

## TEWKSBURY SCHOOL COMMITTEE AGENDA - WEDNESDAY, MAY 15, 2019



TEWKSBURY PUBLIC SCHOOLS  
CHRISTOPHER J. MALONE  
SUPERINTENDENT OF SCHOOLS

**Meeting Date: Wednesday, May 15, 2019**

Meeting Type/Time: Executive Session #12 (6:30PM)

Meeting Type/Time: Regular Meeting #12 (7:00PM)

Meeting Location: Tewksbury Memorial High School, Large Group Instruction Rm 1, 320 Pleasant St

**A. CALL TO ORDER (6:30PM)**

**B. EXECUTIVE SESSION - Non-Public Session (File)**

Move to convene an Executive Session to continue discussion relative to strategy with respect to contract bargaining or litigation. The School Committee will reconvene in Open Session following the Executive Session.

**C. ADJOURN EXECUTIVE SESSION**

**D. RECONVENE REGULAR MEETING (Public Session) - 7:00 PM**

**E. ANNOUNCEMENT**

The May 15, 2019 School Committee meeting will be televised and recorded. Under the Open Meeting Law, the public is permitted to make an audio or video recording of an open session at a public meeting. At this time, I would ask if anyone is recording tonight's meeting to please identify himself/herself.

**F. PLEDGE OF ALLEGIANCE**

**G. RECOGNITION (File)**

John Wynn Middle School

National Geography Bee School Champion

Tewksbury Memorial High School

DECA Club

**H. STUDENT REPRESENTATIVE REPORT**

Grace Morris, Student Council Representative to the School Committee

**I. PRESENTATIONS (File)**

1. Robotics Team
2. AlphaBest Education - Jenny Mutter
3. 2019-2020 Elementary Schools' Student Handbook

**J. CITIZEN'S FORUM** (*Citizens are asked to limit comments related to items on the agenda to five (5) minutes or ten (10) if spokesperson is representing a group concern.*)

**K. APPROVAL OF MINUTES**

1. April 10, 2019 Regular Meeting Minutes (File)

**L. SUBMISSION AND PAYMENT OF BILL**

1. Payroll Period Ending, April 18, 2019 (\$1,365,625.78) (File)
2. Payroll Period Ending, May 2, 2019 (1,299,470.26) (File)

**M. SUPERINTENDENT & STAFF REPORT**

**N. CONSENT AGENDA** (*itemized on page 3*)

**O. COMMITTEE REPORTS**

Elementary School Building Committee  
Tewksbury Education Foundation  
Wellness Advisory Committee  
Tewksbury Special Education PAC

**P. POLICY CHANGES, PROPOSALS, and ADOPTION**

**Policies Recommended to Review and/or Revise as a Result of Legal Changes, Changes in Practice, or Updating of Language to Reflect Modern Needs**

**Recommended Revision to Tewksbury Public Schools' Policy on Second and Reading (File): JF- School Admissions (File)**

**Q. OLD BUSINESS**

1. May 2, 2019 Professional Development & Workshop Schedule (File)

**R. NEW BUSINESS**

1. 2019-2020 K-4 Elementary Schools' Student Handbook (File)
2. 2019 Summer Reading Program (File)
3. 2019-2020 New Curricula Resources (File)
  - Math Grades: (5), 6-8
  - Math TMHS: Algebra 1, Algebra 2, & Geometry
  - Social Studies / History: Grades 6-8
4. Superintendent Contract
5. School Committee 2019-2020 Assignments (File)
6. School Committee 2020 Meeting Schedule (File)

**S. SCHOOL COMMITTEE MATTERS OF INTEREST**

**T. FUTURE SCHOOL COMMITTEE & FUTURE SUB-COMMITTEE MEETING DATES**

June 12, 2019; July 24, 2019

**U. FUTURE AGENDA ITEMS**

**V. ADJOURNMENT**

## TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

**Superintendent of Schools**  
Christopher J. Malone  
[cmalone@tewksbury.k12.ma.us](mailto:cmalone@tewksbury.k12.ma.us)

**TEWKSBURY SCHOOL COMMITTEE**  
Dennis G. Francis, Chairman, [dfrancis@tewksbury.k12.ma.us](mailto:dfrancis@tewksbury.k12.ma.us)  
Keith M. Sullivan, Vice-Chair, [ksullivan@tewksbury.k12.ma.us](mailto:ksullivan@tewksbury.k12.ma.us)  
Shannon M. Demos, Clerk, [sdemos@tewksbury.k12.ma.us](mailto:sdemos@tewksbury.k12.ma.us)  
James A. Cutelis, Member, [jcutelis@tewksbury.k12.ma.us](mailto:jcutelis@tewksbury.k12.ma.us)  
John R. Stadtman, Member, [jstadtman@tewksbury.k12.ma.us](mailto:jstadtman@tewksbury.k12.ma.us)

### N. CONSENT AGENDA

#### Correspondence

None

#### Enrollment Update

None

#### Monthly Expenditure Report

None

#### Personnel Items

**New Hires:** Smitha Vayyavur (\$19,940.00 *prorated*), Classroom Instructional Aide, Dewing Elementary School, effective May 6, 2019; Melanie Tirabassi (\$39,366.00), Assessment Assistant to the Principal, Tewksbury Memorial High School, effective August 26, 2019; Kathryn Clark (\$77,262.00), World Language Teacher at Tewksbury Memorial High School, effective August 26, 2019

**Reappointments:** Aides, Food Services, Nurses, Secretaries, Misc Staff (List included in packet)

**Appendix B:** None

**Leave of Absence:** Nancy Zaki, Speech Language Pathologist, North Street School, leave of absence for the 2019-2020 school year with a return to work date on the first day of the 2020-2021 school year.

**Transfer:** None

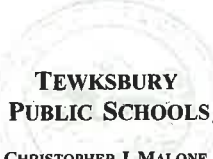
**Retirements/Resignations/Terminations:** Jessica McClellan, School Nurse at Tewksbury Memorial High School, effective June 14, 2019; Janice LaRocque, Administrative Assistant to the Assistant Superintendent, Tewksbury Public Schools, effective June 28, 2019; Alexander Norton, 8th Grade Computer Teacher, John Wynn Middle School, effective June 14, 2019.

**Out-of-State Field Trips:** None

**Acceptance of Donation/Gift:** None

**Fundraiser/Raffle:** TMHS Class of 2021, Walk-a-Thon fundraiser, May, 30, 2019 through June 8, 2019

# Executive Session

 <p><b>TEWKSBURY PUBLIC SCHOOLS</b> CHRISTOPHER J. MALONE SUPERINTENDENT OF SCHOOLS</p>	<p><b>TEWKSBURY SCHOOL COMMITTEE AGENDA</b></p> <p>Meeting Type/Time: Executive Session #12 – Non-Public Session at 6:30 p.m.</p> <p>Meeting Date: Wednesday, May 15, 2019</p> <p>Meeting Location: Tewksbury Memorial High School, Guidance Conference Room 320 Pleasant Street, Tewksbury, MA 01876</p>
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#### **A. CALL TO ORDER**

#### **B. EXECUTIVE SESSION**

1. Continued discussion relative to collective bargaining with employee groups and the strategy to be followed and/or continued ongoing litigation. The School Committee will reconvene in Open Session following the Executive Session.

#### **C. ADJOURNMENT**

# Recognition and/or Presentations

## **RECOGNITIONS**

### **JOHN W. WYNN MIDDLE SCHOOL**

**National Geographic Bee School Champion**

Darya Mehrabani

### **TEWKSBURY MEMORIAL HIGH SCHOOL**

**DECA Club - International Career Development Conference (Advisor James Sullivan)**

**Entrepreneurship Innovation Plan 1st Place- State Conference / 1st Place- District Conference**

Colby Brown

Rebecca DeFrancesco

Victoria Schille

**Integrated Marketing Campaign Service 5th Place- State Conference / 3rd Place- District Conference**

Ryan Bennett

Matthew Fronduto

**Business Financial Services 7th Place- State Conference / 1st Place- District Conference**

Mihir Bagul

**Community Service Project Event**

Marissa Ladderbush

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## **PRESENTATIONS**

- 1) **Robotics Team- Tewksbury Memorial High School (Advisor Scott Morris)**

**Team Members:**

Jake Gustin, Arya Mehrabani, Chris Nguyen, Zach Spiegel,

Adama Hana, Alex Gieng, Nick Pace, Matt Brennan, Yuri Guimaraes

**Leadership & Mentors:**

Scott Morris, Mike Hancock, Margaret Murray, Josh Nichols, Andy Spiegel

- 2) **AlphaBest EDUCATION - Jenny Mutter**

- 3) **2019-2020 Elementary Student Handbook**

Loella F. Dewing School

Heath Brook School

North Street School

Louise Davy Trahan School

# 2019-2020 Elementary Student Handbook

## Grades PK-4

Dewing, Heath Brook, North Street, Trahan Schools



*Presented to School Committee May 15, 2019*

### Highlights of changes for the 19-20 school year:

- Formatting. Table of Contents is automatically updated when changes are made to any section where the position on a page is impacted. Format for website edition has Table of Contents with hyperlinks.
- Updates. New school times. Names of current administrators
- P 20 - Valuables. Language is consistent with TMHS handbook.
- P 29 - Signature page. Available online and paper copy

## VALUABLES...page 20

### VALUABLES

~~Students should not bring large amounts of money or expensive items to school. If necessary, money may be placed in a sealed, labeled envelope and stored in the safe in the main office. Other items may be temporarily stored in the main office. **DO NOT LEAVE MONEY, WATCHES, RINGS, PURSES OR OTHER THINGS OF VALUE IN A LOCKER OR CLASSROOM.**~~

### VALUABLES

Students should not bring large amounts of money or expensive items to school. Items may be temporarily stored in the main office. The school is not responsible for the loss or theft of a student's property. Students should not bring valuable items to school. Such items and their loss cause disruptions in the learning process. In addition, students must never leave their property unattended.

## Signature Page ...page 29


Tewksbury Elementary Schools  
Signature Page to be returned to school

August 2019

Dear Parents/Guardians:

The Tewksbury Elementary School Handbook and Parent Information Guide is posted on the school district website. **Paper copies are available in the school office.** ~~We are also providing you with this paper copy for your family to review at home.~~ Please **print**, read, review appropriate information with your child(ren), print, sign and date the bottom of this page and return it to your child(ren)'s teacher(s) by September 13, 2019. Thank you for your cooperation.

Signature Page - [Link](#) and downloadable copy available on website



### K-4 Handbook Signature Page

Dear Parents/Guardians

The Trevellick Elementary School Handbook and Parent Information Guide is posted on the school district website. Paper copies are available in the school office. Please read, review appropriate information with your child(ren), sign and date the bottom of this page by September 13, 2019. Thank you for your cooperation.

\* (Required)

**School - Child 1 \***

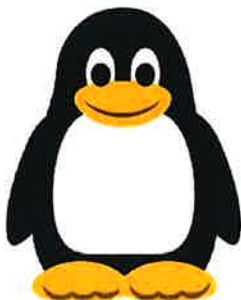
Choose

**Child Name and Grade (first and last name) \***

**School - Child 2**

Choose

Questions, comments...



# Minutes

# Payroll

TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date **4/18/2019**

I move the School Department Payroll for the period ending  
to be approved and certified in the amounts and categories as shown for  
a total amount of **\$1,365,625.78**

**GRANTS**

\$24,539.93	2018-2019	Special Ed 240 Grant
\$6,273.20	2017-2018	Title I Grant
	2018-2019	Title II Grant
\$1,489.86	2018-2019	Title IV Grant
\$8,558.77	2018-2019	21st Century Grant
\$160.20	2018-2019	High Quality Grant

**REVOLVING ACCOUNTS**

\$30,006.09	2018-2019	Ext Day Program
\$15,095.40	2018-2019	Ext Day Preschool Program
\$404.04	2018-2019	Community Services Recreation
\$3,144.61	2018-2019	Adult Education Program
	2018-2019	Ryan Clubs
\$26,095.20	2018-2019	Lunch Program
	2018-2019	Wynn Clubs
\$10,800.60	2018-2019	Facilities
\$141.67	2018-2019	Recreation
\$628.98	2018-2019	Parking Fees
\$2,409.00	2018-2019	TMHS Athletic Intramurals
\$2,965.88	2018-2019	Preschool

**\$132,713.43 SUB TOTAL - NON LEA FUNDS**

**LEA FUNDS**

\$1,232,912.35 2018-2019 School Department Account

**\$1,365,625.78 TOTAL**

TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date **5/2/2019**

I move the School Department Payroll for the period ending  
to be approved and certified in the amounts and categories as shown for  
a total amount of **\$1,299,470.26**

**GRANTS**

\$28,014.21	2018-2019	Special Ed 240 Grant
\$5,731.40	2017-2018	Title I Grant
\$576.72	2018-2019	Title II Grant
\$5.00	2018-2019	Title IV Grant
\$3,864.40	2018-2019	21st Century Grant
	2018-2019	High Quality Grant

**REVOLVING ACCOUNTS**

\$23,913.48	2018-2019	Ext Day Program
\$8,133.12	2018-2019	Ext Day Preschool Program
\$144.55	2018-2019	Community Services Recreation
\$3,534.38	2018-2019	Adult Education Program
	2018-2019	Ryan Clubs
\$22,656.76	2018-2019	Lunch Program
\$420.68	2018-2019	Wynn Clubs
\$2,771.69	2018-2019	Facilities
	2018-2019	Recreation
\$628.98	2018-2019	Parking Fees
	2018-2019	TMHS Clubs
\$2,965.88	2018-2019	Preschool

**\$103,361.25 SUB TOTAL - NON LEA FUNDS**

**LEA FUNDS**

\$1,196,109.01	2018-2019	School Department Account
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**\$1,299,470.26 TOTAL**

# Superintendent/ Staff /School Committee Reports

# Consent Agenda

**2019 AIDE REAPPOINTMENTS****Loella F. Dewing School**

Mary Abbott	Classroom Instructional Aide
Linda Alukonis	Classroom Aide
Cheryl Barnes	Classroom Aide
Jennifer Cobuccio	Classroom Instructional Aide
Laurie Doherty	Classroom Instructional Aide
Lisa Donahue	Classroom Instructional Aide
Joanna Evangelista	Classroom Aide
Stacey Finnegan	Classroom Aide
Siva Lingareddy	Classroom Instructional Aide
Tiffanie Marsh	Classroom Instructional Aide
Christine Mitchell	Classroom Instructional Aide
Julie Regan	Classroom Instructional Aide
Carina Skaaland	Classroom Instructional Aide
Susan Sokol	Classroom Aide
Lori Spezzano	Classroom Instructional Aide
Anne Mary Thelsen	Classroom Aide
Mary Beth Tierney	Classroom Instructional Aide
Eileen Weiss	Classroom Aide
Patti-Ann Young	Classroom Instructional Aide

**Heath Brook School**

Joanne Borges	Classroom Aide
Kathryn Buck	Classroom Instructional Aide
Donna DePierro	Classroom Aide
Cheryl Froio	Classroom Instructional Aide
Patricia Gale	Classroom Aide
Mary Kapust	Classroom Instructional Aide
Mary Ellen Zier	Classroom Aide

**North Street School**

Christine Bourgeois	Classroom Instructional Aide
Amanda Callahan	Classroom Instructional Aide
Teresa Oberg	Classroom Instructional Aide
Catherine Stanieich	Classroom Instructional Aide
Kathy Starling	Classroom Instructional Aide

**Louise Davy Trahan School**

Anne Brennan	Classroom Instructional Aide
Benjamin Clasby	Classroom Instructional Aide
Joanne Elwell	Classroom Instructional Aide

**John F. Ryan Elementary School**

Deborah Bennett	Classroom Aide
Erin Doherty	Classroom Instructional Aide
Bianca Enos	Classroom Instructional Aide
Catherine Francis	Classroom Instructional Aide
Emma Panto	Classroom Instructional Aide
Kaitlyn Perreault	Classroom Instructional Aide
Julie Ryan	Classroom Instructional Aide
Kimberly Rowe	Classroom Aide
Michelle Sheehan	Classroom Instructional Aide
Kerry Souza	Classroom Instructional Aide

**John W. Wynn Middle School**

Conner Benoit	Classroom Instructional Aide
Christine Cote	Classroom Instructional Aide
MaryAnn Deshler	Classroom Instructional Aide
Heather Godin-Small	Classroom Instructional Aide
Kelly Joyce	Classroom Aide
Erica Randall	Classroom Instructional Aide

**Tewksbury Memorial High School**

Charlotte Brace	Classroom Instructional Aide
Meredith Fahey	Classroom Instructional Aide
Timothy Feeley	Classroom Instructional Aide
Kelly Fox	Classroom Instructional Aide
Marie Guida	Classroom Aide
Diane Hickey	Classroom Aide
Scott Hynes	Classroom Instructional Aide
Alan Lefebvre	Classroom Instructional Aide
Patricia Maia	Classroom Instructional Aide
Gregory Marshall	Classroom Instructional Aide
Dillon McTiernan	Classroom Instructional Aide
Kaileigh Merrill	Classroom Instructional Aide / TMHS PK
Kate Pouliopoulos	Classroom Instructional Aide
Fauzia Rafiq	Classroom Aide

**TBD Location**

Cheryl Silva	Classroom Instructional Aide
Denise Trevor	Classroom Instructional Aide

**2019 FOOD SERVICES REAPPOINTMENTS**

Lesley Abraham	Marcia D'Attilio	Joyce Kling
Robin Adams	Kerri DeSisto	Lisa Laperriere
Elaine Bennett	Allison DiFelice	Jess MacKeen
Lisa Bevilacqua	Cathy Dell'Orfano	Paula Malfa
Suzanne Blackwell	Tammy Duggan	Julie Naughton
Shannon Bradley	Robin Foran	Kristin Springer
Darlene Burke	Anna Gaudette	Kathy Staples
Beth Cashman	Andrea Graziano	Laura Sullivan
Erica Carliagno	Donna King	Charleen Sullivan
Heather Crowley		Roberta Waldrip

**2019 SCHOOL NURSE REAPPOINTMENTS**

Amy Connell	John Wynn Middle School	School Nurse
Kelly Constantino	LF Dewing School	School Nurse
Kathy Korslund	Louise Davy Trahan School	School Nurse
Debra Kraytenburg	John Ryan Elementary School	School Nurse
Angela Reaney	North Street School	School Nurse

**2019 10-MONTH SECRETARY REAPPOINTMENTS**

Suzanne Caliendo	John Ryan Elementary School	10-Month Secretary
Kathleen Casey	Tewksbury Memorial High School	10-Month Secretary
Maria Doherty	Louise Davy Trahan School	10-Month Secretary
Christine Fronduto-Doherty	Tewksbury Memorial High School	10-Month Secretary
Michelle Jennings	Dewing/Heath Brook Schools	10-Month Secretary
Denise McIntyre	John Wynn Middle School	10-Month Secretary
Kelly Mercier	Heath Brook School	10-Month Secretary
Nancy O'Hare	Tewksbury Memorial High School	10-Month Secretary
Joy Wallace	LF Dewing School	10-Month Secretary
Patricia Whitehouse	Tewksbury Memorial High School	10-Month Secretary
Sharon Zaremba	North Street School	10-Month Secretary

**2019 MISCELLANEOUS STAFF REAPPOINTMENTS**

Andrew Long	District-Wide	Attendance Officer
Donald Miller, MD	District-Wide	School Physician
Gail Bliss	Heath Brook	Occupational Therapist
Barbara Joyce	LF Dewing School	Occupational Therapist
Elizabeth Parisi	LF Dewing School	Occupational Therapist (P/T)
Cheryl Crumb	Center School	Out-Of-District Coordinator
Jennifer Merrill	North Street School	Physical Therapist
Kristen Imperillo	LF Dewing School	Physical Therapist (P/T)
Melanie Felker	John Ryan Elementary School	Sign Language Interpreter
Jennifer Brown	District-wide	Behavior Specialist
Jenna Ford	District-wide	Behavior Specialist

TEWKSBURY PUBLIC SCHOOLS  
Request for Fundraising

MAY 6 '19 AM 11:38

File: JJE-E

Date: 5/1/2019

1. Name of Organization THS Class of 2021

2. Describe in detail the method of the fundraising activity. Attach additional information necessary.

Walk-a-thon - people will pledge money per lap, students will then walk that number of laps

3. School location and facilities desired (cafeteria, cafeteria, classroom, gymnasium).

Please send Use of Facilities Form to Nancy O'Hare (THS)/Patricia Meuse (K-8 Schools)

4. Purpose of anticipated funds (To be approved by the building principal.)

benefit class of 2021 activities

5. Proposed dates of fund raising activity From 5/30/2019 To June 8, 2019 (day of walk-a-thon)

6. Describe student involvement in the fund raising activity. Students will ask for donations per lap they will walk

7. Type of identifying credential to be used during Fund Raising Activity.

Donation sheet / pledge sheet

8. Is there a contract or agreement to be signed. Yes \_\_\_\_\_ No X

9. Name of responsible individual Lindsey Bowden White & Conner Bourgoin

Address Tewksbury Memorial High School

Telephone No. [REDACTED] Signature of Applicant Lindsey Bowden White

\*\*\*\*\*

(To be completed by the School Principal)

Date 5/6/19

1. Your request for permission to raise funds is **Approved** **Disapproved** (Circle)

2. Reason for disapproval \_\_\_\_\_

3. You are authorized to begin the activity on \_\_\_\_\_

4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.

5. Comments by the principal: \_\_\_\_\_

6. Copy sent to the Office of the Superintendent of Schools. Yes No (Circle)

Principal's Signature [Signature] Date 5/6/19

Policy

**File: JF - SCHOOL ADMISSIONS**

All children of school age who reside in the town will be entitled to attend the public schools.

Advance registration for prospective kindergarten students will take place in ~~April~~ **March**. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the principal, proof of vaccination and immunizations as required by the state and the Tewksbury School Committee. Proof of residency of legal **physical** guardianship **and custody** may also be required by the school administration.

Revised: January 18, 1996

Revised: May 14, 2014

SOURCE: MASC Policy

LEGAL REFS.: M.G.L. [15:1G](#); [76:1](#); [76:5](#); [76:15](#); [76:15A](#)

603 CMR [26:00](#)

CROSS REFS.: [JLCA](#), Physical Examination of Students

[JLCB](#), Inoculations of Students

JFBB, School Choice

JFBB-1, School Choice

# Old Business

School	Group	Title	Where	When	Hours	Aides Optional	Notes
		VITAL Lesson Protocols WestEd &					
TMHS	ALL (incl. MSNT)	PK-12: Curr. Mapping for Understanding w/WestEd	TMHS LGI1 & LIB	11:10-2:10	3	No	Laptops Needed
Guidance 7-12	7-12	Career Immersion and Curr. Planning 7-12	TMHS Guid. Conf. Room	11:15-2:15	3	No	Laptops Needed
Wynn	ALL (incl. MSNT)	PK-12: Curr. Mapping for Understanding w/ WestEd	Wynn Lib.	11:15-2:15	3	Yes	Laptops Needed
Ryan	ALL (incl. MSNT)	PK-12: Curr. Mapping for Understanding w/ WestEd	Ryan Lib.	11:37-2:37	3	Yes	Laptops Needed
Gr. 5-8 Specialists	ALL	PK-12: Curr. Mapping for Understanding w/ WestEd	Ryan Lib.	11:37-2:37 (2:15W)	3	Yes	Laptops Needed
Gr. 3-4	ALL (incl. MSNT)	PK-12: Curr. Mapping for Understanding w/ WestEd	No. Street Cafe	12:40-3:20	3	Yes	Laptops Needed
Gr. PK-2	ALL (incl. MSNT)	PK-12: Curr. Mapping for Understanding w/ WestEd	No. Street Cafe	12:40-3:20	3	Yes	Laptops Needed
Gr. K-4 Specialists	ALL	PK-12: Curr. Mapping for Understanding w/ WestEd	No. Street Cafe	12:40-3:20	3	Yes	Laptops Needed
ELE	ALL	ELE Curr. Mapping & ESL ACCESS Targets	TMHS A101	12:00-3:00	3	No	Laptops Needed
Nurses	ALL	Nurse.com	@ own school	varies	3	No	PC Needed
Gr. 5-12 Related Service & DLC Teachers	ALL	Student Transitions	Ryan Class TBD	11:37- 2:37R 2:10HS / 2:15W	3	No	Laptops Needed
Gr. PK-4 Related Service & DLC Teachers	ALL	Student Transitions	No. Street Class TBD	12:40-3:20	3	No	Laptops Needed
Delta-T 5-12 & (TPS Aides Optional)	ALL	Meet with Brian	TMHS A201	5-12: - 11:40-2:10	2.5	Yes	N/A
Delta-T PK-4 & (TPS Aides Optional)	ALL	Meet with Brian	TMHS A202	PK-4: - 12:40-3:10	2.5	Yes	N/A

# New Business

# Tewksbury Public Schools

Office of the Superintendent  
139 Pleasant Street  
Tewksbury, MA 01876

**Christopher J. Malone, C.A.G.S.**  
Superintendent (978) 640-7800  
[cmalone@tewksbury.k12.ma.us](mailto:cmalone@tewksbury.k12.ma.us)

**Brenda Theriault-Regan, C.A.G.S.**  
Asst. Superintendent (978) 640-7800  
[bregan@tewksbury.k12.ma.us](mailto:bregan@tewksbury.k12.ma.us)

*celebrating Excellence*



*When you motivate your child to read, you also motivate him/her to learn.  
Reading is the foundation of a successful education.  
Children improve this all-important activity by . . .  
reading, reading, and reading some more!*

## Notice to Parents of New Kindergarten – Grade 4 Children

Dear Parents/Guardians:

Welcome to our Summer Reading Program. Reading is a most important and rewarding activity that directly correlates with a student's academic success. Therefore, we are asking all children to participate in our program by reading three (3) or more books this summer, including (1) non-fiction selection. Parents of Kindergarten children (or pre-readers), may read the 3 books to their child.

You and your child can select any book; however, one must be a non-fiction selection. We have compiled a list of suggested authors to help children and parents select summer reading books appropriate to their grade level. Please help your child get off to a good start! Below please find some helpful suggestions to assist you in motivating your child to participate:

- ◆ Choose books on topic that your child enjoys. Take him/her to the public library frequently.
- ◆ Children are naturally curious. Allow them to ask lots of questions about the story you are reading.
- ◆ Ask your child questions about the book he/she is reading:
  - What do you think will happen next?
  - What character did you like the most?
  - What does your favorite character look like?
  - Did you like the story? Why or why not?
  - Can you tell me one thing that happened in the story?
- ◆ Encourage your child to vary his/her selection – don't have them read the same type of book each time. Again, vary his/her selection (poetry, picture, non-fiction, etc).

Please help your child complete the non-fiction book summary, fill out the attached reading log, and initial in the right-hand column. Extra materials and additional information about the Summer Reading Program are available in the Curriculum Office, 139 Pleasant Street, on-line at [www.tewksbury.k12.ma.us](http://www.tewksbury.k12.ma.us) and at the Tewksbury Public Library. **Please see other side for Tewksbury Public Library Summer Reading Club information.**

In the fall, teachers will collect the non-fiction summary forms and logs. Students who meet all the summer reading requirements will receive a certificate of participation. Most of all, students who consistently read throughout the summer, will be better prepared for a successful school year.

Thank you, in advance, for your assistance with our Summer Reading Program.

## ***Happy Summer Reading!***

*TPS District Strategy:*

*The Tewksbury Public Schools community believes that our educational program will encompass a 21<sup>st</sup> century teaching and learning approach that promotes consistent growth among our students and staff to achieve academic, social, and emotional success for all students.*

## Join the Summer Reading Club at the Tewksbury Public Library!

Get prizes for reading all summer.

"Library Rocks" with crafts, book discussion groups  
and special events throughout the summer.

It's easy to sign up!

1. Bring your summer reading packet to the Children's Room desk beginning Monday, June 17th to sign up, or you may sign up on-line by visiting our website [www.tewksburypl.org/](http://www.tewksburypl.org/).
2. Read! Write down the titles and authors of the books you have read on the lines inside the packet.
3. During the summer, bring your folder back to the library as often as you like to have your books checked off. The more you read, the more prizes you'll get!
4. The Summer Reading Club ends on August 9th with a party. At this time, Summer Reading Club participants can pick up their certificate and even MORE prizes.
5. The last official day for the Summer Reading Club is Friday, August 9th.
6. You can still check in your reading and pick up your final prizes through August 30th.

## **Tewksbury Public Schools Summer Reading Suggestions Entering Kindergarten**

\*The summer reading assignment is to read a minimum of 3 books, one of which must be a non-fiction. This list is suggestions only; students may read any titles they wish.

### **Picture Book Authors**

Brown, Marc  
Crews, Donald  
Dunrea, Oliver  
Ehlert, Lois  
Emberley, Ed  
Fleming, Denise  
Fox, Mem  
Gorbachev, Valeri  
Hest, Amy  
Hill, Eric  
Isadora, Rachel  
Iwai, Melissa  
Kasza, Keiko  
Keats, Ezra Jack  
Martin, Jr., Bill  
Numeroff, Laura  
Patricelli, Leslie  
Rey, H. A. & Margaret  
Shannon, David  
Slate, Joseph  
Tafari, Nancy  
Thomas, Jan  
Wells, Rosemary  
Willems, Mo  
Wilson, Karma

### **Easy Reader Authors**

Brown, Marc  
Capucilli, Alyssa  
DePaola, Tomie  
Klein, Adria  
LeSieg, Theo  
Pilkey, Dav  
Seuss, Dr.  
Willems, Mo

### **Non-Fiction Authors and Series**

Aliki (many topics)  
Gibbons, Gail (many topics)  
Pallotta, Jerry (nature)  
Sayre, April Pulley (nature)  
Schwartz, David (math)  
Zoehfeld, Kathleen (many topics)  
*Magic School Bus* series  
*National Geographic Science Readers*

Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.

Student's Name: \_\_\_\_\_ (Please Print)

**School:** \_\_\_\_\_ **Grade Entering:** \_\_\_\_\_

**Total # of Books Read:** \_\_\_\_\_ **Total # of Days Read:** \_\_\_\_\_

Date	Title	Author	Parent Initials
------	-------	--------	--------------------

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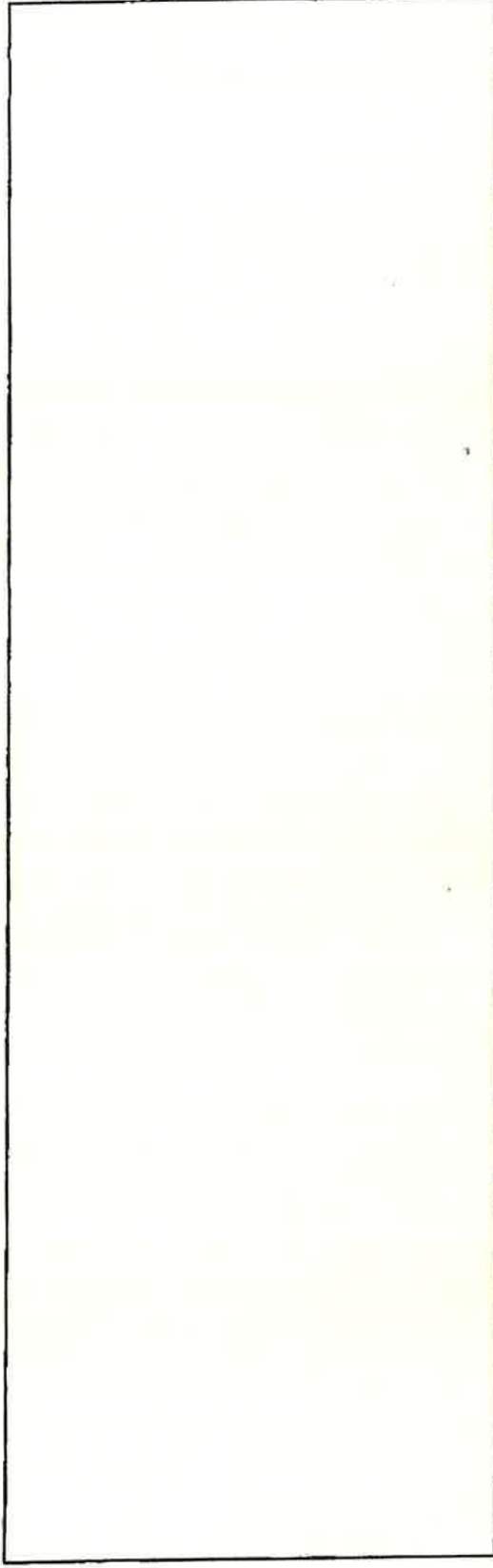
# NON-FICTION BOOK SUMMARY

For students entering Kindergarten and Grade 1

NAME \_\_\_\_\_

TITLE \_\_\_\_\_ AUTHOR \_\_\_\_\_

Draw a picture of something you learned in the book.



With an adult, write a sentence about your picture.

\_\_\_\_\_

\_\_\_\_\_

## **Towksbury Public Schools Summer Reading List Suggestions Entering 1<sup>st</sup> Grade**

**\*The summer reading assignment is to read a minimum of 3 books, one of which must be a non-fiction. This list is suggestions only; students may read any titles they wish.**

### **Picture Book Authors**

Asch, Frank  
Barnett, Mac  
Bemelmans, Ludwig  
Carlson, Nancy  
Cronin, Doreen  
Demi  
dePaola, Tomie  
Dorros, Arthur  
Elya, Susan Middleton  
Falconer, Ian  
Fleming, Denise  
Henkes, Kevin  
Kirk, Daniel  
McCloskey, Robert  
McQuinn, Anna  
Pinkney, Jerry  
Portis, Antoinette  
Rockwell, Anne  
Sendak, Maurice  
Seuss, Dr.  
Stein, Ezra David  
Young, Ed

### **Easy Reader Authors**

Arnold, Tedd  
Eastman, P.D.  
Miller, Sarah Swan  
Minarik, Else  
Scotton, Rob  
Van Leeuwen, Jean  
Wells, Rosemary  
Yasuda, Anita

### **Non-Fiction Authors and Series**

Aliki (many topics)  
Chin, Jason (many topics)  
DePaola, Tomie (many topics)  
Gibbons, Gail (many topics)  
Showers, Paul (many topics)  
Tang, Gregory (math)  
Tavares, Matt (sports biographies)  
Zoehfeld, Kathleen (many topics)  
*Magic School Bus series*  
*National Geographic Science Readers*

**Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.**

Student's Name: \_\_\_\_\_ (Please Print)

School: \_\_\_\_\_ Grade Entering: \_\_\_\_\_

Total # of Books Read: \_\_\_\_\_ Total # of Days Read: \_\_\_\_\_

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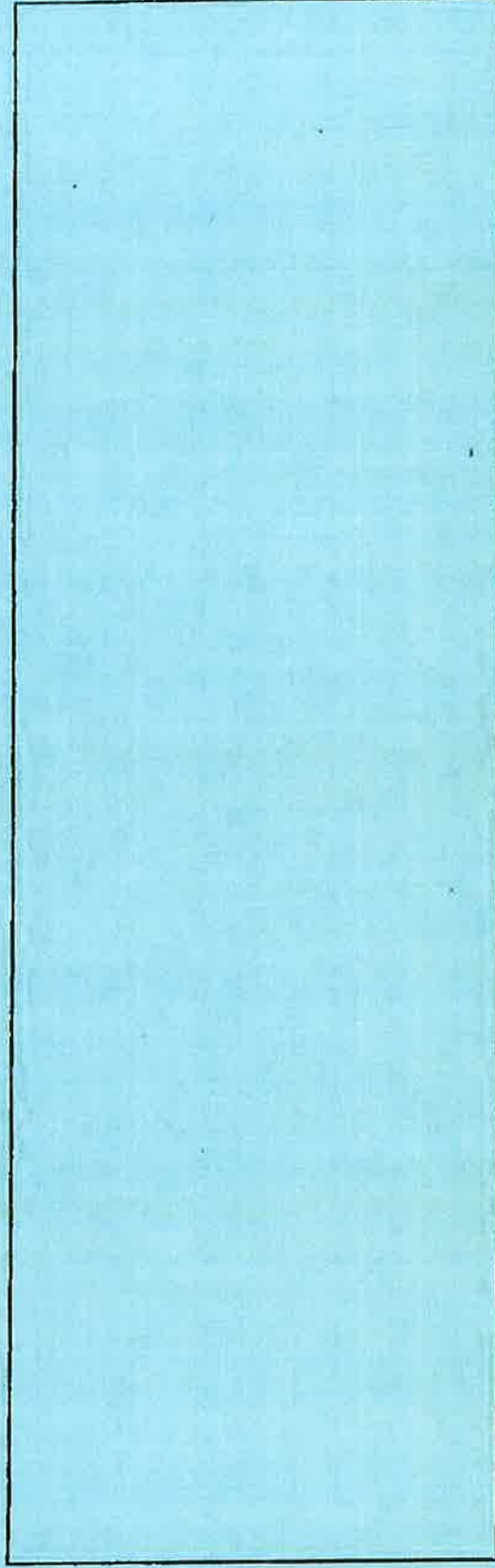
# **NON-FICTION BOOK SUMMARY**

For students entering Kindergarten and Grade 1

NAME \_\_\_\_\_

TITLE \_\_\_\_\_ AUTHOR \_\_\_\_\_

Draw a picture of something you learned in the book.



With an adult, write a sentence about your picture.

\_\_\_\_\_  
\_\_\_\_\_

## **Tewksbury Public Schools Summer Reading List Suggestions Entering 2<sup>nd</sup> Grade**

**\*The summer reading assignment is to read a minimum of 3 books, one of which must be a non-fiction. This list is suggestions only; students may read any titles they wish.**

### **Picture Book Authors**

Agee, Jon  
Bunting, Eve  
dePaola, Tomie  
Gandhi, Arun  
Gerstein, Mordecai  
Goble, Paul  
Gravett, Emily  
Hills, Tad  
Jenkins, Emily  
Kellogg, Steven  
Krishnaswami, Uma  
McPhail, David  
Munsch, Robert  
O'Connor, Jane  
Pulver, Robin  
Schachner, Judy  
Shea, Bob  
Steig, William  
Wallace, Nancy Elizabeth  
Williams, Vera

### **Easy Reader Authors**

Adler, David  
Cazet, Denys  
Cosby, Bill  
Danziger, Paula  
Egan, Tim  
Lin, Grace  
Lobel, Arnold  
Marshall, James  
Parish, Peggy  
Thiesing, Lisa  
Rylant, Cynthia  
Sharmat, Marjorie Weinman

### **Non-Fiction Authors and Series**

Arnosky, Jim (nature, animals)  
Chin, Jason (many topics)  
Cohen, Daniel (dinosaurs)  
Floca, Brian (vehicles, space)  
Gibbons, Gail (many topics)  
Jenkins, Steve (animals)  
Patent, Dorothy Hinshaw (nature)  
Tavares, Matt (sports biographies)  
*I Am...* biography series  
*Magical School Bus* series

**Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.**

Student's Name: \_\_\_\_\_ (Please Print)

**School:** \_\_\_\_\_ **Grade Entering:** \_\_\_\_\_

Total # of Books Read: \_\_\_\_\_ Total # of Days Read: \_\_\_\_\_

[illegible]This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a standard ruled sheet of paper. There is no handwriting or other markings on the page.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Book Report: Grade 2 Non-Fiction Book Summary



Title: \_\_\_\_\_

Author: \_\_\_\_\_

This book was \_\_\_\_\_, number of pages \_\_\_\_\_  
(easy, just right, hard)

Describe what the book is about.

---

---

---

List three interesting facts you learned from this book.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Did you like this book? Tell why or why not. \_\_\_\_\_

---

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# **Tewksbury Public Schools Summer Reading List Suggestions**

## **Entering 3<sup>rd</sup> Grade**

**\*The summer reading assignment is to read a minimum of 3 books, one of which must be a non-fiction. This list is suggestions only; students may read any titles they wish.**

### **Early Chapter Book Fiction Authors**

Brown, Jeff  
Cameron, Ann  
Christopher, Matt  
Cleary, Beverly  
Greene, Stephanie  
Howe, James  
Jacobson, Jennifer  
Jules, Jacqueline  
Kelley, Marty  
Kerrin, Jessica Scott  
Manushkin, Fran  
Smith, Alex T.

### **Series Fiction**

*A to Z Mysteries* (Ron Roy)  
*Ballpark Mysteries* (David Kelly)  
*Calendar Mysteries* (Ron Roy)  
*Capitol Mysteries* (Ron Roy)  
*Horrible Harry & Song Lee* (Suzy Kline)  
*Judy Moody & Stink* (Megan McDonald)  
*Magic Tree House* (Mary Pope Osborne)

### **Easy Reader Authors**

DiCamillo, Kate  
Hapka, Cathy  
Parish, Peggy  
Rylant, Cynthia  
Sharmat, Marjorie Weinman  
Yolen, Jane

### **Non Fiction Authors and Series**

Adler, David (biographies)  
Bishop, Nic (nature)  
Christopher, Matt (sports biographies)  
Cole, Joanna (history, science, nature)  
Curlee, Lynn (history)  
Krull, Kathleen (biographies)  
Markle, Sandra (nature)  
Simon, Seymour (science, space)  
St. George, Judith (biographies)  
*Magic Tree House Fact Trackers* series  
*National Geographic Science Readers* series  
*Who Was* biography series  
*What Was/What Is/Where Is* series

**Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.**

[illegible]

## Book Report: Non-Fiction Grade 3 and 4 Book Summary



### Title

## Author



**What type of information is contained in this book?**

1



**Did you find the booking interesting? Why or why not?**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

**Write 5 interesting facts that you've learned.**

A stack of several books is positioned in the bottom right corner of the page. The books are of varying thicknesses and are stacked haphazardly, with some pages visible at the edges. The drawing is simple and uses black outlines on the pink background.

**Would you recommend this book to a friend? Why or why not?**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



## Grades 5 & 6 Summer Reading 2019

June 2019

Dear Parents/Guardians of Incoming Grade 5 and Grade 6 Students:

Welcome to the Summer Reading Program! Reading is a key to success in academics. Studies show that the amount of time that students spend in independent reading is the best predictor of reading achievement. A summer slide is inevitable but it can be minimized by ensuring that your child read throughout the summer months. We are requiring all students to read a minimum of **three (3) books**. One book must be fiction and one book must be nonfiction. We have provided a recommended list available on our website at <https://www.tewksbury.k12.ma.us/>. **Students may choose from this list or choose their own as long as it is appropriate to their level.**

Please help your child complete their “Summer Reading Log” and the required reports included in this information packet. One of the reports is for their fiction selection and one is for their nonfiction selection. The “Movie Poster” may be completed for a fiction or a nonfiction book. The log and 3 reports will be collected by your child’s homeroom teacher when they resume school in late August. The Ryan School deadline for the log and reports will be **Friday, September 6, 2019**.

Keep your child engaged throughout the summer with reading and other fun activities by joining the **Tewksbury Public Library’s Summer Reading Program! Sign up is free** and starts in June. It is a flexible program that allows you to participate when you are able to attend. Please visit the town library or sign up online at [www.tewksburypl.org](http://www.tewksburypl.org).

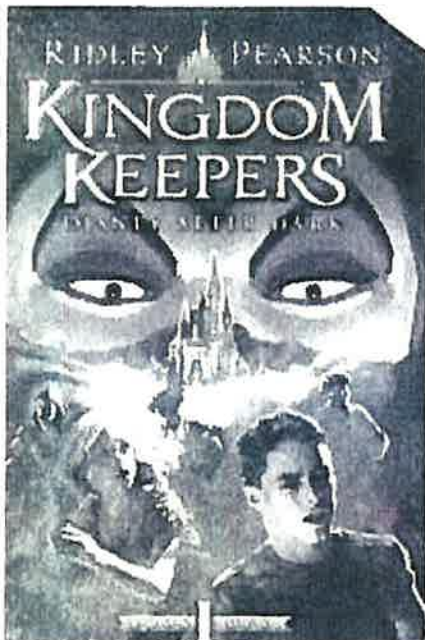
Thank you in advance for your assistance and support of the Tewksbury Public Schools Summer Reading program!



Best Summer

# Reads for...

- a day at the beach
- by the pool
- a rainy day
- on vacation
- eating ice cream
- or
- staying up past your bedtime



5th & 6th Grade  
Reading List

John F. Ryan  
School



[illegible]

Name \_\_\_\_\_

Story Mapping - *Fiction*

C.009.SS3

The diagram is a story mapping tool. It features a central box labeled "Title/Author". Seven lines radiate from this central box to seven surrounding boxes, each containing a question. The boxes are arranged in two columns: three on the left and four on the right. The questions are as follows:

- Top Left: Who are the important characters in the story?
- Middle Left: What is the setting of the story?
- Bottom Left: What is the problem in the story?
- Top Right: Who is your favorite character and why?
- Middle Right: What is the plot of the story?
- Bottom Right (Top): What is the theme of the story?
- Bottom Right (Bottom): What is another way the problem could have been solved?

What is the solution to the problem?

*Nonfiction*

Name: \_\_\_\_\_

3 Facts I learned from my book are

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Book Title: \_\_\_\_\_

The topic of my book is

Draw a picture to show the topic of your book

Write an opinion about your book

Name \_\_\_\_\_ Date \_\_\_\_\_

Reading Assignment Fiction book or Nonfiction

# Movie Poster

**Directions:** Imagine that the piece you just read is going to be turned into a movie. Create a movie poster that will make people want to see the movie! How will you depict the main idea in the poster? What roles would be needed in the movie and what popular actor/actress would play each role? Use words, drawings, quotes, and color to complete your poster.

**NOW PLAYING!**

**Suggested Summer Reading List  
for Students Entering Grades 5 and 6**

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John F. Ryan School

## ***Fiction***

***The Crossover* by Kwame Alexander**

***The Terrible Two* by Mac Barnett and Jory John**

***Because of Mr. Terupt* by Rob Buyea**

***The School Story* by Andrew Clements**

***The London Eye Mystery* by Siobhan Dowd**

***Out of My Mind* by Sharon Draper**

***Bystander* by James Preller**

***Escape from Mr. Lemoncello's Library* by Chris Grabenstein**

***The Big Time* by Tim Green**

***Saving the Team* by Alex Morgan**

***Out at Home* by Cal Ripken Jr.**

***Al Capone Does My Shirts* by Gennifer Choldenko**

***The Lions of Little Rock* by Kristin Levine**

***Artemis Fowl* by Eoin Colfer**

***Gregor the Overlander* by Suzanne Collins**

***The Ruins of Gorlan* by John Flanagan**

***Magyk* by Angie Sage**

***Out from Boneville* by Jeff Smith**

***City of Ember* by Jeanne DuPrau**

***The Fourteenth Goldfish* by Jennifer Holm**

***The Hypnotists* by Gordon Korman**

***Doll Bones* by Holly Black**

***Zombie Kid* by Scott Savage**

***Ghost Buddy #1: Zero to Hero* by Henry Winkler and Lin Oliver**

***The One and Only Ivan* by Katherine Applegate**

***Where the Mountain Meets the Moon* by Grace Lin**

***Fish in a Tree* by Lynda Mullaly Hunt**

***Ungifted* by Gordan Korman**

***The Eleventh Plague* by Jeff Hirsch**

***The Running Dream* by Wendelin Van Draanen**

***The Raft* by S.A. Bodeen**

***Rain Reign* by Ann M. Martin**

***Saving Lucas Biggs* by Marisa de los Santos and David Teague**

***Raymie Nightingale* by Kate DiCamillo**

***The Thing About Jellyfish* by Ali Benjamin**

## ***Nonfiction, Biography & Autobiography***

***El Deafo* by Cece Bell**

***Lost on a Mountain in Maine* by Donn Fendler**

***Chasing Lincoln's Killer* by James Swanson**

***Women Who Broke the Rules* (series) by Kathleen Krull**

***The Greatest Moments in Sports* by Len Berman**

***Hoot, Hoot, Hooray!: And More True Stories of Amazing Animal Rescues* by Ashlee Brown**

**Blewett (National Geographic Chapters Series)**

***Who Was? What Was? and Where Is? Series* by various authors**

***Amelia Lost: The Life and Disappearance of Amelia Earhart* by Candace Fleming**

***Bodies from the Ash: Life and Death in Ancient Pompeii* by James M. Deem**

***Extreme Scientists: Exploring Nature's Mysteries from Perilous Places* by Donna M. Jackson**

***Sally Ride: Life on a Mission* by Sue Macy**

***Diving to a Deep-Sea Volcano* by Kenneth Mallory**

***Blizzard!* by Jim Murphy**

***The Notorious Benedict Arnold* by Steve Sheinken**

***Secrets of a Civil War Submarine* by Sally M. Walker**

***Almost Astronauts* by Margaret Weitekamp**

***Brown Girl Dreaming* by Jacqueline Woodson**

***The Playbook* by Kwame Alexander**

***Courage to Soar* by Simone Biles**

# Tewksbury Public Schools

## John W. Wynn Middle School

**John S. Weir**  
Principal

One Griffin Way  
Tewksbury, Massachusetts 01876  
Phone: 978-640-7846  
Fax: 978-640-7853

**Andrew J. Long**  
Assistant Principal

*"There is more treasure in books than in all the pirate's loot on Treasure Island...and best of all, you can enjoy these riches every day of your life." –Walt Disney*

June, 2019

Dear Parent/Guardians,

Attached please find the Wynn Middle School **seventh grade** summer reading list and character analysis template. Teachers will expect each student to read a minimum of **one** book over the summer. The list is comprised of books that are appropriate for your child's age and grade level. Please contact your child's English teacher or guidance counselor before June 14th if you believe he or she will need to be directed to an accommodated version or alternate book. Books should be available at the town library as well as local bookstores.

The character analysis templates will be due upon return to school in late August. The final date for passing in packets will be **Tuesday, September 3, 2019**. The attached packet supports students' ability to effectively read a grade level text, cite supporting evidence, and explain their reasoning. It will be counted toward the first term grade in English class.

The ability to read is crucial to an individual's success in school and on the job. Reading is a life-long skill that opens doors and experiences to children. The English Department recommends you help your child discover books of interest, as avid readers make skilled writers and critical thinkers. We would like to say thank you in advance for your support of this program. Remember, **one** book by **September 3rd**. Your child's teachers look forward to discussing the adventures experienced through reading upon return to school. Enjoy your summer!

Sincerely,

John Weir  
Wynn Middle School Principal

Teachers of the  
English Language Arts Department

**Please choose one book from the following list.**

***Elijah of Buxton*** by Christopher Paul

Elijah, a boy who lives in a settlement for freed slaves on the Canadian border, sets out on a journey to find a thief.

***Fever 1793*** by Laurie Halse Anderson

Fourteen-year-old Mattie Cook helps her mother run a coffee shop in Philadelphia, the nation's capital in 1793. Her life is changed by the outbreak of yellow fever that devastates the city.

***Woods Runner*** by Gary Paulsen

Samuel Smith lives in Pennsylvania in 1776. He knows little about the war until his parents are taken prisoner by British soldiers. He embarks on a journey to free them that takes him all the way to British headquarters.

***Chains*** by Laurie Halse Anderson

This historical fiction novel tells the story of Isabel, a young girl living as a slave in New York during the Revolutionary War. Her quest to gain freedom leads her to become a spy for the Patriots.

***Code Talker: A Novel about the Navajo Marines of World War Two*** by Joseph Bruchac

The Navajo code talkers sent messages using their native language to create an unbreakable code during the war with Japan. This novel tells the story of one Navajo boy's inspiring journey as he overcomes many obstacles and saves many American lives in the process.

Name: \_\_\_\_\_

Homeroom: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

### **I Main Character/Protagonist**

A. Another name for the main character of a novel is the protagonist. The protagonist of the novel is \_\_\_\_\_.

B. Character traits are qualities that can be used to describe a character's personality. A list of character traits has been provided to help you. List three character traits of the protagonist of the novel.

1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

### **II Character Traits of the Protagonist**

A. Write the corresponding trait from above after each number. Then find a quote from the novel that shows or proves that the character possesses that trait and write in the space provided. Include the page number in the parentheses. *Remember that a quote consists of the exact words of the author. It can include description, words the character speaks, thoughts of the character, actions performed by the character, and words other characters say about the character.*

1) \_\_\_\_\_ (Character Trait)

“ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ”( ).

2) \_\_\_\_\_ (Character Trait)

“ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ”( ).

3) \_\_\_\_\_ (Character Trait)

“ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ”( ).

### **III Conflict**

**A. What is the problem or conflict that the protagonist faces?**

---

---

**B. How is the conflict resolved?**

---

---

---

**C. Think about the character traits you chose to describe the protagonist on the previous page. Explain how these traits affect how the conflict is resolved.**

**1) \_\_\_\_\_ (Character Trait)**

---

---

---

**2) \_\_\_\_\_ (Character Trait)**

---

---

---

**3) \_\_\_\_\_ (Character Trait)**

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- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### **Sample Character Traits**

You may choose words from this list to describe the protagonist of the novel or provide your own word that identifies a quality of the character's personality.

able active adventurous affectionate afraid alert ambitious angry annoyed anxious apologetic arrogant attentive average bold bossy brainy brave bright brilliant busy calm careful careless cautious charming cheerful childish clever clumsy concerned confident confused considerate cooperative courageous cowardly cruel curious dangerous daring decisive demanding	dependable depressed determined discouraged dishonest disrespectful doubtful dull dutiful eager easygoing efficient embarrassed encouraging energetic evil excited fair faithful fearless fierce foolish fortunate friendly frustrated funny gentle giving glamorous gloomy graceful grateful greedy grouchy grumpy harsh hateful healthy helpful honest hopeful hopeless humorous	ignorant imaginative impatient impolite inconsiderate independent industrious innocent intelligent jealous kind lazy lively lonely loving loyal lucky mature mean messy miserable mysterious naughty nervous nice noisy obedient obnoxious optimistic peaceful pessimistic picky pleasant polite popular positive precise proper proud quick quiet rational reliable religious	responsible resourceful restless rough rowdy rude satisfied scared secretive selfish sensitive serious sharp shy silly skillful sly smart sneaky spoiled stingy strange strict stubborn sweet talented thankful thoughtful thoughtless tired tolerant trusting trustworthy unfriendly unhappy upset useful weak wise worried
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# Tewksbury Public Schools

## John W. Wynn Middle School

**John S. Weir**  
Principal

One Griffin Way  
Tewksbury, Massachusetts 01876  
Phone: 978-640-7846  
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**Andrew J. Long**  
Assistant Principal

*"There is more treasure in books than in all the pirate's loot on Treasure Island...and best of all, you can enjoy these riches every day of your life." – Walt Disney*

June, 2019

Dear Parents/Guardians,

Attached please find the Wynn Middle School **eighth grade** summer reading list and nonfiction reading journal assignment. Teachers expect each student to read a minimum of **one** book over the summer. The list is comprised of nonfiction books that are appropriate for your child's age and grade level. Please contact your child's English teacher or guidance counselor before June 14 if you believe he or she will need to be directed to an accommodated version or alternate book. Books should be available at the town library as well as local bookstores.

The nonfiction reading journals will be due upon return to school in late August. The final date for passing in reports will be **Tuesday, September 3, 2019**. The assignment your child completes will be used in class as a tool to learn how to develop his or her responses to literature and counted toward their first term grade.

The ability to read is crucial to an individual's success in school and on the job. Reading is a life-long skill that opens doors and experiences to children. The English Department recommends you help your child discover books of interest, as avid readers make skilled writers and critical thinkers. We would like to say thank you in advance for your support of this program. Remember, **one** book by **September 3rd**. Your child's teachers look forward to discussing the adventures experienced through reading upon return to school. Enjoy your summer!

Sincerely,

John Weir  
Wynn Middle School Principal

Teachers of the English Language Arts Department

# 8<sup>th</sup> Grade Summer Nonfiction Reading Options

Please choose from one of the following books:



## ***Irena's Children*, by Tilar Mazzeo**

From the *New York Times* bestselling author of *The Widow Clicquot* comes an extraordinary and gripping account of Irena Sendler – the “female Oskar Schindler” – who took staggering risks to save 2,500 children from death and deportation in Nazi-occupied Poland during World War II.

## ***She Said Yes: The Unlikely Martyrdom of Cassie Bernall*, by Misty Bernall**

In this memoir about Cassie Bernall, a victim of the Columbine High School shooting, her mother tells the story of the problems her daughter struggled with as a teenager and how she turned her life around prior to the tragedy.

## ***Chinese Cinderella: The True Story of an Unwanted Daughter*, by Adeline Yen Mah**

After her mother died giving birth to her, Adeline was rejected by her siblings, her father, and her stepmother. She finds escape through a play-writing contest and education at an English university.

## ***Into Thin Air*, by Jon Krakauer**

A bank of clouds was assembling on the not-so-distant horizon, but journalist-mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that "suggested that a murderous storm was bearing down." He was wrong. The storm, which claimed five lives and left countless more--including Krakauer's--in guilt-ridden disarray, provides the inspiration for Krakauer's epic account of the May 1996 disaster.

## ***Beyond Magenta: Transgender Teens Speak Out*, by Susan Kuklin**

Susan Kuklin met and interviewed six transgender or gender-neutral young adults and used her considerable skills to represent them thoughtfully and respectfully before, during, and after their personal acknowledgment of gender preference. Each honest discussion and disclosure, whether joyful or heartbreaking, is completely different from the other because of family dynamics, living situations, gender, and the transition these teens make in recognition of their true selves.

## ***Throw Like a Girl*, by Jennie Finch**

The evidence is overwhelming: sports help girls grow into strong women. Jennie Finch fills the role of girlfriend, big sister, team captain, and mentor. A smart, credible, and accomplished voice from an athlete who is strong and feminine. Jennie's message to readers: “Believe in yourself. Go for it, girls.”

## Part I: Summer Reading Paragraph Response

Each of these books focuses on an individual who overcomes a challenging circumstance. Please answer the following questions related to this theme in paragraph form. Be sure to include all of the essential elements of a well-developed paragraph: topic sentence, supporting details, evidence from the text in the form of a quote, explanation of evidence, and concluding statement.

**Please complete the following on either lined paper or a Google Doc.**

1. Describe the individual's challenging circumstance and explain how this character overcomes this challenge. How does the character grow as a result of overcoming this challenge?
2. In what ways can you relate to this individual or the circumstances that individual overcomes? Use specific examples and events from the novel in your response.

## Part II: Summer Reading Dialectical Journal



**Directions:** Each student should keep a journal of important quotations from their summer reading novel. Look for passages that seem significant, powerful, thought-provoking or puzzling. For example, you might record:

- ★ Effective &/or creative use of literary devices
- ★ Passages which illustrate characterization
- ★ Passages that remind you of your own life or something you've seen before
- ★ Suspenseful events or turning points in the plot
- ★ A passage that makes you realize something you hadn't seen before
- ★ Examples of patterns: recurring images, ideas, colors, or symbols
- ★ Events you find surprising or confusing
- ★ Excerpts related to the theme, or lesson, the text is trying to teach the audience

Quote from the Text	Pg. #	Significance: Why is this quotation meaningful?
1.		
2.		

Quote from the Text	Pg. #	Significance: Why is this quotation meaningful?
3.		
4.		
5.		
6.		

Quote from the Text	Pg. #	Significance: Why is this quotation meaningful?
7.		
8.		
9.		
10.		
11.		

Quote from the Text	Pg. #	Significance: Why is this quotation meaningful?
12.		
13.		
14.		
15.		

Quote from the Text	Pg. #	Significance: Why is this quotation meaningful?
16.		
17.		
18.		
19.		
20.		

# TMHS Summer Reading

## 2019-2020

TMHS is dedicated to reading! This summer you may tailor your own reading experience to one that you will find enlightening. Please select and read a book that is appropriate for you. How will you accomplish this task? Choose a book that is not already part of the school curriculum that you like. The book choice must be appropriate for your reading level and interest (The English Department will make a determination on books that are lower than grade level and credit may not be given if the book is not a proper fit).

If you do not like the work you originally selected, stop and choose another. The point of this assignment is to obtain a book and really read it because you like and enjoy it!

**\*\*** If you are taking AP English, you must read books assigned by teacher and the additional summer reading book. If you are taking another AP course and there has been an assigned novel as a summer assignment, you may use that same book as your summer reading assignment as well.

**DUE DATE-** This assignment is due on the first day of English class during the first full week of school.

### **Assignment:**

- I. After you have read your book, get your parent/guardian's signature on the sheet below. Bring a **parent/guardian signature** to demonstrate that you have read your summer reading book. Give this signature to your English teacher.  
(20% of summer reading grade)
- II. As you read, find five (5) brief but important passages..
  - The passages should come from across the book--beginning, middle, and end.
  - Find passages to demonstrate you engaged with your reading and understood what you read.
  - Copy these five brief, but important, passages on a piece of paper.

**On the second day of class in the first full week of school, bring these passages to class.**  
(30% of summer reading grade)
- III. In class on the second day you meet in English, you will **write a response to a prompt**. You will use these five passages to support your answer to the prompt.  
(50% of summer reading grade)

---

Tear along dotted line and return to your English teacher with the rest of your summer work by the first day of English class.

I certify that this summer (2019) \_\_\_\_\_ read \_\_\_\_\_  
(print student name) (book title)

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

**Due Date-** This assignment is due on the first day of English class during the first full week of school.

## ***Possibilities for Reading***

Use these ideas to help you obtain a book that is appropriate for you. Remember: avoid books that are part of the school curriculum. If you are not sure, ask your English teacher before you leave school for the summer.

1. Ask your friends, family, or librarian to recommend a good book.
2. Go to the TMHS Library and check out the selections.
3. Check other recommended reading lists like these online:

American Library Association

<http://www.ala.org/yalsa/booklists/bbya>

<http://www.ala.org/yalsa/nonfiction-award#current>

*School Library Journal*

<http://www.slj.com/2014/12/reviews/best-of/best-adult-books-4-teens/>

List challenges: NPR's 100 Best-Ever Teen Novels

<http://www.listchallenges.com/npr-100-best-ever-teen-novels>

NPR Audience Picks: 100 Best Beach Books Ever

<http://www.npr.org/templates/story/story.php?storyid=10698362>

SLR list of audiobooks for teens

<http://www.theguardian.com/world/2002/may/08/books.booksnews>

## ***Do not read any of the following books because you may be reading them next year:***

*The following are novels that are taught in the curriculum; therefore, you may not use them for a summer reading assignment. Also, do not select any you have read in elementary or middle school.*

### **Freshman Books**

*April Morning*  
*Lord of the Flies*  
*A Night to Remember*  
*The Odyssey*  
*The Pearl*  
*Romeo and Juliet*

### **Sophomore books**

*All Quiet on the Western Front*  
*Animal Farm*  
*A Doll's House*  
*The House on Mango Street*  
*The Kite Runner*  
*The Joy Luck Club*  
*Night*  
*Things Fall Apart*  
*The Things They Carried*

### **Junior Books**

*A Farewell To Arms*  
*Death of a Salesman*  
*The Glass Menagerie*  
*The Great Gatsby*  
*Huckleberry Finn*  
*Inherit the Wind*  
*Invisible Man*  
*Midwives*  
*Moby Dick*  
*Of Mice and Men*  
*Old Man and the Sea*  
*One Flew Over the Cuckoo's Nest*  
*To Kill A Mockingbird*

### **Senior Books**

*1984*  
*As I lay Dying*  
*The Awakening*  
*Beloved*  
*Beowulf*  
*Brave New World*  
*The Catcher in the Rye*  
*Dubliners*  
*A Farewell to Arms*  
*Frankenstein*  
*Heart of Darkness*  
*I Know Why the Caged Bird Sings*  
*Into the Wild*  
*King Lear*  
*Macbeth*  
*The Namesake*  
*Oedipus the King*  
*The Road*  
*The Scarlet Letter*  
*The Tempest*

**Due Date-** This assignment is due on the first day of English class during the first full week of school.

# Tewksbury Public Schools

139 Pleasant Street  
Tewksbury, MA 01876

## MEMORANDUM

**To:** Tewksbury School Committee  
**From:** Christopher J. Malone, Superintendent  
**Date:** May 10, 2019  
**Re:** 2019-2020 Math Curriculum Digital Resources

---

### **This is Informational Only - No Vote is Required**

Michelle Dick, District Math Coach, led the pilot of curriculum digital resources for Math Grades (5), 6-8; High School Algebra 1, Algebra 2, & Geometry.

Information on these three (3) piloted resources are listed on the District's webpage:

- enVision mathematics
- Discovery Math Techbook
- Illustrative Math

# Mathematics Programs

Grades 6 - 12

**enVision** mathematics

Discovery Math Techbook

Illustrative Math (Open Up Resources)

**enVision** mathematics

# enVision mathematics (Pearson)

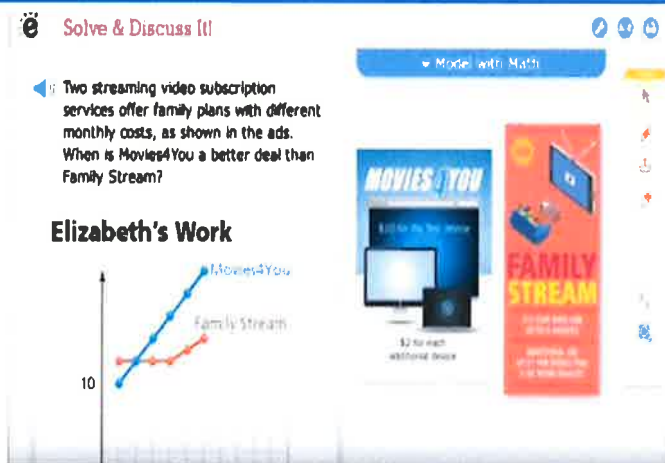
enVisionmath2.0 (Grades 6-8)

enVision A | G | A (Grades 9-12)

## enVisionmath2.0 (Grades 6-8)

### Real world math problems

- Lessons begin with problem-based learning activities to:
  - Promote understanding
  - Helps memory
  - Enhances knowledge transfer
  - Building positive attitudes and confidence
  - Collaboration to inspire self-motivated learning



# enVisionmath2.0 (Grades 6-8)

## 3-Act Math

- **Act 1 - The Hook**
  - Hooks interest with a video and interesting math problem
- **Act 2 - The Model**
  - Students create a mathematical model and are invested in the outcome
- **Act 3 - The Resolution**
  - Students explain and compare models and reach a resolution



**ACT 1**  
1. After watching the video, what is the first question that comes to mind?

**ACT 2**  
2. Write the Main Question you've asked.

**ACT 3**  
3. Do to the answer you see in the video.

**11. Resolving** Use your answer to match the amount of the video.  
If not, what are some results that could explain the difference?

**12. Make Sense and Persevere** Would you change your model now that you know the answer? Explain.



**ACT 1**  
1. What is the first question that comes to mind?

**ACT 2**  
2. Write the Main Question you've asked.

**11. Resolving** Use your answer to match the amount of the video.  
If not, what are some results that could explain the difference?



# enVisionmath2.0 (Grades 6-8)

## Virtual Nerd

- Help is always available with 2 tutorial videos per lesson
- Available on the devices that students use every day (smart phones, tablets, laptops, etc.)
- Builds math confidence

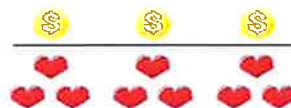


# enVisionmath2.0 (Grades 6-8)

Learn more about enVisionmath2.0 by watching this video.

In addition, hard copies of this program can be viewed at the central office located at 139 Pleasant Street.

Make sense of the problem. Write a ratio that relates the number of gold coins found and the number of game lives awarded.



## enVision A | G | A |

High School Mathematics

Algebra 1

Geometry

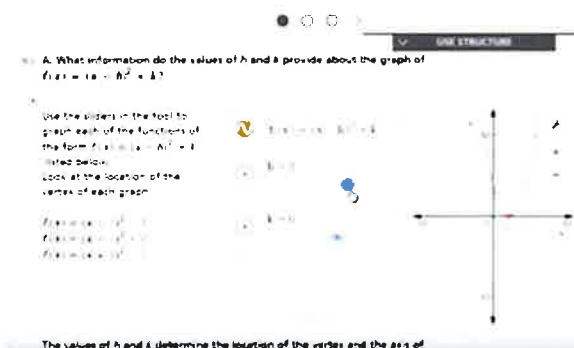
Algebra 2

### Personalized for students

- Interactive student edition with cutting edge digital experience
- Interactive learning available both online and offline
- Prebuilt interactives powered by Desmos
- Integrated notebook available so students can document their thinking

CONCEPTUAL UNDERSTANDING

Understand the Graph of  $f(x) = a(x - h)^2 + k$



# enVision A | G | A |

High School Mathematics

Algebra 1

Geometry

Algebra 2

## Lifelong Math Know-How

- Participating in collaborative Activities
- Completing the 3-Acts
- Create a model and explain real world situations to model and answer the main questions posed in the lesson.



# enVision A | G | A |

High School Mathematics

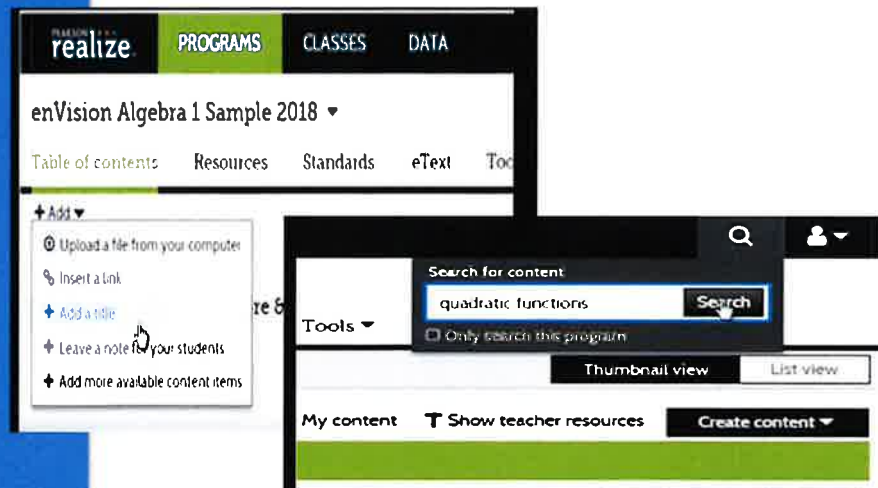
Algebra 1

Geometry

Algebra 2

## Flexible and Customizable

- Teachers can rearrange, edit and add content
- Search tool allows for quick access to activities based on standard or keyword and can be easily assigned to individual students, group of students, or the whole class.



# enVision A | G | A |

## High School Mathematics

Algebra 1

Geometry

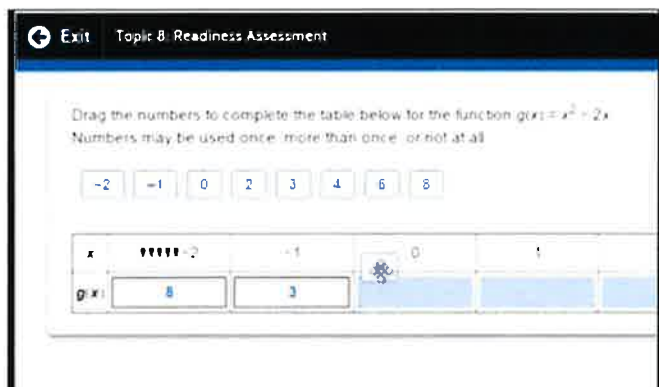
Algebra 2

### Flexible and Customizable

- Teachers can rearrange, edit and add content
- Search tool allows for quick access to activities based on standard or keyword and can be easily assigned to individual students, group of students, or the whole class.

### Technology Enhanced Assessment Tools

- Prepare student for online high stakes (MCAS) testing



# enVision A | G | A |

## High School Mathematics

Algebra 1

Geometry

Algebra 2

Learn more about enVision A | G | A | by watching the video below.

In addition, hard copies of this program can be found in the central office at 139 Pleasant Street.



# Discovery Math - Math Techbook

Experience Math in ways never before possible.

- Standards aligned content for diverse learners
- Real-world context to everyday math concepts
- Digital textbook with relevant math problems
- Combines conceptual understanding, fluency and application to achieve student mastery.



# Discovery Math - Math Techbook

## See math in the real-world

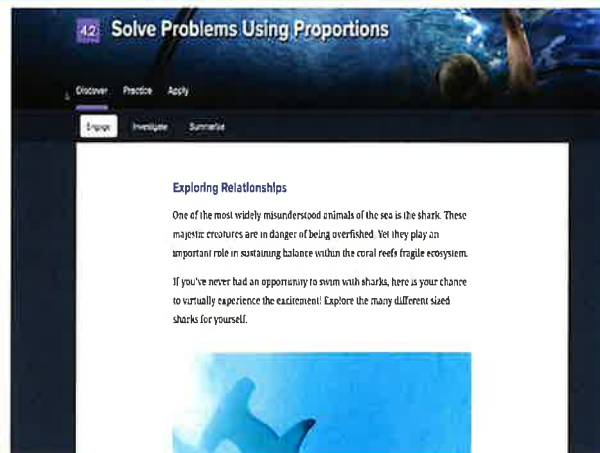
- Engaged students will be successful students
- Discovery Math engages students via digital interactives, digital tools to manipulate data, game-like activities and relevant text.



# Discovery Math - Math Techbook

## Mathematics comes to life for students

- High quality multi-modal content
- Multiple ways for students to shine; breaking down learning barriers
- Differentiation tools to meet the needs of all learners



# Discovery Math - Math Techbook

## Unique features foster learning

- Flexible instructional settings
  - Large teaching display, use on any device
- Differentiation made easier
  - Student responses go directly to teacher dashboard
- Live and virtual Professional Development
- Balance of conceptual understanding, procedural fluency and real-world application



# Discovery Math - Math Techbook

Learn more by visiting [Discovery Education](#).



## Illustrative Math - Open Up Resources

### **Illustrative Math**

- Provides a comprehensive math curriculum, tasks, lesson plans, professional learning and a format for engaging mathematical discussion.

### **Illustrative Math Curriculum**

- Problem based core curriculum designed to address content and standards
- Students learn by doing math, solving problems in mathematical and real-world context and in constructing arguments.

## Illustrative Math - Open Up Resources

### Domains

- 6.RP Ratios and Proportional Relationships
- 6.NS The Number System
- 6.EE Expressions and Equations
- 6.G Geometry
- 6.SP Statistics and Probability

Tasks are arranged under the standards for mathematical content.

6.RP.A. Understand ratio concepts and use ratio reasoning to solve problems.

- Baking Bread 1
- Combining the steps of El Castillo
- Equivalent Ratios 1
- Equivalent Ratios
- Hungry Guppies 1
- Ratio of boys to girls
- Sweet Tea

### Baking Bread 1

#### Task

A bread recipe calls for 5 cups of flour and 2 teaspoons of yeast.

a. How much flour and how much yeast do you need for two batches of bread? Draw a picture that shows the batches as well as the total amount of flour and total amount of yeast needed.

b. How many batches can you make with 15 cups of flour and 6 teaspoons of yeast? Indicate the batches in the picture.



## Illustrative Math - Open Up Resources

## Illustrative Math comes complete with:

- **Student Materials** – digital & print
- **Teacher Materials** – including unit plans, lesson plans, digital and print assessments
- **Scope & Sequence**
- **Integrated, lesson-specific supports for ELLs**
- **Lesson-level strategies for students with disabilities**
- **Family Resources**
- **Comprehensive suite of Professional Development is available**

# Illustrative Math - Open Up Resources

Teacher Materials provide daily professional development.

## Activity 1: 15 Minutes

### Reasoning with Pattern Blocks

#### Building background and content knowledge

Students use the relationships between the areas of geometric shapes to reason about division situations that involve fractions, especially the "how many groups?" interpretation of division. For example, if a hexagon has an area of 1, and 6 triangles have the same area as a hexagon, then each triangle represents  $\frac{1}{6}$  and thus  $6 \times \frac{1}{6} = 1$ . Later, students reason in the opposite direction, by answering questions such as, "How many  $\frac{1}{3}$ s are in  $\frac{2}{3}$ ?", and then move to more abstract questions such as, "What is 4 divided by  $\frac{1}{3}$ ?"

2 more are there? Diagrams for  $2 \div \frac{1}{3} = 1$  and  $3 \div \frac{1}{3} = 2$ . Do you think that these diagrams represent the equations? Explain or show your reasoning.



Provides topic and activity specific differentiation that is ground-breaking

## Activity 3: 15 Minutes

### Adding Sums in Different Ways

In this optional activity, students use symbols and diagrams to find a sum that requires regrouping of base-ten units. Use this activity to give students more explicit instruction on how to bundle smaller units into a larger one and additional practice on using the addition algorithm to add decimals.

#### Differentiation with manipulatives

Again, consider having physical base-ten blocks, a paper version of the base-ten figures, or this digital applet <https://open-up-resources.org/activities/adding-sums-in-different-ways> available as alternatives to diagram drawing, or to more concretely illustrate the idea of bundling and unbundling.



# Illustrative Math - Open Up Resources

Curriculum scope and sequence is provided

## Unit 1: Scale Drawings

In this unit, students learn to understand and use the terms "scaled copy," "to scale," "scale factor," "scale..."

Go ▶

## Unit 2: Introducing Proportional Relationships

In this unit, students learn to understand and use the terms "proportional," "constant of proportionality," and...

Go ▶

## Unit 3: Measuring Circles

In this unit, students learn to understand and use the term "circle" to mean the set of points that are equally...

Go ▶

## Unit 4: Proportional Relationships and Percentages

In this unit, students use ratios, scale factors, unit rates (also called constants of proportionality), and...

Go ▶

## Unit 5: Rational Number Arithmetic

In this unit, students interpret signed numbers in contexts (e.g., temperature, elevation, deposit and withdrawal,...

Go ▶

## Unit 6: Expressions, Equations, and Inequalities

In this unit, students solve equations of the forms  $px + q = r$  and  $p(x + q) = r$  where  $p$ ,  $q$ , and  $r$  are...

Go ▶

## Unit 7: Angles, Triangles, and Prisms

In this unit, students investigate whether sets of angle and side length measurements determine unique triangles or...

Go ▶

## Unit 8: Probability and Sampling

In this unit, students understand and use the terms "event," "sample space," "outcome," "chance experiment,"...

Go ▶

## Unit 9: Putting it All Together

In this unit, students use concepts and skills from previous units to solve three groups of problems. In calculating...

Go ▶

# Illustrative Math - Open Up Resources

Full Lesson Plans along with activities  
are easily accessible.

## 1.2 Lesson Plan

LESSON 2  
WARM-UP: 5 minutes  
ACTIVITY: 15 minutes  
ACTIVITY: 15 minutes  
Lesson Synthesis  
COOL-DOWN: 5 minutes  
Glossary  
Community Created Resources

### LESSON 2

## Corresponding Parts and Scale Factors

Learning goals	<ul style="list-style-type: none"><li>Understand the meaning of scale factor and how it relates corresponding lengths of a figure and its scaled copy.</li><li>Identify corresponding points, segments, and angles in a pair of figures.</li><li>Understand and explain what it means to say one part in a figure corresponds to one part in another figure.</li></ul>
Learning goals (Student Facing)	Let's describe features of scaled copies.
Learning targets (Student Facing)	<ul style="list-style-type: none"><li>In a pair of figures, I can identify corresponding points, corresponding segments, and corresponding angles.</li><li>I can describe what the scale factor has to do with a figure and its scaled copy.</li></ul>
Required Materials	<ul style="list-style-type: none"><li>Geometry toolkits</li></ul>
Required Preparation	Prepare to display the images of the railroad crossing sign for the Corresponding Parts activity. Make sure students have access to their geometry toolkits, especially tracing paper and graph paper.
Print-Formatted Word Documents	<ul style="list-style-type: none"><li>Enrichment Lesson Plan</li><li>Teacher Preparation</li><li>Student Task Statements</li><li>Practice Problems</li><li>Cool Down</li></ul>
Print-Formatted PDFs	<ul style="list-style-type: none"><li>Enrichment Lesson Plan</li><li>Teacher Preparation</li><li>Student Task Statements</li><li>Practice Problems</li><li>Cool Down</li></ul>

# To learn more about

Illustrative Math

Visit [Open Up Resources](#)

# Tewksbury Public Schools

139 Pleasant Street  
Tewksbury, MA 01876

## MEMORANDUM

**To:** Tewksbury School Committee  
**From:** Christopher J. Malone, Superintendent  
**Date:** May 10, 2019  
**Re:** Social Studies Grades 6-8 Techbook Digital Resources

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### **This is Informational Only - No Vote is Required**

Chris Gagnon, Grade 8 Social Studies teacher, led the pilot of the curriculum digital resources.

Information on these three (3) piloted resources are listed on the District's webpage:

- Discovery Ed Techbook
- McGraw Hill Connect

***The Tewksbury Public School System is an Equal Opportunity Employer***

*Reasonable accommodations will be made for individuals with disabilities. Tewksbury Public Schools does not discriminate on the account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability.*

# **Social Studies Grade 6-8 Resource Pilot Finalists**

Discovery Techbook & McGraw Hill Connect

## **Discovery Social Studies Techbook**



# Discovery Techbook Intro

## Your Primary Source for the Social Studies Classroom

Social Studies Techbook is a standards-aligned, core-curricular resource that uses an inquiry-based approach to enhance literacy and critical thinking skills, allowing students to approach inquiry through the 5Es: Engage, Explore, Explain, Extend, and Evaluate. From stories of ancient cultures to current events, this comprehensive digital textbook takes concepts off the pages and brings lessons to life.

## Experience Immersive History

With Social Studies Techbook, students don't just learn about history. They experience it through project-based learning, inquiry, and civic engagement. Immersive collaborative learning experiences ignite civic engagement. This digital textbook pairs compelling core content with thought-provoking essential questions, primary source analysis, and project-based tasks.

## Build Culturally Responsive Classrooms

Multiple perspectives are infused into a seamless narrative as historical events are presented without bias and with authentic voices. Students gain appreciation and empathy as they learn history through a variety of voices in a safe, collaborative, and empathetic learning environment. Thousands of carefully curated primary and secondary sources are coupled with focused analysis activities to promote critical thinking.

# Discovery Techbook Intro

## Bring History to Life for All Learners

Every student learns in their own way. Social Studies Techbook is specifically developed for diverse student audiences and curated by experts for ease of access. High-quality, multimodal content is essential to improving academic vocabulary, breaking down barriers to learning, providing all students multiple ways to shine, and engaging students in higher-level thinking. Meet the unique needs of your students with a variety of differentiation tools integrated at point of use. Access two Lexile levels of core content, authentic Spanish translation, 180 additional languages available through Google Translate, and strategies for teaching students with special needs and English learners.

## Discovery Education Social Studies Techbook

- » Engages students through an inquiry-based learning process that strengthens literacy, critical thinking, and citizenship skills
- » Integrates document-based investigations, hundreds of primary sources, interactive maps, and exclusive videos
- » Includes core curricular resources, model lessons, student activities, and assessments

# Techbook Example- Civics Intro

## Engaging Students

### Priorities in Establishing a Government

How would you describe the ideal government? Would it be strong? Fair? Open? Would it protect your rights? Would it take action to help people? Which of these goals is most important?

Imagine yourself as one of the Founders. If you were to design a government devoted to protecting individual rights, what would be most important to you?

Top Priority	Making a list of all protected rights
Second Priority	Limiting the power of the central government
Third Priority	Limiting the power of state and local governments
Fourth Priority	Protecting voting rights of all citizens

Resource utilizes questions that engage students and allow for them to voice their opinions via interactives.

### Who Can Vote?

After the United States declared its independence from Great Britain, all 13 new states created constitutions. These documents established state governments and outlined rules for how these governments would function.

Read the following excerpts from the early state constitutions of Pennsylvania and South Carolina:

“E very freemen of the full age of twenty-one years, having resided in this state for the space of one whole year next before the day of election for representatives, and paid public taxes during that time, shall enjoy the right of an elector: Provided always, that sons of freeholders of the age of twenty-one years shall be entitled to vote although they have not paid taxes.”

—Constitution of Pennsylvania, 1776

## Techbook Assessment Activities

Select an activity below to summarize and analyze what you have learned so far.



### The Annapolis Convention: You as Journalist

You are a newspaper reporter assigned to cover the Annapolis Convention of 1786, when some of the Founders decided that the Articles of Confederation needed to be changed. In this activity, you will write an article...



### Government Reflects People's Beliefs: Quick Write

Before the U.S. Constitution was ratified, the Declaration of Independence and various state constitutions revealed how the American people believed in certain principles of government. Explain how...



### Social Studies Explanation: Origins of the U.S. Constitution

In this activity, you will use the template to assemble evidence from the sources you have explored. Then, you will write an answer to the Essential Question and defend your answer with supporting evidence.

# Techbook Supplemental Sources for each topic

## Primary Sources



### DOCUMENT

#### Excerpt from the Declaration of Independence

In this paragraph, the writers of the Declaration of Independence explain the principles that they think should apply to the new government of the United States.



### DOCUMENT

#### Excerpt from Benjamin Franklin's "An Address to the Public"

Benjamin Franklin, although never president of the United States, was an important Founder. Like some of his contemporaries, Franklin was convinced that slavery was evil. In this letter, he explains why it is important...

SOCIAL STUDIES  
TECHBOOK

Excerpt from Benjamin Franklin's  
"An Address to the Public"

**Excerpt from Benjamin Franklin's "An Address to the Public," November 9, 1789**

*Benjamin Franklin, although never president of the United States, was an important Founder. Like some of his contemporaries, Franklin was convinced that slavery was evil. In this letter, he explains why it is important that the government values freedom for all people.*

Slavery is such an atrocious debasement of human nature, that its very extirpation, if not performed with solicitous care, may sometimes open a source of serious evils.

## Text/Image Example

### Why Does It Matter?

Founding documents like the Declaration of Independence and state constitutions reflect the Founders' ideas about what government is and what it should do. These ideas continue to be part of the American political identity.



#### Jefferson's Draft of the Declaration of Independence

Thomas Jefferson's draft of the Declaration of Independence shows his corrections to the original text.

## Video Example



## Techbook Key Features

- Offers glossary of key people, terms and events
- Resources can be used in google classroom
- Offers multiple reading levels, read aloud and spanish translation
- Offers resource library, model lessons & assessments

### Literacy Connections

#### Reading: Key Ideas and Details

Cite specific textual evidence to support analysis of primary and secondary sources.		
EXPLORE	Graphic Organizer	The Cause-Effect Chart asks students to identify a specific quote from the Declaration of Independence that connects to an event or idea that inspired the Declaration.
EXPLORE	Activity	The Support Your Answers Activity asks students to use textual evidence to explain their answers.

- Offers direct connections to Massachusetts Literacy & Content Standards

## McGraw Hill Networks



Kenny Lee  
Social Studies Curriculum Coordinator  
Blendon Middle School

# McGraw Hill Networks Intro

## INSPIRE CITIZENS OF TOMORROW

McGraw Hill Networks<sup>™</sup> is a dynamic student-centered program that helps teachers prepare students to be successful in college, careers, and civic life.

### EXPLORE MORE

Rigorous, age-appropriate content highlights diverse perspectives, integrates primary sources, and makes relevant connections to bring the subject area to life.

### DISCOVER MORE

Inquiry activities ignite curiosity and facilitate critical thinking, teaching students how to analyze sources, cite evidence, and take informed action.

### DO MORE

Customizable lesson plans and classroom management tools save time, while point-of-use differentiation strategies and authentic ELL support meet every student where they are.

### INSPIRE ACTIVE CITIZENSHIP

Stimulate collaboration, problem solving, debate, action, and draw connections to today. By demonstrating relevancy, students realize they have the power to shape the world around them.



### Discovering Our Past: A History of the World Spielvogel

Expose students to past cultures and civilizations, and awaken them to a whole new perspective with a truly integrated print and digital Middle School World History curriculum.

- 1. **Focus on the big ideas** with an accessible student text built around Essential Questions, enduring ideas, and NCSS Standards.
- 2. **Inquiry Journal interactive worktext develops inquiry skills** with primary sources and evidence-based writing, culminating in Taking Action.
- 3. **Put students in the middle of the action** with The Story Matters chapter openers, Biography features, maps, and timelines.
- 4. **Maximize comprehension** with the **Reading Help Desk** in each lesson to assist students with reading strategies, note-taking activities, graphic organizers, and vocabulary support.
- 5. **Build critical thinking and historical analysis skills** with Thinking Like a Historian, It Matters Because, What Do You Think, and Connections to Today.
- 6. **Bring world history to life** with high-interest, cumulative **Hands-On Chapter Projects** that provide authentic performance assessment.
- 7. Each project includes an additional **Technology Extension** activity.



# McGraw Hill Networks Intro

CONNECT STUDENTS TO THE STUDENT LEARNING CENTER TO PLAN, STUDY, CHECK TEACHER MESSAGES, GET ASSIGNMENTS, AND SAVE WORK.

Resources, student material, and more



Change the text size for ease of reading, access audio read-aloud, and annotation tools for close reading.



Reading and writing support such as guided notes, vocabulary pop-ups, and graphic organizers, help improve

### 1. Writing Activity

**EXPLORING THE ESSENTIAL QUESTION**  
**Why do people create, structure, and change governments?**  
The government created under the Articles of Confederation was ineffective so the Framers wrote an entirely new Constitution and fundamentally changed the government. They did this "to form a more perfect Union establish Justice insure domestic Tranquility," and for other reasons. Yet they purposely made the new Constitution extremely difficult to change.  
(That is why there are so few amendments.) In a short essay, explain why a group of people who saw the value of changing a government would create such a difficult process for making future changes to the new government.

**COMPARE AND CONTRAST** Americans argued about how much power the national government should have even before the Constitution was adopted. That debate continues today. Conduct online research to learn more. Identify three major arguments for greater national government power and three major arguments for greater state power. Organize each side's arguments in a media presentation. Provide examples and illustrations, and present both sides of the argument to the class.

The Preamble to the Constitution is a single sentence of 52 words. Yet this sentence ranks among the most important pieces of writing in political science, in philosophy, in American history, and even in world history. Rarely has so much meaning about people and government been so beautifully expressed in so few words. Cooperate with classmates, family members and other community members to commit to memorizing the Preamble within one school week. Work on learning one line each day. Practice it by yourself and for others. Then invite your teacher or some classmates to hear you recite the entire Preamble.

## CITIZENSHIP TAKE ACTION

**MAKE CONNECTIONS** One of the most fundamental principles in the United States Constitution is popular sovereignty. Popular sovereignty means that the power of the government belongs to the citizens. The government only has the right to rule because the people give it that right. One way we give the government this right is through regular elections. This means that voting is especially important in safeguarding this principle and others.

Historically, 18- to 29-year-olds have the lowest voter turnout of any age group. Organizations such as Rock the Vote encourage young people to vote through celebrity endorsements, rallies, social media campaigns, and voter registration drives.

**DIRECTIONS:** Use what you have learned about popular sovereignty and how it relates to voting to create a social media campaign encouraging young voters to exercise their constitutional right. Decide on which social media platform you would like to share your messages. Your campaign should include at least three messages and at least one visual. Work with a group to create your campaign before sharing it with the class.

# Networks Supplemental Resources



**Author** James Madison

## Overview

James Madison, Alexander Hamilton, and John Jay wrote 85 anonymous articles for the *New York Journal* in 1787 and 1788, with the aim of persuading the people of New York to ratify the proposed Constitution. These articles are known as *The Federalist Papers*. In this paper, Madison comments on the checks and balances of competing factions in American politics and signs it "Publius."

## Guided Reading

As you read, consider the following questions:

- What are the differences between a pure democracy and a republic, according to Madison?
- What does Madison say is the advantage of a republic over a democracy?

Among the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. . . .

By a faction, I understand a number of citizens, whether amounting to a majority or minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community.

# Networks Text/Image Example

## LESSON 2

### Creating a New Constitution

**ESSENTIAL QUESTION** Why do people create, structure, and change governments?

#### IT MATTERS BECAUSE

In creating the Constitution, the basis for our government today, the Framers reached important compromises that had lasting legacies.

#### The Constitutional Convention

**GUIDING QUESTION** Why did American leaders decide to create a new plan of government?

In 1777, the Articles of Confederation had loosely joined 13 independent states. After almost 10 years, American leaders decided that the national government needed to be stronger. In the spring of 1787, delegates from the states met in Philadelphia to fix the Articles. Only Rhode Island did not take part. Its leaders opposed a stronger central government.

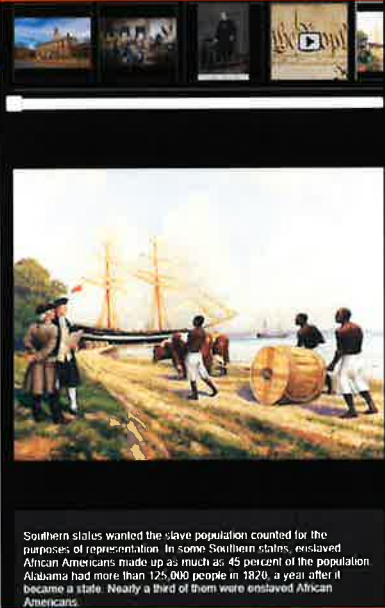
#### The Delegates

The convention, or meeting, took place in Independence Hall. It began May 25, 1787. Many delegates traveled long distances and arrived late. But the group that finally gathered was special.

Most of the 55 men present were well educated. They were lawyers, merchants, college presidents, physicians, generals, governors, and planters. They all had political experience. Eight had signed the Declaration of Independence. Seven had been state governors, and 41 were or had been members of the Continental Congress. Native Americans, African Americans, and women were not allowed to take part in the meeting.

Benjamin Franklin of Pennsylvania, at 81, was the oldest delegate. He was a diplomat, writer, inventor, and scientist. Most delegates, however, were younger men in their thirties or forties. Their careers were ahead of them. George Washington and James Madison would become presidents of the United States. Nineteen delegates would become U.S. senators and 13 would serve in the House of Representatives. Four men would be federal judges. Four others would be Supreme Court justices.

A few key leaders were not there. Thomas Jefferson and John Adams were in Europe, representing the U.S. government. Patrick Henry, a Virginian and a leader during the Revolution, was also absent. Henry was elected as a delegate. However, he was against a stronger central government and did



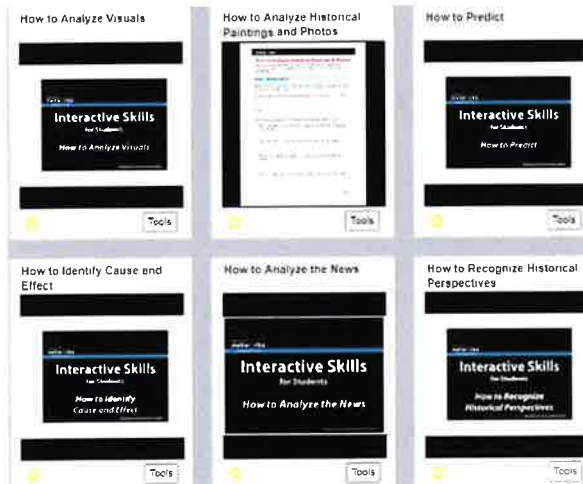
Southern states wanted the slave population counted for the purposes of representation. In some Southern states, enslaved African Americans made up as much as 45 percent of the population. Alabama had more than 125,000 people in 1820, a year after it became a state. Nearly a third of them were enslaved African Americans.

## McGraw Hill Networks- LearnSmart



### Networks Key Features

- Links with Google Classroom
- Offers read aloud, different reading levels and spanish translation
- LearnSmart built in tutor
- Glossary of key terms and reading support strategies
- Resource and video library, model lessons, assessments and skill builders



- Literacy skill tutorials
- Alignment with Massachusetts Content Standards

# **TEWKSBURY SCHOOL COMMITTEE**

## **2019-2020 Assignments**

DRAFT: May 15, 2019

### **COLLECTIVE BARGAINING COMMITTEES**

Custodians – *Shannon Demos / Keith Sullivan*

*2018-2021 Contract Ratified on July 25, 2019*

Education Support Personnel – *Jamey Cutelis / Keith Sullivan*

*2018-2021 Contract Ratified on January 16, 2019*

Food Service – *Shannon Demos / John Stadtman*

*2018-2021 Contract Ratified on August 15, 2019*

Non-Union Personnel – *Jamey Cutelis / John Stadtman*

*3 YR Agreement Ratified on July 25, 2019*

Nurses – *John Stadtman / Keith Sullivan*

*2018-2021 Contract Ratified on September 12, 2019*

Secretaries – *Shannon Demos / Keith Sullivan*

*2018-2021 Contract Ratified on September 12, 2019*

TAG – *Jamey Cutelis / Dennis Francis*

*2018-2021 Contract Ratified on TBD*

TTA – *Jamey Cutelis / Dennis Francis*

*2018-2021 Contract Ratified on January 16, 2019*

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District-Wide Security Team – *Keith Sullivan / John Stadtman*

Elementary School Building Committee – *Dennis Francis / Jamey Cutelis*

Policy Review Team – *Shannon Demos / Dennis Francis*

Tewksbury Education Foundation – *Shannon Demos / Keith Sullivan*

Wellness Advisory Committee – *John Stadtman / Jamey Cutelis*

**DRAFT****DRAFT****TEWKSBURY SCHOOL COMMITTEE 2020 MEETING SCHEDULE****Meetings are held at 7:00 PM on Wednesday Evenings****Location: Tewksbury Memorial High School – Large Group Instruction Room 1 (LGI 1)  
320 Pleasant Street, Tewksbury (Unless indicated below.)**

January 15, 2020	Regular Meeting/Budget Workshop	Budget Workshop: 6:30 / Regular Meeting: 7:00 PM
February 12, 2020	Regular Meeting	PUBLIC HEARING (BUDGET) – 6:30 PM
TBD	FinCom Meeting	7:00PM at Town Hall – School Committee will attend.
March 18, 2020	Regular Meeting	PUBLIC HEARING (BUDGET) – 6:30 PM
April 15, 2020*	7:00 PM – Reorganization Meeting 7:15 PM – Regular Meeting	*Reorganization Meeting (7:00PM) will precede the Regular Meeting on April 15, 2020, at 7:15 pm
May 4, 2020	Annual Town Meeting	School Committee will attend Annual Town Meeting (7:30PM)
May 6, 2020	Special Town Meeting / Annual Town Meeting (Reconvened)	School Committee will attend Special Town Meeting (7PM) and Annual Town Meeting (Reconvened) (7:30PM)
May 13, 2020	Regular Meeting	
June 10, 2020	Regular Meeting	
July 22, 2020	Regular Meeting	
August 12, 2020	School Committee/Admin Retreat	3:00PM – 7:00PM TMHS (LG1)
August 12, 2020	Regular Meeting	
September 16, 2020	Regular Meeting	
October 2020* (TBD)	Special Town Meeting	*School Committee will attend Special Town Meeting (7:00PM)
October 14, 2020	Regular Meeting	
November 18, 2020	Regular Meeting	
December 4, 2020	Regular Meeting	

*TPS District Strategy**The Tewksbury Public Schools community believes that our educational program will encompass a 21st century teaching and learning approach that promotes consistent growth among our students and staff to achieve academic, social, and emotional success for all students.*

\*Tentative dates subject to vote by Board of Selectmen.