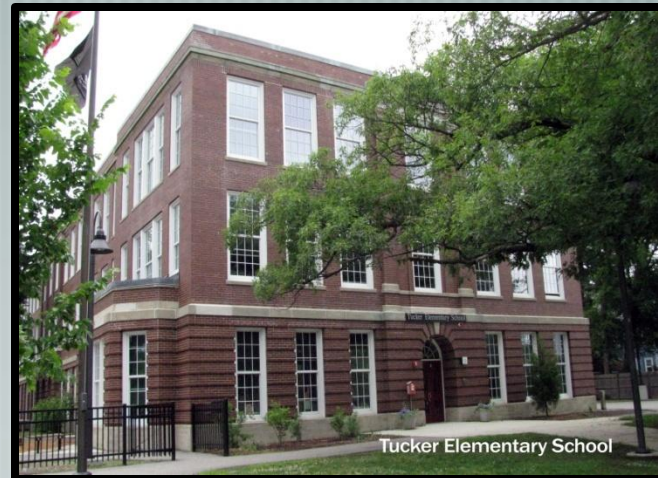


# Grade One Information Night

## March 12, 2019



Milton Public Schools

# Agenda

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



# Grade One Programs

The English Innovation Pathway (with STEM & Spanish) and French Immersion programs provide content instruction to meet the Learning Standards set forth by the Massachusetts Curriculum Frameworks in the following areas:

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



# Massachusetts Curriculum Frameworks

- 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



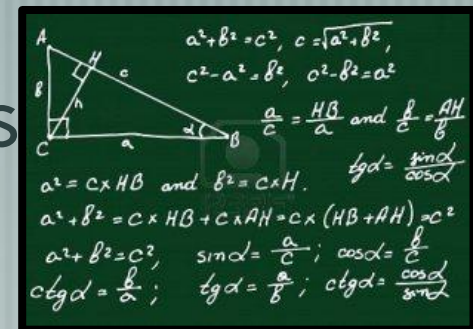
# Language Arts and Literacy Framework

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

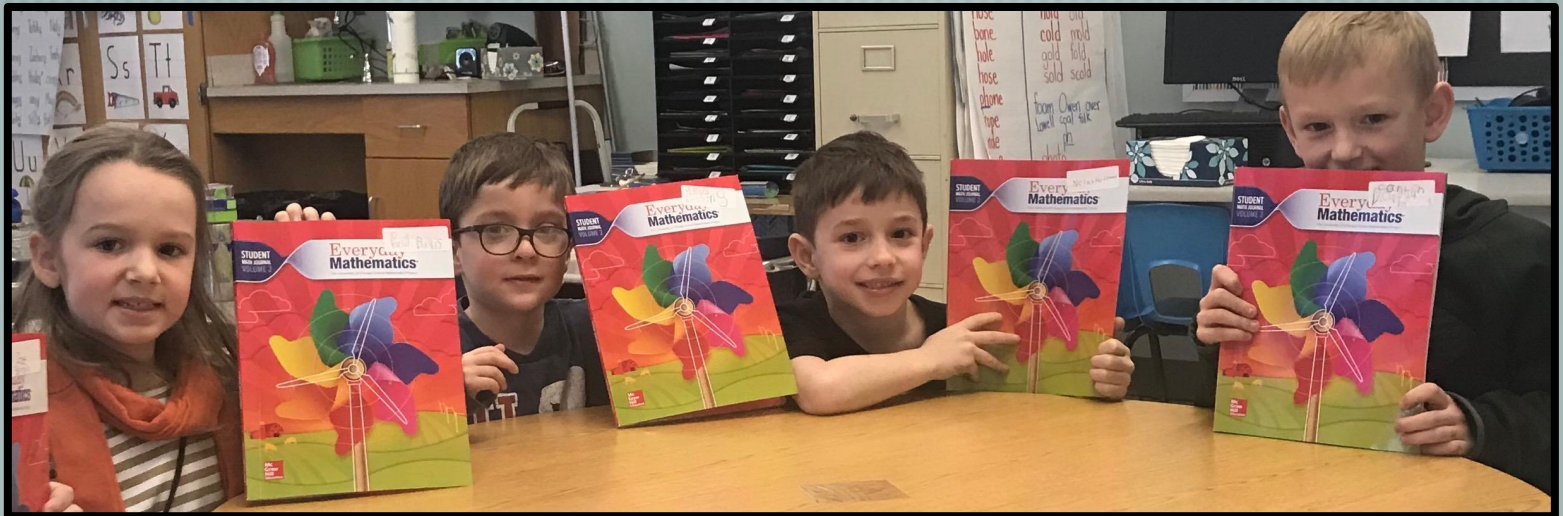
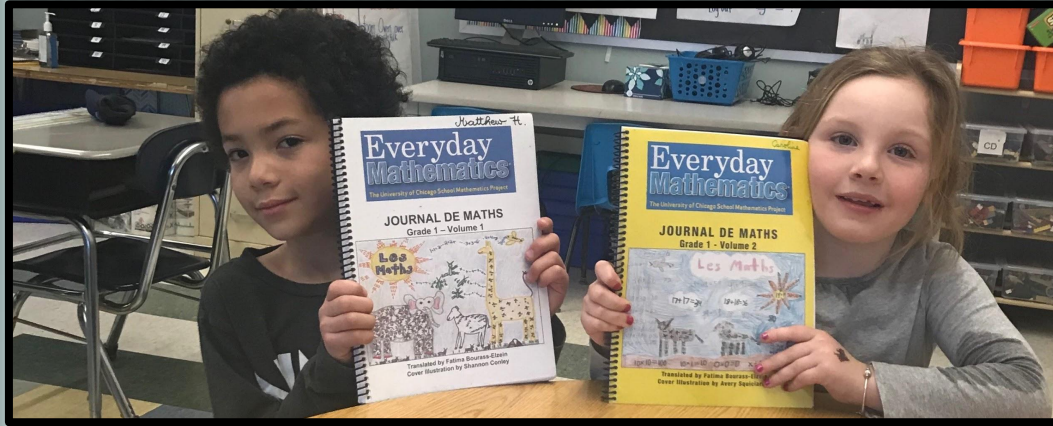


# Mathematics Framework

- 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



# Common Curriculum: English and French



# Common Curriculum: Language Arts

Instructional Program is Aligned with  
Frameworks and Learning Standards

- Reading
- Writing
- Listening
- Speaking
- Language



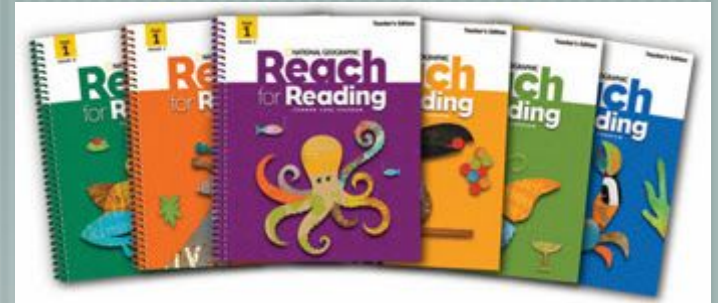


# Resources and Instructional Practices: Language Arts

## English Innovation Pathway

### *Reach for Reading*

- Explicit Phonics Instruction
- Integrated Content and Academic Vocabulary
- Whole Group Instruction and Small Group Reading
- Writing in Response to Reading, Writing Fluency, Grammar and Spelling
- Technology Integration
- Rich Multicultural and Content Based Literature



# Resources and Instructional Practices: Language Arts

## French Immersion

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



# 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<sup>1</sup>

# Mathematics in Action



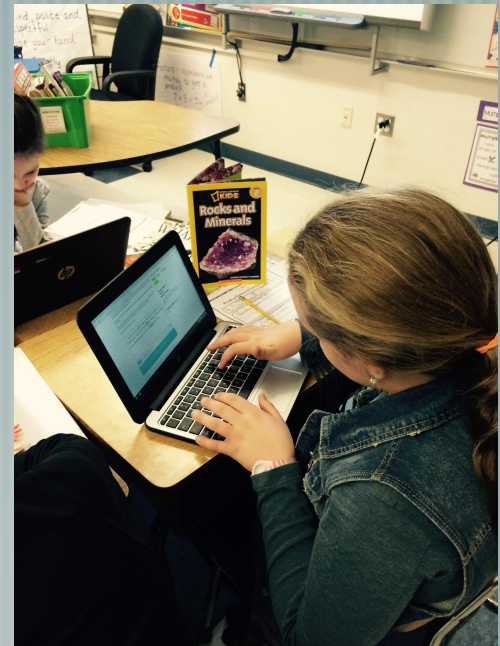
Math in Action: English

Math in Action: French



# Common Assessments: Language Arts and Math

- Weekly, End of Unit, Benchmark and Running Records embedded in *Reach for Reading* (English Innovation Pathway)
- GB+ Reading Benchmark Assessment (French Immersion)
- End of Unit Assessments for Mathematics
- Pre, Mid-year, and End of Year Assessments for Mathematics



# Common Curriculum: Social Studies

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



# Common Curriculum: Technology

- Meaningful integration into curriculum
- Access to technology
- Instructional Technology Specialists
  - Digital Citizenship
  - Collaborate with teachers

# Common Curriculum: Specialty Subjects

## General Music

- Develops musical knowledge, skills, and understandings
- Engages students in singing, playing instruments, movement and listening activities
- Makes cultural connections

## Visual Art

- Provides opportunities to explore the artistic process
- Provides learning experiences using a variety of tools, materials and techniques
- Makes cultural connections





# Common Curriculum: Specialty Subjects

## Physical Education

- Develops physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity
- Focuses on developing physical competencies, improving health-related fitness, fostering self-responsibility and enjoyment of physical activity
- Challenges children to think, to operate creatively within limits of their own abilities, to solve problems, to share thoughtfully, and to show consideration for others
- Provides a foundation for social-emotional learning

# Common Curriculum: Science

## Full Option Science System (FOSS)

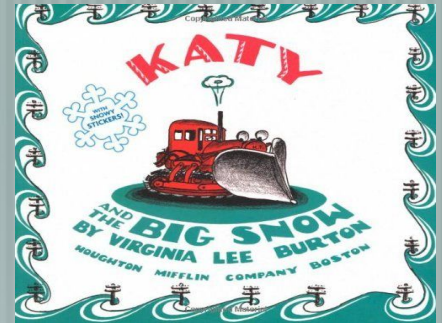
- Emphasis on conceptual understanding
- Data collection and analysis
- Observation and discussion
- Critical thinking
- Life, Earth and Space, Physical Science and Engineering at every grade level
- Reading/Writing in Science
- Common assessments



# English Innovation Pathway: STEM Enrichment - First Grade

## 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



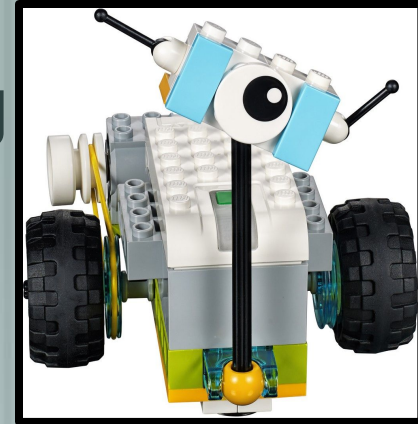
[Snow plow test  
in action](#)

[Snow plow test  
needing redesign  
in action](#)

# English Innovation Pathway: STEM Enrichment - Second Grade

## LEGO WeDo 2.0 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: STEM Enrichment – Third Grade

## Creative Computing Curriculum

- Students use Scratch programming language in a secure interface to create interactive media projects
- Students develop personal connections to computing
- Students learn how to be producers of technology rather than just consumers
- Students apply computational thinking skills to control robots and build games



# English Innovation Pathway: STEM Enrichment - Fourth Grade

## 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: STEM Enrichment - Fifth Grade

## Project Lead the Way-Launch Curriculum

- Includes two engineering modules--one biomedical module and one computer science module
- Students explore mechanical design and computer programming to design robots and automatic guided vehicles
- Students investigate models and simulations to program a model that simulates the spread of disease



# World Languages

- 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.
- Avg. AP Results (last 5 years):
  - French: 100%
  - Spanish: 96%





# World Languages: Benefits of an Early Start

- Student cognitive development (listening, communication, problem-solving, memory, cognitive flexibility, and planning)
- Understanding of primary language
- Head start in language requirements at the college level and provide an advantage on *SAT*
- Understanding of other cultures and peoples
- Career opportunities in a global economy



# World Languages: Pedagogy in Elementary Classes

Wide range of content-based activities and familiar routines:

- Highly contextualized, high interest
- Engaging, interactive, hands-on
- Meaningful, authentic communication
- No prior knowledge: "Listening period"
- Contact with teacher

*e.g. songs, games, projects, rhymes, familiar characters, use of non-verbal communication, cognates, visuals, along with frequent repetition of correct forms, retelling, and checking of understanding*

# English Innovation Pathway: Spanish

## Content-based Instruction in Spanish:

- **Language Arts** (*reading, writing, listening, speaking, language*)
- **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 week.



[Spanish in Action](#)

# Spanish: Grades 1-12

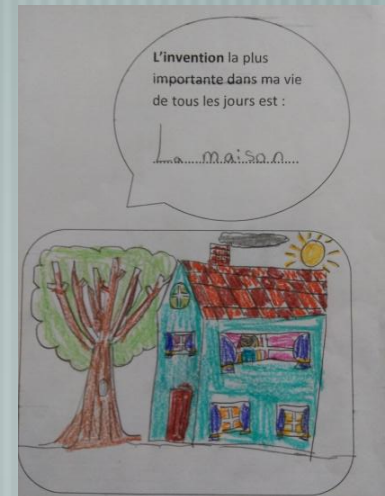
- Students who have successfully completed all five years at the elementary level are placed in Advanced Spanish class in Middle School.  
(Spanish B)
- By the end of 8<sup>th</sup> grade, students will have completed the equivalent of two years of High School Spanish for an entry in *Spanish 3* at the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





# French Immersion

- Instructional model where the general school curriculum is taught through the medium of a target language (*clip*).
- Our program continues with advanced World 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, 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: Grade 3 Transition to Bilingual Education

- Formal English instruction is introduced in Grade 3.
- Temporary lags in English Language Arts acquisition early in the program are often observed.  
(English-specific elements: spelling, capitalization, punctuation, grammar)
- Students will typically make up these delays thanks to formal and targeted English instruction.

# French Immersion: Process

- During the first months, the teacher addresses the class in French and students 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

- Parents may not always understand the material used in class.
- Parents are encouraged to read stories in any language at home.





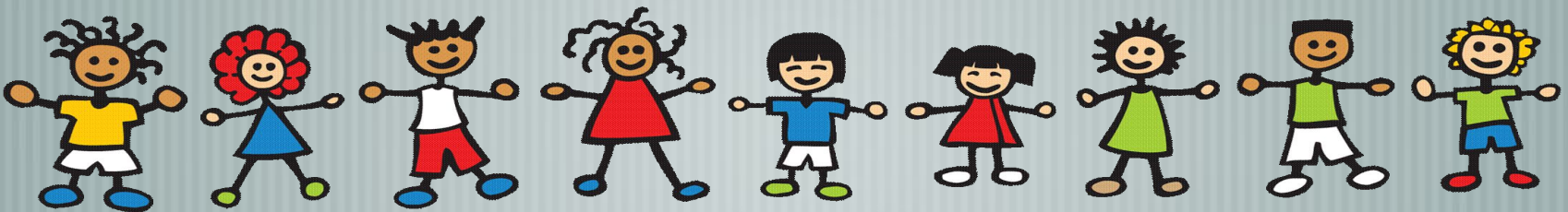
# French Immersion: Grade Five and Beyond

- By Grade Five, French Immersion students are expected to acquire an acceptable level of *functional fluency in French*.
- The development of writing skills in French and English will continue in Middle School and High School.
- Immersion students remain stronger in English than in French.



# Special Education

- As with all students, special education services are based on the needs of each student, regardless of participation in either program.
- All students have the same rights to a special education evaluation.
- Special Education services focus on disability remediation needed for students to derive educational benefit.



# Special Education

- All students who qualify for special education services must be found eligible through the Team process.
- The Team creates the Individualized Education Program (IEP).

# Special Education

## Specialized Instructional Programming:

- Co-taught classrooms
- STEP (Supportive Therapeutic Education Program)
- ICLP (Integrated Cooperative Learning Program)
- NECC (New England Center for Children) and Partners classrooms
- Direct and related services

# Grade One Assignment Plan

Kindergarten families select one of two programs:

- 1) English Innovation Pathway Program which includes Spanish instruction and STEM enrichment
- 2) French Immersion Program





# Grade One Assignment Plan

- The number of English Innovation Pathway and French Immersion sections is determined by the Superintendent.
- 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 Innovation Pathway and French Immersion.
- English Innovation Pathway classes are typically smaller in the primary grades.

# Grade One Assignment Plan

- Students who select English Innovation Pathway 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 25.

# 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 Innovation Pathway 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 the English Innovation Pathway at their home school.

# Timeline/Next Steps

- Grade One Information Night – Tuesday, **March 12**
- Grade One Program Selection Forms distributed to families – Wednesday, **March 13**
- STEM Night – Monday, **March 18**
- Grade One Program Selection Forms due to school offices – Friday, **March 22**
- School-based and District-wide lotteries for French Immersion (if necessary) – Week of **March 25**
- Program assignments communicated to families – Week of **April 8**

# Timeline/Next Steps

- If French Seats are still available, lottery for students who entered MPS after March 1 but before June 30 - early July 2019
- If French Seats are still available, lottery for students new to MPS after June 30 - August 2019
- Teacher Assignments Communicated to Families – August 2019
- School-based waiting lists close – 10<sup>th</sup> day of school



# Questions

