

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, May 13, 2014
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

7:30 p.m. Call to Order and Welcome:

Public Comment – (Written comments to be presented to the School Committee; oral presentations not to exceed three minutes.)

7:35 p.m. Superintendent's Announcements:

7:40 p.m. School Committee Member Announcements:

7:50 p.m. Agenda:

1. Vote to Fund LHS Bicycle Racks (15 minutes)
2. Social Studies Curriculum Review – Year 3 (45 minutes)
3. Elementary World Language: Subcommittee Update (30 minutes)
4. Discussion of 2015-2016 Recommended School Calendar (30 minutes)
5. Vote on the Charge for the Ad Hoc Master Planning Committee (10 minutes)
6. Vote on School Choice (5 minutes)
7. Vote to Appoint Voting Representative to the LABBB Collaborative Board of Directors (5 minutes)
8. Vote to Appoint Voting Representative to the EDCO Collaborative Board of Directors (5 minutes)

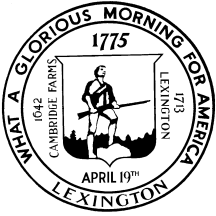
Consent Agenda (5 minutes):

1. Vote to Accept a \$131 Donation from Wilson Farms' *Shop at Wilson Farms* School Fundraiser to Be Deposited in the Lexington Children's Place Gift Account
2. Vote to Accept a \$1,000 Donation from GFI Software in Support of the LHS F1 Club
3. Vote to Accept the 2014 Intel Science Talent Search School Award in the Amount of \$2,000 from the Society for Science & the Public to Be Used to "support excellence in science, math and/or engineering education" at Lexington High School
4. Vote to Approve School Committee Minutes of February 4, 2014
5. Vote to Approve School Committee Minutes of March 11, 2014
6. Vote to Approve School Committee Minutes of March 24, 2014
7. Vote to Approve School Committee Minutes of March 26, 2014
8. Vote to Approve School Committee Minutes of April 2, 2014

10:20 p.m. Adjourn:

The next meeting of the School Committee is scheduled for Tuesday, May 27, 2014, at 7:30 p.m. in the Town Office Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue.

All agenda items and the order of items are approximate and subject to change.



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Mary Ellen N. Dunn.
 Assistant Superintendent for Finance and Business Operations
 Chief Procurement Officer ~ School Department

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To: Paul B. Ash, Superintendent
 From: Mary Ellen Dunn, Assistant Superintendent for Finance and Business
 CC: Patrick Goddard, Director of Public Facilities
 Date: April 17, 2014
 Re: Standardization and installation of bike racks at all schools

The recent parent survey, the LHS Bike Committee request (attached), and the review of traffic safety and mitigation for all of our schools over the past year, has highlighted the interest and need to expand and improve the availability of bike racks. Survey data provided by Safe Routes to School, Assistant Superintendent, and the School Transportation Safety Study Committee over the last five years suggest that approximately 5% of our middle and high school students ride a bicycle to school. Elementary schools have a lower percentage, as it is typically only 4th and 5th grade student who are allowed to ride to school. In addition, we have anecdotal information that a range of 1-10 employees per building ride bicycles to work.

The Traffic Safety and Mitigation for Schools planning will incorporate the Cambridge Zoning Ordinance – Bicycle Parking Requirements guide for installation of replacement and additional bike racks on school property.¹ I recommend school committee support the recommendations and the request for funds to begin the district’s effort in expanding and promoting bicycle ridership at our schools for students and employees.

The standard racks for all schools being proposed is consistent as to what is being suggested for municipal locations.

 <p>Cyc Bircac™ MADRAX</p>	<p><i>This rack will be used as a marker located at the end of a bike rack corral with the U rack style in between. This rack accommodates 4 bikes.</i></p> 	 <p>U-Two- 6, 8, & 10 bike configurations</p>	<ul style="list-style-type: none"> • Installed on a permanent foundation (e.g., concrete pad) to ensure stability. • Securely anchored into or on the foundation with tamper-proof nuts if surface mounted.
 <p>Ashton™ Shelter MADRAX</p>	<p><i>Covers similar to this one will be provided over at least 1/3 of newly installed bike racks to accommodate 4 season and all-weather riders.</i></p>	 <p>SHARE THE ROAD</p>	<p><i>A shared-lane marking or sharrow similar to this will be used on school driveways to mark bike lanes on school property.</i></p>








¹ <http://www.cambridgema.gov/cdd/projects/planning/bicycleparkingzoning.aspx>

Lexington Public Schools – Standardization and installation of bike racks at all schools

The Lexington Bicycle Advisory Committee endorses the Association of Pedestrian and Bicycle Professionals (APBP) and the City of Cambridge’s Bike Parking guidelines and best practices. As such, as the school department expands its bike parking, we will be consistent with other bicycle promotion efforts in the Town of Lexington.

Bike Racks at Schools

(Source: Lexington Bicycle Advisory Committee, approx. 2013 count)

AREA	RACKS	SPACES	Non-APBP Spaces	COMMENTS	
Bowman	2	20		Tritons	
Bowman	1		8	Old straight	
Bridge	3		27	Blue Loops	
Bridge	2	8		Silver inverted U's	
Clarke	6	48		Silver inverted U's	
Clarke	1		6	Old straight	
Diamond (Back)	12	20	20	10 Inverted U's; 2 rusty old combs with 20 lots each, but won't hold that many	
Diamond (Front)	9		55	3 old comb racks; 6 sets of wave racks for 5-6 each	
Estabrook (Front)	12	20	15	2 sets of 5 inverted U's; 2 tritons, lying on their side in the snow	
Fiske (front)	10	20		Inverted U singlets in a line	
Harrington (new)	0			Racks accessible from Central Admin. Building	
Harrington (old)	2	20		Silver inverted U's (5 each)	
Hastings	2		24	2 wave racks (one with 9 uppers, the other with 5)	
Lexington High					
LHS front			30	Ribbon and Triton	
LHS rear			40	Ribbon	
LHS Science Bldg		10		Triton	
LHS other back		18		Triton	

N.B. The triton and ribbon/wave racks will be replaced overtime with inverted U racks.

4/15/14

Dear Dr. Ash and Lexington School Committee,

In response to the Lexington community's initiative to increase environmentally-friendly alternatives to transportation, the high school has seen unprecedented growth in the amount of commuting by bike to and from school. The increase has raised awareness for the need to sustain appropriate bike security on campus. A recent evaluation of the equipment has determined that the school's current infrastructure is unable to meet the demand of the riders amid severe overcrowding in the fall and spring seasons. Upon further review, only one of the six locations of bike racks meet the Association of Pedestrian and Bicycle Professionals (APBP) guidelines.

Ridership at the high school has been unprecedented. On any given day in May, we have seen anywhere from 30 riders in the rain to 80+ in good weather. This number seems to be growing every year (No statistics on previous growth rate). Anticipating a 5% growth rate annually because of Lexington Bike's program and increased middle school ridership, we project volume to grow to over 130 daily riders over the next ten years. As this number grows, we will not have the current capacity to hold all of these bikes.

All but two current racks are inadequate according to the APBP guidelines because none of the designs allow for bikes to have two contact points (Two contact points are necessary to properly secure the bike and prevent theft). The situation has come to the point where bikes are locked to guard rails and even to handicap ramps. These alternate locations are deemed safer locations for the bikes during the school day, yet they are in violation of other safety codes. Thus, there is a need to purchase and install bike racks that meet the APBP guidelines.



One Contact Point Rack

The racks currently on the high school campus are of the comb (Field House), Toast (Science Building, Main Building, Foreign Language Building and Field House), and Wave (Foreign Language Building) design. These racks do not provide adequate standards to prevent bikes from falling over and becoming easily damaged. The only racks that are adequate and up to APBP standards are the two U racks which are located next to the field house. Each rack has the capacity to hold ten bikes but because they were improperly installed, we cannot use two of those spots.

As we have around 130 classrooms at LHS, we will refer to the Cambridge Community Development Department for their recommendation about the quantity of bike racks. Under their recommendations

4/15/14

of 1.0 bike spaces per classroom, our school would need 130 spaces. As of now, we have 99 spaces but only 18 are APBP approved (81 are not).

The grant that we are asking for is phase one of a two or more phase process. We first want to get and install the basic bike racks. A good goal for phase two is to get parking that is covered from the elements. In addition to covered parking, we would look to add more racks at the high school and then focus on the middle and elementary schools in later phases.



Example Roof for Bike Racks (Phase II)

Using quotes received from Mary Ellen Dunn, the Assistant Superintendent for Finance and Business Operations, we have priced out several rack designs. From Madrax design, the Bollard rack in ground would cost \$104 and fit two bikes. The U rack would cost \$55 and fit two bikes. Another rack to consider is the Cyc Bicrac which is in the shape of a bicycle. This would cost \$300 and fit four bikes. I would recommend using the money from this grant to get the Cyc Bicrac because it is more aesthetically pleasing and the shape being a bicycle might encourage more people to ride to school.



Cyc Bicrac



Bollard

I have also consulted with Don Johnson, the LHS Facility Manager about the cost for installation of bike racks. The quote came out to \$935 per rack. We are currently working to get this cost down and figure out new methods to avoid such a high cost for a low cost bike rack.

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We are requesting \$10,000 which would purchase 7.5 bike racks of the Cyc Bircac (including current installation costs) providing up to 30 more APBP approved parking for students and faculty. These 30 new spaces will boost our capacity up to 129 bikes; one space shy of our predicted need in the next 10 years. As Bike Lexington will continue next year, we will try to focus on covered racks as well as racks for other schools in Lexington.

Giving us this grant will allow the LHS community to:

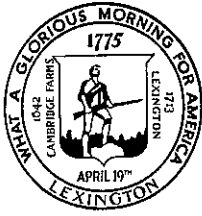
1. Alleviate morning traffic.
2. Encourage healthy lifestyle choices for commuting to school.
3. Encourage green styles of living.
4. Create a new community.

Funding Parameters:

1. Racks must be able to have two points of contact with a bike.
2. Racks will be purchased through vendors chosen by Lexington Bike.
 - a. These vendors will have competitive prices and will not be affiliated to Lexington Bike members.
 - b. Lexington Bike members will choose the shape of rack that best fits our vision and mission statement while keeping in mind costs.
 - c. Lexington Bike will aid in the location selection process of the racks.
3. The rack installation will go out for bids in order to get the cheapest possible price.
4. All funds will be used by the end of the fiscal year.
 - a. Any funds not used in the last week of the fiscal year will be appropriated towards bike safety and education and/or advertising of the program)

Thank you for your consideration,

Abe Benghiat
Founder & CEO
Lexington Bike



Lexington Public Schools

146 Maple Street, Lexington, Massachusetts 02420

To: Dr. Paul Ash
Members of the Lexington School Committee

From: Robert Collins: Lexington High School Social Studies Department Head
Mary Barry: Middle Schools Social Studies Department Head
Jane Hundley: K-5 Social Studies Curriculum Coordinator

RE: Summary of the Work of the Social Studies Review Committee (Year 3)

Date: May 13, 2014

On behalf of the Lexington Public Schools Social Studies Curriculum Review Committee, it is a privilege to report on the accomplishments in Year 3 of the review cycle. This expert group, comprised of kindergarten through grade twelve classroom teachers, reading specialists, librarians and administrators, worked diligently to accomplish the third year objectives. These educators are listed, along with their positions, in Appendix A. The thirty-four committee members collaborated as a vertical K-12 group to understand the expectations for teaching and learning as described in the *Massachusetts History and Social Science Curriculum Framework* (MA Framework) and in the national standards. The educators built on their research from the first two years of the curriculum review to utilize the *Backward Design* curriculum-planning model to articulate vertical K-12 themes, enduring understandings, and essential questions. The committee also focused on elementary, middle, and high school specific goals around the *Massachusetts Curriculum Framework for English Language Arts and Literacy: Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (MA Common Core). The National Council for the Social Studies recently published standards called the *College, Career, and Civic Life Framework for Social Studies State Standards* or better known as the *C3 Framework*. In the 2013-2014 academic year, the K-12 committee convened for five full days: September 17, November 13, January 14, March 12, and April 30. Additionally, small groups of committee members met throughout the summer of 2013 and the 2013-14 school year.

In this document and in the information that will be presented to you on Tuesday, May 13, 2014, the committee summarizes and highlights the accomplishments and findings of the curriculum review committee for Year 3.

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MISSION STATEMENT

The primary purpose of the Lexington Public Schools' Social Studies Department is to foster curiosity and help to create life-long learners who make informed decisions as they actively engage as citizens in their local, national, and global communities.

The Social Studies encompass history, as well as civics, economics, geography, sociology, and psychology. Over the course of their journey through the Lexington Public Schools, students will engage in learning experiences that will help them understand the major events and trends in these domains that have shaped the modern world. Through these experiences, students will be able to connect the past with the present and gain insights. The K-12 curriculum is designed to help students discover the relevance of social studies to their own lives. This interdisciplinary approach allows students to use multiple lenses to develop a sophisticated and culturally literate understanding of the world.

Students' engagement with the social studies curriculum will provide them with the tools needed to navigate a competitive and complex global society. Students will develop 21st Century Skills that include using a wide variety of technologies and emphasize the importance of gathering, analyzing and evaluating evidence and information. With these skills, students will discover their own authentic voice, learn to think independently, work collaboratively, and communicate their ideas effectively.

The skills and understanding students will acquire from kindergarten through high school have wide applicability both in the classroom and throughout their lives. The social studies curriculum helps young people become socially responsible citizens of a culturally diverse democratic society in an increasingly interdependent world.

YEAR 3 GOALS

During the first two years of the review, the committee built a strong foundation of knowledge from research and investigation in order to make curriculum changes. The committee's final year focused on continuing the curriculum adjustments and helping all teachers understand the many ways social studies is essential to our students. The committee looks forward to inspiring their colleagues and developing a K-12 program that promotes the values set forth in our mission statement.

- **Promote and ensure vertical and horizontal alignment of district curriculum.**
 - Create, refine, and publish curriculum maps using the *Backwards Design* model.
 - Utilize Atlas curriculum mapping software when appropriate.
 - Make recommendations and purchase updated materials.

- **Keep the curriculum current with the local, state, and national standards while maintaining a distinct identity.**
 - Develop enduring questions for K-12 that reflect all strands of the social studies.
 - Further incorporate the goals of global education and 21st Century Skills into curriculum.
 - Project budgetary implications of implementation of new curriculum.

- **Identify a professional learning program reflective of the Lexington Public Schools curriculum.**
 - Provide professional learning for all teachers to gain a deeper understanding of social studies.
 - Utilize and promote meaningful instructional strategies that incorporate literacy with social studies.
 - Collaborate with the technology department to provide instruction that supports inquiry based social studies instruction.

- **Analyze data to gauge the efficacy of the curriculum, assessment practices, and professional learning initiatives.**
 - Create, utilize, and refine common assessments and rubrics.

* *Backwards Design* is an instructional design method advocated by Grant Wiggins and Jay McTighe. *Backwards Design* begins with the end goals for student learning in mind.

KEY ASPECTS OF THE LEXINGTON SOCIAL STUDIES PROGRAM

- Lexington has K-5 Social Studies benchmarks and a comprehensive list of social studies courses and course descriptions at the middle and high school levels. The committee continues to develop a K-12 Social Studies program that represents numerous state and national standards.
- The National Council for the Social Studies has recently published a set of standards called the *College, Career, and Civic Life Framework for Social Studies State Standards* or better known as the *C3 Framework* (from this point on referred to as C3 Framework). In addition, each strand of the Social Studies - history, economics, geography, and civics - has its own national standards document created by separate groups of content experts. The most recent version of the *Massachusetts History and Social Science Framework* was published in 2003 and incorporates the four strands listed above with a great deal of emphasis being placed on the history strand. In fifth grade alone there are thirty-two history standards. Additionally, the Social Studies Review Committee needs to take into consideration the *Massachusetts Curriculum Framework for English Language Arts and Literacy: Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* as this document incorporates skill standards for social studies (from this point on referred to as the MA Framework and is typically referred to as the “Common Core”).
- Each of these documents is extensive in its expectations and the committee’s charge was to identify those priorities that needed to be included in the Social Studies program. The challenge lies in implementing a K-12 Social Studies program that thoughtfully addresses the standards and engages students in a meaningful manner.
- This large, diverse committee brings a wide range of experiences and expertise in curriculum and teaching. The committee spent many hours developing common understandings about best practices in curriculum and instruction in the Social Studies by reading and discussing selected articles and texts. In the committee’s first year, research sub-committees were formed to focus on specific topics. The reports from these groups highlighted the complexity of social studies and distilled the key elements of each area. From this research, the committee has worked this year to create a K-12 curriculum map that includes enduring understandings that reach across all grade levels.

K-12 COMMITTEE ACCOMPLISHMENTS: NATIONAL STANDARDS

In Year 1 of the Curriculum Review, the committee conducted research on the many strands of social studies including, history, geography, economics, civics, global education, 21st century skills, and assessment. From this research, the committee wrote a powerful mission statement to guide our work during the 3-year review process. The goals of the Mission Statement focus on developing student curiosity, engaging them as citizens - locally and globally - connecting them to the past, and providing students with countless opportunities to think independently as they work collaboratively.

In Year 2, the committee worked to incorporate the goals of our mission statement, the research from the sub-committees, and the guidelines from the State and National Standards to *create K-12 Social Studies Enduring Content Questions* (Appendix B) and *K-12 Social Studies Skill Goals* (Appendix C). These *Enduring Content Questions* and *Skill Goals* identify broad outcomes for students and provide guidance for social studies teachers across the district. The use of these documents supports vertical and horizontal curriculum alignment.

This past year the Committee worked to digest the Nation Council for the Social Studies' newly released standards, the *C3 Framework*. One of the major goals for the year was to align the *C3 Framework*, the *Common Core* and the Lexington Public Schools Social Studies Curriculum. In particular, the committee worked to align the *Enduring Content Questions* and *Skill Goals* with these new standards.

C3 FRAMEWORK

The National Council for the Social Studies' *C3 Framework* is a synthesis of the concepts embedded in the study of social studies, skills from the Common Core, and the broad themes outlined by the National Council for the Social Studies. The C3 is not a list of content standards to be covered by students. The C3 Framework states:

Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as necessary. (p. 6)

The C3 Framework is organized into four broad categories or Dimensions:

- Dimension One: Developing Questions and Planning Inquiries
- Dimension Two: Applying Disciplinary Concepts and Tools
 - Highlights the themes and concepts to be addressed in the core social studies areas of history, economics, geography, and civics
- Dimension Three: Evaluating Sources and Using Evidence
- Dimension Four: Communicating Conclusions and Taking Informed Action

Each Dimension is further delineated into subcategories and grade level spans, K-2, 3-5, 6-8 and 9-12 (Appendix D).

Below are specific examples of how the C3 Framework is used at the elementary, middle, and high school levels.

Dimension One: Developing Questions and Planning Inquiries

Elementary School

D1.2.3-5 Constructing Compelling Questions: *Identify disciplinary concepts and ideas associated with a compelling question that is open to different interpretations.*

Developing questions and planning inquiries are skills that are expected for social studies as well as in science. Karen McCarthy, Science Curriculum Coordinator, and Jane Hundley conducted a workshop for all fifth grade teachers on questioning and the role it plays in the inquiry process in both science and social studies. The questioning protocol, from the work of Dan Rothstein and Luz Santana, authors of *Make Just One Change: Teach Students to Ask Their Own Questions*, is a powerful way to engage all students in the learning process.

As students learn to ask their own questions, they deepen their comprehension, build connections between ideas, and engage in their learning at a deeper level. Often it is the purview of teachers to draft questions that will spark student interest and creativity. The research of Rothstein and Santana shows that when students are involved in the question creation, they learn content knowledge as well as critical lifelong thinking skills. (Appendix E)

Since the workshop, many fifth grade teachers have used the question protocol with their students and have seen excellent results. Several staff members will also attend a two-day workshop in the summer of 2014 on the question formulation technique, *Teaching Students to Ask Their Own Questions: One Strategy That Enhances All Teaching and Learning*.

Middle School

D1.5.6-8 Determining Helpful Sources: *Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.*

At the middle school, research is commonly conducted at each grade level. In the past, the research was not aligned vertically or horizontally within the middle schools. This year, the middle school social studies department began the first of a three-year implementation to vertically align and articulate research skills to be instructed and assessed at each of the three grade levels. To do so, the library-media specialists from each middle school met weekly with the 6th grade social studies teachers at their respective buildings during their PLC time. As vital members of the PLC team and experts in conducting research, the library-media specialists were able to assist in the selection of the proper instructional strategies, and help design grade appropriate step-by-step implementation of research instruction, as well as the assessment of these skills. By the end of 6th grade, all students will be able to: evaluate an online source and properly cite a text, database, and/or website. In the next two years, this process will advance into the 7th and 8th grades and continue to build upon the instruction of skills, access to, and

evaluation of scholarly sources. It is our goal for students to acquire and practice specific research skills at each of the middle school grades in order to provide a solid foundation for students entering their freshman year at LHS. (Appendix F)

High School

D1.5.9-12. Determining Helpful Sources: *Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.*

At the high school, research is conducted at each grade level. Ninth and eleventh graders research topics and develop thesis driven papers. Tenth grade students participate in the National History Day program. Senior and elective students present research through papers, websites and presentations, depending on the elective in which they have enrolled. When conducting research, students are instructed to use a wide variety of both primary and secondary source documents before formulating claims. Classes are brought to the library where students can access materials with the support and guidance of the library staff. In recent years, students have used programs such as *Noodle Tools* to help to organize sources, create note and source cards, and develop outlines. An advantage of *Noodle Tools* is that teachers can access students' on-line materials to monitor progress, make comments, or provide further direction and guidance.

Dimension Two: Geography

Elementary School

D2.Geo.6.K-2 Human-Environment Interaction: Place, Regions, and Culture: *Identify some cultural and environmental characteristics of specific places.*

As part of the new global communities units in the first and second grades, students analyze a wide variety of geography photographs to begin the inquiry process of connecting real locations to map features. The analysis process, modified for young learners, is based on the Library of Congress' collection of primary source analysis forms. (Appendix G) The process is multidimensional and allows for individual, small group, and whole class instruction.

After analyzing and discussing the photographs, students complete a map of the country of study. Teachers use the maps and photographs as touchstones throughout the unit to discuss how geographic location can influence a variety of factors such as the location of cities, dams, farms, and roads. (Appendix H) As students progress through the analysis process, they are able to make inferences and apply this skill to a variety of situations.

Middle School

D2.Geo.8.6-8 Human Population: Spatial Patterns and Movement: *Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.*

At the middle school level, students continue to examine the impact of humans on their environment and conversely the impact of the ever-changing environment on humans. At each

grade level students examine how humans have altered the environment throughout history in order to meet various needs. In grade 6, Ancient Civilizations, students learn how prior to the development of agriculture, early humans hunted and gathered, impacting the availability of plants and animals in the area. Later, they progress into the importance of rivers within an environment to better understand the necessary conditions that allowed for some civilizations to clear land, grow food, and master agriculture. In 7th grade, students take a more modern perspective, as human-environment interaction is a key theme studied throughout the year, through multiple regions of the world. For example, students study various natural disasters in history and the impact of these tragedies on population settlement and movement. Additionally, students examine natural resources, both the scarcity and availability in particular regions, in order to better understand the economic stresses within a region. In 8th grade, United States History, students examine the earliest settlement of the thirteen colonies and the continued progression of westward expansion of our nation. In doing so, students are able to identify and explain how expansion, increased immigration, and growing diversity impacted our society, political institutions, and the economy of our nation.

High School

D2.Geo.7.9-12 Human Populations: Spatial Patterns and Movements: *Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of population.*

One of the central theme at the high school is how new ideas emerge when cultures come into conflict with one another. The ninth grade looks at the spread of religions through trade networks and how these belief systems change as they are absorbed into different cultures. This question is addressed in a variety of units in the 10th Grade. For example, when studying European exploration, students look at the biological, economic, social, political, cultural, and demographic impact of the Columbian Exchange on the "old world" and "new world." Students look at the destruction of the Swahili city-states and Inca Empire at the hands of European explorers. In the unit on imperialism, students look at the different responses to western imperialism including resistance movements to European domination. Students explore the "divide and rule" technique often used by European imperialists and how it created an "us verses them" mentality during colonization. *Race and Gender* and *Facing History* are two high school electives that largely discuss the consequences of interaction of people with different cultural backgrounds.

Dimension Four: Communicating Conclusions and Taking Informed Action

Elementary School

D4.6.3-5 Taking Informed Action: *Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.*

In third and fifth grade, students study colonial America and the American Revolution. In third grade, students focus on the history of Massachusetts. This year-long study includes a unit on Lexington in 1775. This unit examines selected Lexington families at the eve of the American Revolution and the difficult choices they had to make in order to remain loyal to the patriot

cause. Students learn about the taxes imposed by England and how Lexingtonians stopped buying imports and focused their purchases on locally produced items.

This same standard is addressed again in fifth grade as students study the institution of colonial slavery and the lives of enslaved people in colonial and post-Revolution America. Students analyze primary source documents such as slave ship manifests, slave auction announcements, the writings of Phillis Wheatley, narratives of enslaved Africans who escaped to freedom, and maps of southern plantations.

Middle School

D4.6.6-8 Taking Informed Action: *Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.*

At the middle school, students use content knowledge, skills, and various perspectives to inquire about problems from the present as well as from the past. In the 8th grade, this is particularly evident as students use inquiry to discover the local, regional, and global impact of the Civil War. Using a variety of primary sources, students examine the complexities of going to war on individual and national levels. Civil War photographer Matthew Brady enlisted a corps of men who documented the battlefields and the reality of war in the 19th century; students use these photographs to deepen their understanding of the war. On a global level, students examine civil wars in other countries and compare them to the American Civil War.

High School

D4.6.9-12 Taking Informed Action: *Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.*

Two examples of this standard being addressed at the high school are seen in the junior year *Issues in American History* class during the study of immigration. It's also seen in a World History II unit on the Rwandan Genocide as part of the Human Rights Day commemoration. In the *Issues in American History* class students study the causes, effects, and patterns of immigration to the U.S. over the course of time. In order to delve deeper into the current, local, and contextual aspects of immigration issues, students are required to conduct oral history and develop a report based on interviews with community members. This allows students to investigate the complex issues around immigration on a very personal and local perspective. Likewise, as students study the Rwandan Genocide they examine the causes, major events, global and regional responses, and effects. In order to view the topic on a more personal and local perspective, survivors of the Rwandan Genocide come to the school to speak to the students. In addition, students are asked to look at how the causes of genocide, intolerance and racism, are present in our own communities.

SUMMARY REPORTS

The summary reports below highlight the unique aspects of each level (elementary, middle and high) and provide the reader with a more detailed picture of the committee's accomplishments and challenges. Within each summary are concrete examples of the social studies in Lexington classrooms. They are included to highlight the many ways in which the committee's work is permeating instruction throughout the district.

Additionally, the successes of the social studies program would not have been possible without the strong support received from the School Committee, community members, and organizations. System-wide and school-based initiatives have also supported teacher collaboration and professional learning.

ELEMENTARY SCHOOL

Overview

The Social Studies Curriculum Review, Year 1, revealed a K-5 program that was not aligned with current standards and was in need of consistency and clarity district-wide. The K-5 committee members, in order to gain a deeper understanding of the Social Studies program, conducted a staff survey in September 2011. The survey illuminated the complexity and depth of the issues around the curriculum.

- Lack of a K-5 district-wide leadership in Social Studies from 2007 - 2010
- Changing standards in social studies and literacy
- Absence of a detailed curriculum map tied to district-wide formative and summative assessments
- Need for consistency when selecting and purchasing grade appropriate materials
- Need for professional learning

During the committee's second year, the elementary members based their work on addressing these survey results. The work of the committee was also driven by the implementation of the new standards based report card.

In Year Three, the K-5 committee members researched new content and instructional strategies, developed new curriculum resources, and provided professional learning for all elementary classroom teachers. Significant changes were made in first and second grades to ensure that these grade levels have clearly defined expectations and units.

Collaboration

During the summer of 2013, the primary level committee members convened to carefully consider the units at the first and second grade levels. After a great deal of research and reflection, the committee decided to extend the theme of community from Kindergarten to first and second grades.

The first grade units focus on the many communities to which all students belong. The units link concepts from Kindergarten and provide a clear progression of learning through second grade.

First Grade *Communities* Units:

- Classroom/School
- Massachusetts (looking at urban and suburban communities with Lexington and Boston as the prime examples)
- National (symbols, national holidays, and Washington D.C.)
- World (China)

At second grade, the new units also build on the community theme through the study of world geography and two specific global communities, India and Ghana. The units link concepts from Kindergarten and Grade One and progress from the classroom to the world. The new second grade *World Communities* units replaced the *Traditions and Customs* unit in an effort to directly teach specific concepts and skills through the country studies.

The committee took into consideration the long-standing second grade *Native American* unit and spent a great deal of time discussing the pros and cons of the unit. Since the unit is not referenced in any of the state or national standards documents, the committee members could not support its continued instruction. However, the Lexington social studies program will continue to include content about Native Americans in third and fifth grades as well as at the secondary level. The committee's decision was not intended to minimize the importance of native peoples but the new units enable our students to develop a better understanding of the contemporary world.

The review committee believes that the new Global Communities units are needed to build a common foundation for all Lexington first and second grade students. The countries of China, India, and Ghana were selected due to the availability of excellent teaching materials as well as the cultural and geographic diversity that these countries represent. The K-2 common theme of community provides a solid framework for consistent student progress across all six elementary schools.

Curriculum and Instruction

The K-5 program experienced tremendous change due to the thoughtful and diligent efforts of the review committee members. In Year 3, committee members researched their grade level units and added an enormous amount of curriculum to *Atlas Rubicon*. This was especially evident in the first and second grades as the committee members had an especially complicated task in developing two new units. These entirely new units were researched and written as there were no commercially produced units that met the LPS social studies standards.

In the fall, first grade committee members focused their efforts on developing the new local communities unit of *Lexington and Boston: Examining Suburban and Urban Communities*. This unit provides opportunities for students to compare and contrast Lexington and Boston. The unit was also created to introduce our young Lexington students to Boston and the first grade Boston students to Lexington.

In the spring, the China unit was written and piloted in one classroom. The students showed exceptional engagement as they learned about modern-day China. Throughout this process, the

lessons and resources were revised many times. Committee members presented the new unit to their colleagues in early May and solicited feedback for further unit revision in the coming year.

Second grade committee members also researched, wrote, and conducted pilots in two classrooms for the new India and Ghana units. Like the China unit, the second grade units are focused around a series of essential questions that allow students to explore a variety of resources and build their knowledge base through inquiry-based instruction.

Professional Learning

All K-5 members of the review committee planned, researched, and presented high quality workshops for their colleagues. The four Social Studies department meetings provided the K-5 classroom teachers updates on the committee's work and introduced new content as well as inquiry-based instructional strategies. (See Appendix I for complete listing).

In addition to the committee member presentations, consultants provided expert knowledge on a variety of topics. Due to the district's partnership with Primary Source, faculty from Wellesley College and Boston University addressed content for teachers in grades four and five. Also due to this partnership, China expert Gail Wang consulted in the writing of the new first grade China unit and provided a content workshop for teachers. Janis Fovel and Bill Craft, expert consultants on Social-Emotional Learning, addressed the topic of developing cultural understanding and awareness for the Kindergarten teachers.

Assessment

Assessment has been an important part of the committee's work in Year Three and it is woven into all parts of the committee's goals. Assessment is multi-faceted and includes summative tasks, but even more important are the formative assessments that inform ongoing instruction. The teachers continue to use the new standards based report card to highlight the changes in the social studies curriculum when they conduct workshops for their colleagues.

Committee members developed a variety of project-based assessments for existing and new units that had been posted on *Atlas Rubicon*. The committee's decision to promote assessment that moves away from rote memorization of names, dates, and places has provided many opportunities to develop thought provoking formative and summative assessments. The development of these assessments is time consuming thus the need for an additional six months for the K-5 curriculum review.

MIDDLE SCHOOL

Overview

Year 1 of the Social Studies Curriculum Review revealed a middle school program of content that is closely aligned with the current Massachusetts curriculum framework. Therefore, a significant focus of the Year 2 Social Studies curriculum review work was the continual alignment of skills to the *MA Framework Standards for Literacy in History/Social Studies*. In addition, the continuation of a district-wide leadership model of a social studies department head in grades 6-8 strengthens cohesion between teachers from Jonas Clarke Middle School and William Diamond Middle School and promotes the vertical and horizontal alignment of

curriculum and skills. Year 3 of the Social Studies Curriculum Review work continued to vertically align skills in the social studies. In particular, research skills were mapped out in the 6th grade, and the plan for vertical alignment and implementation of research skills into 7th and 8th has been created. Additionally, common assessments focusing not only on literacy and writing, but contextual historical thinking are being developed at each grade level to be implemented next year. Teachers identified the need to work more student inquiry into the research, literacy and writing skills of the middle school SS curriculum. Two minor alterations were made to the middle school social studies curriculum. First, it was determined by the social studies curriculum review committee that the study of Rome be moved from 6th grade to 9th grade, where a thorough and comparative study of Ancient Civilizations, including Rome, occurs. Therefore, the 6th grade Ancient Civilizations curriculum could spend more time on the conceptual understanding of the development of civilizations. Thus, students are provided an opportunity to study in-depth a few ancient civilizations. In that way, students develop higher order thinking skills, such as inquiry, to consider where and when civilizations developed, why they developed and why they declined. Additionally, the committee also decided that the 8th grade US History curriculum culminates at the end of the Civil War. Future study of the Reconstruction period will commence in 11th grade, where teachers delve into a more thorough understanding of the political and economic issues facing the nation at the time of Reconstruction, allowing for students to truly grasp the historical context for the implementation of the 14th and 15th Amendments.

What follows is a discussion of the Year 3 implementation at the middle school level of vertical and horizontal alignment, efforts in keeping the curriculum current, professional learning in which the department has participated, and the most current assessment practices.

Collaboration

The middle school Social Studies department continued to participate regularly in a number of collaborative groups throughout the academic year. Weekly, teachers at each of the middle schools met in PLCs. Throughout the year, the middle school Social Studies department met collectively as a whole, in order to continue to improve the design of our curriculum units, as well as to implement and align skills of research and inquiry, reading of informational text, and writing with specific regard to assessing historical thinking.

Professional collaboration at the middle school level focused on revising of current units of instruction using *Understanding by Design (UbD)*, a tool used for curriculum planning focused on “teaching for understanding.” In using UbD, teachers worked with the essential questions and skills developed by the social studies curriculum review as a focus of unit construction and developed enduring understanding; the important ideas and core processes that are central to the social studies and have lasting value beyond the classroom. During PLC meetings and at middle school department meetings teachers worked in grade level/content teams to revise the curriculum and identify specific skill instruction and assessment for each unit using the district curriculum-mapping tool *Atlas Rubicon*. Continued use of the curriculum mapping software by middle school teachers allows PLCs at both middle schools to continuously collaborate to refine instruction, assessments, share lesson implementation, and improve our practice.

Collaboration also occurred between the 6th through 12th grade levels. During the first meeting of our Year 3 curriculum review, members from the middle schools and high schools identified the specific Common Core skills in reading and writing directly instructed and assessed at each grade level. This led the way for a clear identification for middle school skill instruction and development in grades 6 through 8. The middle school Social Studies department also revisited the prior data from the 2012 survey on Common Core State Standards and re-assessed, by grade level, their direct instruction and assessment of each reading and writing standard. Additionally, the department began using, and will continue to use, the National Council for the Social Studies (NCSS) C3 Framework as a foundational guide to instruct literacy skills and assure proper civic action and academic inquiry in all aspects of teaching and learning.

Curriculum and Instruction

In summary of the curriculum alignment, the current sequence of Social Studies courses provided at the middle school level is as follows:

- Ancient Civilizations, grade 6
- World Geography, grade 7
- US History, grade 8

All middle school students participate in the social studies courses of Ancient Civilizations, World Geography, and US History.

The main focus of the middle school curriculum work this year was revision of current units of instruction using *Understanding by Design (UbD)*. Guided by the work of the Social Studies Curriculum Review, PLCs used weekly meetings and middle school department meetings to work in grade level/content teams to map out the revised backward designed curriculum using the district curriculum-mapping tool *Atlas Rubicon*. At the heart of the new units were the essential questions for content and skills, established by the Social Studies Curriculum Review, as well as the four dimensions for learning recognized by the National Council for the Social Studies (NCSS) recently released C3 Framework. These documents provided the underpinning of the enduring understandings, the important ideas and core processes that are central to the social studies and have lasting value beyond the classroom.

As a result of this process, the middle school Social Studies department embarked on the creation of new pre-assessments. PLCs at each grade level created new pre-assessments that stimulated student inquiry and provided teachers with solid information pertaining to the variation in conceptual understandings and historical thinking skills prior to instruction. For example, in the 7th grade, World Geography teachers created a pre-assessment for the Middle East Unit, which focused on identifying student conceptual understandings of conflict resolution, religious beliefs, and the stress placed upon the region based on the availability and scarcity of natural resources. In five carefully constructed key questions aligned with the enduring understanding, teachers were able to gather and share key data to best inform their instruction and assessment for the upcoming unit.

Additionally, in order to address the skill alignment both horizontally and vertically within the middle schools, the department re-assessed their direct instruction of the common core skills of writing and reading informational text with a focus on historical thinking. Consequently,

teacher's at all three grade levels have begun to design common assessments and create success criteria that include analysis of primary and secondary source documents in order to engage students in historical inquiry. As a result of this shift, PLCs have identified key skills and content for each unit of instruction so that students will have common understandings and experiences in developing historical thinking across each grade level.

Continuing with the practice of making connections between the past and present and including current events within our curriculum, the middle school continued to purchase The New York Times *Upfront* magazine for 8th grade US History as well as the *Junior Scholastic Current Events* for 7th grade World Geography. In 6th grade, the teachers have worked with library-media specialists at each school to identify online, grade appropriate resources for students to access current events information pertaining to their unit of study. One example of this would be the use of Newsela (Newsela.com), an online non-fiction and current events source. The benefit of this source is that the site identifies the discipline of the news article (e.g. law, money, politics), aligns with the Common Core standards, and allows for a multitude of reading levels for all students to access the article. Consequently, this source is also helpful for our ELL students as they are able to use similar materials and engage in discussion of current events.

Civic engagement continued to be a focus of our curriculum as we have maintained the mock-town meetings in the 8th grade level. This year, some of the 8th graders even went so far as to write articles for the voluntary town-wide mock town meeting held on March 8, 2014. At the 7th grade level, World Geography teachers have implemented a focus of being a global citizen within their courses. In the 6th grade, Ancient Civilizations teachers end the year with a Socratic Seminar focused on the contributions of Great Greeks to the modern world.

Middle school social studies teachers continue to integrate technology into their classrooms in a variety of ways. This year, more than half of the middle school social studies teachers began using *Course Sites*, an online learning management system that allows teachers to provide course materials to students, allow students to access learning via interactive posts, to hold asynchronous (threaded bulletin-board-like) discussions as well as submit work and receive feedback. As a result of this work, many teachers are regularly using a blended learning approach. The benefits of this approach allow for differentiation allowing students to select and access materials at their own pace while practicing new knowledge and understanding with peers and teachers. Additionally, almost every social studies classroom was fitted with a SMART Board this summer. Both of these technological innovations in the middle schools were successful because the two middle-school Instructional Technology Specialists (ITS) met regularly with teachers to assist with integrating the technology into the course.

The middle school also focused on piloting new textbooks for the Ancient Civilizations classes at the 6th grade level. At both the William Diamond and the Jonas Clarke middle schools, 6th grade social studies teachers and special education teachers worked collaboratively to assess the value of the written and online components of the textbooks. The teachers selected to use the Teachers Curriculum Institute (TCI) *History Alive!* text, *The Ancient World*. Next year, both grade 7 World Geography, and grade 8 United States History will pilot one set of new text books at both middle schools.

This year, the National Geography Bee was reintroduced to Diamond Middle School and continued to be offered at Jonas Clarke Middle School. Both schools produced finalists which made it to the state level. One of the finalists, from Diamond Middle School, won the state competition and will participate in the national competition May 19th, 20th, and 21st in Washington, D.C. Due to the success in the implementation of the program this year, World Geography teachers at both middle schools plan to offer an enrichment block next year focused on preparation for the National Geography Bee, which will focus on the continent of North America, the one continent not covered in our World Geography curriculum. It is our hope that this effort will help more of our students prepare to participate in this prestigious competition or simply choose to learn more about a subject of interest.

Professional Learning

Professional learning is the primary means that schools utilize to strengthen the development and performance of educators at all levels in order to improve student learning and achievement. As identified in our goals for Year 3 of Social Studies Curriculum Review, we hoped to promote meaningful instructional strategies that incorporate literacy with the social studies. It is important to note that the professional learning teachers participated in, be it district driven or individually selected, common practice and professional responsibility to not simply disseminate the information and strategies learned, but to assist in the facilitation of new instructional strategies, materials, methods of assessment, and scholarly knowledge. This most often takes place in PLC meetings or at scheduled department meetings. Even more, many of our members take their own time to share and assist colleagues with continuous improvement in the mastery of innovative techniques.

In November, 8th grade teachers from both middle schools attended an in-district workshop sponsored by Primary Source that provided teachers with the expertise of Linda Heywood, Boston University Professor and expert in the study Africans and Atlantic History. Professor Heywood provided teachers with not only the most recent scholarship in the Atlantic Slave Trade and Black Atlantic History, but offered developmentally appropriate methods for accessing the curriculum and providing students with the African perspective and experience.

In March, teachers from each of the three middle school grade levels attended an all-day workshop at Primary Source in Watertown, MA entitled, "Teaching Social Studies Research Skills." At this workshop, teachers learned about specific strategies that support students to conduct both short and sustained research projects. Additional attention was provided by a library-media expert with emphasis on gathering credible sources; evaluate and synthesize multiple types of text; support claims with evidence; and the use of technology to construct, present, and share knowledge. This knowledge was brought back to department members and other colleagues at both middle schools. Additionally, the 6th grade PLCs and the library-media specialists at both middle schools were able to incorporate new methods of research instruction and evidence evaluation into their curriculum.

In addition to the content specific professional learning, three middle school social studies teachers enrolled in the state mandated Rethinking Equity and Teaching English Language Learners (RETELL) course and obtained their S.E.I. endorsement. They have already begun to

share new methods in vocabulary instruction, listening, speaking, reading, and writing with their fellow teachers that will increase learning and achievement for all students.

Again this year, it was common practice to partner with the technology department and receive direct instruction from the two half-time Instructional Technology Specialists (ITS) at the middle schools. The focus this year for our department was two-fold. At Diamond, many classrooms received new SMART Boards; thus, teachers needed instruction on how to use the SMART Boards. As a result of this, one 6th grade teacher, three 7th grade teachers, and three 8th grade teachers all received initial training on the operation of the SMART Board in early October. Then, again in April they received enhanced SMART Board training, providing direct instruction on incorporating the features of a SMART Board to create more enhanced, interactive lessons. Additionally, three teachers at Clarke and three teachers at Diamond employed a pilot of a new learning management system, *Course Sites*. The ITS at each school also provided individual training and assistance to teachers in order to ensure the success of implementation in each of the courses.

As mentioned in the Year 2 report on professional learning, three social studies teachers at Jonas Clarke Middle School have participated in the China study tour, two sixth grade teachers in the summer of 2013 and one 8th grade teacher this past April. Several other middle school social studies teachers have enrolled and taken part in a variety of professional learning offerings. Some have been content based, others skill based. For example, one 7th grade teacher took a class at the Davis Center for Russian and Eurasian Studies at Harvard University entitled, "Teaching Water: Global Perspectives on a Resource in Crisis." Another 7th grade Geography Teacher participated in a Primary Source workshop entitled, "Global Texts, Global Narratives: Strategies for the Common Core in ELA Classrooms." Two 8th grade teachers also participated in content specific courses, one on the Constitutional Convention, the other entitled, "Abraham Lincoln, the Principled President." Last, one sixth grade teacher at Diamond is enrolled in a course entitled, "The Examined Life of Ancient Greece" through Framingham State University. Once the course is completed, she will be established as a "Greek fellow" and have the opportunity to travel to Greece and study with her classmates during a vacation period.

Assessment

As mentioned in previous social studies curriculum review reports, there were gaps that existed both horizontally and vertically in the instruction of research, literacy, and writing skills. However, over the past two years, teachers at the 6th, 7th, and 8th grades have worked to develop common assessments to address some of these skills. This work has continued this year as well. For example, the 8th grade teachers focused on the new government and nation unit and created common formative assessments to check for learning.

Including the library-media specialists in the 6th grade PLC meetings at each school has allowed for an effective mapping of the progression of research skills from the beginning to the end of the 6th grade. Additionally, in identifying and mapping these skills, common assessments were created to measure students' ability to evaluate both print and online sources, and properly cite sources.

Additionally this year, as the department began to implement a true backward design approach to curriculum, utilizing the new essential questions for skill and content that emerged from the social studies curriculum review, we were able to more efficiently map the progression of the common core skills as well as identify content specific enduring understandings in the middle school social studies. As a result of this work, PLCs at each grade thought more about what do we need kids to know and understand and what do we want them to be able to do with this historical knowledge. As a result of this, assessment work was taken to another level. Middle school teachers worked to develop more authentic assessments that truly measure student cognition – referring not simply to what students know, but to the thinking our students need to do in order to understand and address a question being posed. Thus, we began to create assessments that go beyond recall of factual information and chronological comprehension of the past to the analysis and application of evidence in a historical context. Just as historians think about when a source was created, who created it, and why/what purpose it was created for; we want our students to be able to do the same. Creating more authentic assessments of historical thinking for each unit is our focus for the remaining portion of this year and will continue into the 2014-15 academic year.

HIGH SCHOOL

Overview

Year 3 of the Social Studies curriculum review revealed a high school program that is closely aligned with the current Massachusetts Curriculum Framework, yet is in need of continued alignment to the *Massachusetts Curriculum Framework for English Language Arts and Literacy: Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* and *The College, Career, and Civic Life Framework for Social Studies State Standards*. The department has made significant progress in curriculum mapping through the *Backwards Design* process in *Atlas Rubicon* in the course specific Professional Learning Communities or PLCs. This work has been evolutionary and on going, starting with the New England Association of Schools and Colleges (NEASC) reaccreditation process and continuing over the past few years through the support of a strong system-wide professional learning program that has nurtured a culture of collaboration and continuous improvement.

NEASC

The preparation for the 2008 reaccreditation laid a strong foundation for the department in alignment to state standards and the development of common rubrics. During the preparation for the reaccreditation, the Social Studies Department took primary responsibility for teaching academic expectations for learning standards 1 (writing), 2 (reading), 5 (research/gather data) and 8 (context of knowledge). School-wide rubrics were created to assist in the development of common expectations for learning outcomes. Department members also assembled a grade 9-12 curriculum guide that included course descriptions, links to the academic expectations, Essential Questions, and course outlines. These outlines included instructional activities and assessment instruments. This was the first step in curriculum writing since the 2001 Framework alignment. Although there have been various targeted curriculum workshops for staff members, the curriculum had not been updated since 1990. The NEASC preparations allowed the inclusion of all the departmental electives for the first time in the written curriculum. This curriculum work

has facilitated much of the progress of the Curriculum Review Committee, especially in the development of the Enduring Questions.

Use of common rubrics has become widespread for such major assignments as the 9th and 11th grade research papers and the 10th grade History Day Project. The school-wide rubric for writing is commonly used and has been widely adapted to meet the needs of individual teachers and students. Another result of the NEASC reaccreditation process was the recommendation from the visiting team to reduce tracking in the department. As a result, honors sections of World History II and Issues in American History were eliminated in an effort to raise the level of expectation and performance for all students in the college preparatory classes. The NEASC report also supported the establishment of PLCs as a means to address the need for greater alignment in expectations for student learning.

Collaboration

In the 2008 school year the department began to experiment with the PLCs. Currently, there are seven Social Studies PLCs, each organized around a common subject areas: 9th grade World History I; 10th grade World History II, CP1; 11th grade Issues in American History, CP1; economics and business, grades 9 - 12; psychology, grades 9 - 12; and Issues in American History, CP 2, which is a co-taught class with educators from the Special Education Department. All of the PLCs have a common planning time for at least three blocks and one common meeting time each week. In addition, the 9th grade PLC also works collaboratively with the 9th grade English PLC. This joint 9th Grade Team meets bi-weekly to address transitional needs of the freshman class and also has worked on common teaching strategies and expectations for writing. The PLCs have developed numerous common writing assignments, expectations and rubrics. There has also been much effort in the development of common research projects, unit assessments and final exams.

For the 2011-2014 school years, the major focus of all of the PLCs has been the *Backwards Design* of the curricular units in addition to the implementation and the refinement of course specific Big Ideas and Essential Questions. *Atlas Rubicon* has been a new on-line tool used to facilitate discussion and store unit plans in a consistent manner. Allison Zmuda supported these efforts during the professional learning release afternoons during the 2012 - 2013 school year.

Curriculum and Instruction

The current scope and sequence of Social Studies courses is aligned with the current Massachusetts Curriculum Framework:

- World History I
- World History II
- American History
- Electives

The implementation of PLCs has allowed teachers of common courses to come together and to identify key skills and content so that students will have common understandings and experiences across a grade level. Through the Curricular review process, middle and high school staff have aligned content and skill expectations. However, as the middle school staff implements the research process across grades 6-8, the high school teachers will to continue to

monitor the transition from 8th to 9th grades for areas where skill work might become repetitious as a result of progress. PLCs need to look more closely at examining student work on common assessments to refine and align instruction and skill development for students across grade levels.

The 9th grade English/Social Studies Team will be housed in the new modular wing to be added to the high school for the opening of the 2014 school year. Five of the 10 classrooms available will be allocated to members of the Social Studies Department with the other five assigned to the English Department. The goal in housing the 9th grade team in the modular classrooms was to enhance the level of collaboration between the staff as we continue to expand the iPad pilot. It is imperative for the staff to work closely together on implementation as they adapt their curriculum to the iPad use.

The Social Studies Department at the high school has an elective program that offers a rich array of elective offerings in psychology, business/economics, civics, human rights, debate and history. One goal of the 2014 - 2015 school year is to make sure the elective program is reinforcing and expanding the student skills and enduring understandings from the core curriculum. The department needs to continue to articulate the ways in which the elective program of studies aligns with and reinforces the core curriculum.

The 2011-14 school years have seen the infusion of a great deal of technology into the classrooms across the Social Studies Department. Through the generous support of the Lexington Education Foundation (LEF), *SMART Boards* or interactive white boards were initially installed in three social studies classrooms and training for staff was piloted for the 2011-12 school year. Building on this initiative, additional interactive whiteboards were purchased and by the fall of 2013 every classroom in the department was equipped. The LEF has also been instrumental in sponsoring an iPad pilot for a select group of sophomore students and we will continue to expand the use of iPads on the ninth grade team. Moreover, the Technology Department, through the financial support of the School Committee, has provided each teacher at the high school with a laptop computer. Finally, the PTSA has generously assisted the department in purchasing eight ELMO Document Cameras in each of the past two school years. Every social studies classroom will be equipped with an Elmo Document Camera at the start of the 2014 school year. The purpose of this expanding technology is to enable the staff to connect with students in new ways, enriching learning experiences. This technology has increased the excitement of students as learners. The goal is that students will use technology in appropriate and meaningful ways that allow them to be more productive, engaged, and efficient learners as citizens of the 21st century.

Professional Learning

The Lexington Public Schools have provided for an on-going program of professional learning. This support has been instrumental in establishing a culture of collaboration and a strong curricular foundation that has been critical to the work of the Curriculum Review process. A number of nationally known leaders in education have come to LHS to support the on-going staff development program. In 2005 Doug Reeves spoke to the staff about the challenges at LHS, including insufficient time for collaboration; complex and differentiated needs of students; a history of professional isolation; and increased expectations. He offered, as a possible solution, the PLC model that would allow for continuous professional learning through the sharing with

colleagues. Rick and Becky DuFour followed in 2007 and introduced the concept of PLCs as a means to promote high achievement for all students through a culture of collaboration. Robert Marzano (2008) presented an overview of instructional strategies from his *The Art and Science of Teaching*. He noted that effective teaching is both an art and a science and that there are research based practices that will improve student achievement. Teachers (as artists) can use their creativity to best match their style with the personality of the class. Larry Ainsworth (2009) discussed powerful curriculum, instruction, and assessment practices that are intentionally aligned as part of a whole system of instructional changes as a result of Common Core Standards and common formative assessments. In the 2011 - 2013 school years Allison Zmuda supported the staff in “backwards” design of curriculum and the development of Big Ideas and Essential Questions as guiding elements. This work in backwards design is being stored on-line in the *Atlas Rubicon* system. This backwards design work has continued through the current school year with the expectation that the work can be brought to scale over the summer. This past year, as a part of the curricular review process, the staff identified geography as an area of weakness. So, Primary Source provided us with two different sets of workshops that focused on embedding higher order thinking geographic skills into the existing curricular units.

The professional learning program has matched and supported the PLC goals:

- 2007-08: Administer one common assessment for one unit.
- 2008-09: Complete one common unit with a common assessment; institute common planning time.
- 2009-10: Identify Big Ideas for course and develop common final assessment.
- 2010-11: Input consensus curriculum units into ATLAS Rubicon; implement Backwards Planning.
- 2011-13: Develop Big Ideas and Essential Questions as part of the Backwards Design of curricular units into ATLAS Rubicon; Common Core workshop for teachers of elective courses.
- 2014: Continue the Backwards Design work and refine materials in ATLAS Rubicon during PLC times.

However, much of the professional development time at the high school was devoted to the states new Supervision and Evaluation process. Barbara Petzen and Vernon Domingo each provided staff with 2-hour workshops on embedding higher order thinking skills into existing curriculum.

In addition to the participation in the Curriculum Review Meetings; Supervision and Evaluation training; and the geography workshops, the twenty-three members of the high school department participated in 41 workshops, courses and professional learning opportunities. Department members participated in a wide variety of offerings including *Anti-racist School Practices That Support Success of All Students*, *Reimagining Democracy: The Other Civil Rights Movements*, *What is Good Evidence*, *Northeast Regional Conference for the Social Studies*, *Facing History: Day of Learning Confronting Evil in Individuals and Society*.

Additional support and professional learning opportunities have been provided for five social studies teachers working with collaboratively taught classrooms through *Co-Teaching Strategies*

for Improving Instruction and Learning for All and Effective Vocabulary and Comprehension Instruction: Essential for Some, Good for All.

Moreover, department members engaged in extensive professional learning over the summer through institutions such as Harvard Extension, Fitchburg State College, University of Massachusetts Lowell, Landmark School, and Columbia University, participated in study tours to such places as Japan, China, Korea, South Africa, and Tanzania, and worked locally over the summer developing curriculum with colleagues and uploading materials into *Atlas Rubicon*. Much of this summer work was supported generously by the LEF. Teachers new to the system were supported in their professional learning through *Better Beginnings* and *Skillful Teachers* classes.

Sustained professional learning has supported and nurtured the development of the PLCs at the high school. A culture of collaboration has been established. PLCs are embedded at the high school and are considered a vital component of curriculum and instruction. The PLCs allow teachers to engage in continual learning through the sharing of materials and ideas learned through professional learning opportunities. PLCs have developed common assessments, rubrics, mapped curriculum, stored units in *Atlas Rubicon*, and created course specific Essential Questions and Big Ideas to guide and focus the instruction.

Assessment

The grade-level PLCs developed common final assessments, common research paper requirements, and also numerous additional assessments, usually focused on writing skills. The department's goal for professional learning in the 2014-2015 school year is to continue the work integrating and aligning the *Common Core*, *C3 Framework*, *Enduring Content Questions*, and *Skill Goals* to further develop a common expectation of student performance.

NEXT STEPS

The work of the review committee has been thoughtful and substantial during the committee's three years. Identifying what needed to be done was a complex process and our work now involves continuing our extensive goals.

The next steps, K-12, are to continue with the horizontal and vertical alignment of skills and content at the unit level using the *Backward Design* model. Professional learning will be provided for all social studies teachers to increase capacity for this work. All committee members will continue to add content to *Atlas Rubicon*.

The K-5 Social Studies Curriculum Committee was granted a six-month extension due to the complex changes to the programs, the new C3 Framework, and the lack of planning time for social studies at the elementary level. In FY15, the K-5 committee's work will focus on curriculum refinement, professional learning, and developing common assessments. The committee members will begin this work in the summer of 2014. Kindergarten, first, and second grade teachers will refine their new units in *Atlas Rubicon*. The third grade teachers on the committee are attending the institute, *Teaching Students to Ask Their Own Questions: One Strategy That Enhances All Teaching and Learning*. After this institute, the two third grade committee members will integrate the strategies into the existing units. A small group of fourth grade teachers applied for a LEF grant to investigate New York City historic sites related to immigration for their unit on this topic. After the study tour, Lexington Public Schools will fund teachers as they write new lessons and compile updated resources. The summer work of fifth grade teachers will focus on updating *Atlas Rubicon* and further integrating the skill goals. The K-5 committee members will share the summer work with their colleagues during Social Studies department meetings in the 2014-15 academic year. Due to the dynamic nature of curriculum and instruction, the K-5 Social Studies Curriculum Coordinator will continue to support all elementary staff as they strive to implement new units and utilize best practices.

At the middle school level, the department will pilot TCI's *History Alive*, and *Geography Alive* textbooks and their interactive online learning modules for the 7th grade World Geography and the 8th Grade United States History courses next year at both middle schools. It should be noted that the 6th grade Ancient Civilizations pilot this past year yielded the adoption of TCI's *Ancient History Alive* texts for 6th grade classrooms across the district. Additionally, PLCs will continue to utilize the *UbD* Backward Design model when revising curriculum units. A major focus of the next year will be the continued cross-district development of common assessments that include analysis of primary and secondary source documents in order to engage students in historical inquiry. Finally, the middle school library-media specialists will continue to be active participants in Social Studies department PLCs. Next year (2014-2015), the library-media specialists will partake in the 7th grade PLCs at each school. The following year (2015-2016), they will partake in 8th grade PLCs with the goal of completing the vertical alignment of research skills within the middle schools and ensuring each and every student leaving the middle schools and entering Lexington High School is fully prepared to engage in proper research methods.

The next steps in the curriculum review process at the high school are to monitor curricular alignment, focus on the analysis of student work as a result of common assessments, and to

complete the curricular mapping. The need to monitor curricular alignment will be particularly important as the middle schools implement the research process and the high school staff will need to adjust expectations and the scaffolding of student research. Although PLCs have been giving common assessments for a number of years, they need to focus greater attention on developing common expectations and the sharing of best practices through the common examination of student work. Finally, the department members will continue the mapping and alignment of the curriculum to the *MA Framework Standards for Literacy in History/Social Studies*, the *K-12 Enduring Content Questions and Skill Goals, Common Core*, and *C3 Framework*.

APPENDIX A

Social Studies Curriculum Review Committee

2013-2014

Representative	School	Position
Pilarski, Caroli	Central Office	Assist Sup Curriulum, Instruction, Prof Learning
Hundley, Jane	Central Office	K-5 Social Studies Coordinator
Collins, Rob	LHS	High School Department Head
Barry, Mary	Diamond/Clarke	Middle School Deptment Chair
Webster Loof, Melinda	Bowman Elementary	Library Media Specialist
Allen, Lynnette	Bridge Elementary	Library Media Specialist
Kelly, Carolyn	Clarke Middle School	Library Media Specialist
Tanguary, Michelle	Diamond Middle School	Library Media Specialist
Azerado, Maria	Fiske Elementary	Reading Specialist
Finley, Julia	Bowman Elementary	METCO Social Worker
Peterson, Betsy	Estabrook, Fiske, Hastings	Technology Integration
Button, Jean	Fiske Elementary	Kindergarten
Sheerin, Jennifer	Hastings Elementary	Kindergarten
O'Reilly, Jill	Bridge Elementary	Grade 1
Quebec, Rachael	Estabrook Elementary	Grade 1
Daly, Heather	Hastings Elementary	Grade 2
Royal, Amy	Estabrook Elementary	Grade 2
Kuschel, Alex	Bowman Elementary	Grade 3
McKenna, Maureen	Hastings Elementary	Grade 3
Taddeo, Andrea	Estabrook Elementary	Grade 4
Michael, Kim	Fiske Elementary	Grade 4
St. Onge, Caroline	Estabrook Elementary	Grade 5
Moussa, Sahr	Harrington Elementary	Grade 5
Murphy, Cheryl	Diamond Middle School	Grade 6
Richmond, Kerry	Clarke Middle School	Grade 6
Gaetano, Stacey	Clarke Middle School	Grade 7
Godfrey, Ron	Diamond Middle School	Grade 7
Lemay, Troy	Diamond Middle School	Grade 8
Vincent, David	Clarke Middle School	Grade 8
Banks, Lindsay	LHS	Grade 9-12
Cole, Bill	LHS	Grade 9-12
Darling, Tammy	LHS	Grade 9-12
Egbert, Mike	LHS	Grade 9-12
Forelli, Brooke	LHS	Grade 9-12
Gardner, Matt	LHS	Grade 9-12
Kuo, Julie	LHS	Grade 9-12
Murphy, Katherine	LHS	Grade 9-12
Shea, Ellen	LHS	Grade 9-12

APPENDIX B
K-12 Social Studies Enduring Content Questions
 Lexington Public Schools

This chart is designed to help teachers develop a curriculum that is consistent between schools and across grade levels K-12. It was created by synthesizing state and national frameworks, as well as the LPS Social Studies Mission Statement. The goal is to identify what students should know and be able to do by the time they graduate.

Teachers are encouraged to select and modify questions from the chart, adapt the questions to the specific curriculum taught at each grade level, and reword the questions to make them accessible to their students.

It is structured in two columns: the column on left includes italicized words which serve as comprehensive concepts which align with the enduring questions in the right hand column.

Social Studies Content & Concepts:	Enduring Questions:
Civics <i>Civic Responsibility</i> <i>Citizenship</i> <i>Power of Individual</i> <i>Collective vs Individual good</i>	<ul style="list-style-type: none"> • What makes a good citizen locally, nationally, and globally? • How can one person make a difference locally, nationally, or globally?
Government and Politics <i>Law</i> <i>Leadership</i> <i>Change of Power</i> <i>Political Systems</i> <i>Role of Government</i>	<ul style="list-style-type: none"> • How do political systems function? • How do different political structures develop and interact with individuals, society, and each other?
Geography <i>Human interaction</i> <i>.....with others</i> <i>....and with environment</i> <i>Movement</i> <i>Location</i> <i>Place</i> <i>Space</i> <i>Region</i>	<ul style="list-style-type: none"> • Why do people, goods, or ideas move? • How do humans interact with cultural and environmental characteristics? • How does geography affect growth and development of societies or communities?
History <i>Historiography</i> <i>Perspectives</i> <i>Historical Forces</i>	<ul style="list-style-type: none"> • How did individuals and groups make an historical impact? • How does knowledge of the past inform understanding and decision-making?

<p><i>Continuity and Change Over Time Causation</i></p>	<ul style="list-style-type: none"> • What drives or limits change over time? • How is history constructed?
<p>Culture and Identity <i>Community Diversity Values Symbols, Expression</i></p>	<ul style="list-style-type: none"> • How do individual and group identities develop? • How does identity influence an individual's perspectives and actions? • How does empathy contribute to building community? • How is culture reflected in a community? • What are the effects of cultural interaction?
<p>Economics <i>Trade Resources Productivity Inequality Systems Scarcity Competition Decision-making</i></p>	<ul style="list-style-type: none"> • How do people meet their needs and wants with limited resources? • How do people decide what to produce, how to produce it, and who it gets produced for? • Why is there inequality within and between societies?
<p>Psychology <i>Motivation Empathy Perception</i></p>	<ul style="list-style-type: none"> • How do complex physiological and environmental factors contribute to patterns of thought and behavior?

APPENDIX C
K-12 Social Studies Skill Goals
 Lexington Public Schools

This chart is designed to help teachers develop curricula that are consistent between schools and across grade levels K-12. Synthesizing state and national frameworks, as well as the LPS Social Studies Mission Statement was an essential step in creating this document. The goal is to identify what students should know and be able to do by the time they graduate.

Teachers are encouraged to select specific skills from the chart, adapt the goals to the specific grade level, and reword the goals to make them accessible to their students. A more in-depth description of these skills can be found in the Common Core and the College, Career, and Civic Readiness Standards (C3) websites.

It is structured in two columns: the column on left includes bolded words which serve as skill categories which align with the goals in the right hand column.

Social Studies Skills	Goals (Students will be able to . . .)
Organization of Time	<ul style="list-style-type: none"> • Organize historical ideas and events into periods, sequences, patterns, chronologies
Understanding Perspectives	<ul style="list-style-type: none"> • Identify and interpret perspectives through multiple lenses • Empathize with other people
Researching	<ul style="list-style-type: none"> • Engage in inquiry • Gather and evaluate credible, relevant, and reliable sources or data • Credit sources accurately
Using Evidence	<ul style="list-style-type: none"> • Evaluate evidence • Analyze evidence to build and support a claim • Infer, predict, and conclude based on information to create new understanding • Apply new understandings to make decisions, create a product, or take action
Communication	<ul style="list-style-type: none"> • Choose appropriate medium of communication for audience and purpose • Effectively organize and communicate information in a variety of media
Use Visualization Tools	<ul style="list-style-type: none"> • Analyze data using visualization tools such as maps, diagrams, charts, tables, and graphs • Use data to create visualization tools and apply them to new contexts
Collaboration	<ul style="list-style-type: none"> • Make collaborative decisions and achieve goals in a group • Participate effectively in a group by both expressing ideas and listening to others
Problem Solving	<ul style="list-style-type: none"> • Identify a problem and use information to offer a solution • Make an informed decision
Relevance	<ul style="list-style-type: none"> • Connect information with self and local, national, and global communities • Reflect and apply learning to life

APPENDIX D

Gathering and Evaluating Sources

Whether students are constructing opinions, explanation, or arguments, they will gather information from a variety of sources and evaluate the relevance of that information. In this section, students are asked to work with the sources that they gather and/ or are provided for them. It is important for students to use online and print sources, and they need to be mindful that not all sources are relevant to their task.

They also need to understand that there are general Common Core literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

Indicators of Dimension 3—Gathering and Evaluating Sources—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 25.

**TABLE 25: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 3, Gathering and Evaluating Sources**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.	D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.	D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.	D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.	D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.

Developing Claims and Using Evidence

This subsection focuses on argumentation. In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and

counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

Indicators of Dimension 3—Developing Claims and Using Evidence—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 26.

**TABLE 26: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 3, Developing Claims and Using Evidence**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS..			
<i>Begins in grades 3–5</i>	D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.	D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
<i>Begins in grades 3–5</i>	D3.4.3-5. Use evidence to develop claims in response to compelling questions.	D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.	D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.



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I learned that asking questions is the best way to know what's going on.

I found that asking questions can just be as important as a teacher asking a question.

The way it made me feel was smart because I was asking good questions and giving good answers.

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Teaching Students to Ask Their Own Questions

One small change can yield big results
By Dan Rothstein and Luz Santana

Students in Hayley Dupuy's sixth-grade science class at the Jane Lathrop Stanford Middle School in Palo Alto, Calif., are beginning a unit on plate tectonics. In small groups, they are producing their own questions, quickly, one after another: What are plate tectonics? How fast do plates move? Why do plates move? Do plates affect temperature? What animals can sense the plates moving? They raise questions "that we never would have thought of if we started to answer the first question we asked," says one of the students. "And just when you think you already know the question you want to focus on, you realize: 'Oh, wow, here's this other question that is so much better, and that's really what you need to think about.'"

Far from Palo Alto, in the Roxbury neighborhood of Boston, Mass., Sharif Muhammad's students at the Boston Day and Evening Academy (BDEA) have a strikingly similar experience. Many of them had transferred to BDEA for various reasons from other schools and had not always experienced much success as students. But working individually, they find that formulating their own questions engages them in a new way. One of the students observes: "When you ask the question, you feel like it's your job to get the answer, and you want to figure it out."

These two students—one in Palo Alto, the other in Roxbury—are discovering something that may seem obvious: When students know how to ask their own questions, they take greater ownership of their learning, deepen comprehension, and make new connections and discoveries on their own. However, this skill is rarely, if ever, deliberately taught to students from kindergarten through high school. Typically, questions are seen as the province of teachers, who spend years figuring out how to craft questions and fine-tune them to stimulate students' curiosity or engage them more effectively. We have found that teaching students to ask their own questions can accomplish these same goals while teaching a critical lifelong skill.

The Question Formulation Technique

Dupuy, Muhammad, and many other teachers are using a step-by-step process that we and our colleagues at the Right Question Institute have developed called the Question Formulation Technique (QFT). This technique helps students learn how to produce their own questions, improve them, and strategize on how to use them (see sidebar "Question Formulation Technique").

Question Formulation Technique

Produce Your Questions

Four essential rules for producing your own questions:

- Ask as many questions as you can.
- Do not stop to discuss, judge, or answer the questions.
- Write down every question exactly as it is stated.
- Change any statement into a question.

Improve Your Questions

- Categorize the questions as closed- or open-ended.
- Name the advantages and disadvantages of each type of question.
- Change questions from one type to another.

Prioritize the Questions

- Choose your three most important questions.
- Why did you choose these three as the most important?

Next Steps

- How are you going to use your questions?

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The origins of the QFT can be traced back 20 years to a dropout prevention program for the city of Lawrence, Mass., that was funded by the Annie E. Casey Foundation. As we worked together to increase parent involvement in education, we heard parents state the same problem over and over again: "We're not going to the schools because we don't even know what to ask." Eventually, this problem led us to create a simple but powerful process that has been used effectively in a wide range of fields across the country and beyond. In health care, for example, research funded by the National Institutes of Health has shown that the QFT produces dramatic increases in levels of patient activation and improved patient-provider communication. In the classroom, teachers have seen how the same process manages to develop students' divergent (brainstorming), convergent (categorizing and prioritizing), and metacognitive (reflective) thinking abilities in a very short period of time.

Teachers can use the QFT at different points: to introduce students to a new unit, to assess students' knowledge to see what they need to understand better, and even to conclude a unit to see how students can, with new knowledge, set a fresh learning agenda for themselves. The technique can be used for all ages.

Students have used the QFT to develop science experiments, create their own research projects, begin research on a teacher-assigned topic, prepare to write an essay, analyze a word problem, think more deeply about a challenging reading assignment, prepare an interview, or simply get themselves "unstuck."

The QFT has six key steps:

Step 1: Teachers Design a Question Focus. The Question Focus, or QFocus, is a prompt that can be presented in the form of a statement or a visual or aural aid to focus and attract student attention

and quickly stimulate the formation of questions. The QFocus is different from many traditional prompts because it is not a teacher's question. It serves, instead, as the focus for student questions so students can, on their own, identify and explore a wide range of themes and ideas. For example, after studying the causes of the 1804 Haitian revolution, one teacher presented this QFocus: "Once we were slaves. Now we are free." The students began asking questions about what changed and what stayed the same after the revolution.

Step 2: Students Produce Questions. Students use a set of rules that provide a clear protocol for producing questions without assistance from the teacher. The four rules are: ask as many questions as you can; do not stop to discuss, judge, or answer any of the questions; write down every question exactly as it was stated; and change any statements into questions. Before students start generating their questions, the teacher introduces the rules and asks the students to think about and discuss possible challenges in following them. Once the students get to work, the rules provide a firm structure for an open-ended thinking process. Students are able to generate questions and think more broadly than they would have if they had not been guided by the rules.

Step 3: Students Improve Their Questions. Students then improve their questions by analyzing the differences between open- and closed-ended questions and by practicing changing one type to the other. The teacher begins this step by introducing definitions of closed- and open-ended questions. The students use the definitions to categorize the list of questions they have just produced into one of the two categories. Then, the teacher leads them through a discussion of the advantages and disadvantages of both kinds of questions. To conclude this step, the teacher asks the students to change at least one open-ended question into a closed-ended one, and vice versa, which leads students to think about how the phrasing of a question can affect the depth, quality, and value of the information they will obtain.

Step 4: Students Prioritize Their Questions. The teacher, with the lesson plan in mind, offers criteria or guidelines for the selection of priority questions. In an introduction to a unit, the instruction may be, "Choose the three questions you most want to explore further." When designing a science experiment, it may be, "Choose three testable questions." An essay related to a work of fiction may require that students select "three questions related to the key themes we've identified in this piece." During this phase, students move from thinking divergently to thinking convergently, zero in on the locus of their inquiry, and plan concrete action steps for getting information they need to complete the lesson or task.

Step 5: Students and Teachers Decide on Next Steps. At this stage, students and teachers work together to decide how to use the questions. One teacher, for example, presented all the groups' priority questions to the entire class the next day during a "Do Now" exercise and asked them to rank their top three questions. Eventually, the class and the teacher agreed on this question for their Socratic Seminar discussion: "How do poverty and injustice lead to violence in *A Tale of Two Cities*?"

Step 6: Students Reflect on What They Have Learned. The teacher reviews the steps and provides students with an opportunity to review what they have learned by producing, improving, and prioritizing their questions. Making the QFT completely transparent helps students see what they have done and how it contributed to their thinking and learning. They can internalize the process and then apply it in many other settings.

When teachers deploy the QFT in their classes, they notice three important changes in classroom culture and practices. Teachers tell us that using the QFT consistently increases participation in group and peer learning processes, improves classroom management, and enhances their efforts to

address inequities in education. As teachers see this happen again and again, they realize that their traditional practice of welcoming questions is not the same as deliberately teaching the skill of question formulation. Or, as one teacher put it: "I would often ask my students, 'Do you have any questions,' but, of course, I didn't get much back from them." In his seven years of teaching, Muhammad also encouraged his Roxbury students to ask questions but had seen just how difficult that could be for them. After using the six-step process outlined above, he was struck by "how the students went farther, deeper, and asked questions more quickly than ever before."

One Significant Change

For teachers, using the QFT requires one small but significant shift in practice: Students will be asking all the questions. A teacher's role is simply to facilitate that process. This is a significant change for students as well. It may take a minimum of 45 minutes for students to go through all the steps the first time it is introduced in a classroom; but as they gain experience using the QFT, teachers find that the students can run through the process very quickly, in 10 to 15 minutes, even when working in groups.

The QFT provides a deliberate way to help students cultivate a skill that is fundamentally important for all learning. Teaching this skill in every classroom can help successful students to go deeper in their thinking and encourage struggling students to develop a new thirst for learning. Their questions will have much to teach us.

Dan Rothstein and Luz Santana, codirectors of the Right Question Institute, are the authors of the forthcoming book Make Just One Change: Teach Students to Ask Their Own Questions to be published in September 2011 by Harvard Education Press.

APPENDIX F: Middle School Research Skills
Vertical Alignment

	6 th Grade Ancient Civilizations	7 th Grade World Geography	8 th Grade United States History
Research skills introduced	<ul style="list-style-type: none"> Identify keywords Introduce Destiny Library Software to access multiple sources (books, vetted websites and databases) Introduce C.A.R.T. to evaluate sources Introduce use of note cards. Introduce Noodletools Introduce crediting a source (book, database, image, and website) 	<ul style="list-style-type: none"> Properly cite a text, database, image and website using MLA format Introduce Noodletools note taking Introduce Noodletools outline and student collaboration Introduce Destiny Library Software to access multiple sources (books, vetted websites and databases) 	<ul style="list-style-type: none"> Independently identify and evaluate best source of information for research purpose. Introduce creating thesis statement
Research skills <i>Developing</i>	<ul style="list-style-type: none"> Develop keywords as needed Use Destiny software for research. Use cart C.A.R.T. to evaluate sources Take notes using note cards Credit sources using MLA format. Use Noodletools for a bibliography 	<ul style="list-style-type: none"> Adjust keyword searches as needed. Use Destiny Search Tools to access multiple sources Use of Noodletools for multiple facets of research process 	<ul style="list-style-type: none"> Properly cite a text, database, and or website Developing a thesis statement Use Noodle tools to take notes, create a bibliography, develop an outline, collaborate with others, and associate specific sources with notes
Research skills <i>proficient</i>	<ul style="list-style-type: none"> Take notes using note cards Credit sources 	<ul style="list-style-type: none"> Use cart C.A.R.T. to evaluate sources 	<ul style="list-style-type: none"> Gather relevant data from multiple sources, Evaluate and determine best source

APPENDIX G

Geography Pictures Analysis

Your Name: _____

Country: _____

Step One: Observation

- A. Cover the left side of your picture and study it.
- B. Use the boxes below to guide your observation. If you don't know what an object or activity is, describe it as best as possible.
- C. Now cover the right side of your picture and add more observations to the boxes.

People and Animals

Objects

Activities

Plants

APPENDIX G

For the K-2 students, the steps below are teacher directed with answer recorded on chart paper

Step 2: Inference

Based on what you have observed, list three things you might infer about the country from the geography pictures.

Step 3: Questions

What questions do the geography pictures raise in your mind?

APPENDIX H: Grade 2 Geography Chart

Essential Question:

What can photographs tell us about the geography of India?

Noticed:

Mountains, snow on top
Palm trees

Apartment building

Plants, oxen, man plowing

train, hills
few houses, greens/browns

few houses, hills, jolies
small houses, farms

river, boats, traveling by
boats, apartments

lots of water, ships with bars
fisherman

Tells us:

India has mountains
its warm

its a city / India has cities

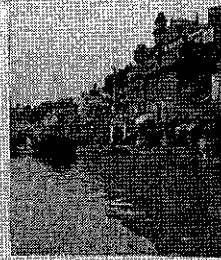
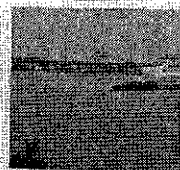
farming is important / farmers
use traditional tools for farming

people travel by train,
there are mountains - but they
are not too large, it rains

there are farming areas,
India gets enough rain

rivers are sometimes roads,
cities are built along rivers

Shipping business
people can fish for food



APPENDIX I: K-5 SOCIAL STUDIES CURRICULUM REVIEW DEPARTMENT MEETINGS 2013-2014

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5*
November 25, 2013	<p>Discussion of changes to social studies curriculum</p> <p>Overview of ATLAS lessons and materials</p> <p>Examine and discuss first unit</p>	<p>Discussion of changes to social studies curriculum</p> <p>Overview of ATLAS lessons and materials</p> <p><i>Massachusetts Communities: Lexington and Boston</i>: Preview of Lessons and Modeling</p>	<p>Discussion of changes to social studies curriculum</p> <p>Overview of <i>India</i> unit lessons and materials in ATLAS</p>	<p>ATLAS Curriculum Map</p> <p>Examine and Discuss "Suggested Instructional Strategies"</p>	<p>ATLAS Curriculum Map</p> <p>Changes to Report Cards</p> <p>North American Geography: Using <i>Social Studies Alive</i></p>	<p>Content workshop with Primary Source consultant Prof. Linda Heywood of Boston University:</p> <p>Enslavement in the 13 colonies and African responses to slavery</p> <p>*8th grade social studies teachers joined grade 5 for this workshops</p>
January 27, 2014	<p>Connect Community Unit to experiences that fit each school's needs</p>	<p>Content workshop with Primary Source consultant: Gail Wang</p> <p>Overview of Chinese history, geography, and people</p> <p>Children's lives in contemporary urban and rural China</p>	<p>Explore and discuss new India unit</p>	<p>Importance of inquiry from C3 Frameworks and adding it to third grade units</p> <p>Lexington 1775 and American Revolution</p>	<p>C3 Framework</p> <p>Explore and discuss resources for using local, state, and national monuments in fourth grade units</p>	<p>ATLAS Curriculum Map</p> <p>Introduce and explore new materials for unit on the enslavement period</p>
March 17, 2014	<p>Consultants Janis Fovel and Bill Craft: <i>Increasing cultural awareness among the diverse members of our classroom communities</i></p>	<p>Explore new China unit and the importance of inquiry</p>	<p>Explore new Ghana unit and the importance of inquiry</p>	<p>Explore and discuss strategies for linking literacy and Massachusetts biography unit</p>	<p>Content workshop with Primary Source consultant: Prof. James Oles of Wellesley College</p> <p>Using selected murals of Diego Rivera to teach about Mexico's past and present</p>	<p>Jane Hundley and Karen McCarthy: Question Formulation Technique from, <i>Make Just One Change</i> by Dan Rothstein and Luz Santana</p>
May 5, 2014	<p>Consultants Janis Fovel and Bill Craft: <i>Increasing cultural awareness among the diverse members of our classroom communities</i></p>	<p>Explore and discuss new China unit</p> <p>Provide feedback about new units</p>	<p>Explore and discuss new Ghana unit</p> <p>Provide feedback about new units</p>	<p>Content workshop: Ye Old Burying Ground with Lexington History Society</p>	<p>Using formative and summative assessments</p>	<p>Content Workshop at Minuteman National Historical Park</p>



Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

Carol A. Pilarski
Assistant Superintendent for Curriculum, Instruction,
and Professional Learning

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To: Dr. Paul B. Ash
Members of the Lexington School Committee

From: Carol A. Pilarski

Re: Elementary World Language Committee – Status Report

Date: May 13, 2014

The purpose of this memorandum is to provide you with an update on the current status of the World Language Committee charged by Superintendent Ash to: *discuss the process and steps that would need to be put in place in order to investigate and study the possible re-instatement of an Elementary World Language Program in the Lexington Public Schools.*

In October 2013, a call was issued for volunteers to serve on the newly formed World Language Committee, with a goal toward gathering a diverse and cohesive group that would be representative of multiple constituencies within the district. The aim was to assemble a team consisting of elementary classroom teachers, world language teachers, specialists, district administrators, parents, and community members.

I am proud and delighted to report that this committee has worked diligently and earnestly in addressing their charge. While our work has been challenging, it has, at the same time, been immensely productive and fulfilling. As one might imagine, we all commenced this undertaking with varied personal and professional points of view, different levels of understanding regarding what the elements of a strong World Language Program should include, and a variety of other divergent “polarities.” Throughout this journey, our goal and objective have been to work collaboratively to bring us closer to a common vision of what a high quality Elementary World Language Program in Lexington should be. Our journey in this process has been thorough and transparent. Our conversations have been both honest and respectful. I believe that it has been our collective commitment to the goal of our task and the inherent respect for each other’s opinions that have allowed us to move forward as a team that will ultimately represent its collective best judgment in bringing our recommendations forward on June 10, 2013.

To date, this committee has met eight times, with much additional work being done outside of meeting times, investigating research on the implementation of a World Language Program at the elementary level. We have collected information on such programs in other districts across the country and in neighboring districts. We have discussed and assessed elements and types of multiple programs in an effort to select those which will best serve our district's overall needs.

In our work, we have dutifully abided by our agreed to norms:

- | |
|---|
| <p><i>Norms</i></p> <ul style="list-style-type: none">• <i>Start on time</i>• <i>Assume positive intention</i>• <i>Demonstrate respectful interactions</i>• <i>Give others a chance to speak and be "heard"</i>• <i>Recognize that we <u>each</u> and <u>all</u> contribute to the success of this committee</i>• <i>Be collaborative – Maintain an Open Mindset</i>• <i>Maintain confidentiality where appropriate</i> |
|---|

Beginning with our very first meeting at the end of October and throughout the course of our subsequent meetings, the committee's work has been structured to evolve in three distinct phases:

- I. Examination of Research & Exploration of Existing Program Approaches
- II. Consideration of Viable Options for Lexington Public Schools
- III. Formulation of Recommendations

We have been dedicated to providing opportunities for the World Language Committee to engage in research and discussion that is both robust and revelatory, and with a level of breadth and depth that ensures consideration of myriad viewpoints and ideas. Throughout our work thus far, we have aimed to maintain an "open mindset" with regard to possibilities balanced with limitations, expectations tempered with realities, and historical perspectives considered along with opportunities for innovation.

We also have made room in both our individual and collective thinking to recognize that our viewpoints, no matter how passionate or ambivalent they might have been at the beginning of the process, would evolve over time to reflect our acquisition of knowledge, our examination of data, and our commitment to the process of discovery and discourse.

Listed below is an outline of topics and discussions that have taken place in the first two phases of our work. We are looking forward to our remaining sessions scheduled in May and June, as we continue our charge.

I. Examination of Research and Exploration of Existing Program Approaches

Meeting #1: October 30, 2013

- Introduction of Committee Members
- Outline of Committee's Charge and Goals
- Creation of, and agreement on group "norms"
- Beginning of Research: World Language Survey of Programs Currently in Place Locally and Nationally

At the initial meeting of the World Language Committee (WLC), participants had an opportunity to introduce themselves to the group and share their reasons for volunteering to join in this endeavor. The committee also set "norms" for each of the subsequent WLC meetings. Superintendent Ash spoke with the group about the historical antecedents of elementary world language instruction in the Lexington Public Schools, and outlined the evolution of the formation of the WLC. He also shared in detail both the charge of the committee, and how the group's work will inform decision-making on this topic in the future. Finally, committee members were asked to conduct initial independent research into existing programs using a common survey form so that the resulting data could be gathered and analyzed at our next meeting. (Appendix 1)

Meeting #2: November 20, 2013

- Overview of LPS Grade 6-12 World Language Program – Rebecca Bray, Sarah Franford, and Marie Murphy
In order to familiarize committee members with the district's current World Language program, middle school and high school staff members gave a presentation outlining language offerings and answering committee members' questions.
- Review of various articles and reports on Elementary World Language
What the research tells us:
 - There is a resurgent interest across the country in beginning the study of world languages in the early grades
 - Many early education language programs which started in the 50s were 'lost' in the 80s and 90s
 - Early study of a second language results in cognitive benefits, gains in academic achievement, and positive attitudes toward diversity (Rosenbusch, 1995)
 - Providing students knowledge of other cultures augments necessary skills to be citizens of a global society
 - Students more seamlessly are able to make inter-disciplinary connections

- The three major ingredients of a high leverage world language program include: Communication, Culture, and Connections to other disciplines
 - Proficiency reflects the student's ability to communicate in a functional and practical way with a native speaker in the target language
- Review of World Languages Research Gathering Survey - 30 responses (Appendix 2)
The group worked together to formulate a set of common questions that would be asked of districts (nationally or locally) who currently had an elementary World Language program in place. The assignment for committee members was to utilize this common survey when contacting or researching a school district, record the information, and report back on their findings. In addition to collecting specific information about various programs, this also served as an opportunity for members to begin to reflect on what qualities and aspects of certain programs resonated with them individually or as a possible "fit" for Lexington.
 - Group work – members shared research surveys and reported out on the characteristic elements of various World Language programs in other communities.
The information collected through this data gathering process was discussed in small group sessions and then shared in break-out groups. Members reported on the pros, cons, and highlights of each of their findings.

Meeting #3: December 10, 2013

- Overview for SKYPE call
- Minnetonka, MN Public Schools Superintendent Dr. Dennis Peterson
- Feedback and Impressions of that district's Total Immersion Program
The committee, through a very interactive one and a half hour Skype discussion, gathered an impressive amount of information from Dr. Peterson and the Total Immersion Program that exists in the six elementary schools in Minnetonka, MN. It should be duly noted that Dr. Peterson was extremely generous with his time, both in planning for and participating in this conference. Some important background information:
 - *Minnetonka is a suburb of Minneapolis and is a district of about 10,000 students*
 - *The district includes and serves a very expansive geographic area*
 - *There is "open enrollment" in Minnetonka, so that parents and children can select their school of choice within the district*
 - *Six elementary schools have total immersion programs, four of which are in Spanish and two in Mandarin*
 - *Their immersion program reflects a "school within a school model." The English speaking program runs concurrently with the immersion program*
 - *The district receives \$65 million from the state in open enrollment funds which helps in covering the expenses of these immersion programs*

- *The Strategic Planning process in preparing for the immersion programs took ten years*

Meeting #4: January 23, 2014

- Paul Hurteau, Director, OneWorld Classrooms
Mr. Hurteau is a member on the Board of Directors for this non-profit organization whose mission it is to “foster global awareness and cross-cultural understanding in the context of K-12 curriculum to prepare young people for local and global citizenship in culturally diverse settings.” Its mantra is “building bridges of learning between the classrooms of the world.” Lexington currently participates in the Art Exchange program offered by OneWorld Classrooms and is seeking to expand its 9-12 Art partnership to include the exchange of K-12 works of art by students at all levels. It does not offer a stand-alone language program. Their programs are designed to enhance and supplement curriculum in all domains, whether in the Social Sciences, foreign language study, the Performing Arts, Visual Arts, etc.
- Jorge Allen, K-12 Coordinator of World Languages, Andover Public Schools
Mr. Allen attended this meeting with Paul Hurteau. Andover had recently completed a four year study exploring the possibility of initiating an elementary world language program. The study committee made a recommendation to the superintendent and school committee to offer a FLES (Foreign Language at the Elementary Schools) Program. They also recommended the hiring of a K-12 coordinator of World Languages to establish and implement this recommendation. Unfortunately, once hired, it was apparent that there were still several unresolved issues about what the elementary language program would look like and Mr. Allen has been researching and investigating collaborative efforts with OneWorld Classrooms. His charge has now shifted from focusing on designing a one language program to focusing on globalizing the district’s existing curriculum.

Meeting #5: February 26, 2014

- Middlebury Interactive Languages – Kathy Zapcic, sales representative
Middlebury College is well-known for its foreign language teaching among the nation’s higher education institutions. They have partnered with a technology-based company (K12, Inc.) to form a new venture that “will” create innovative, high quality online language programs for pre-college students. They have, together, created online language courses intended to serve all levels of language learning.
- Group review of the three phases of our efforts:
 - Research
 - Viable Options
 - Recommendations

- Survey - Taking stock of the Group's Polarities/Positions
Harvy Simkovits, Lexington resident and committee member offered to work with me to design a survey that would help the committee membership gather information that would assist in discerning differences and identify commonalities in thinking about a number of factors related to the development of an elementary world language program. Members of the committee completed the survey. All responses were submitted anonymously. (Appendix 3)

II. Consideration of Viable Options for Lexington Public Schools

Meeting #6: March 25, 2014

- Review purpose of 'polarities' exercise
- Share survey results & process information through small, representative group work and report out in whole group discussion
- Re-poll survey was administered after this discussion to assess any changes in polarities

Meeting #7: April 10, 2014, Ad Hoc Committee

- Dr. Ash reiterates WLC charge and goals
- Sub-Committee Review of March 25 meeting notes and re-poll survey results
- Planning for WLC full committee meeting to shape the three recommendations to be presented to Dr. Ash and the School Committee
- Sharing of Needham Public Schools recently approved plan for a K-5 World Language program

Meeting #8: April 30, 2014

- Whole-committee review of re-poll survey in four groups
- Discussion of the framework for the formulation of recommendations that will be presented to the Superintendent and School Committee on June 10, 2013
- Completion of worksheet identifying the type of Language Program priority and the pros, cons, and accompanying requirements needed to support such a program (Appendix 4)

III. Formulation of Recommendations

Decisions to be Considered and Formalized at Future Meetings in order to Shape Specific Recommendations:

- *What type of program will LPS offer? (Appendix 5)*
- *Will the program be optional or required?*
- *Which language or languages will be offered?*
- *What grade level/s should be involved?*
- *At what grade level will we recommend introducing the language/s in the first year of implementation?*
- *How much time should be allocated for this program?*

Current Agreements:

- *Resounding consensus that the Lexington Public Schools should offer an Elementary World Language Program*
- *Equity for all students has emerged as a common theme. The program should be equally accessible to all students with limited exceptions.*
- *Current curricular programming and instructional time should not be compromised*

Clearly, there is much more work and thinking to be accomplished. In our next meetings, we will continue to hone in on the specifics which will define the three recommendations that we will provide to the Superintendent and School Committee on June 10. This goal will represent the primary and sole focus of our future agendas in the remaining weeks.

I look forward to our meeting on Tuesday to answer any questions you might have.

ACKNOWLEDGEMENTS

World Language Committee
2013-2014

Alessandro Alessandrini
Dr. Nabila Baba-Ali
Katie Bettencourt
Rebekah Bray
Cathy Brooks
Sarah Felton
Sarah Franford

David Frohman
Laura Horst
Karen Kishpaugh
Anne Knight
Gina Leto
WenShuai Liao
Ruth Litchfield

Marie Murphy
Carol A. Pilarski - Chair
Deirdre Schadler
Julie Selhub
Harvy Simkovits
Mary Ann Stewart
Holly Stump


Leonard Swanton
Jennifer Turner
Karen Thompson
Joan Yarmovsky

Your Name: _____

Elementary World Language Survey
Program Reporting Form

1. Name of School District: _____
2. Language/s taught: _____
3. Grade level/s: _____
4. Type of program: immersion, separate course, integrated, etc. _____
5. Optional Required
6. During school day After school hours
7. Number of minutes or hours per week: _____
8. Year program was established: _____
9. World Language choices available upon entering middle school in that district
 - a. _____
 - b. _____
 - c. _____
10. World Language choices available at that district's high school
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
11. Cultural Demographics of community: _____

12. Other Information: (goals of program, curriculum materials, staffing, etc.)

A large, empty rectangular box with a thin black border, intended for providing additional information such as program goals, curriculum materials, or staffing details.

World Language Committee**2013-2014****Program Reporting Forms Submitted from:**

Arlington Public Schools – Arlington, VA – David Frohman

Buckingham Browne & Nichols – Cambridge, MA – Marie Murphy

Bedford Public Schools, Lane School – Bedford, MA – Karen Kishpaugh

Bedford Public Schools – Bedford, MA – Leonard Swanton

Bloomfield Hills Schools – Bloomfield, IL – Rebekah Bray

Blue Valley School District – Overland Park, KS – Rebekah Bray

Brookline Public Schools – Brookline, MA – Sarah Franford

- Newton
- Bedford, Hanscom

Cave Creek Unified School District – Scottsdale, AZ – Sarah Felton

Chicago Public Schools – Chicago, IL – Julie Selhub

www.confuciusinstitutechicago.org

Dover-Sherborn Public Schools – Dover, MA – Marie Murphy

Duxbury Public Schools – Duxbury, MA – Marie Murphy

East Grand Rapids Public Schools – Grand Rapids, MI – Rebekah Bray

Fairfax County Public Schools – Fairfax County, VA – Ruth Hickox Litchfield

FLEX program – Maria Haynes

Center for Applied Linguistics

<http://www.cal.org/resources/digest/marcos02.html>

Holliston Public Schools – Holliston, MA – Karen Kishpaugh

<http://www.holliston.k12.ma.us/curriculum/flcr.htm#mvg>

Lexington County School District One – Lexington, SC – Cathy Brooks

Lincoln Public Schools – Lincoln, MA – Deirdre Schadler

Lower Merion School District – Ardmore, PA – Rebekah Bray

Madison Public Schools – Madison, CT – Anne Knight

http://www.madison.k12.ct.us/uploaded/docs%2FCurriculumGuides/WLCurriculum_.pdf

(over)

Medford Public Schools – Medford, MA – Deirdre Schadler

Minnetonka Public Schools – Minnetonka, MN – Nabila Baba-Ali

Pinellas County Schools – Pinellas County, FL – Rebekah Bray

Portland Public Schools – Portland, Oregon – Laura Horst

Immersion Programs:

Japanese at [Richmond Elementary](#), [Mt. Tabor Middle School](#), and [Grant High School](#).

Spanish at [Ainsworth Elementary School](#), [West Sylvan Middle School](#), and [Lincoln High School](#)

Mandarin at [Woodstock Elementary](#) and [Hosford Middle School](#).

Dual Language Immersion Programs:

Spanish at [Atkinson Elementary](#), [Hosford Middle School](#), [Cleveland High School](#)

Spanish at [Beach Elementary School](#), [Jefferson High School](#)

Spanish at [Cesar Chavez School](#), and [Roosevelt High School - S.E.I.S.](#)

Seattle Public Schools International Schools – Seattle, WA – Rebekah Bray

Sharon Public Schools – Sharon, MA – Marie Murphy

Thames Valley District School Board – London, Canada – Harvy Simkovits

Wauwatosa Public Schools – Wauwatosa, WI – Jennifer Turner

Winchester Public Schools – Winchester, MA – Katie Bettencourt

Winchester Public Schools, Lynch Elementary – Winchester, MA – Wenshuai Liao

Zhongguancun 2nd elementary school, Beijing, China – Wenshuai Liao

Lexington Public Schools Elementary World Language Committee
Moving from Data Gathering to Knowledge Generation:
Taking Stock of the Group's Positions and Polarities

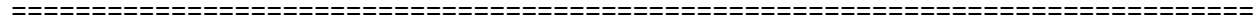
Exercise Premise:

- **Everyone takes positions on specific issues; some of those positions can generate polarized sides.** Both sides of a polarity can exist in every person (leading to “being on the fence”), though most people generally take a position regarding an issue.
- **The WLC group is a microcosm of the whole community.** What’s inside the people here is an approximate representation of what’s in the community of parents, teachers and administrators.
- **Learning about and exploring people’s positions and polarities can support taking better and more collaborative action** that serves the larger community.
- **An effective, open dialogue among people in the extremities and middle of our positions and polarities** creates a greater opportunity for effective movement and action at the larger community level.
- **Participants are allowed (even encouraged) to change their positions** as more perspectives are provided and discussed.
- **Useful information we can work with is better than seeking “perfect” information.**
- **Personal confidentiality/anonymity will be maintained and respected.**

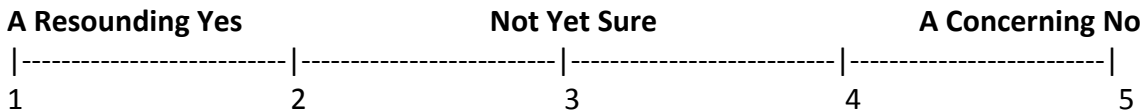
Process for WLC participants’ positions and polarities data gathering:

- A. **Read the attached questionnaire** and ask any questions you may have about the definition of terms.
- B. **Answer the attached questionnaire** on your own, considering where your mind is currently regarding each issue/polarity presented.
- C. **Copy your answers onto a second questionnaire** to take with you and bring back next time. (You don’t have to copy your long-hand answers to open questions.)
- D. **Hand in your first questionnaire;** do not put your name on it – in order to maintain your anonymity.
- E. **Aggregate results of this questionnaire will be presented to the group at our next meeting.** It will then inform our discussion in coming to some kind of consensus on practical WL education options for our elementary schools.

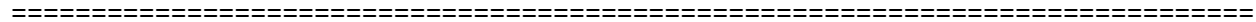
Answer the following questions as to your current frame of mind regarding elementary WL education in Lexington schools:



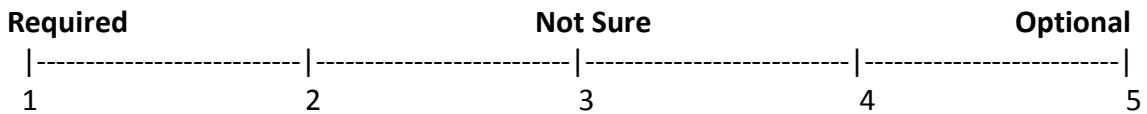
1. What is your *current frame of mind* as to whether a WL program should be reintroduced into Lexington elementary schools, irrespective of the form of that program? (note: 2 & 4 mean “currently leaning in that direction”)



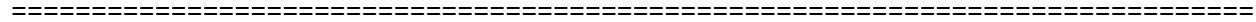
What are your reasons for being where you are?



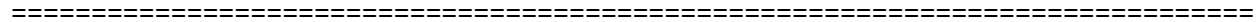
2. What is your *current frame of mind* regarding a WL program being **required** versus **optional** curriculum for children in Lexington elementary schools?



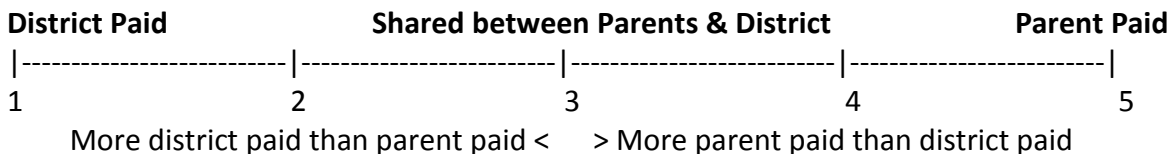
What are your reasons for being where you are?



3. If you chose or leaned towards “optional” above, which would be your preference: (check the one option that you would most prefer to see; leave blank otherwise)
- an optional WL program **on site and during the school day**
 - an optional WL program **on site and after the school day**
 - an optional WL program **not on site and after the school day (e.g. online)**



4. If you chose or leaned towards “optional” above, how should the program be funded?



5. If you chose or leaned toward “required,” what is your **current frame of mind** regarding the **type of WL program** that should be introduced into Lexington’s elementary schools? (rank order 1, 2, and 3, with “1” being your most preferred; only provide your top 3 preferences)

- WL exposure or enhancement** program
- integrated WL program** of language/culture (co-taught within relevant subjects/topics)
- content-based WL program** (similar to past LPS program, with a scope and sequence)
- partial WL immersion** program (in a *portion* of the subjects, or a *portion* of time)
- total WL immersion** program (in *most* of the subjects, or *most* of the time)
- another option (please explain)

What are **your reasons** for being where you are?

- =====
6. **What grade level(s)** do you think should participate in a WL program? Circle all years that apply.

K – 1 – 2 – 3 – 4 – 5

At **what grade level(s)** do you think an elementary WL program should be introduced in **the first year of implementation?** Circle the year(s) below that you think would work best to begin an elementary WL program.

K – 1 – 2 – 3 – 4 – 5

=====

7. **Which language(s)** do you think should be introduced into the elementary schools? (rank order 1, 2, and 3, with “1” being your most preferred; only provide your top 3 preferences)

- Spanish
- French
- Mandarin
- American Sign Language
- Multiple – specify languages: _____
- Other _____

**World Language Committee Meeting
Guiding Questions for Recommendations:**

1. What type of program? *Exposure/Enhancement; Integrated; Content Based; Full/Partial Immersion*
2. Which language?
3. Which grade level/s would participate in this elementary World Language Program?
4. Which grade level/s would participate in the 1st year of implementation?
5. Optional or required?

PROS	CONS
REQUIREMENTS	

DEFINITION OF TERMS

Exposure/Enhancement

Students are exposed for a limited amount of time to one OR a number of languages and cultures to increase and enhance their awareness of other countries, their languages, and traditions.

Content Based

A Foreign Language certified teacher gives direct/language instruction to students for a determined time period in accordance with identified and agreed to Foreign Language curriculum standards in reading, writing, speaking, listening and understanding. This type of program is generally a stand alone program.

Integrated

A Foreign Language certified teacher gives direct language instruction to students for a determined time period in accordance with identified and agreed to Foreign Language curriculum standards in reading, writing, speaking, listening and understanding where language instruction reflects, to the greatest extent possible, the content of other core courses. These sessions may also be co-taught in conjunction with core subject matter teachers and requires a significant amount of pre-planning.

Full/Partial Immersion

An immersion classroom provides children with a learning environment in which the target language is the primary language of instruction throughout the day OR in partial immersion, in some identified portion of the day. Students participate in **ALL** regular learning activities in the target language.

LEXINGTON PUBLIC SCHOOLS

2015 – 2016

SCHOOL CALENDARDRAFT **BEFORE** Labor Day start (5.6.14)**NOTE: All Thursdays are half-day dismissal at the Elementary Schools****B** = Back to school night**C** = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school**E** = Elem. Conferences, Students – ½ day**H** = Holiday, Schools and Offices closed**P** = Professional Development**AUGUST**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
T31				

31 – Teachers Only

SEPTEMBER

M	T	W	T	F
	1	2	3	4
H7	8	9	10	11
H14	15	16	P17	18
21	22	H23	B24	25
28	29	B30		

1 – All K-5, All 6th grade, & All new students begin – ½ day

1 – Only Grade 9 students – full day

2 – All Kindergarten students – ½ day

2 – All Students Grades 1 – 12 – full day

3 – All Students Grades K – 5 – ½ day

3 – All Students Grades 6 – 12 – full day

4 – Schools Closed, Offices Open

7 – Holiday (Labor Day)

14 – Holiday (Rosh Hashanah)

17 – Prof. Dev.; Students – ½ day

23 – Holiday (Yom Kippur)

24 – Back-to-School Night – Elementary Schools

30 – Back-to-School Night – LHS

OCTOBER

M	T	W	T	F
			B1	2
5	6	7	8	9
H12	13	14	15	16
19	20	21	22	23
26	27	E28	E29	30

1 – Back-to-School Night – Middle Schools

12 – Holiday (Columbus Day)

28, 29 – Elem. Conf.; Students – ½ day

NOVEMBER

M	T	W	T	F
2	3	E4	E5	6
9	10	H11	P12	13
16	17	18	19	C20
23	24	25	H26	H27
C30				

4, 5 – Elem. Conf.; Students – ½ day

11 – Holiday (Veteran's Day)

12 – All Day Professional Development
Students – NO school

20 – MS Conf.; Students – NO school MS students only

25 – Students & Staff – ½ day

26, 27 – Holidays (Thanksgiving)

30 – LHS Conf.; Students – NO school LHS
students ONLY**DECEMBER**

M	T	W	T	F
	1	2	3	C4
7	8	9	10	C11
14	15	16	17	18
21	22	23	24	H25
28	29	30	31	

4 – MS Conf.; – ½ day MS students ONLY

11 – MS Conf.; – ½ day MS students ONLY

24 – Schools Closed, Offices Open

25 – Holiday (Christmas)

28 to 31 – Schools Closed, Offices Open

JANUARY

M	T	W	T	F
				H1
4	5	9	7	8
11	12	13	P14	15
H18	19	20	21	22
25	26	27	28	29

1 – Holiday (New Year's Day)

14 – Prof. Dev.; Students – ½ day

18 – Holiday (Martin Luther King, Jr.)

FEBRUARY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
H15	16	17	18	19
22	23	24	25	26
29				

10 – LHS Curriculum Night (snow date – Feb. 11th)

15 – Holiday (Presidents' Day)

16 to 19 – Schools Closed, Offices Open

21 – International Mother Language Day

MARCH

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	P24	H25
28	29	E30	E31	

17 – Kindergarten Orientation

24 – Prof. Dev.; Students – ½ day

25 – Holiday (Good Friday)

30, 31 – Elem. Conf.; Students – ½ day

APRIL

M	T	W	T	F
				1
4	5	E6	E7	8
11	12	13	14	15
H18	19	20	21	22
25	26	27	28	29

6, 7 – Elem. Conf.; Students – ½ day

18 – Holiday (Patriots' Day)

19 to 22 – School Closed, Offices Open

MAY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	P19	20
23	24	25	26	27
H30	31			

3 – Clarke and Diamond Students ½ day for 5th
grade orientation

19 – Prof. Dev.; Students – ½ day

30 – Holiday (Memorial Day)

JUNE

M	T	W	T	F
		1	2	3
5	6	7	8	9
13	14	15	16	17
20	F21	22	23	24
27	28	29	30	

5 – LHS Graduation

21 – Final day for students and teachers if no
weather related cancellations; Students – ½
day

22 to 28 – Planned Make-up Days (if needed)

Secondary Term ClosesOctober 30
January 15
March 24**Elementary Term Closes**

January 15

Full-Day ScheduleGrades K-5; 8:45 a.m. – 3:15 p.m.
Grades 6-8; 8:00 a.m. – 2:50 p.m.
Grades 9-12; 7:45 a.m. – 2:25 p.m.**Half-Day Dismissal**Elementary 12:15 p.m.
Middle School 11:45 a.m.
High School 11:15 a.m.

LEXINGTON PUBLIC SCHOOLS

2015 – 2016

SCHOOL CALENDAR

DRAFT after Labor Day Start (5.7.14)

NOTE: All Thursdays are half-day dismissal at the Elementary Schools

B = Back to school night

C = Middle School (MS) and/or LHS Conferences; See specific month for ½ day or no school

E = Elem. Conferences, Students – ½ day

H = Holiday, Schools and Offices closed

P = Professional Development

AUGUST				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER				
M	T	W	T	F
	1	2	T3	4
H7	8	9	10	11
H14	15	16	P17	18
21	22	H23	B24	25
28	29	B30		

OCTOBER				
M	T	W	T	F
			B1	2
5	6	7	8	9
H12	13	14	15	16
19	20	21	22	23
26	27	E28	E29	30

- 3 – Teachers Only
- 4 – Schools Closed, Offices Open
- 7 – Holiday (Labor Day)
- 8 – All K-5, All 6th grade, & All new students begin – ½ day
- 8 – Only Grade 9 students – full day
- 9 – All Kindergarten students – ½ day
- 9 – All Students Grades 1 – 12 – full day
- 10 – All Students Grades K – 5 – ½ day
- 14 – Holiday (Rosh Hashanah)
- 17 – Prof. Dev.; Students – ½ day
- 23 – Holiday (Yom Kippur)
- 24 – Back-to-School Night – Elementary Schools
- 30 – Back-to-School Night – LHS

- 1 – Back-to-School Night – Middle Schools
- 12 – Holiday (Columbus Day)
- 28, 29 – Elem. Conf.; Students – ½ day

NOVEMBER				
M	T	W	T	F
2	3	E4	E5	6
9	10	H11	P12	13
16	17	18	19	C20
23	24	25	H26	H27
C30				

DECEMBER				
M	T	W	T	F
	1	2	3	C4
7	8	9	10	C11
14	15	16	17	18
21	22	23	24	H25
28	29	30	31	

JANUARY				
M	T	W	T	F
				H1
4	5	9	7	8
11	12	13	P14	15
H18	19	20	21	22
25	26	27	28	29

FEBRUARY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
H15	16	17	18	19
22	23	24	25	26
29				

- 4, 5 – Elem. Conf.; Students – ½ day
- 11 – Holiday (Veterans' Day)
- 12 – All Day Professional Development Students – NO school
- 20 – MS Conf.; Students – NO school MS students only
- 25 – Students & Staff – ½ day
- 26, 27 – Holidays (Thanksgiving)
- 30 – LHS Conf.; Students – NO school LHS students ONLY

- 4 – MS Conf.; – ½ day MS students ONLY
- 11 – MS Conf.; – ½ day MS students ONLY
- 24 – Schools Closed, Offices Open
- 25 – Holiday (Christmas Day)
- 28 to 31 – Schools Closed, Offices Open

- 1 – Holiday (New Year's Day)
- 14 – Prof. Dev.; Students – ½ day
- 18 – Holiday (Martin Luther King, Jr.)

- 10 – LHS Curriculum Night (snow date – Feb. 11th)
- 15 – Holiday (Presidents' Day)
- 16 to 19 – Schools Closed, Offices Open

MARCH				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	P24	H25
28	29	E30	E31	

APRIL				
M	T	W	T	F
				1
4	5	E6	E7	8
11	12	13	14	15
H18	19	20	21	22
25	26	27	28	29

MAY				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	P19	20
23	24	25	26	27
H30	31			

JUNE				
M	T	W	T	F
		1	2	3
5	6	7	8	9
13	14	15	16	17
20	21	22	23	F24
27	28	29	30	

- 17 – Kindergarten Orientation
- 24 – Prof. Dev.; Students – ½ day
- 25 – Holiday (Good Friday)
- 30, 31 – Elem. Conf.; Students – ½ day

- 6, 7 – Elem. Conf.; Students – ½ day
- 18 – Holiday (Martin Luther King, Jr. Day)
- 19 to 22 – School Closed, Offices Open

- 3 – Clarke and Diamond Students ½ day for 5th grade orientation
- 19 – Prof. Dev.; Students – ½ day
- 30 – Holiday (Memorial Day)

- 5 – LHS Graduation
- 24 – Final day for students and teachers if no weather related cancellations; Students – ½ day
- 27 to 30 – Planned Make-up Days (if needed)

Secondary Term Closes

October 30
January 15
March 24

Elementary Term Closes

January 15

Full-Day Schedule

Grades K-5; 8:45 a.m. – 3:15 p.m.
Grades 6-8; 8:00 a.m. – 2:50 p.m.
Grades 9-12; 7:45 a.m. – 2:25 p.m.

Half-Day Dismissal

Elementary 12:15 p.m.
Middle School 11:45 a.m.
High School 11:15 a.m.

Ad Hoc School Facilities Master Planning Committee

Members:	7 members
Appointed by:	School Committee, Selectmen, and Permanent Building Committee (PBC)
Length of Term:	Preliminary recommendations to School Committee by September 15 th , Final Report by February 15 th .
Appointments Made:	
Meeting Times:	Monthly, or as determined by the Ad hoc School Facilities Master Planning Committee (Ad Hoc Committee)

Description: Recommend educational capacities for all school buildings based on current programs and modern educational standards, and recommend the quantity of additional space that may be needed based on enrollment projections and modern educational standards. The Superintendent's Enrollment Working Group is separately developing a model for enrollment projections that will be used by the Ad Hoc Committee for planning purposes. The Ad Hoc Committee will select an architectural firm that specializes in education planning. The Committee will then meet regularly with the selected firm to review the firm's findings on school capacities and jointly develop plans to respond to changing enrollments.

The work of the Ad Hoc Committee will include, but not be limited to:

1. Assign members to participate in the Designer Selection process per RFQ 14-48;
2. Meet regularly to assess capacity findings, enrollment projections, and identify short-term and long-term options to align school capacities with enrollments;
3. Propose recommendations for addressing capacity, including costs and timing;
4. Integrate the capacity recommendations into the existing LPS Ten-Year Facility Master Plan
5. Make a Final Report to the School Committee.

Criteria for Membership: The Task Force members shall consist of staff and citizens, with sufficient background to understand facility assessments and the impact of facilities on the education process.

Composition: Selectmen (1), PBC (2) and School Committee (2) appointments. The Superintendent of Schools and the Director of Public Facilities will be staff representatives on the Committee. The Public Facilities Project Manager will provide staff support. The Capital Expenditure Committee and Appropriation Committee shall appoint liaisons as non-voting members.

Ref.: Charge adopted by the School Committee on May __, 2014.