

# Grade One Information Night

## March 2, 2017



Milton Public Schools

# Agenda

- Welcome and Introductions
- Grade One Programs
- Common Curriculum and Assessments
- English Innovation Pathway Program with Spanish
- French Immersion Program
- Assignment Plan
- Lottery
- Timeline/Next Steps



# Grade One Programs

The English Innovation Pathway and French Immersion programs provide content instruction to meet the Learning Standards set forth by the Massachusetts Curriculum Frameworks (incorporating the Common Core State Standards) in the following areas:

- Language Arts and Literacy
- Mathematics
- Science, Technology/Engineering
- History and Social Science
- Foreign Languages
- The Arts
- Comprehensive Health (Phys. Ed.)



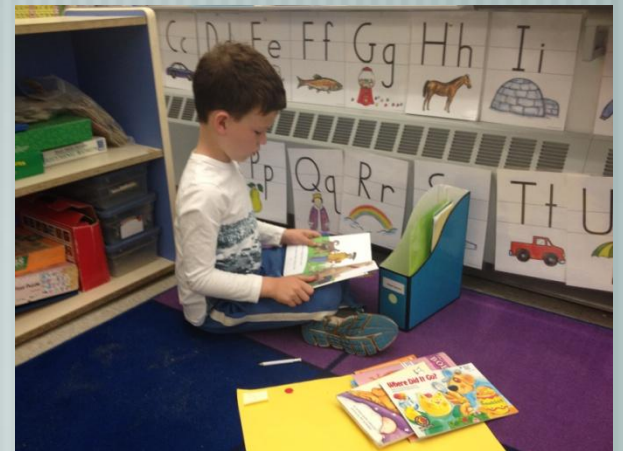
# **Massachusetts Curriculum Frameworks: English Language Arts and Literacy and Mathematics**

- Merge Common Core State Standards with Massachusetts Standards
- Establish a set of clear, consistent guidelines for what students should know and be able to do at each grade level
- Emphasize college and career readiness from PreK-12
- Ensure all students are prepared for future success; designed to make U.S. students competitive with peers globally
- Integrate skills of problem solving, collaboration, communication, and critical thinking



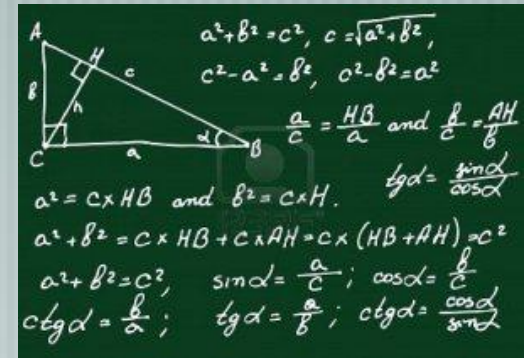
# Language Arts and Literacy Framework

- Integrates standards for History/Social Studies, Science, and Technical Subjects
- Emphasizes shared responsibility for developing literate students
- Provides strong connection between reading and writing
- Focuses on students' ability to read literary and informational text with increasing complexity



# Mathematics Framework

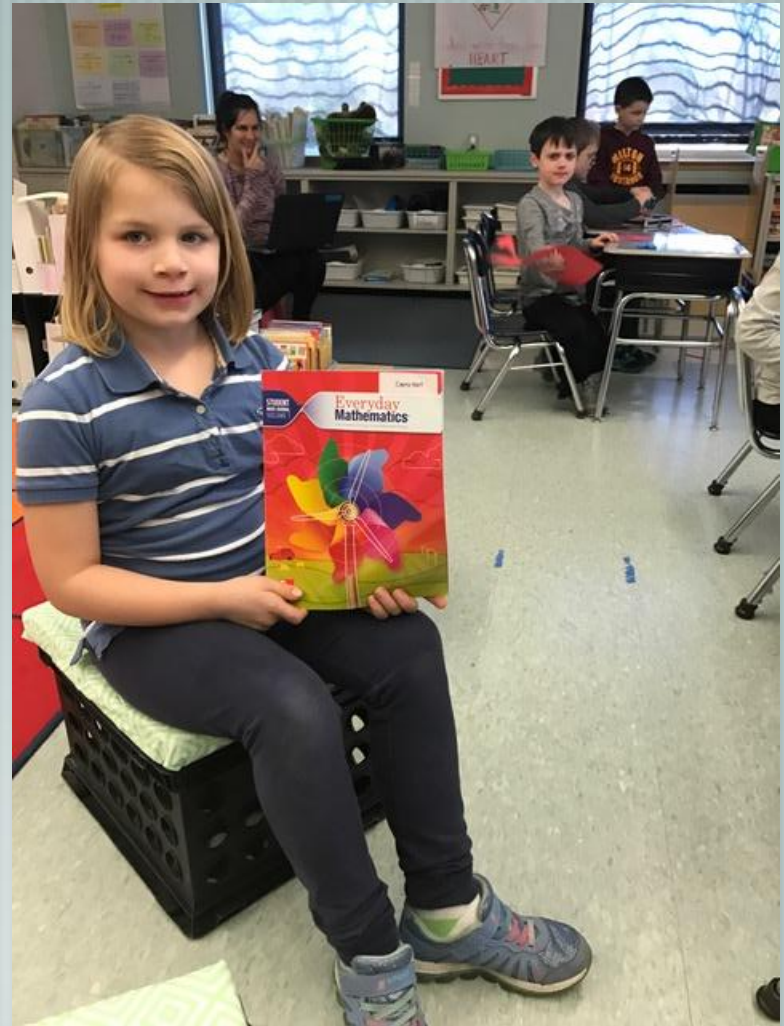
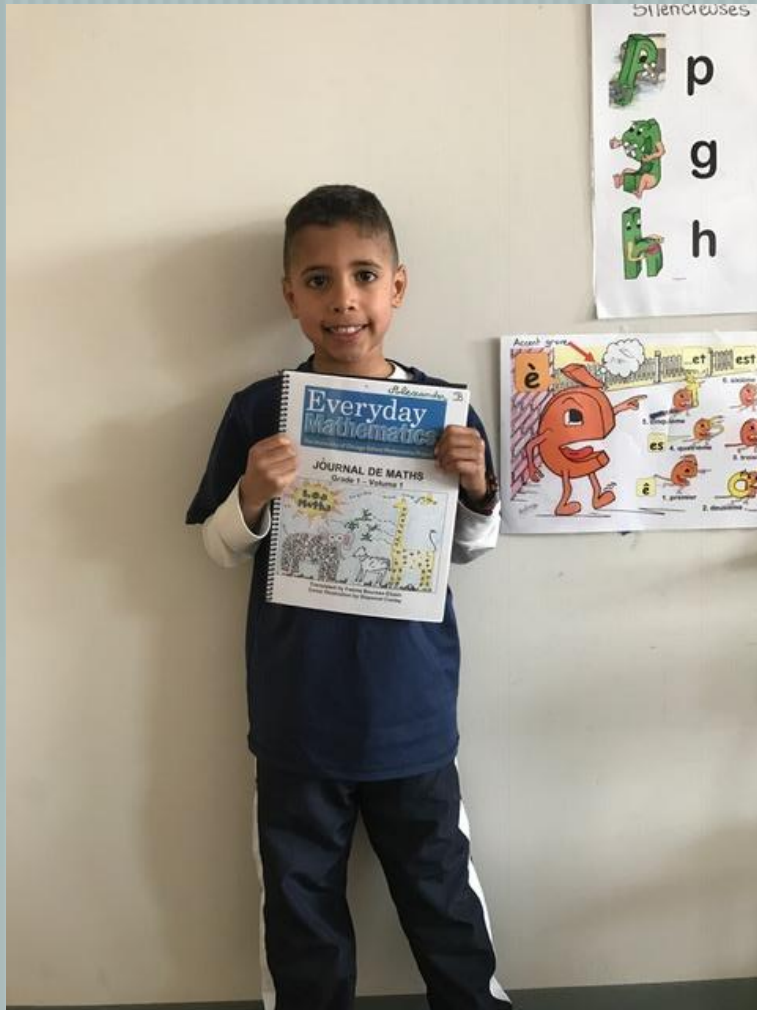
- Integrates PreK-12 Standards for Mathematical Practice with Content Standards to increase cognitive demand and conceptual learning
- Provides progression of topics in a coherent and consistent grade level sequence
- Supports improved curriculum and instruction with increased focus, coherence, clarity, and rigor



# Elementary Program Offerings

English Innovation Pathway	French Immersion
Reading/Language Arts	Reading/Language Arts
Mathematics	
Science	
Social Studies	
Spanish Language & Hispanic Cultures	French Language and Francophone Cultures
STEM Challenge	
Music, Technology, Library, Visual Arts, Anti-bullying and Physical Education	
<a href="#">Curriculum</a>	

# Common Curriculum: English and French

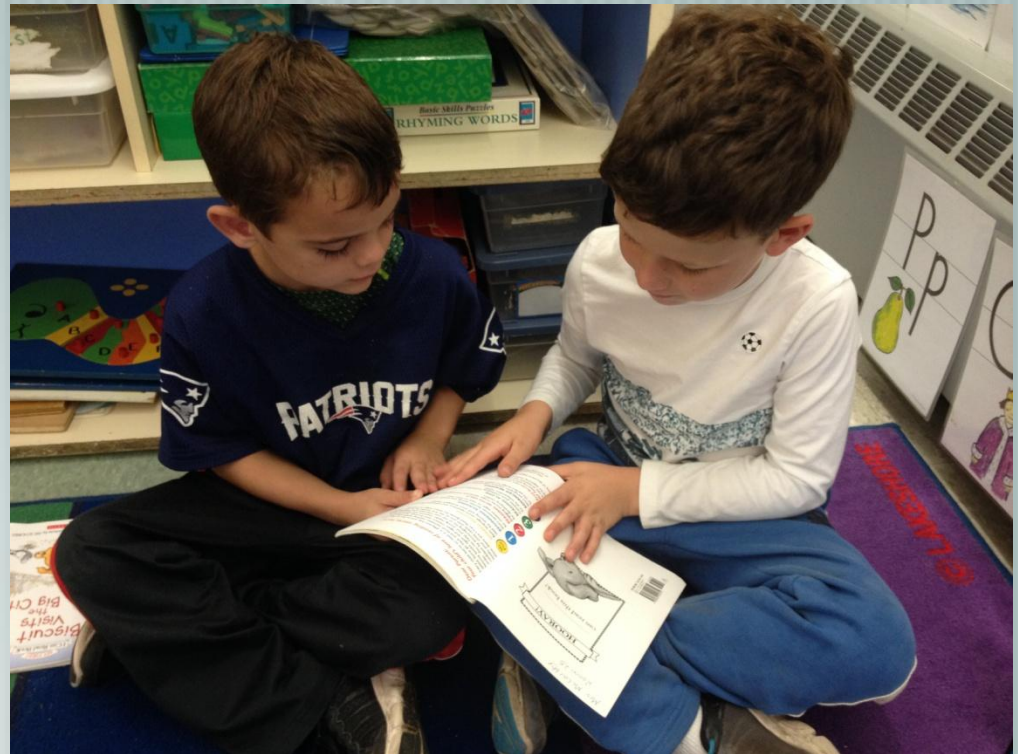




# Common Curriculum: Language Arts

## Instructional Program is Aligned with Frameworks and Learning Standards

- Reading
- Writing
- Listening
- Speaking
- Language



# Resources and Instructional Practices in Reading

## English Innovation Pathway

- Explicit Phonics Instruction – *SRA Imagine It!*
- *Balanced Literacy Approach*
  - Whole Group Mini-lessons
  - Small Group (Guided Reading and Strategy Groups)
  - Independent Reading
  - Interactive Read Aloud
  - Writing in Response to Reading
  - Conferencing



# Resources and Instructional Practices in Reading

## French Immersion

- *Gafi* Reading Method
  - Shared Text Experience
  - Phonological and Phonemic Awareness
  - Vocabulary Acquisition
  - Whole Group Instruction
  - Writing in Response to Reading
  - Conferencing
- Explicit Phonics Instruction – *Francais Facile*: Multisensory Approach



# A Balanced Literacy Approach: Writing Instruction

- Varied Writing Experiences
  - In journals
  - Across the curriculum
  - In response to reading
  - In different genres
- Conventions and Mechanics
  - Grammar
  - Word Study (Spelling & Vocabulary)



[Reader's Workshop](#)



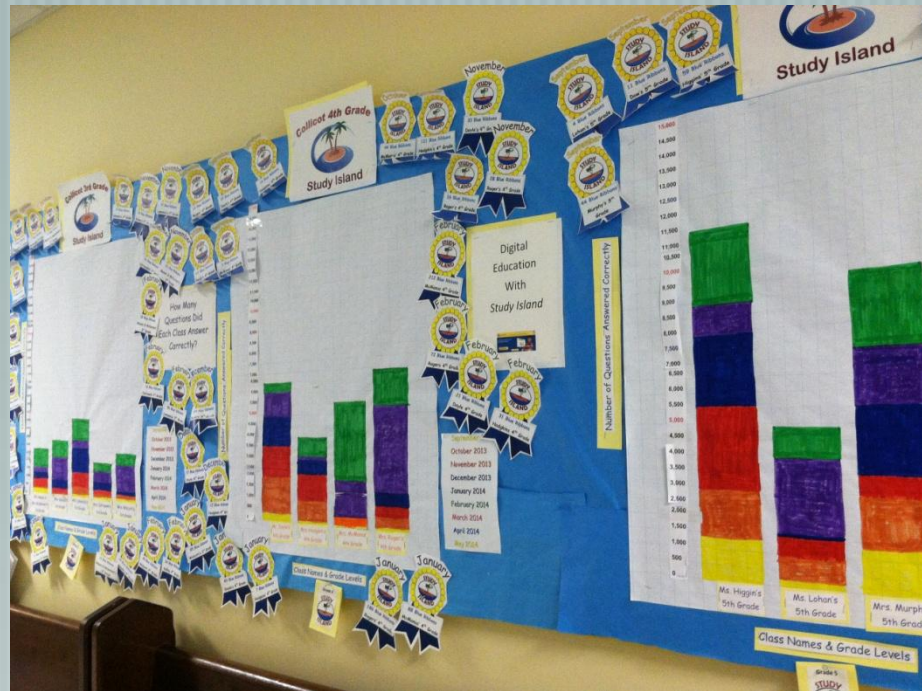
# Common Curriculum: Math



## Everyday Mathematics

- Emphasizes conceptual understanding
- Builds mastery of basic skills
- Incorporates daily routines, activities, and games
- Engages students in exploration
- Provides relevance to the world with authentic problem solving

# Mathematics in Action



Math: English

Math: French

# Common Assessments: Language Arts and Math

- End of Unit Assessments for Mathematics
- Pre, Mid, and Post Assessments for Mathematics
- Fountas and Pinnell Reading Benchmark Assessment  
(English Innovation Pathway)
- GB+ Reading Benchmark Assessment  
(French Immersion)



# Common Curriculum: Social Studies

- Folktales from Around the World
- Historical Events, Figures, Symbols
- National Holidays
- Geography
- Families and Communities
- Second Step (SEL Curriculum)

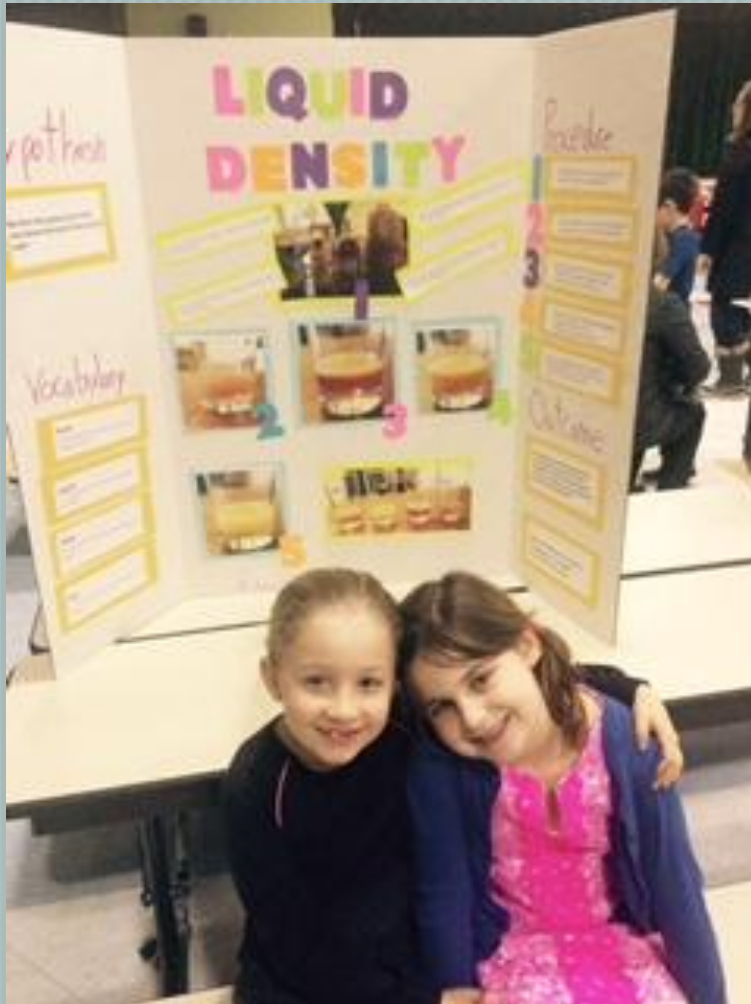




# Common Curriculum: Science

## Inquiry Based Science Units

- Emphasis on conceptual understanding
- Data collection and analysis
- Observation and discussion
- Critical thinking
- Life, Earth, Physical Science and Engineering
- Reading/Writing in Science
- Science, Technology/Engineering and Mathematics investigations
- Common assessments



# English Innovation Pathway: First Grade STEM

## Lego Engineering Curriculum (Developed at Tufts University)

- Students solve real-world problems
- Engineering lessons are integrated into other content areas
- Lessons promote collaboration, critical thinking, perseverance
- Students engage in the Engineering Design Process



[STEM](#)

# English Innovation Pathway: Second Grade STEM

## LEGO WeDo Robotics Curriculum

- Students integrate robotics, engineering and computer programming skills
- Students collaborate and persist while problem-solving
- Students learn about gears, pulleys, 3D models, motion sensors, motors, coding, and more
- Students build simple robots and program them using drag-and-drop computer programming software



# English Innovation Pathway: Third Grade STEM

## Creative Computing Curriculum

- Uses the Scratch programming language in a secure interface to create interactive media projects
- Supports development of personal connections to computing
- Teaches students how to be producers of technology rather than just consumers
- Supports development in computational thinking

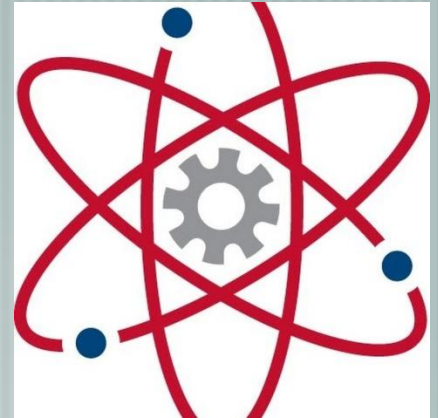




# English Innovation Pathway: Fourth Grade STEM

## Project Lead the Way – Launch Curriculum

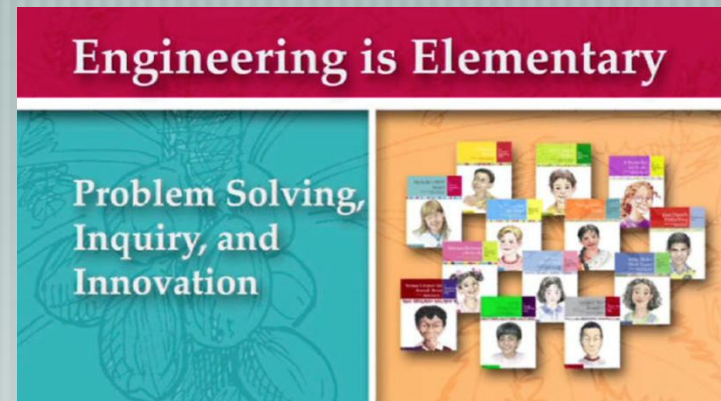
- Includes two engineering modules, one biomedical module and one computer science module
- Students use touch technology, robotics, and everyday materials to explore topics such as energy, light and sound, motion and stability, and gravity
- Design problems encourage collaboration, analysis, problem solving, and computational thinking



# English Innovation Pathway: Fifth Grade STEM

## Engineering is Elementary

- Teaches engineering content and skills
- Connects content areas in meaningful ways
  - Lighten Up: Designing Lighting Systems
  - Marvelous Machines: Making Work Easier
  - Sounds Like Fun: Seeing Animal Sounds



# World Languages in the Milton Public Schools

- The Milton Public Schools have a long standing commitment to early language acquisition.
- World Languages at Milton High School demonstrate the highest rate of achievement on Advanced Placement exams.
- 2014 – 2016 *AP* Results:
  - French: 100%, 100%, 100%
  - Spanish: 100%, 100%, 93%



# World Languages: Benefits of an Early Start



- Enriches & enhances student cognitive development Listen, commun., problem-solving, memory, cognitive flexibility, planning
- Enhances understanding of primary language
- Gives a head start in language requirements
- Provides students with several years of foreign language instruction an advantage on SATs
- Increases career opportunities in a global economy
- Promotes understanding of other cultures and diversity



# World Language Pedagogy in elementary classes

**Wide range of content-based activities and familiar routines:**

- highly contextualized, high interest
- engaging
- meaningful
- hands-on



***Songs, rhymes, familiar characters, use of non verbal communication, cognates, synonyms, visuals, along with frequent repetition of correct forms, retelling, and checking of understanding.***

# English Innovation Pathway: Spanish

## Content-based Instruction in Spanish:

- **Language Arts** (*listening, speaking, writing, reading*)
- **Math** (*numbers, counting, colors, shapes, patterns, place value*)
- **Science** (*calendar, seasons, weather, comparisons, nature, senses*)-
- **Social Studies** (*Hispanic cultures and traditions*)



# English Innovation Pathway: Spanish

- Grades 1-2:

Students receive one 30-minute period of Spanish instruction per week.

- Grades 3-5:

Students receive two 45-minute periods of Spanish instruction per

[Spanish](#)



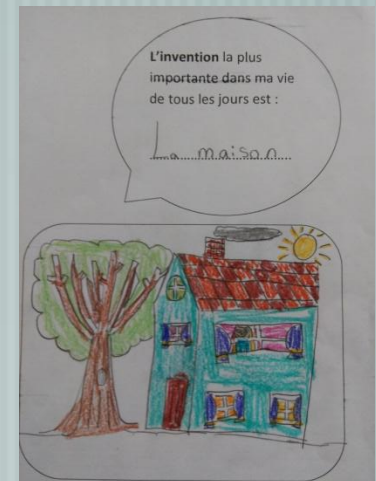
# English Innovation Pathway: Spanish Grades 1-12

- Students who have successfully completed all five years at the elementary level are placed in Advanced Spanish in Middle School
- By the end of 8<sup>th</sup> grade, they will have completed the equivalent of two years of High School Spanish for an entry in Spanish 3 at the High School



# French Immersion

- An Immersion program is an instructional model where the general school curriculum is taught through the medium of a target language.
- Our program continues with advanced foreign language instruction through Middle School and High School.
- The Elementary French Immersion Program is a five-year commitment.





# French Immersion

- Grades 1-2: All subjects (except Art, Music, Library, Physical Education) are taught in French
- Grades 3-4: 50% of the curriculum is taught in French and 50% is taught in English
- Grade 5: 30% of the curriculum is taught in French and 70% is taught in English



# French Immersion: Process

- “Listening period”: before speaking in French, students need to get used to their new linguistic environment, much like babies do with their native tongue.
- Students acquire French by using it through a wide range of highly contextualized activities and high interest materials from the very first day.



# French Immersion: Process

- During the first months, the teacher addresses the class in French and students may respond in English. Classroom instruction is in French unless safety concerns require the teacher to speak English.
- In a matter of weeks, students will increasingly participate in French.
- Starting in January, students will **transition** to speaking French only.



# French Immersion: At Home

- May not always understand the material used in class
- Should have frequent contact with the Grade One teacher to get a clear sense of their child's progress
- Are encouraged to read stories in any language at home



# French Immersion: Grade 3 Transition to Bilingual Education

- Formal English instruction is introduced in Grade 3



- Temporary lag in English Language Arts acquisition early in the program are often observed (English-specific elements, grammar, vocabulary, spelling)
- Experience has shown that typically students make up these delays after a few weeks of formal English instruction



# French Immersion: Grade Five and Beyond

- By Grade Five, French Immersion students are expected to acquire an ***acceptable level of oral functional fluency*** in French.
- The development of writing skills in French will continue in Middle School and High School.
- Immersion students remain stronger in English than in French. They continue to strengthen their abilities in both languages through secondary school.



# Special Education

- All students have the same rights to a special education evaluation.
- As with all students, special education services are based on the needs of each student, regardless of participation in either program.



# Grade One Assignment Plan

- Kindergarten families select either the English Innovation Pathway or French Immersion Program.



# Grade One Assignment Plan

- The number of English and French Immersion sections is determined by the Superintendent based on the following minimum standard classroom configurations:

Collicot – 4 classrooms

Cunningham – 3 classrooms

Glover – 4 classrooms

Tucker – 3 classrooms

- Each school will have a minimum of two sections of English.

# Grade One Assignment Plan

- The Superintendent will create additional sections (if more than 14) based on needs of the district.
- The Superintendent will determine class size for English and French Immersion
- English classes are typically smaller in the primary grades



# Grade One Assignment Plan

- Students who select English are assigned to classes in their home schools.
- If sufficient seats are available, students who choose French Immersion will be placed in their home schools.
- If sufficient French Immersion seats are not available, a school-based lottery will be held during the week of March 27<sup>th</sup>.

# French Immersion Lottery

- Students will be assigned to open seats in their home school according to their lottery order number until all seats are filled.
- Students not placed in French Immersion will be placed in English at their home school.
- Students not placed in French Immersion will also be placed on a waitlist at their home school based upon their lottery order.

# French Immersion Lottery

- If a seat in French Immersion opens up in the home school, the next student on the waitlist will be offered the seat.
- There will be a district-wide lottery for Kindergarten students (attending the MPS as of March 1<sup>st</sup> ) who have been waitlisted at their home school and would voluntarily leave their home school for available French Immersion seats at another school.
- Students who opt to change schools remain on the waitlist for their home school.

# French Immersion Lottery

Please Note:

Parents/guardians who choose French Immersion relinquish their child's seat in the English Innovation Pathway program in their home school. Parents/guardians should not choose French Immersion merely to “hold a place” in the program.

# French Immersion Lottery

- If seats still exist at one or more schools at the end of June, there will be a school-based lottery for Kindergarten students who begin attending the MPS after March 1<sup>st</sup> through the end of the school year.
- If seats still exist in August, there will be a school-based lottery for students new to the MPS in Grade One.



# French Immersion Lottery

- Twins/Triplets are treated as one entry in all lotteries.
- Students who opt to change schools will be provided with free transportation.
- Students who opt to change schools give up their seat in English at their home school.

# Timeline/Next Steps

1. Grade One Info. Night – Thursday, **March 2<sup>nd</sup>**
2. Grade One Program Selection Forms distributed to families – Friday, **March 3<sup>rd</sup>**
3. Grade One Program Selection Forms due to school offices – Friday, **March 17<sup>th</sup>**
4. School-based and District-wide lotteries for French Immersion (if necessary) – Week of **March 27<sup>th</sup>**
5. Program assignments communicated to families – Week of **April 3<sup>rd</sup>**

# Timeline/Next Steps

7. If French Seats are still available, lottery for students who entered MPS after March 1<sup>st</sup> but before June 30<sup>th</sup> – early July 2017
8. If French Seats are still available, lottery for students new to MPS after June 30<sup>th</sup> – August 2017
9. Teacher Assignments Communicated to Families – August 2017
10. School-based waiting lists close – 10<sup>th</sup> day of school



# Questions



# Classroom Videos

[A Balanced Literacy Approach](#)

[Grade 1 Geometry Lesson: English](#)

[Grade 1 Geometry Lesson: French](#)

[Grade 1 STEM](#)

[Grade 1 Spanish](#)

