

Hertford County Public Schools

# Board Essentials

# Hook

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- 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

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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

# ESSENTIAL QUESTION

# OBJECTIVE

# AGENDA

# WARM-UP

# HOMEWORK

LA

How are legends different than fictional and informational text?

SS

Explain how the people of the United States have a say in making decisions?

LA

The learner will compare and contrast events and patterns contained in literature.

The learner will explain events, procedures, ideas, or concepts in a text based on specific information in the text.

The learner will write to examine a topic and express ideas and information clearly.

SS

Study the interactions of various peoples, places, and culture.

Explain the impact of technology.

Explain how limited financial resources affect the choices people make.

Explain how the settlement of people from various cultures affected the development of NC.

- SWR 8:00-8:30

- Connect 8:00-9:15

- LA(A) - Legends 9:15-10:45  
- Mouse and the Motorcycle

- Lunch 10:45-11:05

- Recess 11:05-11:30

- LA(B) - Mouse and the Motorcycle } 11:30-

- SS(B) - EARLY NATIVE AMERICANS } 1:45

- SS(A) - EARLY NATIVE AMERICANS 1:45-2:30

- Enrichment - 2:30-3:00

- Journal

- R5 (SWR)

Wednesday

- Reading

- Worksheet

- Study for test (Friday)



## Objective

Display your protected rights by using prezzi, go animate, posterboard or shoe box model.

## Essential Question

How would your life be different without the Bill of Rights?

## Homework

Amendment  
Project

## Word of the Day

Citizenship

## Warm Up

Have out your  
Constitution book.

## Vocabulary

Amendment  
Constitution  
Citizen  
Legislative



## Objective

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

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

M.S.E.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<sup>nd</sup> only)

## Homework

- Study vocabulary
- Complete activity

## Word of the Day

Symbol

## Essential Question

Is there a story behind every work of art.

## Warm Up

Sketch a pear with a bite and a cast shadow.

A lighthouse is  
to ships of dang



WWW Quia.com/Web

WWW CHalkboard.com/free/asp/notes/

WWW GEEK Learning.org

WWW Voki.com/

## Agenda

- 4/2
- ① Word of the Day - Journal
  - ② Complete Powerpoint
  - ③ Quia/Voki's

## Objective

Students will create a career plan using PowerPoint.

## Word of the Day

Slide

A single page of a presentation.

## Warm Up

Video/Discussion

## Vocabulary

RAM  
ROM  
CPU

## Essential Question

Throughout the day how often do you use technology  
Give Examples



## Warm Up

Tues. Dec 4, 2012

Grammar & Language Workbook

Read the top of pg 235

Complete 1-4 at the bottom of p. 235

Wed Dec 5, 2012

Grammar & Language Workbook  
p. 236

Write sentences (5-10) correct  
all capitalization errors

## Objective

7.RL.1 - Read closely to determine what the text says explicitly

7.RL.2 - Determine central ideas/themes

7.RL.3 - Analyze how and why events & ideas develop in a text

7.RL.5 - Analyze the structure of text

## Essential Question

How far would you go to protect those you care for?

## Agenda

Tuesday, December

• Grammar Warm-Up

• Connecting Board Essays

• Global Connection (w/ "American Revolution")

• Paul Revere Synopsis

• "Paul Revere's Midnight Ride"  
by Henry Wadsworth Longfellow

→ 1<sup>st</sup> Read - Audio

→ 2<sup>nd</sup> Read - Collaborative  
Response Questions (C)

• Closure: Discussion of

• Each group will give a  
interpretation/ theme

# 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 meta-cognitive 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.

1. 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.

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



# Objectives

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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)

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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

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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

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1. Students will be assessed to determine prior knowledge.
2. 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.
6. Students will understand multiple meanings of words.



# Improve the Objectives

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

# Learning Targets

Describe the structure of a story demonstrating the understanding of character, setting and plot.

Apply phonics (long) by comparing the variation of long O (oa, oe, o).

Identify and create compound words.

Differentiate an analog and digital clock.

Identify the time from both clocks to the nearest 5 min, using a.m. and p.m.

Create a realistic fiction about a birthday party including character, setting and plot.

SS: Compare the amounts of water in a container before and after freezing it.

Compare what happens to water left in an open container to a closed container.

# Daily Learning Targets

Readings: I can clap, chunk, and cheer words with long O and their patterns (oa, oo, ou, oi, oe). I can identify characters.

Setting, problem, and solution in the story *Bartholomew and the Clock*.

Math: I can tell and write time from analog and digital clocks to the nearest five minutes using am and pm.

I can write and tell time by using *quarter past, half past, quarter till* and *a clock*.

Writings: I can use transitions

words and opening and closing sentence to create a narrative

about a birthday party including character, setting, and plot.

Science/44: I can discuss and write <sup>the</sup> properties of matter.

(size, shape, color, and texture) I can tell about the physical and chemical changes in matter.

**BE SMART...  
DO YOUR PART**

Help your school and earth this year. Show us the Green Super Hero and Friends story!

With a lot of help  
and work  
and a  
little bit of  
imagination, you can  
make a difference  
in the world.





# Daily Learning Targets

**Reading:** I can spell using long /i/  
igh y  
I can use irregular nouns correctly  
I can read and discuss Best Wishes  
Ed

**Math:** I can compare numbers  
up to 3 digits

**Science:** I can identify states of  
matter: solids, liquids, + gases

**Writing:** I can write my final draft

**Social Studies:**



**Reading:** I can: identify spelling  
in spelling + vocabulary words; Clap-  
Monday Surprise; identify characters, se

**Math:** I can: practice adding to fact  
a hour hand on a clock; tell time

**Writing:** I can: plan a story  
a map for brainstorming, trans  
a map, add details, transition w  
ences.

**Science/SS:** I can: differentiate  
and gases; distinguish changes  
assessment on matter.

# Agenda

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What is the difference between an agenda and a schedule?



## Agenda

**Objective** 12/5/2012

The student will predict the approximate relative frequency given the probability.

- 1) Warm-Up (Theoret
- 2) Hook
- 3) Direct Instruction
- 4) Guided practice
- 5) Independent

### 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?

WONDERFUL DYNAMICS

ation 1





## Objective

7.E.1.3

Describe  
of diff.

characteristics  
economic systems

7.E.1.1

Explain how  
resources

competition for  
affects the economy

## Agenda

Child Labor Laws

Review vocabulary

Video → Child Labor

Reading → "Child Labor"

Leaflet → Pros/Cons of  
Child Labor



# SCHEDULE

7:30-8:15 Breakfast Preparation

8:15-8:30 Read Aloud

8:30-9:00 Reading Intervention

9:10-9:50 M-Music W-P.E.  
T-Media Th-Lab  
F-Art

9:50-11:35 Language Arts

11:35-11:55 Math Warm Up

11:55-12:55 LUNCH RECESS

12:55-2:05 MATH

2:05-2:35 MATH Intervention

2:35-2:45

Math:

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Mrs. M Oct	
Mon.	1. Spelling-Rainbow W 2. Reading Sheet 3. Math Sheet 4. Read Farmer Brown's
Tue.	1. Spelling-ABC Order 2. Reading Sheet 3. Math Sheet 4. Read Farmer Brown's
Wed.	1. Spelling-Selftest 2. Reading Sheet 3. Math Sheet 4. Read Farmer Brown's
Thurs.	1. Spelling-Star Words 2. Reading Sheet 3. Math Sheet 4. Read Farmer Brown's
Fri.	Reading, Spelling, and Math T Have a Fantastic Weekend!
Spelling Words	
1. learn	2. without

7:30-8:15 Breakfast

8:15-8:30 Read Aloud

8:30-9:00 Reading

Interve...

9:00-9:50 Language Arts

9:50-10:30

Art

10:30-11:25 Language Arts

11:25-11:45

Math Warm Up Activity



## Objective

7.Sp.5

Understand that the probability of an event is a number between 0 to 1 to express the likelihood of occurring

## Essential Question

How is the probability of an event determined & described?

## Warm Up

TEAM SCORES:

Questions

on Common Assessment.

## Homework

Find an example of each category 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

# Homework

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Post it!

Hold students accountable for it!



## Homework

- Study vocabulary
- Complete activity

## Word of the Day

Symbol

## Essential Question

Is there a story behind  
every work of art?

## Warm Up

Sketch a pear with  
a bite and a cast  
shadow.

# Lighthouses: Art with a job

## North Carolina Lighthouses

Currituck Beach

Ocracoke

Bodie Island



Oak Island

Bald Head Island

Cape Lookout

A lighthouse is a tower built on shore or on the sea bed to serve as an aide  
to ships of dangerous water or weather.



# Whose objectives were met?



**YOU ARE A TEACHER!**

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Have a Most  
Excellent Year!