

2018 District Goals

School Committee Presentation

Thursday April 26, 2018

Objective

- Share work that has been completed to support district goal 1.1:
 - [2017-2018 District Goals](#)
- Share process & why they're significant
- Share work products
- Respond to questions/comments

Agenda

I) **Welcome and Introduction:** (Rod)

II) **Vision of Student as Learner and Global Citizen:** (Deb and Rod)

III) **Transferable Skills:** (Bill P.)

IV) **Essential Standards (4th Grade):** Dawn and Linda (ELA); Susan (Digital Literacy); (ELL); Cindy B. (Health and Wellness); Matt (Math); Bill (Performing Arts); Cory and Larry; (Science); . Sara (Social Emotional Learning); Denny (Social Studies); and Bill (Visual Arts)

V) **Examples of Personalized Learning:** Matt C. (Computer Science); Larry W. (Extra-curricular programming); Bill P. (Visual Arts)

VI) **Questions/Comments**

Vision of student as Learner and Global Citizen

Deb and Rod

- Process:
 - The initial work on this began with intensive discussion by department leaders last spring
 - The vision statement has been reviewed by various building faculty, school councils, vision 20/20, and administrators
 - The vision statement has been edited more than once to include the feedback
- Product: [Vision Statement](#)
 - These are the characteristics that are developed and nurtured in students over the course of their academic careers. Our hope is that students develop confidence and proficiency in each of these areas by the time they graduate.

Transferable Skills

Certain integral skills are taught at all grade levels and in all academic areas. We call these transferable skills because they look approximately the same regardless of where students employ them. They may differ according to the developmental level of students, but the core of each skill is listed below:

- Flexibility and adaptability
- Global and cultural awareness
- Creativity and imagination
- Critical thinking
- Expressive and receptive communication skills
- Social responsibility and ethics
- Digital literacy
- Self awareness and self efficacy

Essential Standards

- The following link represents the essential standards for 4th grade:

[Essential Standards for 4th Grade](#)

- The essential standards represent the standards that teachers focus on to prepare students for the next grade
- In light of the number of standards that need to be taught each year, the essential standards give guidance to teachers as to what is needed for students to succeed at the next level.
- This does not mean that the rest of the standards are not important or addressed within a school year.

ELA

Reading - Literary and Informational Text

- Key Ideas and Details
 - *Interpreting Characters Unit
- Craft and Structure
 - *Reading the Weather, Reading the World
- Integration of Knowledge and Ideas
 - *Information Writing: Immigration Unit ELA/SS
- Range of Reading and Text Complexity
 - *Historical Fiction Book Clubs

Writing

- **Opinion** pieces to support a point of view with reasons and information
 - *Boxes & Bullets: Persuasive Essays
 - *Literary Essay Unit
- **Informative** and explanatory texts to examine an idea and convey ideas clearly
 - *Information Writing: Immigration - ELA/SS
- **Narratives** to develop real or imagined experiences or events
 - *Fiction Writing: Arc of the Story

Speaking & Listening

- Comprehension and Collaboration
 - *Historical Fiction Book Clubs
 - *Group research projects - Weather/World
- Presentation of Knowledge and Ideas
 - *Reading the Weather, Reading the World

Language

- Conventions of Standard English
- Grammar
- Vocabulary
 - *Reading the Weather, Reading the World

Digital Literacy

Digital Literacy and Computer Science (DLCS) knowledge, reasoning, and skills are essential both to **prepare students for personal and civic efficacy** in the twenty-first century and to **prepare and inspire students to pursue the innovative and creative careers of the future**. The abilities to effectively use and create technology to solve complex problems are the new and essential literacy skills of the twenty-first century.

Students will:

- Understand how to be safe and responsible online
- Learn how to use [digital tools in order to make thinking visible](#)
- Engage in collaboration with peers
- Communicate their thinking

ELL

The Performance Definitions provide criteria that shape each of the six levels of English language proficiency

1. **Linguistic Complexity** - the amount and quality of speech or writing for a given situation
2. **Vocabulary Usage** - the specificity of words or phrases for a given context
3. **Language Control** - the comprehensibility of the communication based on the amount and types of errors

At the given level of English language proficiency, English language learners will process, understand, produce or use:

ELP Level 1

- pictorial or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

ELP Level 2

- General language related to the content areas
- Phrases or short sentences
- Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

ELP Level 3

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

ELL

ELP Level 4

- Specific and some technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

ELP Level 5

- Specialized or technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material

ELP Level 6

- Specialized or technical language reflective of the content areas at grade level
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level
- Oral or written communication in English comparable to proficient English peers

Health and Wellne



National Standards for PE

- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Health Standards

- Understand the concepts related to health promotion and disease prevention
- Analyze the influence of family, peers, culture, media, technology, on health behaviors.
- Ability to assess valid information and products and services
- Use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Use decision-making skills
- Use goal-setting skills to enhance health.
- Students will practice health-enhancing behaviors and avoid or reduce health risks.
- Ability to advocate for personal, family, and community health.

Math

Practice Standards

Perseverance: Makes sense of problems and perseveres at solving them

Communication: Communicates thinking clearly and precisely, orally and in writing.

Problem Solving: Uses the four operations to estimate and solves problems with whole numbers

Content Standards

Place Value Application: Reads, writes, compares, and rounds multi-digit numbers

Multiplication/Division Fluency: Multiplication and division fluency (facts through 12)

Multiplication/Division using Properties/Models/Strategies: Uses place value to estimate, multiply, and divide multi-digit numbers

Equivalence and Ordering: Understands fraction equivalence and ordering (Limited to fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, 100)

Unit Fractions to Solve Problems: Uses understanding of unit fractions, (*e.g.*, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$...) to +, \times fractions to solve problems

Decimal Notation: Understands decimal notation and compares fractions with tenths and hundredths

Geometry and Measurement: Solves problems involving geometry and geometric measurement.

Performing Arts

MUSIC CONTENT STANDARDS

1. Singing
2. Reading and Notation
3. Playing Instruments
4. Improvisation and Composition
5. Critical Response

ARTS LITERA CY

ARTS CONNECTIONS STANDARDS

6. Purposes and Meanings in the Arts
7. Roles of Artists in Communities
8. Concepts of Style, Stylistic Influence, and Stylistic Change
9. Inventions, Technologies and the Arts
10. Interdisciplinary Connections

Music of the American Regions

Music of the Southwest

Going West in America

American Patriotic Music

- Understand and apply content knowledge and skills in singing, reading and notation, playing instruments
- Improvise music in a variety of styles and genres
- Develop critical response skills through opportunities to perceive, describe, and respond to the elements of music presented in vocal and instrumental repertoire, and aural exemplars
- Understand the purpose of music in a variety of cultures
- Understand the role of musicians and composers in the community and in a variety of cultures
- Understand and apply knowledge of how to use the human voice, musical instruments are used as a means of expression in a variety of cultures.

Science

- Content Standards - (4 domains) Life, Physical, Earth, Engineering
 - Science and Engineering Practices (Inquiry Skills):
 - **Asking questions / Observing**
 - Developing and using **Models / Simulations**.
 - **Planning / Designing** and carrying out investigations.
 - Analyzing and interpreting data.
 - Using mathematics and computational thinking.
 - Constructing explanations (for science) and designing solutions (for engineering).
 - Engaging in argument from evidence.
 - Obtaining, evaluating, and communicating information.

Science

FOSS: Environments

- **Investigation I – Environmental Factors**
 - 1: **Observing** mealworms (2 days)
 - 2: **Designing** Isopod Environment (4 days)
 - 3: Leaf Litter Critters (3 days)I-Check (1 day)
- **Investigation II – Ecosystems**
 - 1: **Designing** an Aquarium (3 days)
 - 2 Food Chains and Food Webs (3 days)
 - 3 Population **Simulation** (3 days)
 4. Sound Off (3 days)I-Check (1 day)
- **Investigation III – Brine Shrimp Hatching (entire investigation is optional)**
 - 1: Setting up the Experiment (2 days)
 - 2: Determining Range of Tolerance (3 days)
 - 3: Determining Viability (3 days)
 4. Variation in a Population (2 days)I-Check (1 day)
- **Investigation IV – Range of Tolerance**
 - 1: (Optional) Water or Salt Tolerance and Plants (possible 8-9 days)
 2. (Optional) Plant patterns (2 days)
 - 3: Plant Adaptations (1 day)I-Check (modified?) (1 day)

Survey/Posttest (1-2 days)

Note: Items in red do not need to be taught. All MA Science standards can be covered without them

Social Emotional Learning

5 Main Competencies of SEL:

- Self awareness
- Self management
- Social awareness
- Responsible decision making
- Relationship skills



MA State
Curriculum
Frameworks

CASEL

ASCA National
Standards

Mindsets/
Skills



Math and Literacy Guiding Principles

Students should practice SEL skills, by, for example: collaborating and learning from others and showing respect for others' ideas; applying the mathematics they know to make responsible decisions to solve problems, engaging and persisting in solving challenging problems; and learning that with effort, they can continue to improve and be successful.

Students should practice recognizing aspects of themselves in texts (self awareness), struggling productively with challenging texts (self management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision making), and collaboratively respectfully with diverse peers (relationship skills).

Social Studies--*Denny Conklin, Director 4th Grade Essential Standards*

4 Main Domains of Social Studies:

- History & culture
- Geography
- Civics & citizenship
- Economics



MA State History
& Social Sciences
Frameworks

Knowledge

Common Core
State Standards

Skills



- 1) Compare & contrast the climates, physical features, natural resources, human populations, and products of the 5 regions of the U.S. (H, G, E)
- 2) Give examples of the way that geography & people interact and how this shapes history (H, G)
- 3) Describe the push/pull factors that increased U.S. immigration in the late 1800s (H, E)
- 4) Describe how communities welcome new people and groups (H, C)
- 5) Define latitude and longitude and how it is used to locate specific places (G)
- 6) Provide reasons supported by facts and details; integrate info from 2 texts in order to write about immigration (H,G,C,E).

Visual Arts

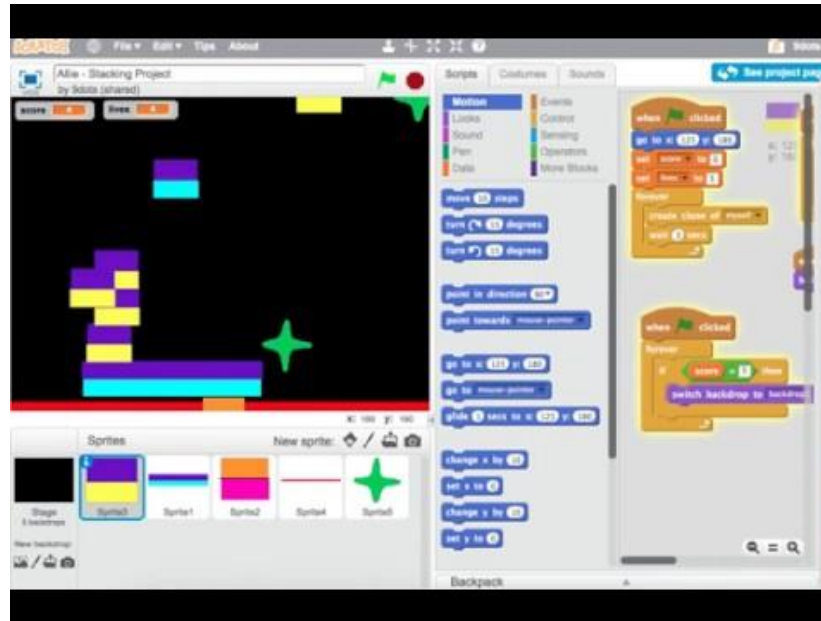
Fourth graders in most APS schools are being introduced to a new instructional strategy called Teaching for Artistic Behavior (TAB). This strategy shifts many of the decisions during the art making process to each student. There is also a shift away from the importance of the final product (work of art) and toward the individual creative process that each student engages in to express themselves visually. This link shows the essential questions for the 4th grade art curriculum and the studio habits of mind that form the framework for all lessons:

https://drive.google.com/file/d/1GmbIR2kbewAhlUzgiYKwse7q4_wE6zTB/view?usp=sharing

TAB Visual Art Work Stations



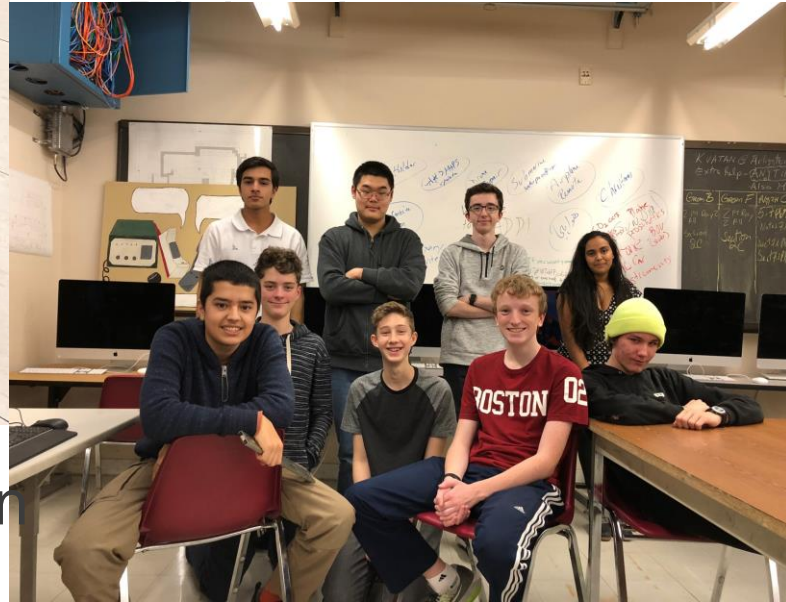
Personalized Learning: Computer Science



Personalized Learning: Extra-Curriculars - Robotics



- Expressive and receptive communication skills



- Creativity and imagination
- Critical thinking

Visual Arts Social and Emotional Learning Through Art Making



Visual Art Teachers design an increasing number of “personalized” art projects for all grade levels that give students opportunities to express their own opinions and emotions through their work.

Excerpt from a student’s written statement about this original work:

“The event I based this piece on was when I went into a downward spiral of emotions...I got help and suddenly a big weight was lifted off my shoulders. This is important to me because it is now an inspiration to move forward and to never stop trying. I used a whole rainbow of colors to represent the place I am trying to reach. I carved an umbrella as my stamp to represent the hard times I went through... I am very proud of this piece.”



Excerpt from a 7th grade student artist's written statement:

“The event I chose is the Women’s Rights Movement...Women deserve to be equal to men, no matter what. We are humans too! I represented this event by making my monochrom print all black. The black represents the fight for women’s rights and that we are angry!...I also used striking pink, red and purple for my stamp because these colors are stereotypical women’s colors. These were used to prove that stereotyping is wrong by using reverse psychology”.

Questions/Comments