

# **Hudson Middle School**

## **21st CENTURY LEARNING PLANS**

**2017-2018**

### **Mission Statement**

Hudson Independent School District fosters a community of life-long learners by providing an environment that builds self worth, integrity and respect for diversity while striving for academic and social excellence.

# Planning and Decision Making Committee

Name	Position <i>Parent, Business, Community, Teacher, etc.</i>	Term <i>Begin - End Date</i>	Notes
Richard Crenshaw	Principal	2016-2018	
Jonathan Davis	Assistant Principal	2016-2018	
Ryan Westbrook	Assistant Principal	2017-2018	
Robin Herbst	Assistant Principal	2016-2017	
Misty Mitchell	Learning Resource Media Specialist	2016-2018	
Marcia Griffin	8th Grade Math Teacher	2016-2018	
Deborah Baldwin	7th Grade Math Teacher	2016-2018	
Anita Boyd	7th Grade ELA Teacher	2016-2018	
Kim Ray	7th Grade ELA Teacher	2016-2018	
Leslie Ainsworth	7th Grade Social Studies	2016-2018	
Brianna DiLorenzo	8th Grade Social Studies	2016-2018	
Tina Poage	6th Grade Social Studies	2016-2018	
Amy Kendrick	6th Grade ELA Teacher	2016-2018	
Julie Farmer	8th Grade ELA Teacher	2016-2018	
Ginger Dykes	7th Grade Science Teacher	2016-2018	
Emily Ingram	8th Grade Science Teacher	2016-2018	
Linette Cockrell	6th Grade Science Teacher	2016-2018	

# Comprehensive Needs Assessment

Date:

<b>Participants in Attendance</b>	<b>Position</b> <i>Parent, Business, Community, Teacher, etc.</i>	<b>Data Sources Examined</b>
Richard Crenshaw	Principal	DMAC, STAAR, EOC, iPass, Read180, SchoolDigger.com, Local teacher created assesments, Report Card Grades, Fast Forward, Sam, FAP
Jonathan Davis	Associate Principal	
Ryan Westbrook	Assissant Principal	
Misty Mitchell	Media Specialist	
Christina Peterson	Counselor	
Donna Rollins	Counselor	

# Needs Assessment Focus Areas

**7th Grade Reading** = Following a review of the three year gap analysis associated to standardized assessment achievement, 7th grade Reading was identified as an area of academic priority. Based on the most current achievement standardized assessment data the 7th grade student group had 83% achievement at the approaches level. While this is a 6% reduction in overall 7th grade achievement, this equated to 2% gain for this student population from their 6th grade data. As the gap analysis indicates a performance progression, 7th Grade Reading remains an area of concern and is identified for further accelerated practices. Along with current accelerated instructional practices, 30 selected students will be placed in a Fast Forward tutorial program. This program will provide each selected student with an additional 45 minutes of daily intensive accelerated instruction equating to 126 hours of additional Reading support. Specific areas of academic focus by TEK = 7.4 Figure 19/D , 7.10

**7th Grade Math** = Another area of academic concern was 7th grade Math. Following a three year review of performance data, 7th grade Math was identified as an academic priority area. Data analysis show an 85% achievement at the approached level for the entire 7th grade student group. This performance marker highlights a 3% reduction from the previous year and a 9% reduction for this population from their 6th grade standardized data. Areas of academic focus by TEK are = TEK: 7.6D (S) 7.12B (S) 7.6I (R) 7.11A (R) 7.11B(S) 7.6I (R) Accelerated instructional practices will be set in place in addition to the identified areas of academic focus. Areas of accelerated instruction are iPass self passed program, 21st Century Learning practices, Foundation Acceleration Program, (after school) and new for the 2017-2018 school year, 10 minutes of daily mental math and number sense at the campus level creating an additional 30 instructional hours aimed at computational excellence for all students.

**7th Grade Writing** = Writing is an identified area of academic concern for all campuses and grade levels. 7th grade Writing scores demonstrated a 76% achievement at the approaches grade level for the 2017 school year. This performance achievement indicates a 7% reduction in student performance from the previous years achievement level. While Writing and Reading are a culmination of ELAR, the performance drop in both academic areas are almost identical with 6% and 7% performance reductions. Writing areas of academic focus by TEK are: 7.14D (R) 7.19A. (R)7.14B. In addition to content and grade level instructional practices, all elective teachers are developing lesson activities to assist in Writing improvement.

**Area 4 African American Sub Population** = The African American sub population is performing far below grade level averages in all assessed academic areas. In the area of Math assessment areas are as follows: 6th grade 57% a 35% reduction, 7th grade 57% a 1% increase, 8th grade 67% a 26% reduction. In the area of Reading assessment averages are 6th grade 74% a 9% reduction, 7th grade 50% a 6% increase, 8th grade 67% a 12% reduction. In the area of Writing 72% a 6% reduction. Science was 60% a 17% reduction, and Social Studies 40% a 17% reduction. As evident from the three year gap analysis the African American sub population will be targeted as a high priority area of focus and will take precedence in scheduling for accelerated instructional opportunities. Such as (FAP, IPASS, Read180, Fast Forward, SSR) As with any instructional program evidence based practices are critical in determining effectiveness.

# 2015-2018 GOALS & OBJECTIVES

## Goal 1 - Digital Learning

Hudson ISD will strive to develop and implement an environment of engaged digital learners by providing appropriate time and training for educators and the necessary infrastructure and personnel.

### Objective 1:1 (Middle School)

For the 2015-2018 school years, each campus will provide services and resources that allow students to develop skills in locating, evaluating, and synthesizing information to solve problems.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<p>Grade Level: 6th Subject: Science</p> <p>TEK: Tested - 8.6B, The student will differentiate between speed, velocity, and acceleration. Corresponding TEK - 6.8B: identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces.</p> <p>Activity:</p> <p>1: Provide definitions of speed, velocity, and acceleration and scenarios to each team. Teams must work together to sort the scenarios into each group.</p> <p>2: Students will teach each other about the concepts of speed, velocity, acceleration, displacement, balanced and unbalanced forces, and distance. Students will come up with a presentation that includes a graphic representation of the word/concept, a description of an activity they could do to demonstrate the concept in action, and a video that explains the concept. Students will present their project to the class.</p> <p>3: Notes entered into interactive notebooks</p> <p>4: Formative assessment: Speed, Velocity, and Acceleration Scoot</p> <p>Students will be assessed over this information on the unit and 9-week summative assessments.</p>		<p>Teachers: Linette Cockrell, Dawn Young</p>		<p>Speed, velocity, acceleration scenarios, Google Classroom and Google Slides (including embedding graphics and videos), interactive notebook templates, Speed, Velocity, and Acceleration Scoot cards and recording sheets.</p>	

<p>Grade Level:8th            Subject: Science</p> <p>TEK:8.9B: Relate plate tectonics to the formation of crustal features.</p> <p>8.3B: Use models to represent aspects of the natural world, such as geologic features.</p> <p>Activity:</p> <p>As an introduction to this activity students will label a diagram that shows the layers of the earth and the 3 types of boundaries. Students will create a foldable using various web sites that will show landforms that are created at the different plate boundaries. The students will be given a list of locations to explore through google earth, they must plot these location on their map and identify what geologic features would be present and what type of plate boundary they are located on or near. The purpose of this activity is for the students to see the correlation between plate boundaries, earthquakes and volcanoes.</p>		<p>Teachers: Mrs. Ingram, Mrs. Miller</p>		<p>Google Maps, Google Earth, USGS.gov</p>	
<p>Grade Level:6            Subject:Social Studies</p> <p>TEK:8.19B (Celebrate Freedom) - The student understands the rights and responsibilities of citizens of the United States: The student is expected to summarize rights guaranteed in the Bill of Rights.</p> <p>Activity: Summarize rights guaranteed in the Bill of Rights: The Teacher will introduce the importance of the bill of Rights during Celebrate Freedom Week. The students will learn an acronym (RAPPS) for the First Amendment and rap it like a rapper, hands up and chanting, "We have the freedom of Religion, Assembly, Press, Petition, and Speech." Students will collaborate to create hand motions to memorize the other 9 amendments in the Bill of Rights. Classes will be videoed "rapping" the Bill of Rights, and a QR code will be created featuring the individual class videos. QR codes will be put on class website</p>		<p>Teachers: Poage Johnson</p>		<p>Bill of Rights iPad/tablet RAPPS handout QR Code Website</p>	

<p>Grade Level:6      Subject: Social Studies          TEK: 6.20A (Readiness) 8.27A (Readiness)          Activity: Give examples of scientific discoveries and technological innovations; Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, interchangeable parts, etc. Students will research 20th century inventions, and create a digital presentation of the top 20 that changed our world. Presentations will be presented to the class, and submitted digitally.</p>		<p>Teachers:          Poage          Johnson</p>		<p>Computer Cart          Internet          Digital Presentation Equipment</p>	
<p>Grade Level: 8th      Subject: Math          TEK:          8.6(C) use models and diagrams to explain the Pythagorean theorem. Supporting Standard           8.7(C) use the Pythagorean theorem and its converse to solve problems; and Readiness Standard           8.7(D) determine the distance between two points on a coordinate plane using the Pythagorean theorem. Supporting Standard          Activity: Scavenger Hunts-Extended (PLASTIC)</p>		<p>Teachers:          Griffin,          Guerra,          Matheny</p>		<p>Internet,          Khan Academy,          Playposit,          Quizizz,          Vocabulary,          Extension- Students create their own questions involving the Pythagorean theorem</p>	

<p>Grade Level: 7      Subject: science</p> <p>TEK: 7.8C. Model the effects of human activity on groundwater and surface water in a watershed. (Supporting)</p> <p>Activity: As a focus activity, students will be given time to explore land formations and surface water activity using the augmented reality sandbox. Students will then construct a farm or town from supplies such as clay, play dough, etc. and describe the flow of surface water on their model. We will then discuss the possible effects of human activity such as but not limited to; farming, use of fertilizers and pesticides, gasoline and oil runoff from highways and parking lots, pollution created by factories, logging and tree removal. (**This part is what we are thinking for our "plastic" idea: student will bring in water samples and we will add fertilizer to them to observe alge growth and discuss the effects of the fertilizer on light reaching the organisms below. We are looking for a lab that is at a level middle schoolers can do.**) Students will predict what will happen when it rains in different areas and what will be the effects. Students will be shown demonstrations of soil erosion in areas of land with vegetation versus areas of land without vegetation. Afterwards, we will discuss ways to protect our watersheds and surface water and why it is important.</p>		<p>Teachers: M. Weeks, G. Dykes, D. Miller</p>		<p>lab supplies</p>	
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# 2015-2018 GOALS & OBJECTIVES

## Goal 1 - Digital Learning

Hudson ISD will strive to develop and implement an environment of engaged digital learners by providing appropriate time and training for educators and the necessary infrastructure and personnel.

### Objective 1:2 (Middle School)

When providing training on innovative technology, Hudson Middle School core teachers will on a weekly basis, implement multi-sensory/digital lessons that will captivate all students.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<p>Grade Level:8 Subject: ELAR</p> <p>Activity: To assess understanding of summarizing/paragraphing, students will complete Plot Graph in Google Classroom.</p> <p>TEK:(R) DUAL: Figure 19E - summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (SE type depends on genre).19E - Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p> <p>Lesson 1 Introduction: Students will brainstorm how to summarize texts in groups writing on poster paper. Students will prioritize strategies in order of importance and relevance. .Share with class in an open discussion. Day 1 Activity: Google Classroom: Students will watch Youtube clips of "Mr. Bean Wins a Goldfish". Students will complete 6 open-ended summary questions in Google Classroom and submit to teacher. Teacher will review responses to determine the level of understanding of summarizing before proceeding to the more in-depth story: "Stop the Sun"</p> <p><i>(Continued on next page)</i></p>		<p>Teachers: Kendrick, Farmer, Jackson</p>	<p>3 Day Activity</p>	<p>Youtube, Menti.com, 10,000 Days of Thunder, Google Classroom, "Stop the Sun",</p>	<p>6 open-ended summary questions in Google Classroom</p>

<p><b><i>(Continued from previous page)</i></b></p> <p>Day 2 Activity: Using “menti.com”, students will brainstorm words they affiliate with WAR. Build background knowledge of Vietnam using book: 10,000 Days of Thunder. Discuss the Vietnam War and relate the topic to current events. (recent wars going on today)</p> <p>Read "Stop the Sun". Students will use “test taking strategies” while reading the story. (summarize in 1-3 words beside each paragraph). Students will transfer information to graphic organizer in Google Classroom by organizing in sequential order and paraphrasing events of the story. Before submitting assignment, students will share with a partner to determine if the information is an accurate summary of the text. (May extend into Day 3).</p>					
<p>Grade Level: 8th Grade Subject: Social Studies</p> <p>Lesson 1: Effects of Reconstruction</p> <p>TEK: 8.9C - The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups; Activity:</p> <p>Warm Up: Students will interpret images in order to summarize the effects of the Freedman’s Bureau without being prompted by labels by using the 3-2-1 model. Students will write 3 observations, 2 overall similarities, and a 1 sentence definition of the Freedman’s Bureau during the Reconstruction Era.</p> <p>Whole Group Instruction: Students will break into groups to compare answers and share their overall definition by displaying it on the board. Students will use open discussion to elaborate and identify major events, political issues, and social problems of the Reconstruction Era.</p> <p>Independent Practice: Students will use independent computers to view a Reconstruction Prezi that itemizes the effects of the economic, political, and social problems during that time period.</p> <p>Evaluation: Students will take notes and answer questions evaluating the effects of these policies on certain groups.</p>		<p>Teachers: Jansing, Dilorenzo</p>		<p>Web Based Primary Resources: <a href="http://prezi.com/zkavggksq42j/?utm_campaign=share&amp;utm_medium=copy">http://prezi.com/zkavggksq42j/?utm_campaign=share&amp;utm_medium=copy</a></p>	

<p>Grade Level: 6th      Subject: Science</p> <p>TEK: Tested - 8.6C, The student will investigate and describe applications of Newton’s law of inertia, law of force and acceleration, and law of action-reaction such as in vehicle restraints, sports activities.... Corresponding TEK - 6.8B: identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces.</p> <p>Activity:</p> <p>Engage/Explore: In order to show real world examples of unbalanced forces and their effect, students will go outside to participate in a class tug-of-war and chair push demonstration. Students will be divided into even groups on either side of the tug-of-war rope to show that balanced forces do not cause motion, then groups and/or amount of force groups apply will be adjusted to show that unbalanced forces are required to cause movement. A similar demonstration will be done using a rolling chair to show that pushing forces work in the same way. Students will complete a reflection activity when they return to the classroom.</p> <p>Explain:</p> <p>Students will enter related notes into their interactive notebooks. Students will also complete the Readworks.org passage, “Sir Isaac Newton and LeBron James,” and accompanying questions.</p> <p>Formative assessment: Students will complete a card sort of unbalanced/balanced force scenarios and glue these into their journal.</p> <p>Elaborate:</p> <p>Students will complete a PlayPosit video with accompanying questions. Students will also be given the opportunity to explore balanced and unbalanced forces using spring scales that measure force.</p> <p>Evaluate: Students will be assessed over this information on the unit and 9-week summative assessments.</p>		<p>Teachers: Linette Cockrell, Dawn Young</p>		<p>Large rope (borrow from Cheer), rolling chair, interactive notebook templates, copies of reading passage and questions (or computers), PlayPosit.com, spring scales</p>	
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<p>Grade Level: 6th Subject: Science</p> <p>TEK: Tested - 8.8D, The student will be able to measure and graph changes in motion.</p> <p>Process standard 8.2E, The student will be able to analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.</p> <p>Corresponding TEK - 6.8D: measure and graph changes in motion.</p> <p>Activity:</p> <p>Engage: The students will complete a PlayPosit video - Calculating Speed (the British guy).</p> <p>Explore: The students will participate in a Motion Graphing Stations Lab, which includes stations where students watch and respond to a video, an interactive website, and a reading passage; make a graph over given data, graph their own movement, complete a card sort, write short answer responses, and complete a formative assessment.</p> <p>Explain: The students will complete interactive notes in their science journals.</p> <p>Formative assessment: Quizizz electronic quiz</p> <p>Elaborate: Super Worm Average Speed Lab with Questions - Students will graph the motion of superworms.</p> <p>Evaluate: Students will be assessed over this information on the unit and 9-week summative assessments.</p>		<p>Teachers</p> <p>Linette Cockrell, Dawn Young</p>		<p>PlayPosit.com, computers, lab stations, interactive notebook templates, Quizizz.com, superworms, chart or butcher paper, markers, rulers, meter sticks, stopwatch.</p>	
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<p>Grade Level: 8      Subject: Science</p> <p>TEK: 8.5A: describe the structure of atoms, including the masses, electrical charges and locations of protons and neutrons in the nucleus and the electrons in the electron cloud.</p> <p>Activity:</p> <p>Intro - students as a whole will complete a APE MAN foldable which will help the student calculate how many of each of the subatomic particles and atom contains. Students will also complete a practice Bohr model showing the locations of each of the subatomic particles. We will then put the students into groups where they will work together to determine the correct number of subatomic particles for a given element and construct a simple bohr model for that element. At the end of the lesson students will take a socrative quiz so that we can assess their understanding.</p>		<p>Teachers: Mrs. Ingram Mrs. Miller</p>		<p>Science Journal, APE MAN templates, periodic tables, bohr models papers, "sub-atomic" particles, computer</p>	
<p>Grade Level: 7th      Subject: Texas History</p> <p>TEK:</p> <p>7.6B - Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life.</p> <p>7.10A - Identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications.</p> <p>7.21B - Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Activity: Whole class instruction via Google Presentation to introduce the topic. Then students collaborate on Google Classroom to complete questions over maps, charts, documents, and pictures. Next students will work independently to complete teacher made mapping and vocabulary worksheets. Finally, students will be assessed via Socrative Interactive.</p>		<p>Teachers: Ryan Morgan, Leslie Ainsworth</p>		<p>TEKS Resource System, Mini DBQ Portfolio, Google Classroom, Teacher-made Documents, Socrative Interactive Testing</p>	

<p>Grade Level: 7th      Subject: Texas History</p> <p>TEK:  7.5B -Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.  7.21B -Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.  Activity: Passage of the Reconstruction Amendments  13th Amendment – ended slavery  14th Amendment – citizenship given to African Americans  15th Amendment – suffrage given to all males  Create rotation stations in which the students rotate and complete tasks that aid in the understanding of the details that impact knowledge of these specific amendments.  Student will do the following:  Playposit - Listen/View playposit explaining details of the history and the impact of these 3 amendments.  Kahoot - Students answer questions in a competitive style that addresses prior &amp; learned knowledge  Quizlet - Review vocabulary words introduced via amendment details. Students will use multiple word variation to gain understanding of these amendments. Before &amp; After - Interactive Venn Diagram on Google Classroom. Students will complete digital Venn Diagram using detailed answer choices that depict life before &amp; after the amendments were passed. Students will compare life of slaves, freedmen, and voting issues with this activity.  Matching game - Students will take key words and phrases to complete information grid and match specific details of the 13th, 14th &amp; 15th amendments.</p>		<p>Teachers:  Ryan Morgan, Leslie Ainsworth</p>		<p>Playposit,  Kahoot,  Quizlet,  Interactive Venn Diagram  on Google Classroom, teacher-made gaming pieces</p>	
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<p>Grade Level: 7th      Subject: Texas History</p> <p>TEK:</p> <p>7.6B - Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life.</p> <p>7.10A - Identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications.</p> <p>7.21B - Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Activity: Whole class instruction via Google Presentation to introduce the topic. Then students collaborate on Google Classroom to complete questions over maps, charts, documents, and pictures. Next students will work independently to complete teacher made mapping and vocabulary worksheets. Finally, students will be assessed via Socrative Interactive.</p>		<p>Teachers:</p> <p>Ryan Morgan, Leslie Ainsworth</p>		<p>TEKS Resource System, Mini DBQ Portfolio, Google Classroom, Teacher-made Documents, Socrative Interactive Testing</p>	
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<p>Grade Level: 7th    Subject: Texas History</p> <p>TEK:  7.5B -Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.  7.21B -Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>Activity: Passage of the Reconstruction Amendments  13th Amendment – ended slavery  14th Amendment – citizenship given to African Americans  15th Amendment – suffrage given to all males</p> <p>Create rotation stations in which the students rotate and complete tasks that aid in the understanding of the details that impact knowledge of these specific amendments.</p> <p>Student will do the following:  Playposit - Listen/View playposit explaining details of the history and the impact of these 3 amendments.  Kahoot - Students answer questions in a competitive style that addresses prior &amp; learned knowledge  Quizlet - Review vocabulary words introduced via amendment details. Students will use multiple word variation to gain understanding of these amendments.  Before &amp; After - Interactive Venn Diagram on Google Classroom. Students will complete digital Venn Diagram using detailed answer choices that depict life before &amp; after the amendments were passed. Students will compare life of slaves, freedmen, and voting issues with this activity.  Matching game - Students will take key words and phrases to complete information grid and match specific details of the 13th, 14th &amp; 15th amendments</p>		<p>Teachers:  Ryan Morgan,  Leslie Ainsworth</p>		<p>Playposit,  Kahoot,  Quizlet,  Interactive Venn Diagram  on Google Classroom, teacher-made gaming pieces</p>	
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<p>Grade Level: 6      Subject: math</p> <p>TEK: SE: 6.7D - generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties (R)</p> <p>Activity: As an engagement, students will complete a Google form to review lesson vocabulary and discuss results as a whole group, then complete a Playposit activity that features a Khan Academy video. Students will complete a QR code activity to identify equivalent expressions using number properties. They will work in pairs with a device and move around the room to solve problems</p>		<p>Teachers: Reed, Dykes, Christian, Morgan</p>		<p>devices; QR codes; recording sheets; Playposit featuring this Khan Academy video and Google form</p>	
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# 2015-2018 GOALS & OBJECTIVES

## Goal 2 - Learning Standards

Hudson ISD will provide a culture of purposeful learning that embraces diverse methodology needed for meaningful student learning.

### Objective 2:1 (Middle School)

Each nine weeks, Hudson ISD students will showcase selected, acquired skills to promote their mastery of 21st century skills in order to cultivate community support of teaching programs.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<p>Grade Level:8th Subject: Science</p> <p>TEK: 8.7 B: Demonstrate and predict the sequence of events in the lunar cycle</p> <p>Activity: In this lesson students will explore the phases of moon by engaging in a mixture of hands on and computer simulation activities in a lab setting. Students will start with a Moon Phase Oreo Lab: In this activity the students are going to use cookies to represent the phases of the Moon as viewed from Earth. Using cookies they will represent the phases of the Moon and be able to explain why and how they occur. The white icing represent the reflected sunlight and the chocolate biscuit will represent the dark or unlit portions of the Moon. Students will then complete activities through Playposit lessons that identify and explain each moon phase. Students will then research the current moon phase and look at the 30 day cycle of phases using the following site (<a href="http://www.spaceweatherlive.com/en/moon-phases-calendar">http://www.spaceweatherlive.com/en/moon-phases-calendar</a>). Using the information gained during their research, they will illustrate and label the major moon phases on a diagram in their journal.</p> <p><b><i>(Continued on next page)</i></b></p>		<p>Teachers: Mrs. Ingram Mrs. Miller</p>		<p>Computers, oreos, chalk, calendars, teacher created model, different moon phases cutouts</p>	

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They will also discover how long it takes the moon to go through the different phases, visualize the difference between a waxing and waning moon, and be able to predict upcoming moon phases. Using computers, the students will complete online simulations/games where they will have to predict the next moon in the lunar cycle.

<http://astro.unl.edu/naap/lps/animations/lps.swf>;

[http://teachers.henrico.k12.va.us/staffdev/clough\\_d/DragDrop/MoonMatch.swf](http://teachers.henrico.k12.va.us/staffdev/clough_d/DragDrop/MoonMatch.swf):

[http://teachers.henrico.k12.va.us/staffdev/clough\\_d/DragDrop/MoonGame.swf](http://teachers.henrico.k12.va.us/staffdev/clough_d/DragDrop/MoonGame.swf)

[http://teachers.henrico.k12.va.us/staffdev/clough\\_d/Moon/Links.html](http://teachers.henrico.k12.va.us/staffdev/clough_d/Moon/Links.html)

Plastic ideas:

Students will complete rotation activity- possible lab stations:

-calendar with missing moon phases, students will have to place the correct phases on the calendar

-students will use a teacher created model in which their head becomes the earth and they view the different moon phases as seen from the earth's perspective. The students will then draw and label the moon phases on the lab tables using chalk.

-students will be given the challenge of creating a study song, rap, poem etc over moon phases

# 2015-2018 GOALS & OBJECTIVES

## Goal 2 - Learning Standards

Hudson ISD will provide a culture of purposeful learning that embraces diverse methodology needed for meaningful student learning.

### Objective 2:2 (Middle School)

Hudson Middle School students will once per semester, complete authentic assessments and real world relevant projects of personal interest that relate to 21st century learning strategies.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<p>Grade Level:8 Subject:ELAR</p> <p>Activity: Students will create poems related to history and perform as skit.</p> <p>TEK: 8.4 Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from texts to support their understanding.</p> <p>Lesson 2 Introduction: Powerpoint utilizing various embedded links to movie clips referring to poems: "O Captain, My Captain" and "Charge of the Light Brigade"</p> <p>Day 1: Discussion of war and how war has changed. (relating to war discussion of Stop the Sun). Students will read/discuss poems relating to war in Google Classroom. Group/Partner discussions after reading each poem. Day 2: Read "Charge of the Light Brigade". Students will answer questions in Google Classroom about the poem. Students will be given a map related to the poem. Students will answer questions relating to interpreting the map and map key. (cross-curricular) Students will read: "O Captain, My Captain" and discuss reference to Abe Lincoln. Discussion of metaphorical poem. Day 3: Assessment: Students will create poem related to historical event. (advanced students will create a skit and act out for class)</p>		<p>Teachers: Kendrick, Farmer, Jackson</p>	<p>3 Day Assignment</p>	<p>Resources: Powerpoint, Google Classroom, Literature Book, Copies of poems.</p>	<p>Project based review</p>

<p>Grade Level: 8 Subject: Social Studies</p> <p>TEK: 8.16B - Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.</p>		<p>Teachers: DiLorenzo Jansing</p>		<p>Emancipation Proclamation: <a href="https://memory.loc.gov/ammem/alhtml/malhome.html">https://memory.loc.gov/ammem/alhtml/malhome.html</a> 13th Amendment &amp; Transcription: <a href="https://memory.loc.gov/cgi-bin/ampage?collId=mal&amp;fileName=mal3/436/4361100/malpage.db&amp;recNum=0">https://memory.loc.gov/cgi-bin/ampage?collId=mal&amp;fileName=mal3/436/4361100/malpage.db&amp;recNum=0</a> Passage of 14th Amendment <a href="http://chroniclingamerica.loc.gov/lccn/sn83025925/1866-06-09/ed-1/seq-4/">http://chroniclingamerica.loc.gov/lccn/sn83025925/1866-06-09/ed-1/seq-4/</a> Message to Congress: 15th Amendment: <a href="https://www.loc.gov/resource/rbpe.00902000/">https://www.loc.gov/resource/rbpe.00902000/</a></p>	
<p>Grade Level: 7 Subject: Math</p> <p>TEK: 7.6D (S) Make predictions and determine solutions using theoretical probability for simple and compound events. 7.12B (S) Use data from a random sample to make inferences about a population. 7.6I (R) Determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces.</p>		<p>Teachers: Baldwin, Guerra, James, Simmons</p>			

<p>Grade Level:7th Subject: ELAR</p> <p>TEK: Figure 19D Reading/Comprehension Skills-the student is expected to make complex inferences about text and use textual evidence to support understanding.</p> <p>Activity: Crime Scene Inference Activity: the teachers will decorate their classrooms and halls with crime scene tape and foot prints and dress up like detectives. Day 1: When entering the room, students will be given CSI badges and told they have been recruited to help solve some mysteries. The teacher will introduce INFERENCE and students will complete Playposits on laptops to review and build background knowledge on making inferences and drawing conclusions. In groups, students will rotate through 4 stations where they will read a Mini Mystery, discuss, and attempt to solve the mystery; they will track their results on a clipboard. After rotating through the stations, the teacher will reveal and discuss the answers and reward the group with the best score. Day 2: Differentiated Activities will be provided for students to practice making inferences and drawing conclusions. Level 1 Activity-students will look at newspaper cartoons and write an inference for each (individual or groups). Level 2 Activity-students will do cartoon inferences and also unscramble a mystery that has been cut into sentence strips. Level 3 Activity-students will do Level 1 and 2 Activities, but they will also use a breakout edu kit to solve a mystery and unlock a box. Day 3: Reading and Real World application-students will complete a reading passage and a poem that focuses on inferencing and participate in a virtual learning Nepris session with a CSI Investigator or a related profession.</p>		<p>Teachers: Boyd, Ray, Young</p>		<p>Computers/laptops, Playposit.com, Mini-mysteries (copied and laminated), CSI name tags, teacher costume, clipboards, newspaper cartoons (copied and laminated), Scrambled mystery (cut in strips and laminated, Breakout edu kit, reading passage and poem; Nepris, webcam and microphone</p>	
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<p>Grade Level: 7th      Subject: Texas History</p> <p>TEK:</p> <p>7.8A -Create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries.</p> <p>7.9A - Compare places and regions of Texas in terms of physical and human characteristics.</p> <p>7. 17C -Express and defend a point of view on an issue of historical or contemporary interest in Texas.</p> <p>7.19A - Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.</p> <p>7.21C - Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>7.21D -Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.</p> <p>7.22B - Use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.</p> <p>7.22 D - Create written, oral, and visual presentations of social studies information.</p> <p>Activity: Journey Across Texas Project -Students will participate in a scavenger hunt to tell a story about Texas. They will find specific sites, historical markers, landmarks &amp; pieces of culture that tell about life across Texas</p>		<p>Teachers:</p> <p>Ryan Morgan, Leslie Ainsworth</p>		<p>Computers, cameras, phones, internet, Google Maps, geocaching app, &amp; Google Sites</p>	
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<p>Grade Level: 8th Subject: Math</p> <p>TEK:        8.3(A) generalize that the ratio of corresponding sides of similar shapes are proportional, including a shape and its dilation;</p> <p>8.3(B) compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane;</p> <p>8.3(C) use an algebraic representation to explain the effect of a given positive rational scale factor applied to two-dimensional figures on a coordinate plane with the origin as the center of dilation.</p> <p>8.7(A) solve problems involving the volume of cylinders, cones, and spheres;</p> <p>8.10(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane;</p> <p>8.10(C) explain the effect of translations, reflections over the x- or y-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation        Activity: Chess Board Activity</p>		<p>Teachers:        Griffin,        Guerra,        Matheny</p>		<p>CAD, Legos for design experimentation, Internet to search design, Measuring tools, String</p>	
<p>Grade Level: 7&amp;8th        Subject: ESL</p> <p>TEK:Figure 19C,E summarizing, 15, 20, 21 Writing, conventions, spelling</p> <p>Activity: After reading Tangerine, students will make a digital brochure summarizing the drawbacks of living in Tangerine, Florida. Use a rubric to score.</p>		<p>Teachers:        Evans</p>		<p>Text:Tangerine by Edward Bloor,        internet info on Tangerine Florida</p>	

<p>Grade Level: 7th      Subject: Texas History</p> <p>TEK:</p> <p>7.8A -Create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries.</p> <p>7.9A - Compare places and regions of Texas in terms of physical and human characteristics.</p> <p>7. 17C -Express and defend a point of view on an issue of historical or contemporary interest in Texas.</p> <p>7.19A - Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.</p> <p>7.21C - Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>7.21D -Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.</p> <p>7.22B - Use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.</p> <p>7.22 D - Create written, oral, and visual presentations of social studies information.</p> <p>Activity: Journey Across Texas Project -Students will participate in a scavenger hunt to tell a story about Texas. They will find specific sites, historical markers, landmarks &amp; pieces of culture that tell about life across Texas.</p>		<p>Teachers:</p> <p>Ryan Morgan, Leslie Ainsworth</p>		<p>Computers, cameras, phones, internet, Google Maps, geocaching app, &amp; Google Sites</p>	
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<p>Grade Level: 6 Subject: math TEK: SE: 6.8D - determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers ® Activity: Students will create floor plans for an imaginary business of their choice. The floor plans must include rooms shaped as a rectangle, parallelogram, trapezoid and a triangle. Students will determine the square footage of the building by using the correct math formulas per the S.E. The three levels of differentiation are as follows: High level students will locate a real-world source of flooring and use a real-time price to determine the cost amount. Regular students will complete the activity as written. Lower level students will complete a Playposit activity on strategies for finding area of a composite figure prior to beginning their project. Students can decorate the flooring as they choose, and all projects will be displayed in the hallways.</p>		<p>Teachers: Reed, Dykes, Christian, Morgan</p>		<p>rulers/tape measures, graph paper, internet access</p>	
<p>Grade Level: 6 Subject: math TEK: SE: 6.5A - represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions (S) Activity: As an authentic assessment, students will create a Google Slide presentation to illustrate their understanding of ratios and proportions. Using research, they will identify real-world examples of ratios and generate tables, graphs and proportions and present their projects to the class.  Links: Project planning sheet Ratio Project Grading Rubric</p>		<p>Teachers: Reed, Dykes, Christian, Morgan</p>		<p>Google; planning sheet</p>	

# 2015-2018 GOALS & OBJECTIVES

## Goal 3 - Assessments for Learning

Hudson ISD will promote multiple assessment opportunities that integrate depth, complexity, and individualized concepts while providing collaborative opportunities for teacher planning and development.

### Objective 3:1 (Middle School)

Once per nine weeks, students will be given diverse opportunities to illustrate their mastery of readiness standards through authentic assessments.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<p>Grade Level: 8      Subject: ELAR                      Activity: Scavenger Hunt - See Lesson                      TEK: 19D-Students will make complex inferences about text and use textual evidence to support understanding.                      Lesson 3 Activity: Students will participate in a "Crime Scene Scavenger Hunt". The goal is to deduce who murdered the Superintendent and how the crime was committed? Students will infer by first reading a crime scenario together in class. The students will then go on a "crime scene investigation" tour with scenes pre-set by teachers. Using crime scene information, clues, articles, and pictures, students will make a list of possible motives for the crime. The scavenger hunt will include online videos, off-campus visits to various locations (in other buildings), and interviews with HMS staff. Written hypothesis will be initiated by the students and will be proven through deductive reasoning and inferences. Changes may be made as new evidence is discovered. The students will have to use inferencing to check off possible suspects for the crime. Different scenes will be set up in different parts of the campus. . Scenes will include props and items to help them infer traits about the suspects and narrow their list down to the person who committed the "crime." Students will then have to explain how they came to their conclusions and who they tagged as the criminal.</p>		<p>Teachers: Kendrick, Farmer, Jackson</p>		<p>Online interviews, Break-Out EDU, various props.</p>	

<p>Grade Level: 7      Subject: Math          TEK: 7.6I (R) Determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces.          Activity: Students will participate in a Nepris session with a car insurance provider who will explain what probability is and how probability affects the cost of insurance. Students will explore probability through introductory video, teacher teaching, candy activity, Kahoot, and self-guided Google Form. (Students cannot go to the next question on the form without mastery of the preceding question. If concept is not mastered, a link to a Khan Academy or other teaching video will be included in the question.)</p>		<p>Teachers:          Baldwin,          Guerra,          James,          Simmons</p>		<p>Computer lab,          computer cart,          Nepris Session,          Kahoot,          Google Form</p>	
<p>Grade Level: 7th      Subject: ELAR          TEK: 7.4 Poetry-students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.          Activity: Poetry Link: Throughout each 9 weeks, teachers will demonstrate poetry analysis and preteach academic vocabulary needed to understand the various structures and elements of a poem related or connected to a literary text the class has read. Poetry Scavenger Hunt: The 4th nine weeks, students will be directed to specific poetry websites to use for the scavenger hunt. Using a checklist of guidelines that includes an analysis component and different structures, students will analyze and choose poems that fit the specific criteria (examples: figurative language, graphical elements, rhyming, tone, imagery, # of stanzas). Students will print the poem and complete the analysis worksheet to create their poetry booklet. Coffee House Presentation: The classroom will be decorated to reflect a Coffee House environment. For their oral presentation, students will read their favorite poem from their booklet and explain the meaning of the poem, as well as its specific structure and elements. **Academic students will be given the option to produce and present their own poems; Advanced students will be required to produce and present their own poems.</p>		<p>Teachers:          Boyd,          Ray,          Young,          Craft</p>		<p>Teacher selected poems,          computers/laptops,          poetry websites,          poetry analysis worksheet,          checklist of poetry elements,          rubric for poetry booklet,          decorations and supplies for          Coffee House experience.</p>	

<p>Grade Level: 7      Subject: Science</p> <p>TEK:7.10 B: Describe how biodiversity contributes to the sustainability of an ecosystem</p> <p>Activity: Students will take a walk around campus and record the different types of organisms they see in the area. Students will then play “connect the dots” which represents the relationships between organisms in an African ecosystem. After class discussion of student observations, students will participate in a food gathering competition using various kinds of “beaks.” Students will go through several rounds of competition, then the survival rate of organisms with favorable beaks will be determined. This will lead into a discussion of biodiversity and how it affects an ecosystem. Groups will be randomly assigned a Texas Ecoregion to research and construct a food web for that area using Google Slides. After all slides are complete, groups will arrange the slides from most sustainable to least sustainable. A class discussion will follow in which each group justifies its rankings.</p>		<p>Teachers: M. Weeks, G. Dykes, D. Miller</p>		<p>lab supplies, <a href="http://sciencenetlinks.com/lessons/introducing-biodiversity">http://sciencenetlinks.com/lessons/introducing-biodiversity</a></p>	
<p>Grade Level: 6th    Subject: ESL</p> <p>TEK: 6.6 Character Traits</p> <p>Activity: 1. Using StoryboardThat.com have students make a storyboard that shows character traits of main characters. They can use word bubbles to show what character is thinking, what other characters say about that character and conflicts that character faces. Use a rubric to score.</p> <p>2. Have students create a Character Suitcase. Using a shoebox students make a Character Suitcase, decorate it, and fill it with items that show the character traits of a character in the chosen fictional story. Traits can be both tangible and abstract. Students present their suitcase to the class. Use a rubric to score</p>		<p>Teachers: Evans</p>		<p>Text: Old Yeller, <a href="http://internet-storyboardthat.com">internet--Storyboardthat.com</a>, shoebox, various art supplies, realia, character trait dictionary</p>	

<p>Grade Level: 7th/8th Subject: ESL</p> <p>TEK: 7.14 original story: drafting personal narrative, revision, editing</p> <p>Activity:1. Students read The Black Pearl and visit with Nepris expert on sailboats.</p> <p>2. Students design their own sailboats.</p> <p>3. Students incorporate their boat into a polished, original, personal narrative using what they learned about sailboats to make their narrative more realistic.</p>		<p>Teachers: Evans, Nepris expert</p>		<p>Text: The Black Pearl, internet, Nepris expert</p>	
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# 2015-2018 GOALS & OBJECTIVES

## Goal 3 - Assessments for Learning

Hudson ISD will promote multiple assessment opportunities that integrate depth, complexity, and individualized concepts while providing collaborative opportunities for teacher planning and development.

### Objective 3:2 (Middle School)

Each nine weeks, Hudson Middle School students will be assessed using a multitude of data points to determine student comprehension (daily, standard assessments, nine week assessments, authentic assessment/projects, etc.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<p>Grade Level: 8th Grade Subject: Social Studies Lesson 3 Northwest Ordinance TEK: 8.6A - History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; <u>Activity:</u> Warm Up: Divide the moon exercise. Who gets what? How much do they get? Make up the rules. How will we govern this and keep everyone in check?</p> <p>Whole Group Instruction: Recap Amer Rev &amp; what Britain lost. Independent Practice: Students will rotate through stations. <b>1.)</b> Students will read a short excerpt on the Northwest Ordinance and apply their knowledge by answering the following questions: 1. What were the basic principles established in the NW Ordinance? 2. How did the procedures established in the NW Ordinance allow for an orderly expansion of the United States? 2.) Students will use computers to define relevant vocabulary ie. ordinance, territory, governance, free male population, statehood, etc. 3.) Visual station: Students will view maps and photos in order to understand and evaluate the effects of the NW Ordinance on the US. They will have guiding questions to assist with their interpretation.</p>		<p>Teachers: Brianna DiLorenzo &amp; Natalie Jansing</p>		<p>Resources: Playposit &amp; Google Forms</p>	<p>Evaluation: Students will have to answer an exit ticket to confirm their understanding: 1.) Explain the NW Ordinance in your own words. 2.) What problems do you predict the new nation will face as a direct result of this law? Their answers should include the lack of involvement with the Native Americans and Slave Territories in order to make connections with future conflicts in the Western territories.</p>

<p>Grade Level: 7 Subject: Math</p> <p>TEK: 7.11A (R) Model and solve two-step equations and inequalities. 7.11B(S) Determine if the given value makes one-variable, two-step equations true.</p> <p>Activity: In groups of two or three, students will create a Powtoon Presentation to demonstrate finding the solution of a one variable, two-step inequality by modeling and solving algebraically. Students will also graph the solution set on a number line. In addition, students will demonstrate how to choose a number in the solution set and test it for its truth value.</p>		<p>Teachers: Baldwin, Guerra, James, Simmons</p>		<p>Computer lab or cart, rubric</p>	<p>Students will teach the class how to solve their inequality using their Powtoon presentation. A rubric will be provided</p>
<p>Grade Level:6 Subject: Social Studies</p> <p>TEK:6.11A (Readiness), 8.15D (Readiness)</p> <p>Activity:6th Grade Social Studies: 6.11A (Readiness): Identify and describe examples of limited and unlimited governments: 8.15D(Readiness): Analyze how the Constitution reflects the principles of limited government: The teacher will demonstrate and facilitate to the students unlimited and limited government using the Frayer Model for notes and Dictators Rise to Power video.</p>		<p>Teachers: Poage Johnson</p>		<p>*Frayer Model *Video: Dictators' Rise to Power *Copies of the Declaration of Independence AND the Constitution via word docs *Netbooks</p>	<p>Technology/Writing Component: the students will type a persuasive essay encouraging people to adopt a limited government using three examples from the Declaration of Independence or the Constitution in a word document and turn into learning.com.</p>
<p>Grade Level: 7th; Subject: English/Writing</p> <p>TEK: 7.14D Edit drafts for grammar, mechanics, and spelling. (Readiness) 7.19A Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. (Readiness) 7.14B Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing. (Readiness)</p> <p>Activity: After several weeks of grammar lessons, students become the teacher. Students are placed in groups according to grammar skill levels and capabilities.</p>		<p>Teachers: Craft, Young</p>	<p>4 class periods; completed by 3rd Nine Weeks</p>	<p>Yoga tablets, teacher selected websites, teacher provided examples and templates, rubric for lesson, material for games/activities</p>	<p>Students choose topic to teach, such as: capitalization, pronouns, subject-verb agreement, sentence structure, and paragraph development. They create: mini lesson, anchor chart, script for presentation, game/activity, test, answer key, and rubrics.</p>

<p>Grade Level: 7    Subject: Science</p> <p>TEK:7.6A--identify that organic compounds contain carbon and other elements such as hydrogen, oxygen, phosphorous, nitrogen, or sulfur (Supporting)</p> <p>Activity:In this discovery lab, students will be given various compounds and will be asked to identify the elements in the compounds with the assistance of the periodic table. Once that has been done, students will formulate a definition of an organic compound, then use that information to determine the organic compounds found in the human body (four types of organic compounds: lipids, carbohydrates, nucleic acids, proteins). As the compounds are discussed, students will build models using marshmallows and toothpicks of the carbon backbone of each type of organic compound.</p>		<p>Teachers: M. Weeks, G. Dykes, D. Miller</p>		<p>Lab supplies, computers with internet access, periodic tables</p>	<p>After the discussion and hands-on activity, students will be given an opportunity to identify the elements in various real-world materials and identify them as organic or inorganic based on their chemical makeup.</p>
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## 2015-2018 GOALS & OBJECTIVES

### Goal 3 - Assessments for Learning

Hudson ISD will promote multiple assessment opportunities that integrate depth, complexity, and individualized concepts while providing collaborative opportunities for teacher planning and development.

#### Objective 3:3 (Middle School)

On a weekly basis Hudson Middle School teachers will collaborate in grade level teams to plan and develop assessments and learning strategies that provide opportunities to allow for maximum student scpression of course related TEKS.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<p>Grade Level: 8th    Subject: Math</p> <p>TEK: 8.2(B) approximate the value of an irrational number, including <math>p</math> and square roots of numbers less than 225, and locate that rational number approximation on a number line;</p> <p>8.2(C) convert between standard decimal notation and scientific notation;</p> <p>8.2(D) order a set of real numbers arising from mathematical and real-world contexts.</p> <p>Activity: Record lessons on youtube to enhance instruction, provide remediation, and provide instruction for students not present in the classroom. This will not take the place of daily instruction.</p>		<p>Teachers: Griffin, Guerra, Matheny</p>		<p>Video recording equipment, Mr. Davis' video expertise Video program,</p>	

# 2015-2018 GOALS & OBJECTIVES

## Goal 4 - Accountability

Hudson ISD will foster meaningful student learning, utilizing local control for desirable outcomes, and serving the needs of the whole student.

### Objective 4:1 (Middle School)

Hudson ISD students will receive daily instruction based upon approved standards and community based accountability measures to develop the needs of the whole child.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Review
<p>Grade Level: 7th Subject: ELAR</p> <p>TEK: Figure 19 Reading/Comprehension Skills-students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message.</p> <p>7.10 Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p> <p>Activity: Seventh grade teachers who have a regular 45 minutes tutorial period will facilitate the Article of the Day activity four days per week using the website readworks.org digital or print version.</p> <p>Step 1: Teachers will establish the purpose for reading (to build background knowledge, increase vocabulary, and improve reading stamina on informational text).</p> <p>Step 2: Students will read the article of the day independently (weekly articles are related by topic to increase comprehension).</p> <p>Step 3: The Book of Knowledge-students will write down three things they learned from reading; they can use the online tool or a composition notebook. Teachers will check for comprehension as well as correct capitalization, punctuation, and complete sentences.</p>		<p>Teachers: Ainsworth, Baldwin, Boyd, Craft, Elliott, James, Ray, Simmons</p>		<p>Computers, readworks.org - articles of the day digital or print version, composition/spiral notebooks</p>	<p>Step 4: Students share their knowledge in a 1-2 minute discussion using appropriate soft skills</p>

# 2015-2018 GOALS & OBJECTIVES

## Goal 4 - Accountability

Hudson ISD will foster meaningful student learning, utilizing local control for desirable outcomes, and serving the needs of the whole student.

### Objective 4:2 (Middle School)

Enter Objective here

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation

# 2015-2018 GOALS & OBJECTIVES

## Goal 4 - Accountability

Hudson ISD will foster meaningful student learning, utilizing local control for desirable outcomes, and serving the needs of the whole student.

### Objective 4:3 (Middle School)

Enter Objective Here

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation