

Massasoit Community College

Dual-Enrollment Update

During the 2017/2018-fall semester at Hanover High School, we offered a course in philosophy and a course in American Sign Language (ASL I). Massasoit professors taught both courses, and we offered both courses during the day at our building. The true benefit of this partnership allowed our students to take these courses for both college and high school credit.

We met with several groups of students regarding feedback on their experiences. Here is some of what they had to say:

American Sign Language

The students we spoke to said ASL 1 was the best class they had ever taken and loved that it provided them with the experience of not only taking a college-level class, but having a professor who was actually deaf herself. One student said they couldn't wait to go to class because it really felt like they were getting life experience and exposure to a different culture. When we had them fill out the forms for ASL 2, they were so excited to have another opportunity to work with Glenna and master what they had learned.

Enrollment for this course reached its maximum capacity at twenty-four students. (ASL II is also at maximum capacity for the spring semester). The vast majority of students in ASL I received As and Bs, while we have no failing grades to report.

Philosophy

The students in this class said they loved the content of the class and the professor. They felt he challenged them to think outside the box and put together strong arguments for their beliefs. Overall, they loved going because they felt both challenged and enjoyed being treated like college students.

Enrollment for this class reached twelve students. Again, the vast majority received As and Bs, while we have no failing grades to report.

In terms of our 2017/2018-spring semester, we are offering an American Sign Language II, and a course in Communications. While ASL II enrollment is limited to those students who had taken ASL I, our Communications offering is open enrollment. So anyone interested in this course should contact his/her guidance counselor.



Hanover Public Schools
Hanover Middle School • Program of Studies

Hanover Middle School



Curriculum Review Update



Project Vision

- To examine, reimagine, and redesign our current middle school structure and curriculum to support a vision and climate of continuous growth and improvement.
- To embark on this ongoing work with proactive urgency and not reactive emergency.
- To provide the HMS community with a web-based and versatile program of studies that embodies this vision.



Current Progress

- Building a broader Culture of Collaboration - partnering with other districts, organizations, and institutions to share perspectives and practices
- Growing the HMS Culture of Collaboration - teachers and administrators collaborating on data analysis/interpretation, differentiation, and delivery of instruction
- Every course description has been updated by teachers to create a working document: Program of Studies Draft 1.0
- Curriculum maps are being evaluated and revised where needed



Current Progress

- Using a data driven Problem of Practice to focus our work on higher level thinking and task complexity
- Implementing research based common assessments for ELA and Math to inform our work to implement appropriate student supports
- CORE academics are being adjusted to match latest revisions to state standards
- Specialist and Exploratory courses are being reviewed for relevancy and student engagement and will be added to the Program of Studies



Opportunities

Extended Learning – Grades 5–8 (50 mins)

Objective: Scheduled instructional time to meet the individual needs of students: this may be enrichment, intervention – or both. Teachers use data to prioritize the needs of each student and adjust over time.

Academic Support – Grades 5 and 6 (30 mins)

Objective: Daily scheduled instructional time to provide support in all academic areas. This class may include content area support as well as time to assist students with executive functioning skills to more fully prepare them for success in the classroom as well as mastery in the core academic content areas.



"Under Construction" **2017-2018**

- Research and examination of team configurations in grade 5 allowing for greater flexibility in scheduling including potential revisions to ELA and Math times.
- Institute an Academic Excellence Advisory Council
- Convene a HMS study group/task force focused on writing
- Facilitate the formation of a Student Advisory Council (December 2017)
- Creation of Grade 8 Mentor Program (Winter 2018)
- Implementation of Entrepreneurship Program Grades 6-8 (Winter 2018)
- Implementation of Advanced Math Grade 5 (Winter 2018)
- Middle School Be Better Club (Active)



Exploration of Opportunities 2018-2019

- Provide High School Credit for Algebra 1 students (partner with HHS)
- Provide High School Credit for Foreign Language courses (partner with HHS)
- Create two tracks for French
 - 2 Year French
 - French 1A -All students
 - French 1B - Leveled by performance in 1A (Look to prepare more students to be ready for AP French at HHS)
- Create two tracks for Spanish
 - 2 Year Spanish 1A and 1B program (current configuration)
 - Spanish 1 in 7th grade and Spanish 2 in grade 8 (Look to prepare more students to be ready for AP Spanish at HHS)
- Create a World Languages and Cultures Exploratory option for grade 6



Ongoing Examination and Planning 2018-2019

- Create Community Service components; opportunities to promote integration of civic engagement experiences
- Creation of a Student Technology Assistance Team
- Explore opportunities for Advanced Art, Computers, or Engineering during specials
- Explore instructional shift in grades 5 and 6 social studies classes by explicitly utilizing the ELA curriculum standards and skills to instruct and assess social studies content.



Coming Attractions: June 2018

Instruction:

- Updated course descriptions and curriculum maps that clearly articulate and scope and sequence of standards
- Evaluation of data derived from Common Assessments and strategy to increase student supports based on skill level
- Consensus and implementation of grade level project based learning experiences (e.g: *Wonder* in grade 5, rockets in grade 6, Math Fair in grade 7, and catapults in grade 8)
- Common Writing assignments – (e.g: 8th grade history by term)

Science

Mission

The Hanover Middle School Science Department is committed to providing all students an environment to think, explore and behave like scientists. In order to fulfill this mission, the science department will implement standards and practices outlined in the Massachusetts State Science frameworks to maximize learning success for all students. The empowerment of our students will lead to actively engaged citizens that have developed the skills and competencies necessary to thrive in our ever-changing society.

21st Century Skills and Real-World Applications

Within the context of our science program, as well as the core state standards, students will engage in learning outcomes that prepare them to be a(n):

- Critical thinker
- Effective communicator
- Creative innovator
- Collaborative learner
- Globally responsible citizen
- Problem solver

Essential Scientific Practices

Within the context of our science program, students will combine a relevant practice of science, with a core disciplinary concept:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Use mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in arguments from evidence
- Obtaining, evaluating and communicating information

Scientific Inquiry

Students will apply the Skills of Scientific Inquiry in a variety of different ways, including, but not limited to the following:

- Interpreting and analyzing scientific graphs and illustrations.
- Making and using tables, graphs and models.
- Proper laboratory techniques.

Science

Grade 6

The integration of Earth and space, life, and physical sciences with engineering gives grade 6 students opportunities to problem-solve, highlighting the relationship between structure and function in the world around them. The overarching theme of the 6th grade curriculum is structure and function; through this lens, students analyze the macro- and microscopic world, such as Earth features and processes, the role of cells and anatomy in supporting living organisms, and properties of materials and waves. Students use models and provide evidence to make claims and explanations about structure-function relationships.

All Hanover 6th-graders create, test, and modify Water Rockets through the engineering design process; students research and write a Planet Book in the astronomy unit; they develop a Geologic Timeline in their study of geologic history; and they create and perform a Plate Tectonics play. Students relate the workings of a city to cell functions in their Cell City Project. All 6th-graders design and build fettuccine bridges, culminating in an all-grade Bridge Day event. Students use their math skills in their Mass, Volume, and Density Labs, as a culmination of the and Pure Substances experiments, which they record and present to the class. As a culmination of their research and text-based science writing skills, students author Waves Book.

Curriculum Overview:

Unit	Term 1	Term 2	Term 3
Scientific Inquiry <ul style="list-style-type: none">• Steps of the Scientific Method• Lab Skills	x x		
Engineering Design Process--Rocket Building	x		
Earth Science <ul style="list-style-type: none">• Astronomy• Geologic History• Continental Drift and Plate Tectonics	x x	x	
Life Science <ul style="list-style-type: none">• Biological Evolution• From Molecules to Organisms (Cell Structure and Function)		x x	
Engineering Design Process--Bridge-Building			x
Physical Science <ul style="list-style-type: none">• Mass, Volume, and Density• Mixtures and Pure Substances• Waves			x x x

Digital Literacy

Grade 8

Digital Literacy: Digital Literacy Applications for High School and Beyond

Students will gain an advanced knowledge of searching the Internet for credible and scholarly resources, and will utilize conventional MLA formatting for in-text citations, direct quotes, images, videos, music, and written content. In addition, students will understand their rights and responsibilities as a social media user and how responsible use affects their future high school, college, and career experiences. Finally, students will develop an advanced understanding of copyright and fair use laws as they relate to several different types of digital media, such as music, videos, and images. Applications such as [Google Slides](#), [WeVideo](#), and [Socrative](#) will be used to accomplish these objectives. Culminating projects include a [school proposal research project](#) that is presented to members of the school community, a [quiz](#) designed to teach others about the effects of social media behavior on future college and career aspirations, and a [video project and presentation](#) that analyzes how to fairly use digital content that is owned by others.

Grade 7

Digital Literacy: Digital Literacy and Social Media

Students will gain a deeper understanding of evaluating website sources for credibility and will understand safe, appropriate, and responsible practices when participating in online communities, such as blogs and social networking sites. Issues such as dealing with cyberbullies, privacy, and ownership rights of social media content will be addressed, and students will create and comment on Weebly [blogs](#) that teach viewers about these issues. Students will also create their own animated artwork using Google Drawings and [EZGIF.com](#). They will license their artwork using copyright and Creative Commons licensing tools, and will understand what others can legally do with content that they publish on the internet.

Grade 6

Digital Literacy: Digital Literacy and the Fair Use of Ideas

This course further develops students' ability to engage in responsible use of technology and laws regarding ownership of material/ideas, licensing, and fair use. Students will understand copyright laws related to digital media, and will understand how to search the Internet for media that can be used fairly for educational or personal use. A variety of web-based applications, such as [Screencastify](#), [Google Slides](#), and [WeVideo](#) will be used to accomplish these objectives. Students will also gain a basic understanding of their rights and the rights of popular social media companies in respect to anything that is posted on social media applications such as Instagram, Snapchat, and YouTube. Students will complete culminating projects that demonstrate their knowledge of [copyright and Creative Commons](#) law as well as a [video project](#) in which they use written and visual digital artifacts in a manner that is consistent with copyright law.

Grade 5

Exploratory Digital Literacy: Introduction to Internet Research

This course introduces students to intermediate research skills to create digital artifacts and attribute credit. Students learn strategies to evaluate the reliability and validity of internet resources, and apply these skills to selecting a website resource for a research project. Students also learn strategies to fairly use digital sources, such as paraphrasing and creating citations using digital tools such as [Easybib.com](#). Web-based applications such as [Google Docs](#) and [Weebly](#) website builder are used by students to demonstrate understanding of the above. Students will complete a culminating project in which they create an informational website about a local tourism location which will become part of a larger collection of local tourism information. A collection of sample projects can be viewed by clicking [here](#).



TUNING PROTOCOL: HMS PROGRAM OF STUDIES

FOCUSING QUESTIONS	OBSERVATIONS - NOTES
Is the description of learning targets and outcomes clear to other teachers?	
Would a student have a clear understanding of what they would learn & how?	
Does the description give parents a clear understanding of the expectations for what their child should be able to know and do in this course?	
Is it clear how content & instructional practices will be made accessible to all students?	
Does this course reflect a progression and alignment with other courses within the content discipline?	

Choose Presence Campaign

Center/Sylvester School Update

- Grade 3 and 4 technology classes are focusing on kindness and how our words impact others on social media and through technology. The lessons included safety topics regarding screen time and how to communicate with parents around this topic. Students created posters promoting kindness and the use of technology to create positive messages.
- Promotion of first speaker in Choose Presence series through PTA, School Council, parent announcements, and SEPAC to draw elementary parents into the forum so they could be part of education on the effects on screen use and children. This included panel discussion K-12 with key elements relevant to specific age groups.
- Be Better Club scheduled to meet with grade 3 and 4 students in January.
- Student advisory group created for messaging ideas important to elementary students about their school and what is current to them. While the topic of screen time or presence hasn't surfaced yet, their topics have been relevant to connecting with their peers in a positive way at recess and during the school day. This is a platform for raising the topic of devices, screen time, and presence as we move forward this spring.
- Use of Calm Classroom in each Kindergarten and Grade One classroom to allow for teaching students ways to be present and to regulate their physical and emotional responses. Ultimately these techniques help those who have difficulty transitioning from devices to present activity.
- School counselor, Renee Lindo, is a participant on subcommittee for social-emotional learning with school counselors and psychologists.

Cedar School Update

- Parents received copies of "Net Cetera: Chatting with Kids About Being Online" and "Heads Up: Stop, Think, Connect" books at Curriculum Night. These resources are provided by The Federal Trade Commission (FTC) - the nation's consumer protection agency. These resources were accompanied by a short presentation about internet safety and Hanover's Choose Presence campaign.
- Students in grades 3 and 4 are completing the FBI's "Safe Online Surfing" program. This is a game-based cyber safety and digital citizenship program.

- The "Cedar School Physical Activity, Reading and Screen-Based Media Reduction/Turnoff Week" is planned for March. This program aims to create more opportunities for physical activity and reading.
- Cedar School/Hanover High School Blended Classroom Project – “Two Groups Using Tech and Interpersonal Skills to Create Choose Presence Public Service Announcements”. Presentations took place the week of 12/17 at HHS.

Middle School Update

- The Guidance staff uses Calm Classroom with a focus on choosing presence in all 5th & 6th grade classrooms as well as many 7th and 8th grade classrooms. Students and staff affirm that Calm Classroom has helped to reduce anxiety as well as keep students focused.
- Choose Presence has been incorporated into the health curriculum. In the 8th grade health exploratory class, Middle School Administrators were asked to attend a class so that students would have a chance to voice their views on topics that impact middle school students. Choosing Presence was one of their topics. Based on that forum, the middle school is happy to be starting a Middle School Student Advisory Group.
- Choosing Presence is one of the overarching themes that is incorporated into our January 9th assembly for 7th and 8th graders, in addition and connection to several relevant middle school issues that will be presented in collaboration with HMS Administration, Officer Voekel, and HMS Counselors.
 - Topics include
 - Cell phone policy
 - Social Media and the Law
 - Civil Rights
 - Harassment
 - Responsibility

High School Update

- Our music department created an entire concert, including all bands and all choirs, that centered on the idea of choosing presence. While each piece of music thematically supported this idea, each piece began and ended with student interviews wherein the students discussed the importance of choosing presence to them and its importance to music. The concert was called: Prism Concert: Choose Presence. The auditorium was packed.

- We called a student-leadership meeting and thanked all of our student leaders for their individual and collective support of the choose presence campaign. In recognition of their leadership, we gave these students free passes to the Thanksgiving football game, a performance of *Oklahoma*, and the Prism Concert. The idea being to choose presence and support your peers as they showcase their unique and diverse talents. All events were well attended.
- Once a month, our guidance department attends all freshmen English classes to discuss topics of well-being such as adolescent anxiety and coping strategies, the responsible use of social media, mindfulness, drug and alcohol awareness, and goal-setting. Each of these topics is presented on the platform of choosing presence. They have completed three presentations to date, and all of them have been met with much success.
- A group of seniors and our Broadcast Journalism students are putting together student interviews of seniors involving the topics addressed in our guidance curriculum. The idea is to have them reflect back on their experiences with these topics and the importance of choosing presence when dealing with these issues. This project will be completed this spring.
- Our two adjustment counselors educated all students during physical education classes on the symptoms of depression and suicide prevention. The Signs of Suicide Prevention Program (SOS) is a universal, school-based depression and suicide awareness program for high-school students (ages 13–17). For more information, please see [SOS Signs of Suicide Information](#). These presentations were also delivered on the platform of choosing presence.
- Our entire wellness curriculum has been modified this year to include the idea of choosing presence in each of the lessons.
- Broadcast Journalism students continue to produce mini-documentaries and PSAs that center on our campaign to choose presence.

Office of Family & Community Engagement Update

- Kindness Rocks Projects have been initiated in our Before and After School Programs. Our goal is to spread messages of inspiration, hope and kindness throughout the district and community, inspiring others to do the same.
- Attendees of the upcoming viewing of Screenagers will have an opportunity to create their own Kindness Rocks facilitated in partnership with the HHS Be Better Club.

- Kindness Rocks the Community in partnership with Hanover Parks and Recreation and the Council on Aging. (Dates TBD)
- Collaboration with the Broadcast Journalism class to develop Choose Presence PSAs for the district and community.
- Visits from the HHS Be Better Club to Elementary and Middle After School Programs (Spring 2018)
- Explore collaborative opportunities between Hanover PTA and local community PTA's to cosponsor speakers aligned with Choose Presence initiatives.