

Curriculum Model

We believe it is more important to teach students how to think than what to think. Research has shown, and we have confirmed, college and career ready students are those who can demonstrate the ability to apply, analyze, synthesize, and evaluate information and ideas. The modern world needs those who can solve problems while possessing leadership, technological, communication, analytical, vocational, and collaborative skills. It is incumbent within each academic discipline to nurture the development of such skills in each student. The Seneca High School Curriculum Model strives to provide clarity toward this end. The Seneca Township High School Curriculum Model is guided by three of the four questions asked by Professional Learning Communities: what do our students need to know and be able to do, how will we respond when they don't learn, and how will we respond if they already know it. The fourth question, how will we know when they have learned it, is discussed in the Seneca High School Assessment Model.

1. What do our students need to know and be able to do?

A. An emphasis on skill development in the academic core, electives, and co-curricular programs.

1. Core Competencies for 21st Century Learning (in all courses) - 70% time
 - Critical Thinking & Problem Solving
 - Agility & Adaptability
 - Collaboration
 - Initiative & Entrepreneurship
 - Effective Written & Oral Communication
 - Curiosity & Imagination
 - Assessing & Analyzing Information
 - Innovation
2. Essential Content/Knowledge - 20% time
 - For each course, essential knowledge (foundational information) exists that simply must be learned - memorizing is okay - facts, formulas, dates, rules, vocab, ideas, characters, methods, etc...
3. Habits, Soft Skills, traits, Attitudes, Dispositions, Attributes - 10% time
 - Attendance (show up)
 - Effort (try hard)
 - Persistence (Don't Quit)
 - Good Behavior (Behave self)
 - Outlook (Be positive)

B. Skills are developed in rigorous, standards-based courses

1. College and Career Ready Pathway

- Developed from Illinois Learning Standards and/or content area standards
- Essential content and skills
- Rigor - higher level thinking skills
- Relevant - has meaning for students, real world issues, student interests
- College and career ready curriculum
- Disciplinary Literacy Development

2. Advanced Pathway

- Honors, Advanced Placement, Dual Credit, College Credit courses
- Weighted Grades
- Rigor beyond that found in the College and Career Ready Pathway
- Pace greater than one used in the College and Career ready Pathway
- Reading and writing intensive
- Greater learner independence required
- Additional topics
- Greater depth

3. The Arts and Career and Technical Education

- Intellectually challenging studies in career/technical education and the arts
- Prepare student for high-demand fields
- Nurture student aptitudes
- Expose students to opportunities outside traditional academics
- Standards-based career-oriented curriculum

2. How will we respond when they don't learn?

A. Monitor Student Success

- Weekly eligibility list
- Develop comprehensive accountability plan
- Develop comprehensive student success metric

B. Student Supports

- Guided practice as a staple of 8-block implementation
- All staff utilize best practices of classroom interventions
- Consistent parent contact regarding student progress
- Remediation by teacher and re-takes
- Interventionist work with teachers, students, and parents to support student success
- Student Assistance Team for problem-solving (Attendance, Health Behavior, Academics)
- Individual Tutoring (Teacher, study groups, NHS)
- START

- Develop Learning Centers in Middle of Day for extra help - change schedule
- Summer Bridge program to support transition to high school
- Computer assisted instruction for remediation
- Develop a writing/literacy lab.

3. How will we respond if they already know it?

A. Enrichment

- Course jumping, compacting, acceleration
- Honors, AP, DC
- Choice -Differentiate Instruction
- Independent Study
- Inquiry (Increase complexity of investigation)/Performance Based Assessment - lend to differentiation
- Summer School offerings
- Internships
- Use Assessments to place students in courses