

Commitment to Quality



New Milford's Common Core of Learning

August, 2000

Acknowledgments

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THE NEW MILFORD PUBLIC SCHOOLS COMMON CORE

INTRODUCTION

The Common Core serves as a foundation for all curriculum work in New Milford. While not a curriculum itself, it is a statement of what we expect of our students. Our curriculum guides state in much greater detail the specifics of each of our programs. The Common Core does not reflect all we teach and do; rather it reflects our vision of what all children should achieve. It is our intent that all children can and should achieve the goals of the Common Core; however, we recognize the Core represents an ambitious goal.

The Common Core of Learning should not be misconstrued as a set of isolated skills and understandings. To the contrary, it should be viewed as an integrated and interdependent set of expectations. Users of the Common Core should continually look for cross-disciplinary and interdisciplinary approaches and for the transfer of skills and knowledge from subject area to another. In fact, many items listed under a particular subheading could easily have been included under others. Our aim, following the Connecticut Common Core, 1999, reflects our commitment to excellence in New Milford Public Schools.

**THE NEW MILFORD PUBLIC SCHOOLS
COMMON CORE**

MISSION STATEMENT

Our mission at New Milford Public Schools, in partnership with the family and community, is to ensure that all students master skills for lifelong learning and reach their maximum potential.

This mission is accomplished by:

providing a safe and nurturing environment;

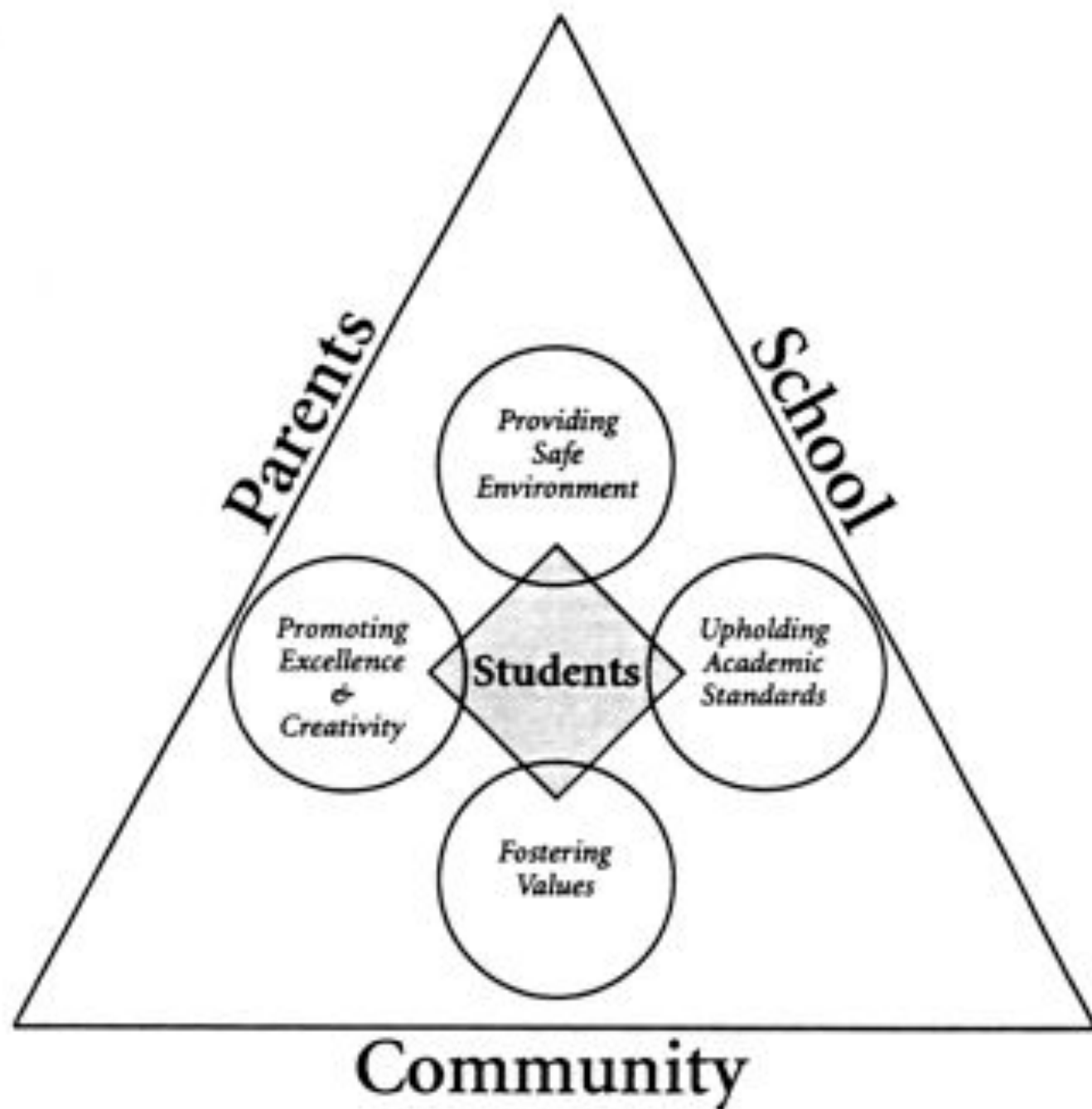
promoting excellence and creativity;

adhering to challenging academic standards and;

fostering values of integrity, responsibility, respect and fairness.

New Milford Public Schools New Milford, Connecticut

Partners in Education



New Milford Public Schools

Partners in Education

These terms are instrumental in defining our mission statement:

Safety

- *providing a school environment free from harm and actions of violence, both physical and mental*

Nurture

- *encouraging and fostering intellectual and emotional growth in order to help complete each person*

Excellence

- *being your very best, then achieving beyond your expectations;*
- *continuously improving*

Creativity

- *discovering the boundless art of the imagination;*
- *exercising those faculties that produce new insights and artifacts*

Challenging Academic Standards

- *demanding high expectations and standards for all;*
- *striving to meet and beat target goals*

Values

- *determining standards you believe and live by like:*

integrity

demonstrating honesty, dependability and self-control;

responsibility

*demonstrating accountability for individual and collective action;
exercising self-direction;*

respect

*preserving dignity;
accepting of individual differences;*

fairness

providing equal opportunity and treatment under consistent standards

New Milford Common Core

The Arts

As a result of education in grades K-12, each student should be able to:

- express his/her own concepts, ideas, and emotions through each of the arts (visual arts, music, drama/theatre, dance, video/film, and creative writing);
- appreciate the importance of the arts in expressing and illuminating human experiences, beliefs, and values today, and in the past, from a wide range of cultures;
- understand and use the materials, tools, techniques, forms, language, notation, and literature/repertoire used in the production, exhibition, and performance of works of art;
- develop sufficient mastery of at least one art form to continue lifelong involvement in the art form, not only as audience member, but also as creators, performers, and if chosen, as a career.

Applied Education

As a result of education in grades K-12, each student should be able to:

- understand that learning is a process that includes and goes beyond formal education;
- demonstrate a positive attitude toward work and an appreciation for the social value and dignity of work;
- demonstrate attitudes, habits, and employability skills and specialized knowledge that will make the individual a productive participant in and contributor to society;
- consider and explore a range of careers/vocation that will be personally satisfying and suitable to his/her skills, interests, aptitudes, and life goals, and pursue the necessary education toward one or more of these career/vocations;
- understand personal economics and their relationship to skills required for employment, promotion and financial independence.

World Languages

As a result of education in grades K-12, each student should be able to have the opportunity to:

- understand and communicate in at least one language in addition to English, while understanding that every student's first priority with respect to language development is fluency in English;
- gain knowledge and understanding of other cultures and their influences within the U.S. and globally.

Social Studies

As a result of education in grades K-12, each student should be able to:

- recognize and analyze events, personalities, trends, and beliefs that have shaped the history and culture of New Milford, Connecticut, the United States, and the world;
- demonstrate knowledge of United States history and government, and understand the duties, opportunities, and rights of United States citizenship;
- apply major concepts drawn from the disciplines of history and the social sciences (anthropology, economics, geography, law and government, philosophy, political science, psychology, and sociology) to hypothetical and real life situations;
- apply critical thinking skills to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future.

Communication/Language Arts

As a result of education in grades K-12, each student should be able to:

- be competent, effective, and adaptable communicators able to succeed in 21st century communication demands
- read with skills that meet and surpass literary requirements for school, work, daily living, and enjoyment.
- write clearly, correctly, and expressively to transfer ideas, information, and feelings that are necessary for effective communication;
- speak, listen, and view in order to present and evaluate ideas and information in clear, cohesive, and informative ways, including oral delivery and knowledge of how nonverbal indicators and listening act as key agents in the communication process;
- be critical consumers and creative producers of communication;
- produce written, oral and visual products to express, develop, and substantiate ideas and experiences;
- apply the conventions of Standard English in oral, written, and visual communication;
- employ the language arts for lifelong learning, work and enjoyment.

Mathematics

As a result of education in grades K-12, each student should be able to:

- communicate numerical, geometric, algebraic, and statistical ideals orally and in written form with models, pictures, graphs, and mathematical symbols, using paper and pencil, calculator displays, spreadsheets, graphing packages, word processing, and other related computer software;
- use mathematical skills and concepts to make and justify decisions and predictions, to identify patterns and trends, to pose questions from data and situations, and to formulate and solve problems;
- select, use, and apply appropriate knowledge, skills, approaches, and tools for solving problems, including: estimation, mental computation, hands-on tools and materials, trial and error, paper and pencil, calculators, and computers;
- use mathematical skills and concepts with proficiency and confidence, and appreciate the power and utility of mathematics as a discipline and as a tool for solving problems.

Physical Development and Health

As a result of education in grades K-12, each student should be able to:

- plan and implement a physical fitness program according to the five components of fitness (cardio-vascular, muscle strength, muscle coordination, flexibility, and body composition) using a variety of conditioning exercises and/or leisure activities;
- understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of disease, and management of emotional stress;
- demonstrate a variety of basic life-saving skills;
- understand the responsibilities for parenting, family and childcare;
- understand human growth and development, the functions of the body, and human sexuality.

Science

As a result of education in grades K-12, each student should be able to:

- understand and apply the basic principles, concepts, and language of biology, chemistry, physics, earth (including ecology) and space science;
- identify and design techniques for recognizing and solving problems scientifically, including the development of hypotheses and the design of experiments to test them – the gathering of data, presenting data in appropriate formats, and drawing conclusions based on results.
- Demonstrate the ability to work with laboratory measuring, manipulating and sensing devices.

Technology

As a result of education in grades K-12, each student should be able to:

- recognize the scope of technology and evaluate the impact and influence technology has on society, culture, and the environment – past, present, and future;
- develop and use strategies for adjusting to new technologies and changing interactions among science, technology, and society;
- safely and effectively use the resources, processes, concepts, and tools for technology;
- create devices for solving problems, using creativity and concepts of design and technology.

Attributes

As a result of education in grades K-12, each student should demonstrate an ability to:

- maximize strengths and improve or compensate for weaknesses in order to set and accomplish reasonable goals;
- take the prudent risks necessary to accomplish tasks and fulfill personal ambitions through an intrinsic desire to succeed;
- initiate actions and assume responsibility for the consequences of those actions;
- understand learning is a lifelong process;
- develop sensitivity to and understand the needs, opinions, concerns, and customs of others;
- participate in society and work actively in reaching group decisions regarding school, the community, the state, the country, and the world;
- understand and appreciate his/her own historical and ethnic heritage, as well as that of others represented within the larger community;
- recognize the necessity of moral and ethical conduct in a society;
- develop personal criteria for making informed moral judgements and ethical decisions.