



GISU Academic and Program Goals

MISSION

Everyone within the GISU learning community is curious, creative, courageous, and capable of pursuing their aspirations in a diverse and ever-changing world.

Curriculum is a pathway



Articulates the values of the SU and schools



Articulates the scope and sequence of essential skills, concepts and competencies students need to learn



Should be guaranteed and viable across schools and grade levels



Guides program development and selection



Is not specific to a purchased program



Proficiency-Based Learning

- ▶ Proficiency is the ability to show mastery (meaning ability to generalize and apply skill or understanding in multiple contexts) of a skill or concept according to learning scales built from state standards, transferable skills, and social-emotional skill progressions.
- ▶ Students can show proficiency in different ways according to their individual strengths. Students know what is expected and understand how to progress on a learning scale because of targeted teacher feedback, peer review, and personal reflection.
- ▶ A student who is proficient can demonstrate a skill on multiple occasions over time and is able to self-assess, reflect on what they have learned and set goals to determine what they need to learn next.



Learning Target

- ▶ A statement that describes specific concepts, skills, and applications of these skills that are considered essential for students to master at each grade level

English Language Arts

- ▶ Learning to Read □ Reading to Learn
- ▶ Effective Written and Oral Communication
- ▶ Critical thinking such as predicting, inferring, and discerning themes
 - ▶ [K-2 Examples](#)
 - ▶ [6-8 Examples](#)

Mathematics



Building conceptual and procedural understanding and fluency (ease not speed)



The “why” is even more important than the right answer



Focus on High Leverage concepts and skills

Based off of work from the All Learner's Network

[PK-2 Map](#)

[3-5 Map](#)

[Middle Level Map](#)

Social Studies

- ▲ Civics
 - ▲ Understanding civic virtues both through lens like family, classroom, and community as well as government.
- ▲ Geography
 - ▲ Understanding how geography can affect decision-making, historical events, economy, and knowing where things are and why to have a better understanding of the world
- ▲ History
 - ▲ Understanding significant events, developments, individuals, groups, documents, places, and ideas in order to understand our current world using primary/secondary sources
- ▲ Economics
 - ▲ How individuals, organizations, government and societies make decisions about resource allocation, understanding costs and benefits and how individual decision making can have an impact

Science

- ▶ Creating critical inquirers who can make sense of their world.
- ▶ Weaving together of:
 - ▶ Disciplinary Core Ideas
 - ▶ **Earth and Space Science (Trimester 1 Focus)**
 - ▶ Physical Science
 - ▶ Life Science
 - ▶ Engineering Practices
 - ▶ Building, modeling, creating scaled representations
 - ▶ Cross-Cutting Concepts
 - ▶ Interdependency of systems
 - ▶ Patterns
 - ▶ Scale, Proportion, and Quantity

Unified Arts

- ▶ The purpose of Unified Arts is to introduce students to skills, interests and concepts that let children explore and discover areas that can lead to lifelong fulfillment and health.



At GISU we ensure that all members of our learning community are curious, creative, courageous and capable of pursuing their aspirations in a diverse and ever-changing world. One of the keys to this is learning to maintain a healthy body. The physical education teachers at GISU teach students four cornerstones of lifelong health and wellness.

PE Cornerstones:





World Language

- ▶ Generate excitement and interest in world language and culture
- ▶ Goals for the youngest learners are to be able to comprehend the meaning from strands of language they hear and respond in either English or the language of study and use the language fluently in recitation of poems and “songs” (chants)
- ▶ Goals for older learners are to comprehend meaning from strands of language they hear and read and link strands of the language of study together orally to make meaning and create short sentences independently written and/or oral.

Library Media Technology

I can understand how to use the library systems and structures to explore my own interests and curiosities.

I can safely and responsibly utilize technology to research, pursue inquiry and present information to others.

School Counseling

1

Ensure that students can identify, discuss, and regulate emotions

2

Ensure that students can form and recognize healthy peer and adult relationships.

3

Ensure students understand what makes them and others unique individuals and that diversity makes the world a better place

Art and Music



Create: How to use an artistic process to create art and music.



Perform/Present: Understanding the techniques and ways in which artists and musicians present and perform for an audience.



Respond: Understanding how to respond and select art, artists, and music that you like and being able to articulate why



Connect: Understanding how artists and people explore concepts, make meaning and communicate through their art.