home Learning Materials





Professional Learning Opportunities

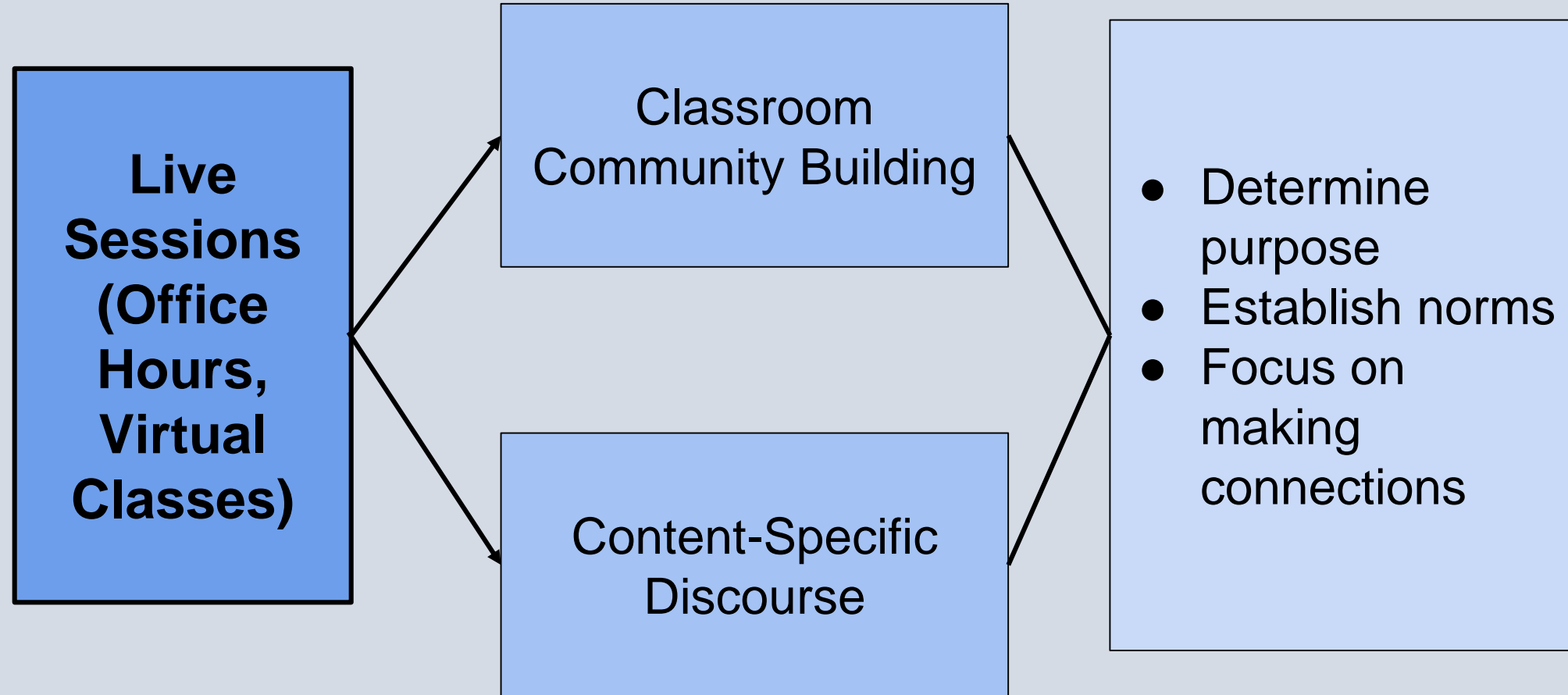
East Haven Public Schools students had access to 10 days of supplemental learning, which allowed us to prepare for 5 days of professional development. We also surveyed families and teachers to find out about access & specialized needs. All teachers attended the following sessions:

- Differentiated “Tech Integration” sessions for the Novice, Intermediate, and Advanced teacher
- Special Pupil services presentation to reflect on how to meet the needs of special populations
- Building based and department based collaborations including co-planning and building capacity
- Personalized PD based on need with access to EHPS Distance Learning Hub



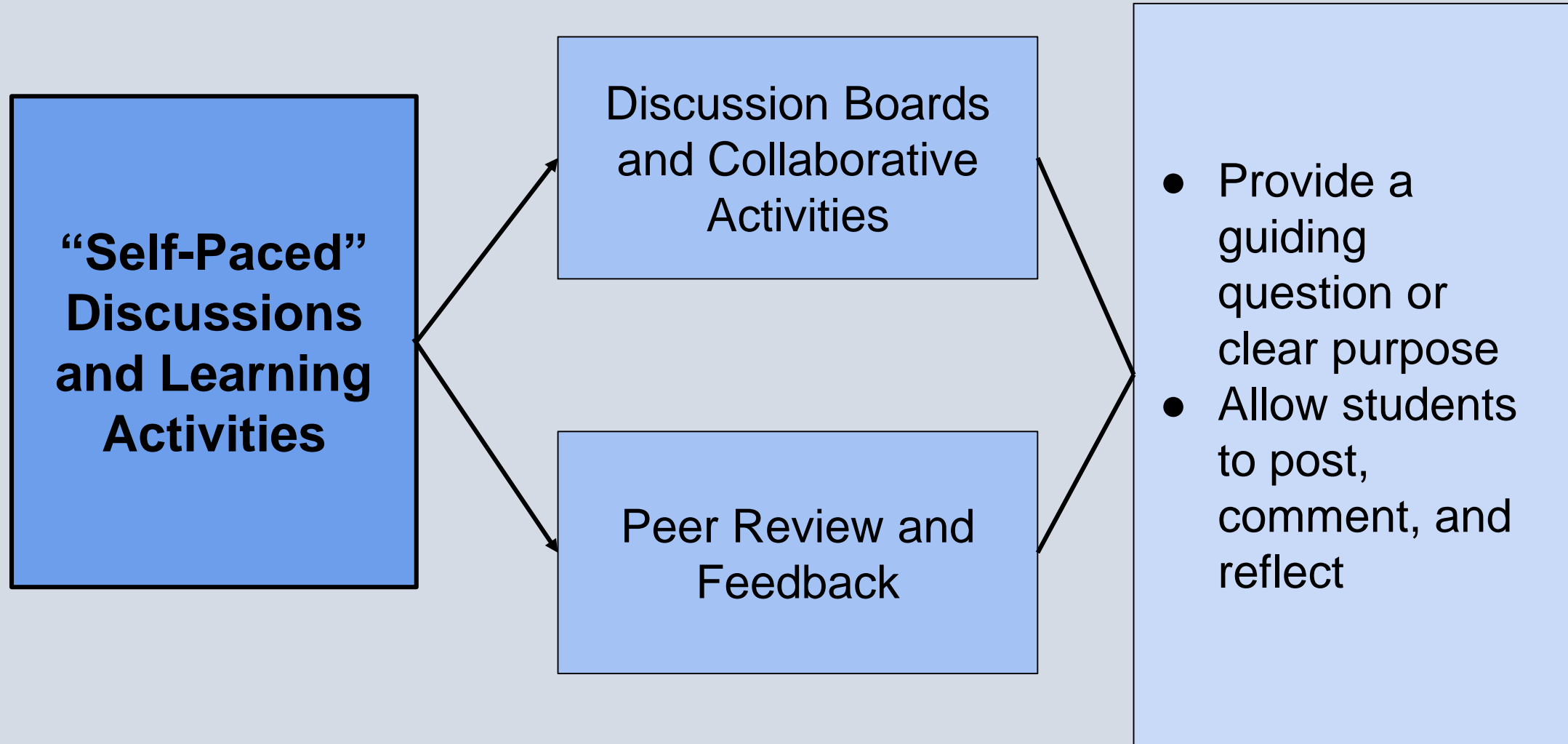


Synchronous Learning





Asynchronous Learning





Prioritizing Curriculum

Our Own Compelling Question:

How do we continue to promote inquiry in a distance learning environment while maintaining flexibility and demonstrating empathy?

Focus on
critical
content
and
themes

Organize learning
experiences to
incorporate direct
instruction, meaning-
making, relationship-
building, and formative
assessment

Reinforce
essential
skills



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Weekly Calendars/Flexible Timelines

| <i>Topic</i> | Mon. | Tues. | Wed. | Thur. | Fri. |
|---|--|--|--|--------------|--|
| Treaty of Versailles | Building Background: Read/view texts, complete text-based questions | | Primary Source Analysis: “Collaborative annotation” of texts in small groups | | Submit written responses |
| 19th Century “Social History” Screencast | Live session; select research topics | Conduct research (submit two “check- in” responses) | | | Submit projects; view and comment on other projects |



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Sample Collaborative Activities

Learning Goals

I can analyze the causes and effects of the French Revolution in order to determine what was so "revolutionary" about it.

Content & Multimedia

- Chapter 19: "The Cataclysm of Revolution, 1789-1799" in *The Making of the West*
- TED-Ed video: What Caused the French Revolution?



Discussion Question

What was so "revolutionary" about the French Revolution?

Write a 300+ word response to this question. Use evidence from the texts to support your ideas (textbook chapter and video). Don't worry about being "right" here! The point of an online discussion, just like an in-class discussion, is to explore ideas together.

Peer Feedback Instructions

After submitting your response, read at least **two** of your classmates' responses and post a 100+ word reply to each of them. (You are welcome to reply to more than two classmates as well as to comment back to people who replied to you!) Consider the following questions as you write your replies:

- What did you find interesting or compelling about this submission?
- How did this post change your mind about the topic/issue?
- How is this submission similar or different to your opinion?
- Can you build on their ideas?

| | A | B | C |
|---|--|---|---|
| 1 | Leave feedback for this student about his/her screencast by completing one or more of the following columns. Include your name at the end of your comment(s). | | |
| 2 | Something new that I learned about this topic | Something that surprised me about this topic | Something that I liked about this slide deck |
| 3 | | | |
| 4 | | | |
| 5 | | | |



Grading Flexibilities

- traditional grading system with added flexibility added options for pass/ fail, and incomplete
- Summer Academy offered for K-12 students starting June 15 with Academic Workshop for incomplete students
- As long as students remain engaged in distance learning, they will generally be able to maintain or raise their course averages from prior to the start of distance learning.

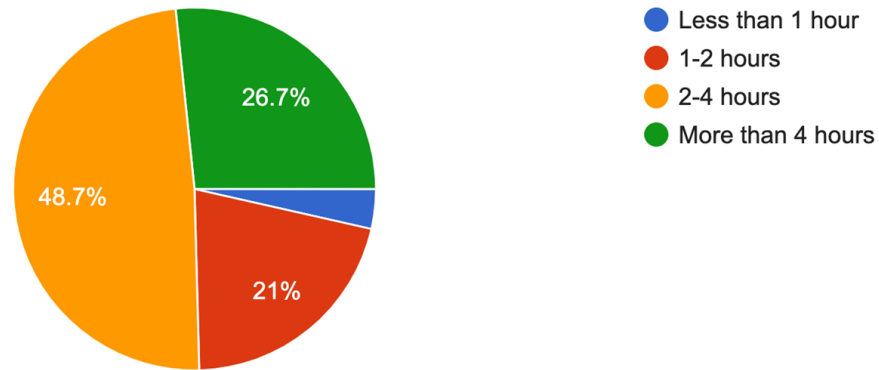
| Grading and Assessment Memo | Memorándum de Calificación y Evaluación |
|--|--|
| Screencast Presentation on Student Grading and Assessment | Próximamente: Presentación de Screencast sobre Calificación y Evaluación de Estudiantes |
| A screenshot of a Google Slides presentation. The slide has a dark blue background. At the top, it says "Distance Learning Grading and Assessment" in white. Below that, there are three dots. To the left is an icon of a person in a graduation cap and gown. To the right is a red "A+" grade. At the bottom, it says "Spring 2020" and "Office of Curriculum and Instruction". The Google Slides interface is visible at the bottom. | A screenshot of a Google Slides presentation. The slide has a dark blue background. At the top, it says "Calificación y Evaluación Educación a Distancia" in white. Below that, there are three dots. To the left is an icon of a person in a graduation cap and gown. To the right is a red "A+" grade. At the bottom, it says "Primavera 2020" and "Oficina de Currículo e Instrucción". The Google Slides interface is visible at the bottom. |



Addressing Social-Emotional Needs

6. How much time is your child spending on schoolwork daily?

480 responses

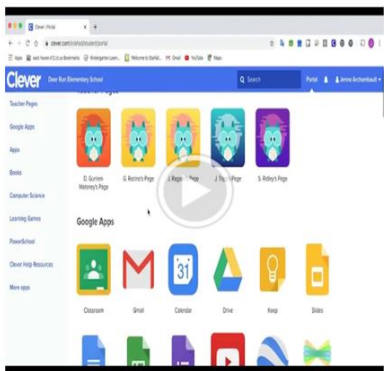


- Social-Emotional Advisory Activities
 - Time Management, Mindfulness, Exercise)
- Flex Learning Days
 - No new work on Wednesdays at EHHS
 - Team-scheduled flex days at JMMS
- Spirit Week/Awards Ceremonies
- One-on-one “office hours” with support services and administration

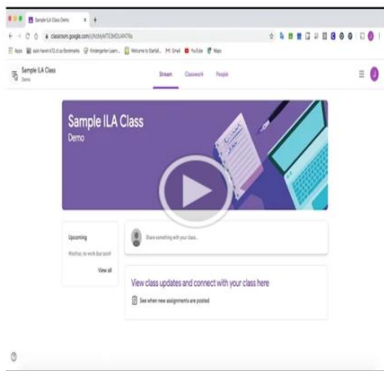


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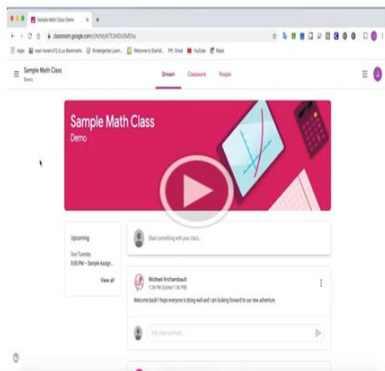
Below are videos to demonstrate different skills you may need to help your Child.



How to login to your district email account using a personal computer



How to join a Google Classroom



How to use Google Classroom

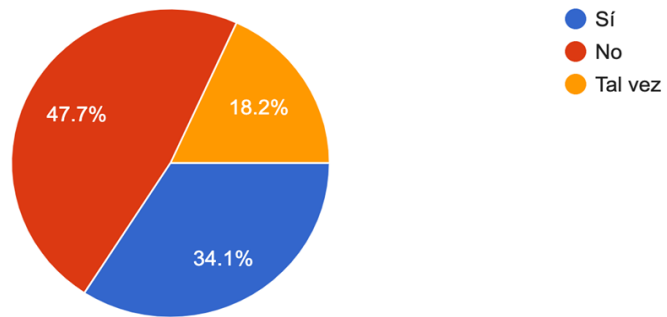


Resources

Professional Capital Building

Knowledge of Special Needs Populations

Comcast ofrece acceso a Internet de alta velocidad y bajo costo a hogares elegibles a través del programa Internet Essentials. Una promoción actual ...r una solicitud. ¿Necesitarías ayuda para aplicar? 44 responses





Conclusion

Silver Linings: While this is a difficult and challenging time, it was important to us to focus on what our students could gain:

- Self-advocacy skills
- Technology skills
- Perseverance
- Improved communication
- Self-directedness
- Knowledge of themselves as learners





Contact Information

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- Joe Marangell
 - jmarangell@east-haven.k12.ct.us

Supplemental Slides





East Haven Public Schools

Student Schedule

| Time (April 1 is an A day) | Period |
|-----------------------------------|---------------|
| 9:30-10:00 | 1 |
| 10:00-10:30 | 2 |
| 10:30-11:00 | 3 |
| 11:00-11:30 | 4 |
| 11:30-12:00 | 5 |
| 12:00-12:30 | Lunch |
| 12:30-1:00 | 6 |
| 1:00-1:30 | 7 |



EHPS Response Timeline

- March 10- alternative plans for large events, rentals cancelled
- March 12- School closures announced, no school March 13, commissioner guidance requires supplemental learning, Family Engagement team launched readiness survey, development of supplemental learning, Chromebook distribution to students
- March 16- Day 1 of meal and 20 days of supplemental learning distributed, permission granted from vendors to air copyrighted material on private video or Public television (EHTV Ch. 19)
- March 23- continuity of education (extension of social distancing, require distance learning), EHPS develops comprehensive teacher Distance Learning “Hub” websites
- March 23-30- Teachers engage in 5 days of PD (2 synchronous, 3 asynchronous)
- April 1- now- Official distance learning goes live, chromebooks to Paras, online licenses procured and data privacy secured, comprehensive grading panel & plan, PPTs held, teletherapy and other services provided, regular monitoring & outreach to support engagement