

December 4, 2003

Dear Colleagues:

Input from Connecticut educators is a critical factor in the process of successfully establishing and implementing the new Science Curriculum Framework. The framework is currently a draft, and will remain a draft until the spring of 2004. We are looking for your assistance in reviewing the document and providing your comments and suggestions.

The enclosed framework presents a vision for science education that has been developed by committees of science education leaders from throughout the state. Their efforts were guided by the *National Science Education Standards*, *AAAS Benchmarks for Science Literacy*, as well as current related research, including the TIMMS study.

The new Science Framework:

- presents a progressive development of “essential” concepts grade-by-grade;
- is organized around the societal and personal applications of fundamental understandings in life, physical, and earth science, emphasizing science in a “real world” context;
- identifies core concepts and skills that will be tested, eliminating the need for a separate testing framework;
- provides a foundation for those choosing advanced study in science; and
- integrates reading, writing and quantifying data as critical skills necessary for science inquiry.

The Science Curriculum Framework is presented in different formats to assist district curriculum developers:

1. **The Connecticut Core Science Curriculum Framework** includes an introductory vision statement, along with *Content Standards* and *Expected Performances* for each grade level. *Content Standards* are broad, fundamental science concepts. *Expected Performances* associated with each *Content Standard* elaborate and specify the knowledge and skills that students will be expected to demonstrate on statewide science assessments at Grades 5, 8, and 10.
2. **The Overview of Content Standards by Grade Level/Grade Clusters** is a matrix showing *Content Standards* for elementary, middle and high school in scientific reasoning and communication, life, physical, earth science and personal and social contexts.

We welcome your comments and recommendations. You may send feedback via e-mail, surface mail or fax, no later than April 30, 2004 to:

Barbara Westwater, Acting Bureau Chief  
Bureau of Curriculum and Instruction  
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Hartford, CT 06106  
E-mail: [barbara.westwater@po.state.ct.us](mailto:barbara.westwater@po.state.ct.us)  
Fax: 860-713-7018

Sincerely,  
Frances M. Rabinowitz  
Acting Associate Commissioner

# Science Framework Review/Feedback Form

To use this form to provide feedback:

(a) Print a copy, complete in ink, and mail to Barbara Westwater, Acting Bureau Chief, Bureau of Curriculum and Instruction, 165 Capitol Avenue, Rm. 215, Hartford, CT 06106 or FAX: 860-713-7018

**OR**

(b) "Save As" a Word document, complete the form electronically, and e-mail it as an attachment to [Barbara.westwater@po.state.ct.us](mailto:Barbara.westwater@po.state.ct.us). Write "Science Framework" in the subject line.

**Name:**

**School:**

**District:**

**E-mail address (optional):**

**Check box indicating your role in education:**

Elementary Teacher	<input type="checkbox"/>	District Science Administrator	<input type="checkbox"/>
Middle School Science Teacher	<input type="checkbox"/>	Principal	<input type="checkbox"/>
High School Science Teacher	<input type="checkbox"/>	Assistant Superintendent	<input type="checkbox"/>
High School Science Chair	<input type="checkbox"/>	Other:	<input type="checkbox"/>

<b>KEY: 1= strongly disagree, 5=strongly agree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The Science Framework is clearly and concisely written.					
2. The Science Framework will be useful as the district reviews and revises its current science curriculum.					
3. The science <i>content standards</i> reflect major science conceptual understandings, principles and theories.					
4. The sequence of the <i>content standards</i> reflects a developmentally appropriate progression of concepts and applications up through the grade levels.					
5. The science <i>expected performances</i> are relevant and engaging to students.					
6. The content of the Science Framework is appropriate to the grade or grade span indicated.					

**If you have suggestions/feedback on specific content standards or expected performances, please include your comments, referring to the standard identifying number, below.**