Hertford County Public Schools

# **Board Essentials**

#### Hook

- Choose one member of your team to write.
- Other team members are to draw or act out clues to prompt the writer to list the correct answers.

NO ONE should speak.

# Five (5) Board Essentials

Essential Question(s)

Objective(s)

Agenda

Warm up

Homework

# Other Districts' Equivalence to HCPS 's"Board Essentials"

#### Northampton County-Board Agenda

Warm up

Teacher input

Student activity

Review/Q&A

**Brief summary** 

#### **DeKalb County-Instructional Board**

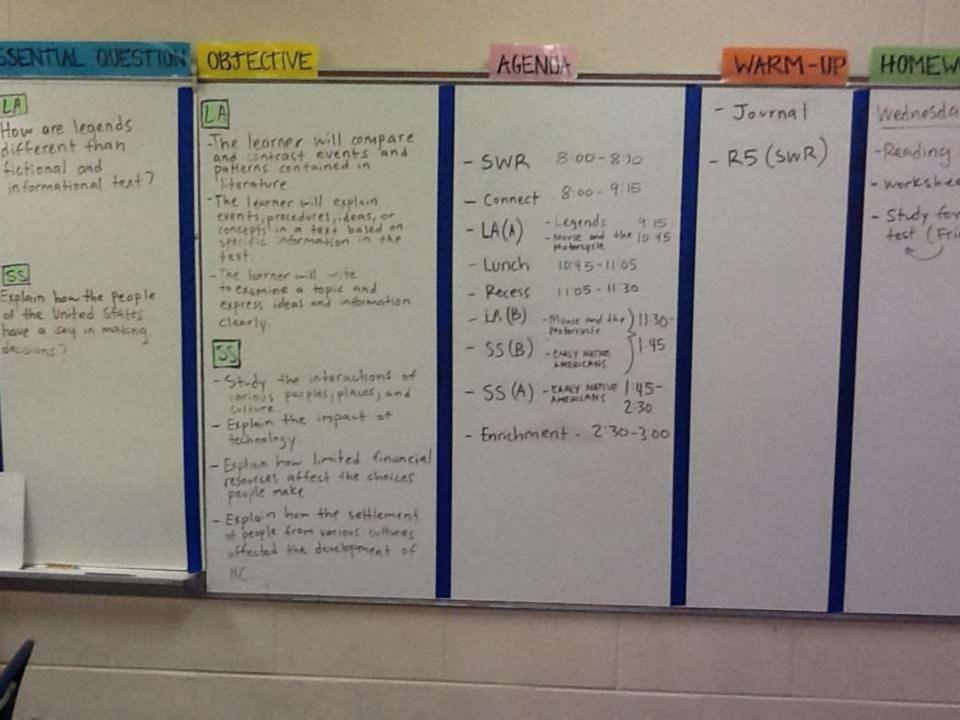
Standard

**Essential question** 

Opening

Work period

Closing



# Objective

Display your protected rights by using grezi,
go onimate, posterboard or shoe box model.

#### Warm Up

Have out your Constitution book

#### **Essential Question**

How would your life be different with out the Bill of Fights?

#### Vocabulary

Amendment Constitution Citizen Legislative

# Homework

Amendment Project

#### **Word of the Day**

Citizanship

#### **Objective**

TCX 11 and 8.CX 1.1-Understand the global historical societal and cultural contexts of the visual arts (lighthouses)

TCX.2.3 and 8.CX.2.3 Use collaboration to arrive at effective solutions to identified artistic problems

M.S.F.O-Design lighthouses as unique essential works of art using both the elements and principles of art.

#### Agenda

Explore the history and the unique design of lighthouses

-Define vocabulary

\* Special Project assignments (2 only)

#### Homework

- Study vocabalory - Complete activity

Word of the Day

Symbol

**Essential Question** 

Is there a story behind every work of art.

#### Warm Up

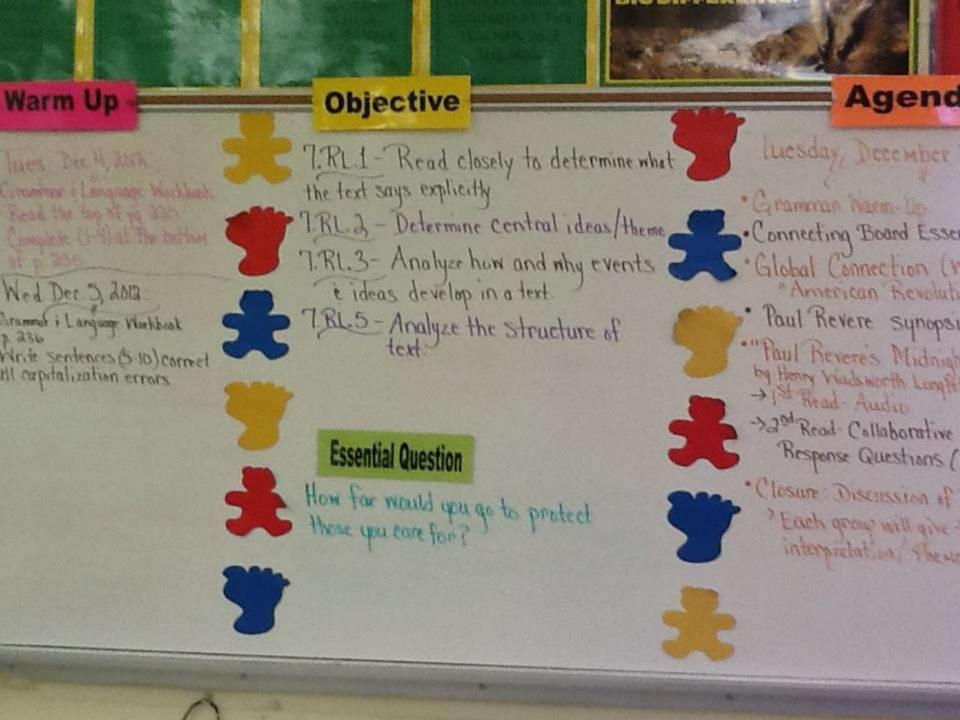
Sketch or pear with a bite and a cast Shadow.

Contribut Bar

Ogracal

Books IA

A lighthous is to ships of dang



## The Essential Question

Depending on your LEA or individual school, writing an essential question may be an optional requirement. However, when unpacking new curriculum this is a strategic place to start. Because creating the essential question leads the teacher through metacognitive processes, of guiding the student's journey to grasping overarching concepts and or skills.

## The Essential Question

An essential question is any question requiring one of the following thought processes.

- A question that requires the student to develop a plan or course of action What is the best plan to lose 10 pounds while minimally decreasing muscle mass?
- 1. A question that requires the student to make a decision Why is stem cell research controversial?

## An Essential Question...

- ...is clear and concise What is healthful living?
- ...gives the student specific focus
  How does motion in dance choreography evoke
  emotion within the performer or audience?
- ...gives research a frame
  How does hard work breed success?
- ...tells the audience what will be addressed Why are prepositional phrases important in the English Language?
- ...has no single "right" answer What makes a great book?

## An Essential Question Can Not...

- ...be answered with a yes or no Is photosynthesis a process that happens in plants?
- ...be answered in one sentence Where can you find more information about economics?
- ...be answered by a transfer of information from one source to an answer sheet What is photosynthesis?
- ...require a dissertation for the answer What are parent perceptions of teachers communication after an initial conference?

# Let's Practice Writing Essential Questions

Formulate an essential question for two of the broad concepts listed below.

- Space
- 2. Diversity
- 3. Math
- 4. Education
- Language
- 6. Science
- 7. History
- 8. Volunteerism

# Objectives

#### Simply put

"...Objectives are statements of what students will know and be able to do at the end of the lesson or unit of instruction."

(Reeves p.15)

## How do Objectives Work with EQs?

If you are using an essential question (EQ), the objective should narrow the focus of the skill or concept to be grasped by the end of the lesson or unit.

**(EQ)** What plan could be developed to create a live model of the ecosystem in the courtyard at the high school?

**Objective:** Students will be able to explain the cycles of ecosystems and their impact on human and animal life.

#### **Objective**

Students will be able to:

determine the theoretical and experimental probabilities of an event occurring

## **Essential Question**

How does the way I describe the likelihood of an event look different depending on whether I experiment or think about what ought to happen?

Warm Up



# Measurable Objectives

Measurable objects should begin with an "Action Verb".

Guidance for finding the appropriate verb can be found in the (Revised) Bloom's Taxonomy and Marzano's Taxonomy.

## Purposes of Objectives

- By knowing where you intend to go, you increase the chances of you and the learner ending up there
- Guides the teacher relative to the planning of instruction, delivery of instruction and evaluation of student achievement
- Guides the learner; helps him/her focus and set priorities
- Allows for analysis in terms of the levels of teaching and learning (Bloom's Taxonomy)

# Writing an Objective to Address a State Standard

State Standard: "Explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas." (Texas Department of Education, 2010)

Obj: Students will tour the town and talk to local businesspeople.

# Student Learning (measurable Objective)

An improved objective could be...

Students will explain how five or more local businesses have come into existence as a result of urbanization.

# Measurable Objectives

- I will be able to recite the capital of each state.
- Students will be able to compare and contrast elements of persuasive and argumentative writing.
- Students will be able to assess a speech for its persuasive or argumentative components.
- I will be able to reconstruct a persuasive speech to stand firm as an argumentative speech.
- Students will be able to apply the best mathematical formula to resolve a basic engineering problem.
- Students will be able to match the new NC Essential strands to the following four categories: hydrosphere, geology, chemistry, biology.

# Activity vs Student Learning

Students will take a walking tour to meet local business people and learn some of the economic history of the town.

# Determining a Measurable Objective

- Students will be assessed to determine prior knowledge.
- Students will understand setting and theme in a short story.

# Determining a Measurable Objective

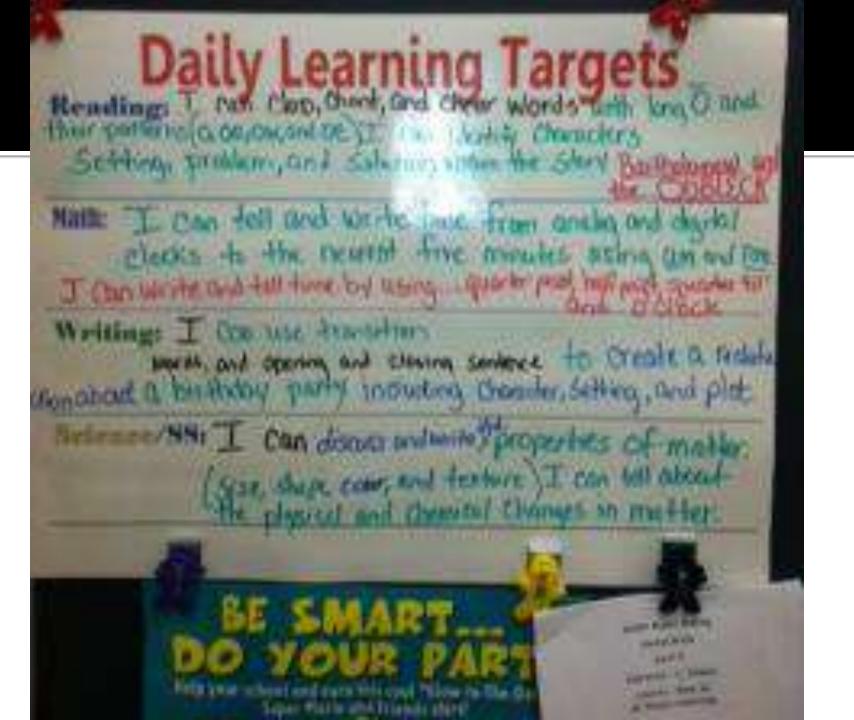
- 3. Students will take notes from the PowerPoint lecture about the Civil War.
- 4. Students will explain causes and effects of the Civil War.
- 5. Students will complete vocabulary tests.
- Students will understand multiple meanings of words.

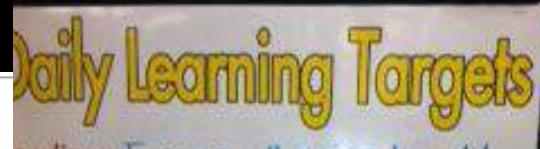
# Improve the Objectives

- 7. Students will understand the difference between flora and fauna.
- 8. Students will play a math game to learn addition and subtraction.
- Students will enjoy listening to the symphony.

earning Targets Describe the Structure of a story demonstrating the understanding of Characte setting and plot. Apply phonics (long) by comparing the variation of 1649 6 ( ou, oc, t Identify and cream compound words Differentiate an analog and digital clock Identify the time from both clocks to the nearest 5 min, using a m and pr create a realistic fiction about a Setting and plot 195: Compare the amounts of water in a Container treatment of the freezing it. Compare what happens to water left

in an open contained to a closed contained





I can use irregular nouns correctly

I can use irregular nouns correctly

I can read and discus Best wishes

Math: I can compare numbers up to 3 digits

matter solids, liquids, + gases

Writing: I can write my final draft

Social Studies:

ENLIS DE

n spelling + vocabulary words, clapnday Surprise, identify characters, se

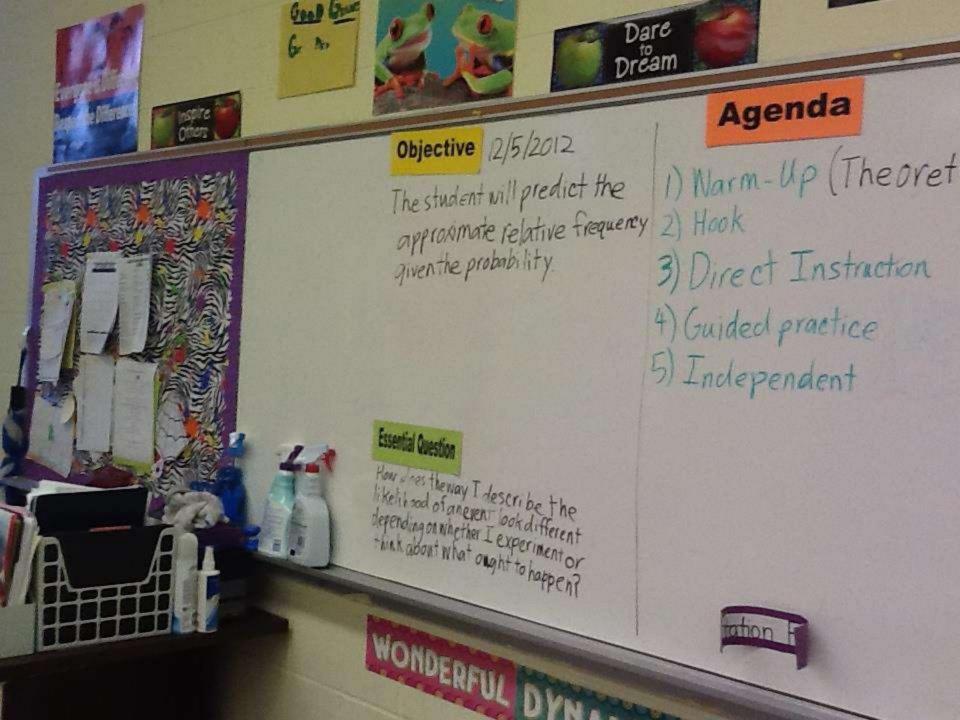
h: I can: practice adding to fact d hour hand on a clock; tell time

le map for brainstorming, trans tences.

nd oases; distinguish changes

# Agenda

What is the difference between an agenda and a schedule?







#### Objective

Agenda

stral

WHES

a chances

7513 7.E.1.1

Describe | characteristics of diff. economic systems

Explain how competition for resources affects the economy Child Labor Laws

Review Vocabulary Video - Child Labor Reading - "Child Labor" Leaflet - Pros/Cons of Child Labor



7:30-8:15 Breakfast 400 8:15-8:30 Read Aloud TITLE OF THE PARTY 8:30-9:00 Reading Interview Photographs. 9:00-9:80 Language Arts 9:50-10:30 Att 10:30-11:25 Language Arts 11:25-11:45 Math Warm Up Activity

#### 12 13 11 13 10 1/ 18 19 20

#### Objective

Understand that the probability of an event is a number between O to 1

**Essential Question** 

to express the likelihood of occurring

How is the probability of on event determined & described!

Warm Up TEAM SCORES;

on Common Assessment o Questions

Homework Find an example of

likelihood of an event to occur

(likely, certain, impossible, unlikely)

#### Agenda

Introduction/EQ

Warmup:

- CHANCE -

Computer LAB Activity 1 - Literacy

Activity 2 - Independent Practice

(-5)

1-5)

-5)

# Homework

Post it!
Hold students accountable for it!

#### Homework

- Study vocabalary - Complete activity

Word of the Day

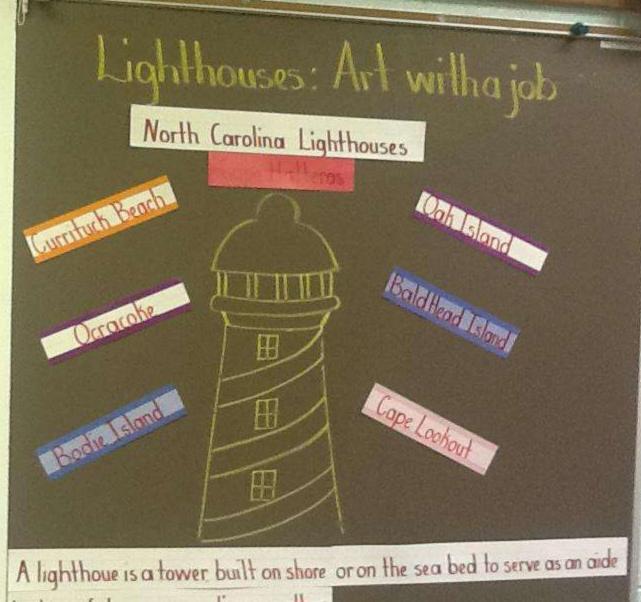
Symbol

**Essential Question** 

there a story behind ry work of art.

#### Warm Up

Sketch a pear with a bite and a cast Shadow.



to ships of dangerous water or weather

# Whose objectives were met?



#### YOU ARE A TEACHER!

# Have a Most Excellent Year!