

Boyle County Schools

Blueprint for Success

Boyle County Schools embraces the culture of collaboration to guarantee that a viable curriculum is delivered to ensure every child has a chance to succeed every day.

Boyle County Leadership agrees to:

- Create, embrace, and communicate a culture of high expectations in which success is celebrated routinely
- Create opportunities for collaborative planning
- Engage in and lead collaborative planning activities
- Provide training and resources

Resulting in *collaborative teaming* across all five schools and central office leading to the development of:

- Student work analysis to drive instruction
- High quality lesson development that results in best first-time teaching
- Specific learning targets based on Core Content, Program of Studies, and the Common Core Standards
- Common understanding of active student engagement
- Formative assessment: flashbacks and exit slips
- Common benchmark assessment: 9 weeks assessments, end of unit assessments, final assessments
- Purposeful, intentional planning that results in intervention or enrichment

Progress will be monitored:

- Leaders will check for quality of common benchmark assessments
- Leaders will check for implementation (i.e. classroom objectives, formative assessment, effective lesson plans, student engagement) in classroom instruction
- Teachers/ collaborative teams will monitor individual student performance and use data to inform instructional decisions
- Leadership teams will monitor implementation of identified best practices, assess impact, and report to school leadership

These ideas reflect the “BIG 4 Questions”

1. What are we teaching?
2. How do we know if kids are learning it?
3. What do we do if they don't?
4. What do we do when they already know it?

Boyle County Schools



Every Student, Every Standard, Every Day

Observer: _____

Teacher: _____

Date/Time: _____

of Students: _____

What are you teaching?	
Learning Target	
Comments:	
How do you know that students are learning the content?	
<p>Student Engagement</p> <p>On-Task Behavior</p> <p>Evidence:</p> <p>Student Engagement</p> <p>Overt Engagement:</p> <p>Evidence:</p>	<p>Formative Assessment(copy of end of lesson assessment-exit slip, etc-will be attached to this form)</p> <p>Evidence:</p>
<p>Quality Student Work Posted or Observed</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Student Work Congruent to Target</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Effective Instructional Practices</p> <p>Evidence:</p>
Comments:	

For Building Administrator Use Only:

What do you do for students who don't master the content?	
Classroom intervention plan in place <input type="checkbox"/> Yes <input type="checkbox"/> No	
What do you do for students who master the content?	
Classroom enrichment in place <input type="checkbox"/> Yes <input type="checkbox"/> No	

- | | |
|--|-----------------|
| <ul style="list-style-type: none"> • Student feedback <ul style="list-style-type: none"> • What are you learning today? • What happens when you do not get it? • Is your work good? • How do you know? | <p>Comments</p> |
|--|-----------------|

Read the passage below to learn about the tallest trees in the world. Then answer the questions that follow.

The Redwoods

By A.J. Leavitt

Have you ever heard of redwood trees? These trees are special. Redwood trees are very large and old. They reach far up into the sky. Their trunks are wide and strong. Their wood really is a red color.

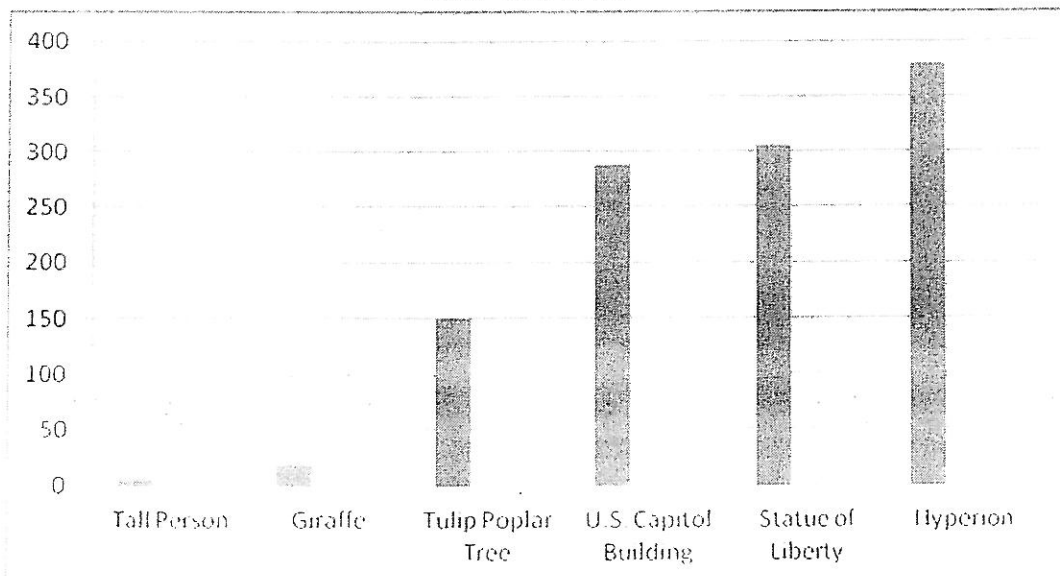
There are two kinds of redwood trees. One is called the *coast redwood*. The other is called the *giant sequoia*. The coast redwood is taller than the giant sequoia. However, the giant sequoia is much wider than the coast redwood.

The Coast Redwood

The coast redwood is the tallest living thing on Earth. These trees can grow more than 300 feet tall. In 2006, a coast redwood was found that is just over 379 feet tall. The tree is named Hyperion. Hyperion is the world's tallest living tree.

Exactly how tall is 379 feet? Look at the chart below. It compares the heights of six different things. It would take at least 63 people, standing on each other's shoulders, to reach the top of the tallest redwood tree. That's a really, really tall tree!

How Tall Is It?



Coast redwoods need a lot of moisture. They grow well in foggy areas because the fog keeps them cool and damp. Coast redwoods need sunlight, too. And in the winter they need lots of rain. The coast of northern California and southern Oregon has this kind of weather. These are the perfect places for coast redwoods to grow.

In a forest of coast redwood trees, the trees grow very close to each other. The area in the top of the trees is called the *canopy*. The canopy is far above the forest floor. Many plants and animals live in the canopy. Birds build nests in the canopy. Flying squirrels leap from branch to branch in the canopy. You can even find soil in the canopy. Earthworms live in this soil. These worms spend their whole lives in the treetops!

The Giant Sequoia

The giant sequoia is the heaviest living thing on Earth. It has a huge trunk. Therefore, it has a lot of wood. This means a giant sequoia is very heavy.

The largest giant sequoia is named the General Sherman tree. Its trunk is nearly 37 feet across. It is 275 feet tall. Some scientists think the General Sherman tree weighs almost three million pounds!

Giant sequoias grow in California mountains called the Sierra Nevada. These mountains get lots of snow in the winter. The melting snow soaks into the soil. This gives the giant sequoias plenty of water to grow big and strong.

Old Trees

Did you know that redwood trees can live for hundreds of years? In fact, redwood trees are some of the oldest trees on Earth. Scientists think the General Sherman tree is more than 2,100 years old!

Redwood trees can live a long time for many reasons. Their bark is very thick. This protects the inside of the tree from fires. Even if the bark gets a little burnt, the tree can still grow taller and taller. Redwoods also have a special chemical in their wood. This chemical is called tannin. Insects will not eat the tannin. So they leave the redwood trees alone.

Saving the Trees

The redwood forests in California were once very large. Then people started cutting down the trees. They used the wood to build many things, such as homes, furniture, and fences. The redwood forests began to get smaller and smaller. By the 1950s, only a small area of redwood trees was left.

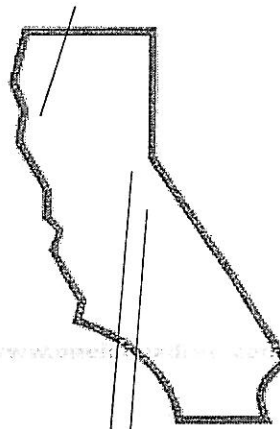
In 1968, the United States government did something to help. It created the Redwood National Park in northern California. Trees could still be cut down on private lands. But they could not be cut down in the national park. This helped save the redwood trees. It also helped save the other plants and animals that live in the redwood forests. Without the big redwood trees, many living things in the forest would not be able to survive.

Visiting the Redwoods

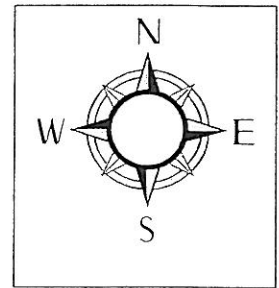
Today, you can see both kinds of redwood trees for yourself. You can take a trip to California. You can go to the ocean and see the coast redwoods. You can go to the mountains and see the giant sequoias.

State of California

Coast Redwoods



Giant Sequoias



If you cannot go to California, you can read about the redwood trees in books. You can also study about them on the Internet. Either way you do it, you are getting to see one of nature's greatest wonders!

5.

Determine the main idea of **Old Trees**.

- a. Scientists think the General Sherman is more than 2,100 years old!
- b. Insects will not eat tannin.
- c. Their bark is very thick.
- d. Redwood trees can live a long time for many reasons.

8.

Which sentence best describes why the giant sequoia has plenty of water to grow big and strong?

- a. Hyperion is the world's tallest living tree.
- b. The melting snow soaks into the soil.
- c. These trees are special.
- d. They reach far up into the sky.

6.

"The Redwoods" is organized in the following text structure.

- a. Description
- b. Problem and Solution
- c. Compare and contrast
- d. Sequence

9.

Using information under the heading, **The Giant Sequoia**, and the chart, **How Tall Is It?**, what object is the closest to the height of the General Sherman tree?

- a. Tulip Poplar Tree
- b. Statue of Liberty
- c. Giraffe
- d. U.S. Capitol Building

7.

Which sentence best describes why redwoods live for hundreds of years?

- a. It has a huge trunk.
- b. These trees can grow more than 300 feet tall.
- c. Redwoods have a special chemical called tannin that insects won't eat.
- d. They grow well in foggy areas because the fog keeps them cool and damp.

10.

Referring to the text and the map, **State of California**, where would you go to see the coast redwoods?

- a. East coast
- b. West coast
- c. Southern California
- d. Middle of the state

Learning Targets Assessed and Answer Key

1. I can ask and answer questions to demonstrate an understanding of the text. **C**
2. I can ask and answer questions to demonstrate an understanding of the text. **A**
3. I can ask and answer questions to demonstrate an understanding of the text. **C**
4. I can determine the main idea of a text. **B**
5. I can determine the main idea of a text. **D**
6. I can identify the text structure (underpinning). **C**
7. I can describe the logical connection between particular sentences and paragraphs using cause and effect. **C**
8. I can describe the logical connection between particular sentences and paragraphs using cause and effect. **B**
9. I can use text features to locate information. **D**
10. I can use text features to locate information. **B**

Short Answer: I can ask and answer questions to demonstrate an understanding of a text. I can describe the logical connection between particular sentences and paragraphs using compare and contrast. – answers will vary

11. I can ask and answer questions to demonstrate an understanding of the text. **C**
12. I can determine the meanings of words and phrases. **D**
13. I can identify the point of view (underpinning). **D**
14. I can determine the meanings of words and phrases. **A**
15. I can ask and answer questions to demonstrate an understanding of the text. **A**
16. I can determine the main idea of a text. **B**
17. I can ask and answer questions to demonstrate an understanding of the text. **C**
18. I can determine the main idea of a text. **B**
19. I can recount key details of a text. **C**
20. I can use text features to locate information in a text. **A**
21. I can determine the meanings of words and phrases in a text. **D**

Short answer – I can ask and answer questions to demonstrate an understanding of the text. I can recount key details in a text. (answers will vary – a complete answer should indicate that Amaris feels strongly that education is important. Evidence may include references to the fact that she takes zip line each day in spite of her fear, and/or to her final quotation (about education being worth the risk).

8th Grade Social Studies

1st Nine Weeks Post Test

Learning Target: I can analyze how America's diverse society developed as a result of these events. (5.2.1)

1. The Great Convergence was merging of European, African, and Native American people in the late 15th century. As a result of the Great Convergence many societies were altered in the new world. Which of the following cause and effect relationships is most correct?

- a) Europeans cross the Atlantic to create new communities in America → the Native American population increases.
- b) The transfer of goods, known as the Columbian Exchange, took place → the use of slaves on Southern plantations grew.
- c) European exploration of the Americas → Destruction of Aztec and Incan Empires
- d) Europeans exploration of the Americas → led to the establishment of the Roanoke Colony.

2. In the 15th century Europeans were motivated to expand their empires because of the potential for gold, glory, and God. Which was a result of the "Great Convergence" that began in the late 15th century?

- a) America became a more diverse place because each group contributed different parts of their culture.
- b) Native American groups prospered and grew in population due to the knowledge gained from Europeans.
- c) Europe became less populated as more people migrated to America and Asia to get American and Asian goods.

Learning Target: I can describe patterns of settlement in the U.S. prior to Reconstruction and explain how these

patterns of settlement were influenced by human needs. (4.3.1)

3. Which of these describes a massive movement of people to the English colonies for religious freedom?

- a) A wave of colonists seeking a new wave of life known as the Great Migration.
- b) The Puritan Movement intended to purify the Anglican Church.
- c) The establishment of "The Society of Friends" known as the Quaker Movement.
- d) The Mayflower Compact establishing self-government with elected assemblies in Massachusetts.

4. Which human patterns of settlement describe why slavery was less common in New England than it was in the Southern Colonies?

- a) The majority of New Englanders were not wealthy enough to own slaves.
- b) New England's harsh winters, and rocky soil made slavery less practical there.
- c) Slavery was outlawed in most New England colonies.
- d) The majority of New Englanders were morally opposed to slavery.

I can describe how regions in the U.S. prior to Reconstruction (European nations and the 13 colonies) were made distinctive by human (exploration, settlement, migration, and trade) and physical characteristics (Appalachian Mountains, rivers, oceans) that created advantages and disadvantages for human activities. (4.2.1)

5. Which of these describes the advantages or disadvantages of the first Jamestown settlement experience?

- a) Settlers were challenged by the disease carrying mosquitoes on the swampy peninsula of Virginia.
- b) Settlers found the area already occupied by Spanish settlers.
- c) Settlers were quickly welcomed by the Native Americans who taught them to hunt and gather.
- d) Settlers quickly adapted to the geography of the region and prospered due to the variety of economic opportunities.

6. Which of the following scenarios describes why people in the New England, Middle, and Southern colonies adapted different ways of life?

- a) Europeans seeking particular economic endeavors in the colonies were forced to settle in various colonies once they arrived.
- b) Settlers from Europe all desired to move to the colonies for various reasons such as religious freedom, a new life, and economic opportunities which were offered in specific sets of colonies (Middle, New England, Southern).
- c) The founders of the colonies decided how human needs would be met and the styles of life that would be lived by the settlers in their colonies.
- d) Like the Native Americans adapted to their land, the settlers of the colonies adapted to the various geographies and resources of the Middle, New England, and Southern colonies.

7. During the time of European Exploration, many European nations claimed land in present-day North America. Which of the

following answers best describes why the British mainly settled on the Atlantic coast?

- a) Physical boundaries such as the Appalachian Mountains and the Ohio River prevented settlers from moving westward.
- b) Native Americans had already claimed the land west of the Appalachian Mountains.
- c) The French had claimed land in the Ohio River Valley preventing further expansion westward.
- d) Certain natural resources such as fertile soil, water sources, and vast land were available to meet the needs of the settlers.

I can describe how places (Europe settlements/North America/13 Colonies) and regions in the U.S. prior to Reconstruction changed as technologies, resources, and knowledge became available. (4.2.2)

8. According to European leaders, the main purpose of colonies was to benefit the home country. Which statement best describes how the establishment of colonies affected trade throughout the world?

- a) Global trading increased because European countries both bought and sold goods to the colonies.
- b) Global trading decreased because the colonies had to become self-sufficient.
- c) Global trading decreased because European nations stopped trading with one another.
- d) Global trading increased because European nations created a more regulated system of trade.