



Parent Forum for Gibbs Families

June 6, 2018



Agenda

- State of Planning
 - Build
 - Social Emotional Learning
 - Schedule
- Academics
- Project Based Learning
- Special Education
- Library/Media
- After School
- Transportation
- Web Site
- Fifth Grade Visits
- First Day/Week of School

State of Planning

- The building is on time. We still have an August 1 finish date
 - The flooring is going in this week!
 - The play area surface has been selected
 - Walls are painted.
- Social Emotional Learning
 - Responsive Classroom training summer
 - Advisory resources are in
 - First Day and Week is planned
 - Advisory plans are in place
- Schedule
 - 6 Day Cycle
 - Advisory 4 out of 6 days
 - Project Block 2 out of 6

State of Affairs Continued

- There will be 6 periods in four out of the 6 days
- There will be 7 periods in two out of the 6 days
- Students will have ELA, Math, Science and Social Studies each day
- Students will have two other electives a day that will rotate through World Language, Physical Education, Family and Consumer Science, Technology , Art, Music, Digital Media Literacy, ACE.
- On the two 7 period days, the students will have either project block, band, chorus or orchestra added into their day.
- The year will be divided into trimesters.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Advisory	A		A		A	A
Block 1	Math	Math	Math	Math	Math	Math
Block 2	World L	T/A/DML	World L	T/A/DML	World L	T/A/DML
Block 3	ELA	ELA	ELA	ELA	ELA	ELA
Block 4	Science	Science	Science	Science	Science	Science
Block 5	PE	FACS	Intervention Reading BCO Project	PE	Intervention Reading BCO project	Music
Block 6	S. Studies	S. Studies	S. Studies	S. Studies	S. Studies	S. Studies
Block 7		BCO and Project		BCO and Project		

Academics

- Middle School Program of Studies
- 6-8 vertical alignment as outlined in the program of studies
- Following department slides
-

Sixth Grade Mathematics Core Concepts

1. Ratio, Proportion, and Reasoning Multiplicatively
2. Operations with Fractions and Developing the Rational Number System
3. Expressions, Equations, and Inequalities
 - a. Apply and extend previous understandings of arithmetic to algebraic expressions.
 - b. Reason about and solve one-variable equations and inequalities.
 - c. Represent and analyze quantitative relationships between dependent and independent variables.
4. Surface Area, Volume, and Characteristics of 3D Shapes
5. Statistics and Probability
 - a. Develop understanding of statistical variability.
 - b. Summarize and describe distributions.

English Language Arts

Overview:

Literacy is taught in all courses in Middle School, but especially in English Language Arts. Students will develop and improve their ability to communicate effectively in writing and orally when interpreting information and synthesizing that information with a clear message growing in sophistication.

The four areas of focus in English Language Arts are:

- **Reading:** Students will be able to read and comprehend increasingly challenging fiction and information texts. Students will learn to value reading with both a pleasurable and educational purpose. They will be able to self-monitor, make inferences, determine text structure and the author's purpose. Readings include *The Tiger Rising* by Kate DiCamillo, thematic literature circles, short stories, poetry and informational texts.
- **Writing:** Writing in builds upon the foundation set by elementary school teachers and prepares students for the analytical writings of 7th grade. We start by crafting well-organized paragraphs that develop more sophistication. By the end of the year, students will write argument essays that state a clear claim and defend it by synthesizing information from multiple sources. Students will also write fiction, poetry, letters and expository pieces.

English Language Arts continued

- Speaking and Listening: Students will continue to develop their discourse skills by engaging in discussions with each other about texts everyday. In these discussions, students will grow their ability to cooperate, emphasize, be assertive and be responsible.
- Language: Students will be able to structure complete and precise sentences. Grammar instruction will focus on sentence construction, fluency, fragments/run-ons, parts of speech and commas. Students will also expand their vocabulary as readers, writers, speakers and listeners so that they can communicate articulately.

6th Grade History- Recurring Themes in Ancient History



Topics:

Early Man

Egypt

China

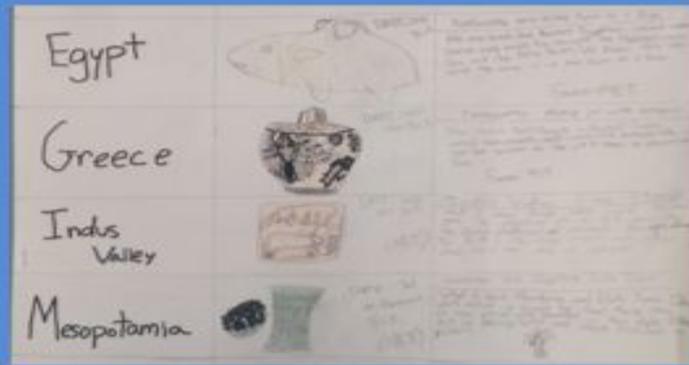
Rome

Mesopotamia

Indus River Valley

Greece

Mesoamerica



Why Thematic vs. Chronological:

- Students make connections *between* civilizations
- Students make inferences about trends/patterns early in the year
- Themes allow for better connections to current events



 The 610 Cluster @OMSannounces · Apr 18
What makes a good leader? Feeling inspired by this awesome fishbowl discussion... Becoming historians @OMSannounces





Themes:

- 1) Thinking Like a Historian
- 2) Interactions between Humans & their Environment
- 3) The Development of Culture
- 4) Power, Expansion & Conflict
- 5) Trade Networks



Culminating Summative Assessment:

“Create Your Own Civilization” competition



GR 6 Science/Technology/Engineering

<http://www.doe.mass.edu/frameworks/scitech/2016-04.pdf>

Theme - Structure and Function

- The integration of Earth/ space/ life/physical sciences/technology-engineering gives relevant and engaging opportunities with natural phenomena and design problems that highlight the relationship of structure and function in the world around them.
- Students relate structure and function through analyzing 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 in different STE domains.

World Language

- Part of the general curriculum for all students; meets every other day (90 days)
- Starting WL in grade 6 provides students an important opportunity to develop advanced language proficiency through their high school career.

Goals - Latin

1. Develop reading comprehension of Latin texts, primarily narratives written for the modern student
2. Develop an understanding of the people and contributions of the early Roman Empire
3. Engage students in linguistic comparisons between English and Latin

In the classroom:

- Emphasis on reading comprehension
- Grade 6 performance target > Novice Mid: students will be able to understand words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple highly-predictable oral or written texts, with visual support or other contextual help.

World Language Continued

Goals - Modern Languages

1. Develop proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of the target language
2. Develop understanding of cultures of countries where the target language is spoken

In the classroom:

- Emphasis on oral proficiency: classes are conducted almost exclusively in the target language, with students using increasing amounts of target language, starting at the beginning of the year.
- Grade 6 performance target > Novice Mid:
 - Students will be able to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written.
 - Students will be able to communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.



Family and Consumer Sciences (FACS)

**A Curriculum Helping Students Improve
Their Lives Now and Preparing Them for
the Challenges of Tomorrow**

We are the 6th Grade Health Curriculum

Health Skills Taught and Practiced

- Accessing Information and Community Resources
- Communication Skills
- Social Skills
- Refusal and Assertiveness Skills
- Decision Making Skills
- Goal Setting Skills
- Time Management
- Predicting Consequences
- Self-advocacy
- Analyzing Myths and Behaviors
- Stress and Anxiety Relievers
- Conflict Resolution
- Safety

Health Topics

Botvin LifeSkills Curriculum

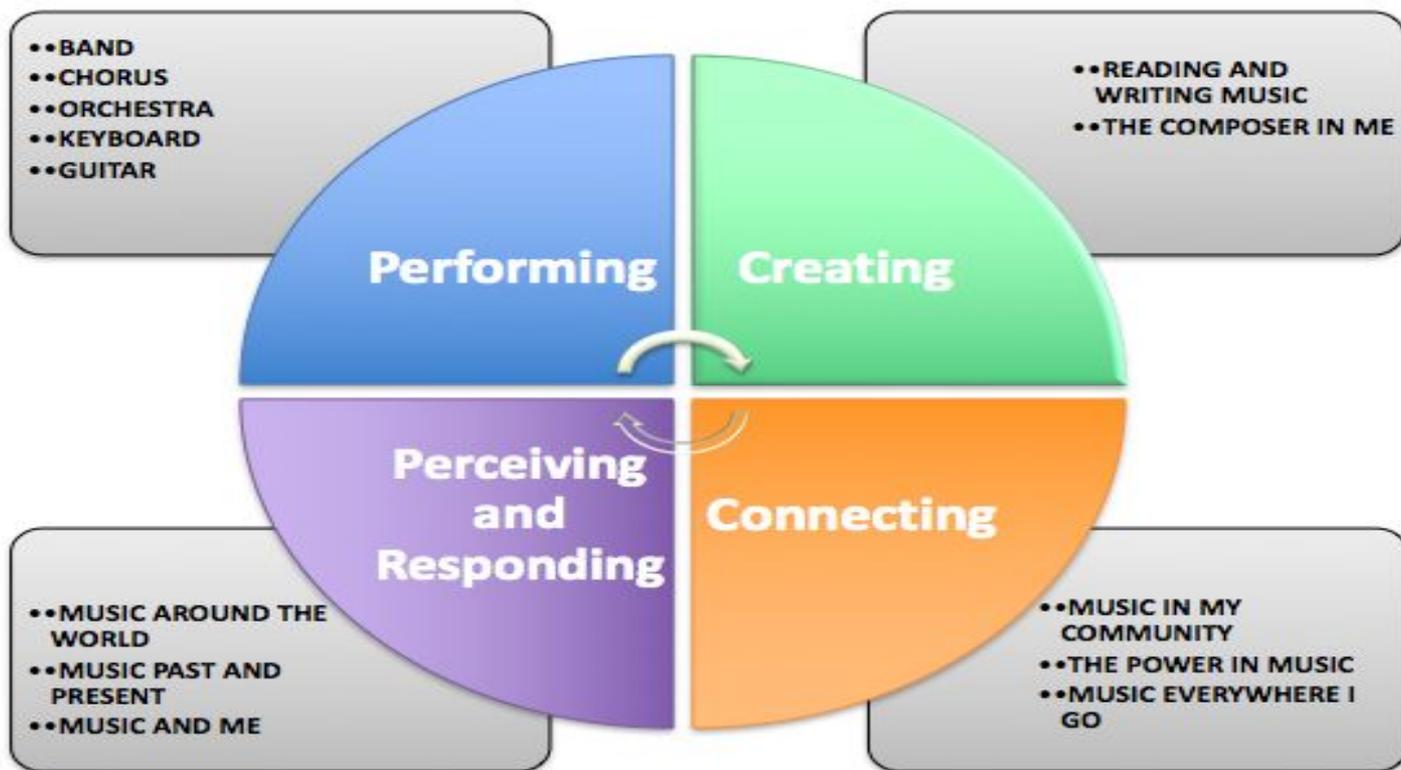
- Self-image Development
- Personal Values
- Tobacco Products
- Vaping
- Drugs
 - Prescription and Medicine Safety
 - Alcohol
 - Marijuana
- Advertising
- Violence and the Media
- Dealing with Anxiety
- Coping with Anger
- Peer Pressure

Other Health Content

- Puberty
- Accident Prevention
- Importance of Breakfast
- Sleep
- Stress Relievers
- Self-control
- Bullying and Cyberbullying

GRADE 6 MUSIC

Core Concepts and Themes



Visual Arts



Visual Art

At GIBBS!

MS. SERAFINI

Visual Arts Continue

The 6th Grade Curriculum at Gibbs will support our department's strong belief that every child has the ability to communicate visually, and it is our goal to support and nurture the creative ideas of every child

At the Gibbs School, art class will include a combination of:

- **PRACTICE** ~ to strengthen specific techniques in 2D and 3D art
- **EXPRESSION** ~ to identify unique inspirations and find ways to communicate them visually
- **REVISION** ~ to advance the artistic process and the philosophy that self-confidence and persistence is key to developing a successful project
- **REFLECTION** ~ to strengthen skills in individual and collaborative investigations of work, and communicating with others to safely support our studio community
- **EXHIBITION** ~ to plan ways to present our ideas and projects to the larger community that most successfully communicates the messages in our work

ALL STUDENTS WILL HAVE WORK IN AT LEAST ONE ART SHOW

Visual Arts

- **ALL STUDENTS WILL HAVE WORK IN AT LEAST ONE ART SHOW**
- **STUDENTS WILL HAVE WEEKLY, AT HOME ASSIGNMENTS THAT WILL SUPPORT THE CURRICULUM**
- **IN ADDITION, THERE WILL BE OPEN STUDIO AFTER SCHOOL AT LEAST ONE DAY A WEEK - OPEN TO ALL STUDENTS ALL YEAR. DAY OF THE WEEK TBD**
- **ADDITIONAL AM/PM ART OPPORTUNITIES WILL BE ANNOUNCED IN THE FALL**

Physical Education

The Gibbs PE Program is an activity based learning experience. The goal of the program is for students to develop knowledge, skills, and appreciation in a variety of activities with the hope that the child will participate in health enhancing physical activity independently.

Schedule:

Classes meeting two times during the 6-day cycle for approx. 48 minutes.

Curriculum:

Cooperative Games

Badminton

Basketball

Ballroom Dance

Fitness

Floor Hockey

Mindfulness

Pickleball

Problem Solving

Recreational Games

Soccer

Speedball

Team Handball

Volleyball

Wiffle Ball

FitnessGram Assessment

Project Based Learning

- Heart of project based learning (PBL)
- Student intake forms
- Executive functioning
- Rationale

What We Will Do:

Our implementation of PBL will be through the developmental lens of a sixth grader. This means our practice will embrace a release of responsibility method of :

- I do it, you watch me
- I do it, you help me
- We do it together, I help you
- You do it, I watch you

Elements of the Project Based Process

- Look at a topic
- Find an essential question (focused around overcoming adversity)
- Research to find information on the topic
- Find answers to their essential question or problem
- Present their findings.

Executive Functioning Skills Focus

- **Planning**...developing a plan, both long and short term, to reach a goal or complete a task
- **Prioritizing**...figuring out what details are important when planning the goal or task and work towards reaching the goal and completing the task
- **Managing time**....predicting how long things will take, planning and acting
- **Organizing**...keeping all of their materials organized
- **Persisting**...following through and completing the project, even when it's hard. Having a growth mindset about the work.
- **Taking notes**....determining and using a note taking system that works
- **Using technology**....organizing a google drive, using note taking apps and determining reputable websites
- **Working in groups/flexibility**....being flexible and able to hear others ideas and use accountable talk.
- **Reflecting**...looking back on the project and thinking about how it went and what might need to shift for next time

Other Project Block Details

- Release of responsibility over three trimesters
- Graded based on a rubric of target skills
- Presentation platforms identified
- Google Suite
- Email
- Accountable Talk

Special Education Programming

- The “What Works?” philosophy
- Co-taught learning communities for all four classes
- Co-taught learning communities for ELA and Math only
- Small group instruction cognitive
- Small group instruction social emotional
- Targeted academic support
- Inclusion

Library Media Center

- All families who wish to donate books should take them to the Book Rack where Gibbs will have an account for credit to purchase new.
- Direct donations can be made by check to APS
- We will order through Follett and other providers
- Name plates will be placed on books and bookshelves for those donors who wish to be recognized.
- We are in the process of interviewing Media center specialists for hire over the summer.

After -School Opportunities

- Bus arrival program
- AM/PM Activities
- Arlington After School Program (AASP)
- Chorus
- Band
- Orchestra
- Teen Zone Activities (Arlington Community Education)
- Drama

Transportation

We have met with the DPW, Arlington Police Department, Traffic Advisory Council (TAC) Shawmut, and Finegold Alexander Architects. In this meeting we:

- Planned drop off spaces for buses and cars.
- Designed bump outs on the Foster street side for parents to pull in and drop off students.
- Decided buses will be using the parking lot to drop off and pick up.

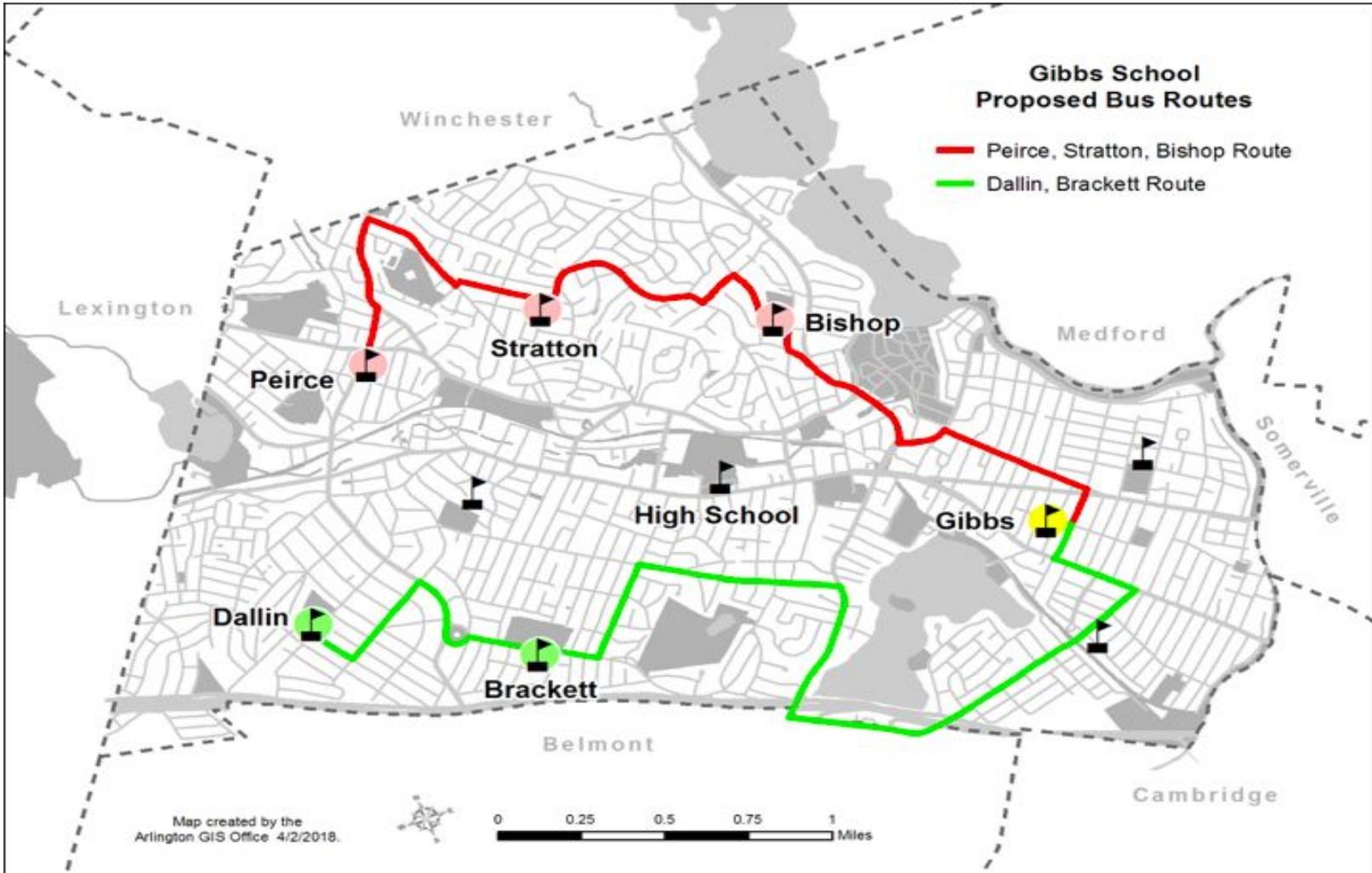
Bus Routes

- Two morning runs per route (4 buses)
- Two afternoon runs per route (2 buses)

There will be some room for families that want to pay for bus transportation. (\$270)

Gibbs School Proposed Bus Routes

- Peirce, Stratton, Bishop Route
- Dallin, Brackett Route



Map created by the
Arlington GIS Office 4/2/2018.



Website (<http://www.arlington.k12.ma.us/schools/gibbs.asp>)

Claudia Bertoli is our Webmaster for the APS. She has posted so far:

- Links to all of the slide decks for the parent forums
- Busing and transportation information
- Information about the renovation
- Communications from Kristin

COMING SOON

- After School Information
- Lunch and Snack
- Media Center
- Advisory
- Culture and Climate
- Project Block
- Schedule
- PTO

Fifth Grade Visits

Wendy and Kristin will be starting fifth grade visits next week. Visits will include.

- Golden Ticket to Gibbs
- Summer reading reminder
- Introduction to the chime
- Introduction to the go word
- Energizer
- Preview of first day/week

Visit Schedule

June 12: Dallin, Brackett and Peirce

June 13: Stratton

June 14: Hardy

June 18: Bishop and Thompson

Before the first day of school

Prior to the first day of school you will receive:

- A welcome packet for parents and guardians
- A welcome packet for students including a learning community assignment
- Dates for a student school tour with electronic sign up (Late August)
- Open house visit for parents

First Day of School

- Gym gathering
- Elementary school farewell
- Staff introductions
- Core value discussion
- Understanding, Unified and Unstoppable
- Expectations.
- Exit in learning communities
- Learning community introductions
- Advisory introductions

First Week of School

- Team building activities
- Expectation tours
- Mantra rocks
- Regular schedule day 2
- This is us footage
- End of the week celebration assembly

Questions and Answers
