

Wayland Public Schools
Wayland, MA 01778

2012 High School Summer Work

Please look over the list of High School Summer Work projects to be funded. Click on the project title if you need more information and (in most cases) it will link to a description of the project. The total number of days for each project is given after the title, and then the liaison. If there is no description given, the principal or project liaison listed can answer any questions.

If you are interested in working on any High School Curriculum Summer Work project(s), fill out and return the application form, one for each project, (link at the bottom of this page) to your building principal by Friday, June 15. **For District Summer work Projects, please apply to the liaison listed by Friday, June 15, 2012.**

[Android Programming Course Development \(WPS Foundation funded\)](#)
[Broadcast](#)
[CAS Computer Technology](#)
[Curriculum Development for New Course: School Store Operations](#)
[Election 2012](#)
[Environmental Chemistry Course Development Focusing on Global Citizenship](#)
[Genius Bar](#)
[Going Paperless: Developing eBooks for the Curriculum](#)
[Grades 9-12 ELA Curriculum Mapping](#)
[High School Advisory Program \(WPS Foundation funded\)](#)
[High School Wellness](#)
[Information Literacy Collaboration- HS Library and Science Department](#)
[Math Lab Curriculum Development](#)
[Merging Energizing Physics and Traditional College Physics](#)
[Revamping Present Language Lab Activities for New State of the Art Language Lab](#)
[Syllabus/Curriculum for New AP Latin course](#)
[Technology for Photosynthesis & Respiration](#)
[Writing Standards for Literacy in History/Social Studies](#)

DISTRICT SUMMER WORK PROJECTS

[Revise District Accommodation Plan](#)
[TA Training](#)
[Wayland's eLearning eVolution](#)



[LINK TO SUMMER WORK APPLICATION](#)

Android Programming Course Development, 3 days; Michael Hopps

Learn Android and develop a class syllabus

Broadcast, 5 days; Mary Barber

Would like to introduce broadcast to the school and the Journalism class next year. This will allow us to broadcast streamed live shows as well as pre-recorded announcements.

CAS Computer Technology, 2 days; Barbara Coughlin

Investigate the uses of the new CAS calculators that we have purchased in order to incorporate into our curriculum.

Curriculum Development for New Course: School Store Operations, 3 days; Jim

Page

Serving as a member of the Futures Team a few short years ago, I was able to partake in discussions with colleagues and community members alike who anticipated the growing need for project-based learning with the new high school. From the 2009 Guiding Principles document: "Project-based learning should be a basic component of every teacher's delivery, as it allows direct application of learning, and often creates greatest memories of learning." The document continues to acknowledge the significance project-based learning will play and benefits project-based learning will provide as an instructional model core to developing 21st century skills.

The increased course enrollment with Business Education shows a growing demand by students for curriculum centered around operating their own business. The School Store Operations course achieves just that. With the inclusion of a 140 square foot school store space in the new high school (building A), the Business Education Department will be launching "School Store Operations" this fall. Summer workdays are necessary to author and develop the curriculum for this new course.

Election 2012, 4 days; David Schmirer & Erin Lehman

Every four years, the first quarter of the Social Science course (12th grade) focuses entirely on the Presidential election. As a department, we deemed that understanding how the presidential election process operates, investigating the major issues of the campaign, and of course, learning about the presidential tickets, is essential for the current, and soon-to-be, voters in our classes. The Wayland High School mission statement states that "civic responsibility...is a quality that WHS seeks to instill in its students," and that we have a responsibility to advance our students' growth into principled, informed, and capable citizens who will help guide a democracy..." The election course directly addresses our mission.

Ultimately, the content for the class requires teachers to "start from scratch" every four years, thus making essential the summer work time to plan for the course.

Environmental Chemistry Course Development Focusing on Global Citizenship, 4

days, Corey Lowen

We are planning on revamping our college preparatory environmental chemistry course next year. The focus of the course has always been the study of chemistry via special environmental units including both day to day coursework and related long term projects.

Our plan is to use the newest version of the Chemistry in Community curriculum to modernize the course. There is more emphasis on group work and team building and looking at chemistry from a global citizenship and personal responsibility perspective. The new curriculum is special in a different way as well in that it expands access to all students by providing activities that will allow students with various learning styles to achieve success. We feel this course once re-done over the summer, will help the district better meet their goals in the areas of closing the achievement gap, and having our students become more aware and effective global citizens.

Genius Bar, 4 days; Mary Barber

Plan curriculum, work flow and schedule for Genius Bar students (10)

Going Paperless: Developing eBooks for the Curriculum, 4 days; Ed DeHoratius & Jim Page

Grades 9-12 ELA Curriculum Mapping, 10 days; Brian Keaney

The ELA 9–12 Compendium has not been updated in many years. In large parts, it no longer accurately articulates the current 9–12 ELA curriculum, nor does it reflect how our curriculum aligns with the new Massachusetts Curriculum Frameworks for English Language Arts and Literacy incorporating the new Common Core State Standards.

Our current compendium does not articulate course/level essential standards or common assessments. In short, our current curriculum “map” is outdated.

High School Advisory Program, 16 days; Allyson Mizoguchi

For the last 14 months, a group of high school faculty members have been working with me to develop an advisory program that will launch in September of 2012. We gained considerable traction when we hired Rachel Poliner, an educational consultant, to work with us last July. (She was funded by the WPSF.) Now that we are in the final stages of development, we need summer work days to write the curriculum that will launch in the fall.

High School Wellness, 5 days; Scott Parseghian

We are adding new FTE to the HS wellness department next year. we are requesting two summer work days to help us create new parts to the curriculum.

Information Literacy Collaboration- HS Library and Science Dept., 5 days; Erin

Dalbec

Next year, we will be running the mandatory 9th grade information literacy class for the second year. Last year, the library developed the entire information literacy curriculum and it was taught as a stand alone class. In the coming year, the Library will collaborate with the Science department (specifically Biology and CPS teachers) on the class on a new curriculum.

Next year, I will be working with every Freshmen Seminar class, in person once a cycle, and online for a total of 12 class meetings. This is a different approach to the class and will require a lot of refining of last year's curriculum.

We need the summer work to create a formal, realistic curriculum with concrete learning expectations for each skill and match to the Common Core standards for Science and Technical Subjects. Within this framework, we will address the essential skills for RTI.

Math Lab Curriculum Development, 6 days; Barbara Coughlin

We will need to develop a curriculum for the new Math Lab at the high school.

Merging Energizing Physics and Traditional College Physics, 4 days; Ken Rideout

In 2011-2012, Ken Rideout piloted a new college physics curriculum from Boston Latin School called "Energizing Physics" (<http://sites.google.com/site/epcourse/>) . Rather than move entirely to the new curriculum or dropping it entirely, the physics team would like to explore ways to incorporate those elements of Energizing Physics that work best into the CPS and Physics programs. Specifically, we would look at feedback vs. scoring on quizzes student centered and activity centered learning strands specifically tying assessment questions with learning targets Scope and Sequencing of kinematics, force laws, and conservation laws

Revamping the Present Language Lab Activities, 4 days, Mary Brown

We now have a brand new state of the art Sanako language lab with far reaching and exciting capabilities. We have had no "official" time for training or time to work on curriculum revamping. With time for training and curriculum work, we will maximize the use of the lab to better enable our students to become more proficient in the acquisition of a second language.

Syllabus/Curriculum for New AP Latin course, 1 day, Lee Krasnoo

The College Board has instituted a new syllabus for the AP Latin Course. Teachers who teach this course must submit their syllabi to the College Board for an audit. The new syllabus will include significant new material related to the literary works of Julius Caesar. A great deal of the Caesar has not been taught at Wayland High School in over fifteen years and some of the material has never been taught. This summer work will allow the teacher to construct and outline a good amount of the syllabus for this course. It will also allow the teacher to examine and build a list of outside readings to enhance the literature read in class.

Technology for Photosynthesis & Respiration, 2 days; Deanna Riseman & Jessica Imbornone

Because the high school is embarking on the student laptop 'one-to-one initiative' next year, we feel it is important to infuse this sort of technology into our course. We would like to start by working on one of our most challenging units to teach: photosynthesis & cellular respiration. We would like to use this unit as our pilot program for the school's new technology initiative. This not only will give students the opportunity to work with their new school computers, but it also will save paper.

We'd like to start with this unit because photosynthesis and cellular respiration are often the most challenging topics for our Honors Biology students to understand. This school year, we decided to move the unit toward the end of the school year, following our plant unit. We felt that studying plants first might help students to better understand the process of photosynthesis. Furthermore, we felt that students would better understand the challenging biochemistry involved since they would have almost three full terms of biology concepts under their belts, in contrast to first term, when we traditionally have taught these topics. We feel this was a good move! However, now we see that we can do an even better job with this unit. We feel that because this unit now is later in the year, we can do more with it in terms of the depth. We want to add in more of the chemistry involved. We also feel we can make this challenging unit even more accessible for our young students with better diagrams and on-line animations.

In addition to the technology piece, we'd like to re-design our plant/photosynthesis stations lab. We'd also like to better organize our notes, add detail, and find some on-line animations that help to illustrate the chemical reactions in photosynthesis and cellular respiration. We'd like to re-work our anaerobic respiration "muscle fatigue lab" and also design a "bread baking" lab to teach students about alcoholic fermentation in yeast.

Writing Standards for Literacy in History/Social Studies, 10 days; Kevin Delaney

We are long overdue for an update of the Social Studies/Business Dept's writing program, as the current version is about ten years old. Given that the state has recently released the new skills-centered Curriculum Frameworks, which appear to be a significant departure from the prior content-centered Frameworks, the time is right to begin this important work. Moreover, since our last major writing program revision, 75% of department membership has changed and our practices have evolved accordingly.

DISTRICT SUMMER WORK PROJECTS

Revise District Curriculum Accommodation Plan, 27 days; Crozier/Dodyk

TA Training, 15 days; Marlene Dodyk

Designing professional development for Teacher Assistants

Wayland's eLearning eVolution, 12 Days; Leisha Simon

The desire to offer staff training on technology integration using eLearning is an evolutionary approach to developing content that can be delivered in a "just in time" format. Using its learning and an eLearning approach, staff and teachers will be able to access course materials when needed to enhance teaching, learning and work-related tasks through the integration and use of technology.