

Wayland Public Schools

October 17, 2016 School Committee Meeting

Curriculum Spotlight #1

The Elections

(Social Science Course Term 1)

The Elections

(Social Science Course Term 1)

Context

- Social Science is a senior elective comprised of four segments, which may vary from year to year.
 - The Elections
 - Psychology
 - Crime and Punishment (Note of interest: MCI Norfolk visit)
 - Race and Racism in the United States
- The course is available to both college and honors level students who are given differentiated assignments.
- 80% of the senior class is enrolled in this course (8 sections).

Teachers: David Schmirer, Erin Lehmann, David Gavron , Kirsten Lahey

The Elections

(Social Science Course Term 1)



From the syllabus...



We are just two months away from what many are calling, “an election that will shape the history of our country.” Why are people saying this and why should you care? Who are these two candidates, Clinton and Trump, and where do they stand on the important issues facing our country? How is a campaign run, won, or lost? What role will the media and advertising play in determining a winner on Tuesday, November 8?

The Elections

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Goals: Engagement and Skill Building

- Becoming civically engaged (All students will turn 18 in the coming year.)
- Using and reinforcing basic social studies competency skills (such as reviewing primary documents, analyzing and synthesizing information, and monitoring current events)

The Elections

(Social Science Course Term 1)

Goals: Understanding the Big Picture

- Understanding ...
 - how the electoral process works, including the primary and convention processes
 - political vocabulary (eg. libertarian, platform)
 - how values and beliefs are represented by the platforms of the political parties
 - campaigning, including advertising
 - the role of the media in the election process

The Elections

(Social Science Course Term 1)

Goals: Empowerment

- Empowering Students
 - Students learn they have a say in what laws are in place.
 - Students clarify their own values and beliefs.
- Becoming Informed Voters
 - Voter registration and participation
 - The ballot questions: understanding the pros and cons
 - The lower races and their importance

The Elections

(Social Science Course Term 1)

Goals: Understanding the Current Picture

- Party platforms
- Positions of the candidates
- Campaign strategies
- The debates

The Elections

(Social Science Course Term 1)

Theory of Action: Linking Knowledge to Engagement

Moving FROM:

*This does not apply to me and, in any case, this is
too confusing to follow.*

TO:

I get it now, and I'm interested.

The Elections

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Use of instructional technology significantly enriches this course, starting with the access to current events. It offers a window on the past, such as easy access to historical campaign material. It also offers charts and other graphics which help depict the electoral process in compelling ways, as for example:

Only 9% of America Chose Trump and Clinton as the Nominees

The Elections (Social Science Course Term 1)

Sample Assignment: Political Cartoons



The Elections

(Social Science Course Term 1)

Sample Assignment: The Ballot Questions

Each student works independently on their chosen ballot question.



Massachusetts

INFORMATION FOR VOTERS

2016 Ballot Questions
STATE ELECTION

Tuesday, November 8, 2016

Voter Registration Mail-In Form Enclosed!



Massachusetts Register to Vote Online

registertovotema.com

Published by

William Francis Galvin
Secretary of the Commonwealth

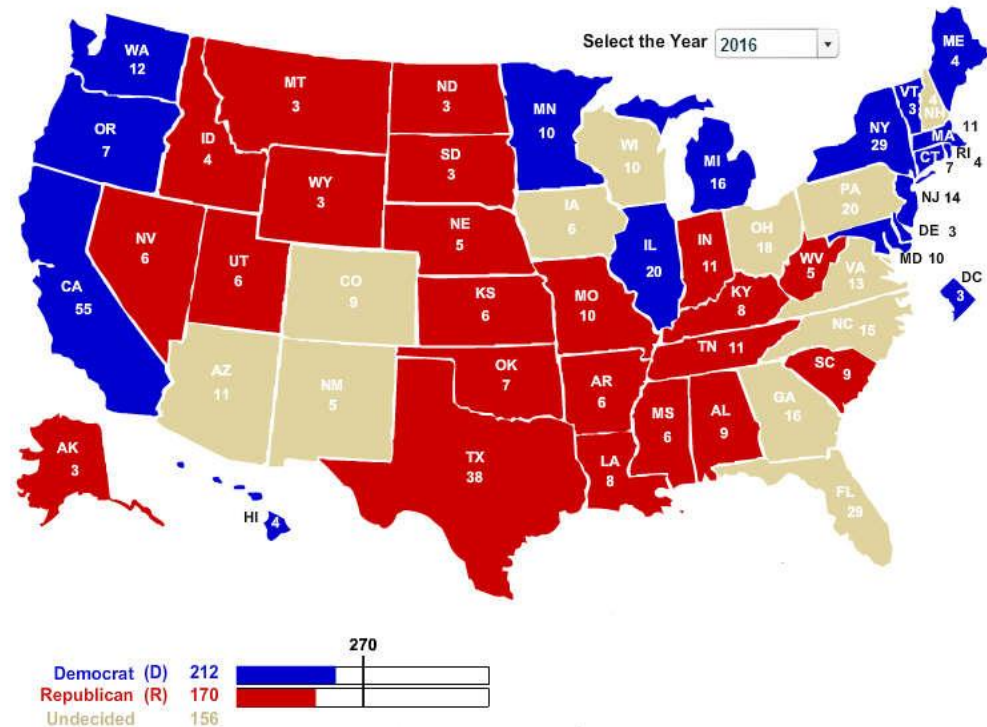
The Elections (Social Science Course Term 1)

Sample Assignment: The Swing State Challenge

Students consider 10 swing states. They work in small groups, looking at past voting trends, current polling, and demographics.

Their job is to determine who will win their state and they color in their map accordingly.

The different class sections compete to see whose prediction came the closest.



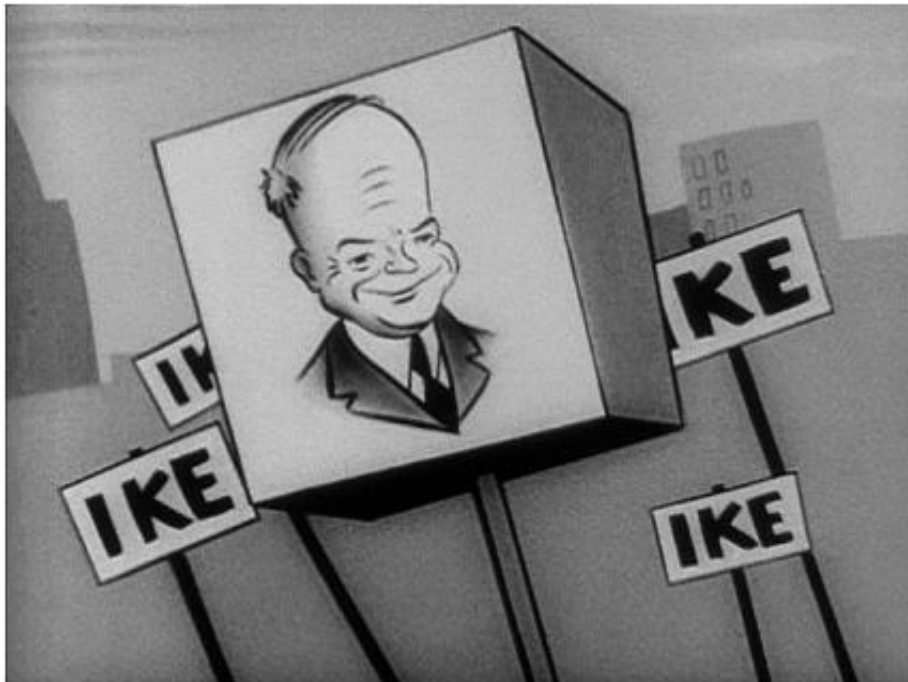
The Elections

(Social Science Course Term 1)

Sample Assignment: Campaign Advertisements

Students view campaign ad commercials. They conduct an analysis of the techniques being used and are given an analytical tool which helps them make their assessment.

<http://www.livingroomcandidate.org/> shows campaign ads going back as far as the 1950's.

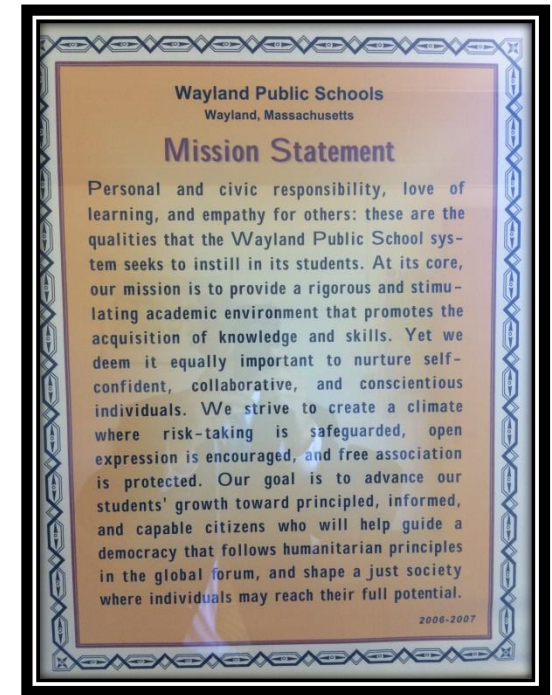


The Elections

(Social Science Course Term 1)

Personal and Civic Responsibility

... Our goal is to advance our students' growth into principled, informed, and capable citizens who will help guide a democracy that follows humanitarian principles in the global forum, and shape a just society where individuals may reach their full potential.



... from The Wayland Public Schools Mission Statement

Wayland Public Schools

October 24, 2016 School Committee Meeting

Curriculum Spotlight #2

Intro to Algebra and the Growth Mindset

Intro to Algebra and the Growth Mindset

The challenge: What is causing students to seem ...

- reluctant to take a chance?
- prone to sitting on their hands?
- never to volunteer?
- terrified if called upon?

Intro to Algebra and the Growth Mindset

- These types of behaviors can happen in any class. Unfortunately, for math in particular, they can be met with “understanding,” if not acceptance!
 - Have you ever heard an adult respond sympathetically to a child experiencing difficulty in mathematics by saying something to the effect of “That’s OK, I don’t have a math brain either?”
- This results from a **fixed** mindset, which is counterproductive -- an outright impediment to academic success in math.

Intro to Algebra and the Growth Mindset

- Students who internalize a fixed mindset become afraid that they might get a problem wrong in front of peers. When they make a mistake, they shut down and ultimately conclude that they are not “math people.”
- However, it is often their mindset, and not a lack of ability, that stifles progress. The goal of teaching a growth mindset to students is to change that mindset so that they can move forward.

Teachers: Mike Kotin and Rebecca Poulou

Intro to Algebra and the Growth Mindset

Boosting Math

Youcubed website at Stanford University

Jo Boaler

(first 2:55 minutes)

Intro to Algebra and the Growth Mindset

Math Class Norms (by Jo Boaler)

Everyone can
learn math
to the
highest levels

Mistakes are
valuable

Questions are
really important

Math is about
creativity and
making sense

Math is about
connections and
communicating

Math class is
about learning not
performing

Depth
is more important
than speed

Intro to Algebra and the Growth Mindset

Math Class Norms

1. Everyone Can Learn Math to the Highest Levels

Believe in yourself and in your abilities. There is no such thing as a “math” person. Everyone can reach the highest levels they want to, with hard work.

2. Mistakes are valuable?

Mistakes grow your brain! It is good to struggle and make mistakes.

3. Questions are Really Important ?

Always ask questions, always answer questions. Ask yourself: why does that make sense?

4. Math is about Creativity and Making Sense

Math is a very creative subject that is, at its core, about visualizing patterns and creating solution paths that others can see, discuss and critique.

5. Math is about Connections and Communicating?

Math is a connected subject, and a form of communication. Represent math in different forms; e.g. words, a picture, a graph, an equation, and link them. Color code!

6. Depth is much more important than speed

Top mathematicians, such as Laurent Schwartz, think slowly and deeply.

7. Math Class is about Learning not Performing ?

Math is a growth subject, it takes time to learn and it is all about effort.



adapted from Jo Boaler

Intro to Algebra and the Growth Mindset

Depth is More Important than Speed

- “Many people incorrectly believe that being good at math means being fast at math. It doesn’t and we need to dissociate math from speed.”
- “We no longer need students to compute fast (we have computers for this) we need them to think deeply, connect methods, reason, and justify.”

-- Jo Boaler

Intro to Algebra and the Growth Mindset

“I was always deeply uncertain about my own intellectual capacity; I thought I was unintelligent. And it is true that I was, and still am, rather slow. I need time to seize things because I always need to understand them fully. Towards the end of the eleventh grade, I secretly thought of myself as stupid. I worried about this for a long time.”

“I’m still just as slow. (...)At the end of the eleventh grade, I took the measure of the situation, and came to the conclusion that rapidity doesn’t have a precise relation to intelligence. What is important is to deeply understand things and their relations to each other. This is where intelligence lies. The fact of being quick or slow isn’t really relevant.”

- Laurent Schwartz,
Winner of the Fields Medal
(A Mathematician Grappling with
His Century, 2001)



Intro to Algebra and the Growth Mindset

The Power of Yet

Sesame Street

Janelle Monae

(first 60 seconds)

Intro to Algebra and the Growth Mindset

Final Thought

*What happens when you make a
mistake?*

Your brain grows.

(first 43 seconds)

Wayland Public Schools

November 14, 2016 School Committee Meeting

Curriculum Spotlight #3

Global Read Aloud

Global Read Aloud

- Each year, the Global Read Aloud Project chooses one book for each grade level.
- Teachers sign on to this six week project which takes place beginning in October.
- Classes from all over the world join together to read this common book.
- Since its inception more than 1,000,000 students from more than 60 different countries have participated!

Global Read Aloud

One Book to Connect the World

Pernille Ripp, a seventh-grade teacher from
Wisconsin, created the Global Read Aloud Project.

Global Read Aloud

Goals

- To teach, model and reinforce reading comprehension strategies.
- To engage and motivate students to increase their reading, reading fluency, and reading comprehension.
- To employ instructional technology in a transformative manner to heighten that engagement. (Teachers utilize a cart of 25 MacBooks.)
- To employ reader's notebooks, in which students write out their thoughts or sketch pictures.
- To expose students to the positive aspects of social media employing blogging and Twitter.
- To meet and connect with students from all over the country and around the world.

Global Read Aloud

Peter is forced to abandon his best friend Pax, a fox, when his father goes off to war. He moves in with his grandfather and that very night is overwhelmed with remorse. He sneaks out, determined to journey hundreds of miles to find Pax.

The book alternates between Peter's and Pax's point of view, telling of their independent struggles to return to one another against all odds.

-- Summary of various website reviews



CONNECTING WITH OTHER CLASSROOMS

Twitter [#FIAT](#) [#GRA2016](#)



Tweets Tweets & replies



Jacmattson @jacmattson · 8 Oct 2015

We love Fish In A Tree! Our 5th Grade Global Read Aloud book for the year! [#FIAT](#) [#GRAFIAT](#) [#GRA15](#) Still trying to find a class to pair with!



Facebook

Edmodo

Skype

Wiki

KidBlog

Email, Snail mail

[Padlet](#) [Padlet Posts](#)



#GRAFIAT SLOWCHAT WEEK 1
When have you ever felt too embarrassed to tell the truth? Share your story with us and connect with us here!

Erin, New Iberia, LA My most embarrassing moment was when I grabbed a cockroach with my bare hands. It all started on Tuesday I was getting ready for school. I went to grab my step ladder so I could brush my teeth and when I went to grab it, I grabbed the ladder but I also grabbed a cockroach leg and the cockroach was still alive. I jumped back and cried and cried. The worst part is that my mom saw me.	Tobie, New Iberia, LA I was so embarrassed when I spelled embarrassed wrong. Just kidding, when I was little I tried to go in one class, and they told me to go in another, right next door, but in the same building. Remember that, I was in Pre-School, and when they told me to go in the other classroom, that teacher told me to go in the one I was just in.	Vannisa, New Iberia, LA My embarrassing moment is when I was at Walmart. I was looking at something on the shelf and when I turned around to put it in the cart, I put it into a stranger's cart. She turned around and laughed at me. She thought it was really funny. I felt so embarrassed.	Kaidon, New Iberia, LA I was so embarrassed when I bent down to pick up a pencil and my pants split!!!!!!!!!!!!!!!!!!!!	Lani, New Iberia, LA This is my embarrassing moment. I was so lucky because I didn't know what to right about but, I was going threw my stuck last night while I was cleaning my room and I found this in my diary. AAAHHHH!!!! I'm so embarrassed right now. I am wearing horse footsies pajamas. Did I even mention that I am at school????????!!!! Laughing Pants is laughing at me. (as usual.)
annah I was so scared to tell my mom that I fell.	once I hugged a stranger i will NEVER TELL MY NAME. so thats that	Mrs. B from Portland Maine When I was in 2nd grade I was jump-roping at recess and my pants split open!	Emily, New Iberia, LA So, My cousins my grandma and I have these days where we go to a movie and go to Sonic. We went to the movie and my stomach started hurting. Then, we went to Sonic for ice-cream. I threw up all over my little cousin Rya. For the longer version go here. https://kidblog.org/class/mrs-simons-sea/posts/755vkn55yuz75y468kxcp1v21f	video games once I
ss hi maine	one time I went to a random person and hugged them and I was SUPERRRRRRR embaressed :(h when i fordid	tlp I felt embarrassed when I fell in a pool with a towel on	ONCE I FARTED IN CLASS I WILL NOT TELL EXEPT FOR NOW
MSS, Maine One time I was watching tv and leaned over and before I knew it, I had spilled a TON of water on the sofa. as I heard my mom coming down the stairs and I	Ms. C from MA I accidentally backed into someone I knew's car. I wanted to keep driving but I knew I had to tell them what happened.	Mack When I had a scar on my nose people called me Rudolph and I had to tell everyone it was a scar.	Ben, NC One time I was on my motorcycle and I wasn't wearing my motorcycle pants. I didn't wear them and got burnt. When my	Baha One time I was at a park and I went down the slide and I fell in

From PowerPoint Presentation by Emeliza Ciavarro and Jaclyn Mattson

Global Read Aloud

. Skyping



Global Read Aloud

Skyping

This year, Jaclyn Mattson's 5th Grade class at Happy Hollow has linked up with Ms. Thomas' class in Iowa. The classes Skype each other every Friday over the six weeks.

Emeliza Ciavarro's 4th Grade class at Loker has made contact with four different schools. Plans are to Skype a different school each week. Thus far, connections have been made with the following teachers:

- Jessica Small teaches a 4th Grade class at Manning Elementary in Roanoke Rapids, North Carolina.
- Jennifer Harris Morrissey teaches a Grade 5/6 in Bath, Ontario.
- Phillip Waller teaches a 5th grade class at Owairaka Primary School, Mt Albert, New Zealand.
- Darcie Booth, Surrey Center Elementary in Surrey, British Columbia.

Global Read Aloud

Skyping (continued)

- Students learn about where the class members live and share their thinking about specific chapters.

Loker has arranged for Sara Pennypacker, the author of Pax, to Skype with the class in November.

Plans are also under way for Ms. Mattson and Ms. Ciavarro's classes to Skype with each other!

Global Read Aloud

Twitter

Our classes can also connect with other classes by following each other on Twitter.

For instance, Happy Hollow students are communicating this way with classes in Virginia and California.

Global Read Aloud

Slow Chat on Twitter

Each week, a different teacher's class is responsible for posting 5 questions on that week's reading – to which any class can respond. These teachers are called hosts.

Our teachers reference these questions after completing a chapter, sometimes responding as a class on Twitter.

Global Read Aloud

Blogs and Padlet

Students post questions on their blog, which are answered by students in these other classes.

Students can respond to each other but the teacher must approve the response before it is posted.

Our classes also use Padlet to record their ideas and to read what other classes are thinking.

Global Read Aloud

Mystery Skype

In one session, students from the two classes asked each other yes or no questions, trying to discover where the other class was located.

Using a map and the responses to each question, they figured out each other's location.

Global Read Aloud



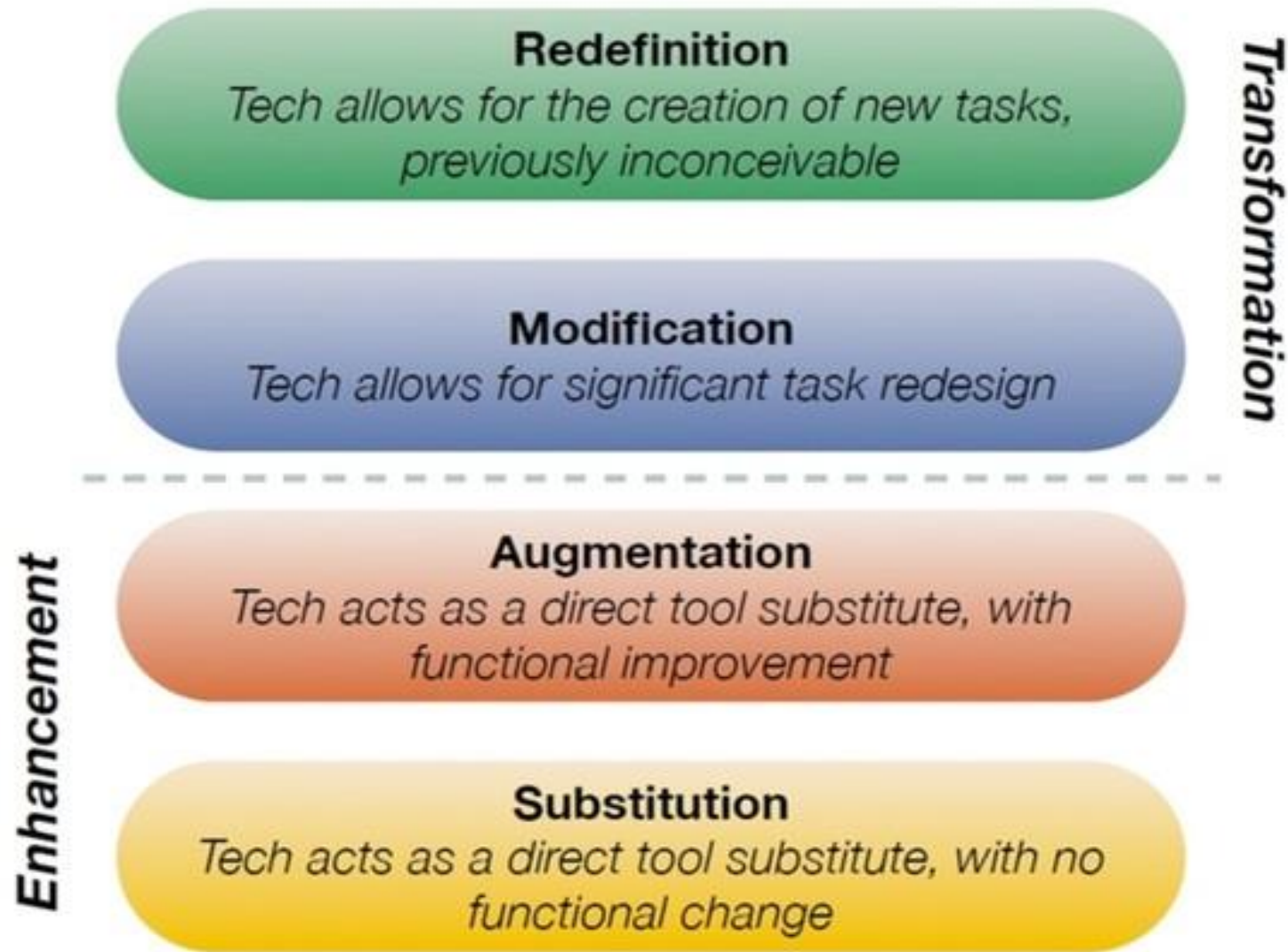
Global Read Aloud

Literacy Institute

Our teachers routinely make presentations at our Literacy Institutes during break-out sessions.

Ms. Ciavarro and Ms. Mattson created a Global Read Aloud presentation for the literacy institute this past June.

SAMR Model



Global Read Aloud

