



HIGHLIGHTING THE REMARKABLE
ACCOMPLISHMENTS OF OUR STUDENTS AND
FACULTY...

Noteworthy News

**How we spent our summer
vacations.**

**An update from the office of Curriculum
and Instruction.**

This summer many of our teachers participated in a variety of professional development activities. While work went on throughout the District in many content areas, a major focus was on the development of critical thinking skills through the use of Thinking Maps, the alignment of our social studies curriculum with the new Social Studies Framework and the further development of our STEM-D curriculum with the introduction of our Project Lead the Way engineering courses.

Thinking Maps

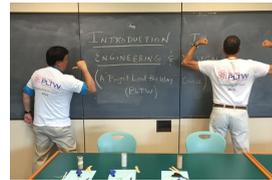
Based on academic study and research, there are eight fundamental thought processes that are used by everyone throughout their lives. Thinking Maps are a set of eight visual patterns that correspond with these foundational thought processes and can be used individually or in various combinations. More than just graphic organizers, Thinking Maps are designed to not only give structure to ideas but to help students perceive, process, sequence and evaluate information as well.

Thinking Maps provide a common "language" for students and teachers at all grade levels and in all subjects. To date, over 117 of our teachers have attended training classes and this summer, 35 of our staff began the leadership work necessary to become a certified Thinking Maps Trainer of Trainers. Using this train-the-trainer model, we are beginning the process of moving all of our professional learning in this area in-house and providing all our teachers with the tools they need to effectively integrate the use of Thinking Maps in their lesson planning in a sustainable and cost-effective manner.

Project Lead the Way

In order to implement engineering across the District, we have committed to

a new rigorous, articulated, K-12 curriculum called Project Lead the Way (PLTW)[™]. It is a highly effective, multi-year program that is widely used across the country and has proven success. Following the PLTW curriculum, 4th graders at Concord Road will experience new units on energy conversion and energy collisions. The 6th and 7th grade engineering seminar at Ardsley Middle School will focus on design and modeling while the 8th graders will be exposed to automation and robotics. High school students registered for our first Introduction to Engineering class (IED), which focuses on applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. We are very excited about this new curriculum and anticipate expanding into other grades and courses as we gain experience with the program.



(PLTW team from left to right: Ester Feldbaum and Fran Zucchetto at CRS, Dave Ponterio at AMS, Peter Lee and Dave Chason at AHS)

Social Studies

Teachers in all three buildings worked on aligning our current curriculum with the The New York State K-12 Social Studies Framework. We held a two day summer institute that enabled us to look at the range of student work across the K-12 learning sequence. We specifically focused on what the standards call “Practice A” which addresses the complex processes that need to be developed in order to effectively gather, interpret and use evidence. This includes the ability to pose rich questions, identify and analyze evidence from a wide range of sources, analyze and evaluate arguments, make inferences and draw conclusions, and create meaningful and persuasive understandings of the past. We also looked at developing opportunities for our youngest students to enhance their learning through the integration of inquiry based units of study at CRS.

We will continue this work throughout the year and keep the community updated on our progress.

We thank all the teachers who participated and traded vacation time for the added professional growth that will benefit our students.

