

## The Dual Language Program

It is not too early for parents to consider the Hawthorn 73 Dual Language Program for students entering kindergarten in the fall of 2003. An information session will be held on Tuesday, January 28, 2003, from 7:00 p.m.–8:30 p.m. in the Hawthorn Kindergarten gymnasium/multi-purpose room at 500 North Aspen Drive.

The Dual Language Immersion Program integrates Spanish- and English-speaking

children for academic instruction that is presented separately through both languages. For both groups of students, one of the languages is their native language and one is a second language.

A dual language education encompasses the following: The program involves instruction through two languages, where the target language, Spanish, is used for a significant portion of the students' instructional day; it involves periods of instruction

during which only one language is used; both native English and native Spanish speakers participate; and students are integrated for most content instruction.

### Application Period

Applications will be accepted after the January 28 meeting up until February 28. After that, all applicants meeting the deadline will be scheduled for a brief literacy/language screening prior to acceptance.

A few spaces may also be available for Spanish-speaking students entering first or second grade in the fall. The program expands up one grade level each year until it includes students through grade six.

For more information about the program or to schedule a visit to one of our dual language classrooms, contact Luz Alvino, principal of Hawthorn Kindergarten, at (847) 918-2170 or <alvinol@hawthorn73.org> .

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November 2002

# Hawthorn Highlights

“Learning for All: Whatever It Takes!”

## Bond Referendum Approved Overwhelmingly

Rich Paul, President, District 73 Board of Education

Webster's dictionary defines “community” as: *a unified body of individuals; the people with common interests living in a particular area.*

I would define the Hawthorn community this way: *a group of citizens with a strong commitment to quality education.*

By now, you've probably heard the news that the Hawthorn bond referendum was overwhelmingly approved by the voters. Nearly 63% said “yes” to Hawthorn kids, the highest percentage of any Lake County school referendum considered on election day. As a result, we will have available \$39.5 million in bonds to accommodate our growing student population with two new schools. In addition, we will be able to replace our oldest building, refurbish existing schools, improve playgrounds and sports fields, continue our commitment to technology, and address the significant traffic problems on and around our campuses. Plus, it is worth repeating our pledge that this will *not* increase the bond fund tax rate.

On behalf of the Board of Education, the entire District 73 staff, and, especially, our current and future students, I want to say **thank you** from the bottom of my heart. It is abundantly clear that the residents of District 73—both parents and non-parents—strongly endorse our school system.

### The Next Step

So what is the next step? As we have said from the beginning, the design and plans on how our buildings will be utilized are going to involve significant input from the community. Four “open forums” already are scheduled for this month, and we strongly encourage anybody with an interest in this project to attend one of these sessions. They're designed to collect the views, concerns, ideas, and any other great thoughts you might have. This is *your* chance to tell us what you think.

In addition, we are creating a comment form on the Hawthorn website, < [www.hawthorn73.org](http://www.hawthorn73.org) > , and special sessions will be conducted in each of our school buildings with teachers and students.



### Open Forum Meetings

Any member of the public is invited to attend one of the following open forums:

Wednesday, November 20  
7:00 p.m.–8:30 p.m.  
Hawthorn Jr. High

Thursday, November 21  
9:30 a.m.–11:00 a.m.  
Boardroom-District Office

3:30 p.m.–5:00 p.m.  
Hawthorn Jr. High

7:00 p.m.–8:30 p.m.  
Hawthorn Jr. High



Students from Mrs. Kaplan's kindergarten class enjoy their first hay ride during a visit to Didier's Farms as a culminating fall unit activity.

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# Understanding by Design (UbD) and Science Pilot

## UbD Trainers

Those in the district involved as UbD trainers include the following:

District Office

Bob Hudson, Director of Technology

Junior High

Deb Wilson, Principal

Sheryl Kabak, 7th/8th LA/SS

Teresa Moore, 7th LA/SS

Dan Schneider, TLC

Middle School

Laurie Turner, Assistant Principal

Bill Spangle, TLC

Karen Olker, 6th LA/Science

Option School

John Ahlemeyer, Principal

Elementary North

Ann Hofmeier, 4th grade

Cindy Sok, 4th grade

Elementary South

Karen Cencula, Principal



## Parent/Teacher Conferences

**Thursday, November 21**

Evening appointments  
for Kindergarten

**Friday, November 22**

Day and evening appointments  
for Kindergarten  
No school for kindergartners.

**Monday, November 25**

Evening appointments for  
grades 1 through 8  
School is in session  
for these grades.

**Tuesday, November 26**

Morning appointments for  
grades 1 through 8  
No classes for all students.

Please contact your child's school to schedule an appointment. Keep in mind that these conferences are not the only opportunities for communication. Both parent and teacher can request a special conference if there is a need to discuss a child. These special conferences can be set early in the morning before students arrive, during teacher planning periods, or after school. They may be held with or without the student present.

This summer, 150 teachers were trained in *Understanding by Design*, (UbD), a backward curriculum design model. Grant Wiggins and Jay McTighe, the authors of UbD, offer us a framework for teacher planning of curriculum quite different from the one we know all too well. In the UbD model, teachers design lessons for understanding beginning with what we want students to know and be able to do. From there the UbD model proceeds to the evidence we will accept to prove that they have learned these things. Along the way we must be clear about what we want students to understand, and what we mean by understanding.

*Understanding by Design* is not a prescriptive program. Rather than offering a step-by-step guide, it provides a conceptual framework, design process and template, and an accompanying set of design standards. UbD offers no specific curriculum, but rather a way to design or redesign any curriculum to make student understanding more likely.

Because it does not compete with other programs, UbD's theory of understanding and the backward design process are compatible with our newly developed grade level maps, found in the *Hawthorn Curriculum Guide*. Using the grade level maps and the UbD framework, all kindergarten through eighth grade science teachers are designers during this year's science pilot.

Our curriculum review process has changed to keep pace with providing experiences for our students to meet specified purposes and to determine whether students are meeting the goals and standards we have set.

## Applying UbD to Science Review Process

We did not begin our science review process by inviting publishers and vendors in with all of the newest and greatest materials and resources. Instead, after completing our grade level maps and UbD training, teachers met in grade level teams to design units using the backward mapping model. In these units teachers identified desired results up front: What should students know, understand, and be able to do? The second task was to determine acceptable evidence: How will we know if students have achieved the desired results and met the standards? Teachers at this stage are encouraged to think like assessors before designing specific units and lessons. When planning to collect evidence of understanding, teachers consider a wide range of assessment methods. Finally, the new resources and materials are reviewed and teachers plan learning experiences and instruction. With clearly identified results and appropriate evidence of understanding in mind, teachers can plan instructional activities that will equip students with the needed knowledge and skills, and look for materials and resources that are best suited to accomplish these goals.

Teaching now becomes a means to an end. Having a clear goal helps us focus our planning and guide purposeful action toward the intended results. With on-going help and support being provided by our UbD trainers during half-day release time each month, all teachers will be better equipped to help our students meet the district mission of "Learning for All; Whatever It Takes."

## Referendum Approved

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Once this initial information has been gathered, we will meet with our "citizens focus group" to sift through all the ideas and identify some key points for the architects to consider in their design work. At the same time, the administration will go to work on plans for how each of the buildings will be used. There will be a continuous

public involvement effort throughout the project. Of course, final decisions will rest with your elected Board of Education.

### Looking Ahead

Hawthorn's overriding goal is "Learning for All." It's a tall order, but certainly an objective worth the effort. It's my belief that by being proactive

and by carefully monitoring projections for our operating funds, District 73 will be in a solid position to provide a world class education for our students for the next decade and beyond.

None of this would be possible without you, our neighbors. We are grateful for your support. Thank you!

## “Happenings” at the Hawthorn Schools

**Hawthorn Kindergarten School** launched a series of programs this year to jump-start student learning and growth. In addition to the regular kindergarten curriculum, support programs were put in place that incorporate current research on reading which reports that phonemic awareness (the ability to hear, identify, and manipulate individual sounds—phonemes—in spoken word) is a very strong predictor of reading achievement. Mrs. McKenzie (student support teacher), Mrs. Ullberg (speech therapist), classroom teachers, related arts staff and instructional assistants, are working with small groups of students, providing them with phonemic awareness activities that will enhance reading instruction. ❖ Students requiring more direct support are participating in an Extended Learning Program where teachers provide direct instruction in language and pre-readiness skills. The focus of the program, which serves 42 students per day, is to saturate the children with lan-



*Extended Learning Program participants receive explicit, intensive, teacher-directed instruction in language and reading readiness skills.*

guage readiness activities that will contribute to their success in reading. In addition to the regular kindergarten session, students receive services in a self-contained extended services classroom for about 2.5 hours a day, 5 days a week, in the morning or afternoon, dependent upon their regular kindergarten session. Screenings conducted

this fall, as well as classroom teacher observations, were used to determine who may benefit from additional time with reading readiness skills. ❖ Vision and hearing screenings were held for all kindergartners on Oct. 28. Mrs. Valentini, Hawthorn Kindergarten nurse, along with the nurses from the Illinois Department of Public Health/Vision and Hearing Department, organized the full-day event. ❖

Students at **Hawthorn Elementary North** are enjoying a new overhead projector that is used with iBook computer movies and writing projects. A big thank you to all the companies and individuals who helped make this opportunity possible with contributions to the district funds. ❖ The 4th grade classes of Mrs. Hofmeier and Ms. Huskey explored the regions of the Northeast, making dioramas, Native American homes, cookbooks, puppet shows, doing oral or written reports, and playing games. ❖ The FLIP (Flexible Learning in Primary) team, which includes Mrs. Schmitt,

Miss Hagel, Mrs. Batson, and Mrs. Blue, continues to build a sense of community through their “Friday Family Time.” In October, all five classes participated in an apple tasting adventure. Students also made friendship chain necklaces by exchanging their links with five new

friends. ❖ In an effort to nurture good writers, active readers, and creative thinkers, members of the Rotary Club of Mundelein-Vernon Hills presented each 3rd grader with a dictionary to keep and use throughout their school career. ❖ Third graders have begun rotation of science units, studying the human body, the solar system, the rain forest, and

magnets and electricity. ❖ The entire 3rd grade class recently took a trip to the Marriott Theater to see *Peter Pan*. ❖ Miss Bleck’s 1st grade class and Mrs. Coutré’s 4th grade class teamed up to share the scientific facts they had learned about trees and ecosystems. The 4th graders also invited the 1st graders to dissect owl pellets with them and reconstruct the bones they found inside to determine what the owl ate! ❖ Art students were busy during the 1st quarter: 1st graders practiced basic painting skills using water colors, and reviewed shapes and colors; 2nd graders learned about warm and cool colors and made a flag representing the class as a whole, the pieces of which portrayed the individual students and their interests; 3rd graders created a relief sculpture using wood, while the 4th graders began working on the first page of a “pop-up” book. ❖ Dual language first graders worked on mastering the alphabet and numbers 1-50 in their non-native language. Dual language 2nd graders worked on recognizing letter patterns and numbers 1-1000 in their non-native language. Both classes read stories in each language and the 2nd graders are exploring writing in their non-native language. ❖

**Hawthorn Elementary South** 1st grade students used their own experiences with fall to develop “I wonder” questions and then researched the answers. They also took a fall walk and studied spiders. ❖ Second graders are completing an animal unit in science which focuses on the characteristics of different animal families. In math, they have reviewed fact families, measuring with scales, telling time, and counting money. ❖ Third grade students have been reading a variety of fiction and nonfiction stories, while writing has focused

on narrative essays. In science, they have learned how the parts of the solar system work to-



*Elementary North first graders in Miss Bleck’s class work on a “touch math” activity.*

gether in order to better understand Earth’s place in space. ❖ Third graders have been learning about tropical rainforests, using the computer to create slideshows about them, and will be holding bake sales to raise money to save an acre of rainforest. ❖ Third graders studied prairie ecosystems. The unit included a trip to the Old School Forest Preserve. ❖ Some 4th graders had a unit on communities and ecosystems, which concluded with a field trip to Ryerson Woods to see predators in a forest community. ❖ In addition to weekly geography and map skills, 4th graders are studying the U.S. and its immigrant history. Part of this study includes an ethnic celebration in November. ❖ The band will perform on Dec. 12 at 7:00 p.m. The orchestra’s performance is Dec. 17 at 7:00 p.m. Both will perform in the middle school gym. ❖ On Oct. 16, 17 parents, grandparents and other adults from the community met in the school’s library to learn about volunteering in the P.A.L. (Parents and Literature) program, which helps students become better readers. ❖ Congratulations to all 3rd and 4th graders in the district! Students at both levels were awarded 1st place in the Illinois Council of Teachers of Mathematics (ICTM) contest, which is open to students in suburban Chicago. ❖

# Who's Who at Hawthorn

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847-990-4220

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Special Education Services  
847-990-4243

Robert Hudson, Director of  
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## Hawthorn Kindergarten South Campus

Kindergarten  
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Luz C. Alvino, Principal  
847-918-2170

## Hawthorn Option School North Campus

Grades Kindergarten through 6  
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John M. Ahlemeyer, Principal  
847-990-4300

## Hawthorn Elementary South

Grades 1 through 4  
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Karen Cencula, Principal  
Robert Loranger,  
Assistant Principal  
847-367-8000

## Hawthorn Elementary North

Grades 1 through 4  
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Laura L. Budd, Assistant Principal  
847-990-4500

## Hawthorn Middle School North Campus

Grades 5 and 6  
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William A. Sigler, Principal  
Laurie Turner,  
Assistant Principal  
847-990-4400

## Hawthorn Junior High South Campus

Grades 7 and 8  
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Debbie Wilson, Principal  
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[www.hawthorn73.org](http://www.hawthorn73.org)

*Hawthorn Highlights is published as a service to residents of District 73. Please direct questions about your schools to a member of the Board of Education or a school administrator. Residents are also welcome to attend meetings of the Board of Education.*

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## Hawthorn School District 73

201 Hawthorn Parkway  
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*On October 7, 10, and 11, Officer Dan Bennett visited Hawthorn Elementary South as Officer Friendly. The children greatly enjoyed his visits!*

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