

High Point Regional High School

Parent University
Block Scheduling

February 18, 2016
Media Center
7:00 p.m.

SSTF - The Top Priority

Increased student engagement

How will we accomplish that?

1. A rotating block schedule
2. Unit Lunch
3. Professional Development (PLC) time

| Block | Length of Block | A drop 4, 8 | B drop 1, 5 | C drop 2, 6 | D drop 3, 7 |
|-------|-----------------|-------------------------|----------------|----------------|----------------|
| 1 | 7:35-8:32 | 1 | 2 | 3 | 4 |
| 2 | 8:36-9:33 | 2 | 3 | 4 | 1 |
| 3 | 9:37-10:34 | 3 | 4 | 1 | 2 |
| Lab A | 10:34-10:59 | | | | |
| Lunch | 10:34-11:28 | Unit Lunch/Science labs | | | |
| Lab B | 11:03-11:28 | | | | |
| 4 | 11:28-12:25 | 5 | 6 | 7 | 8 |
| 5 | 12:29-1:26 | 6 | 7 | 8 | 5 |
| 6 | 1:30-2:27 | 7 | 8 | 5 | 6 |

Student Benefits - Increased Student Engagement

- ❖ Students focus on 6 classes per day
- ❖ Balances the daily workload for students
- ❖ Reduce daily stress for students, yet still offer a broad and rigorous curriculum
- ❖ Obtain a deeper understanding of a more focused curriculum by increasing daily instructional time
- ❖ Improves Student/Teacher relationships
- ❖ Reduces interruptions and creates greater continuity

Unit Lunch

- ❖ All student eat at the same time.
- ❖ Media Center open during lunch.
- ❖ Students empowered to manage time during their lunch.
- ❖ Increased access to Guidance Counselors, Child Study Team, Mentors instead of interrupting classes.
- ❖ Designated time for special events , i.e. college representatives, guest speakers, guidance presentations, etc.
- ❖ Enhances a positive school environment.

Mock Block Scenarios

- ❖ One Day Pilot - March 21st (split unit lunch)
- ❖ Four Day rotation - May 16th-19th

SSTF



School Scheduling Task Force:

Board of Education, Administration, Faculty:

Working since Fall of 2015 to plan for Block.

Site Visits



Randolph

Lenape Valley

Chatham

Curriculum Collaboration



PLC's

(Professional Learning Communities)

Curriculum Maps:

After school, pull-out sessions, summer

Curriculum Maps



Constitutional Underpinnings ▾

[Collaboration](#)

Stage 1: Desired Results

Transfer

[Add an Attachment](#)

Standards

Choose Standards

2014 CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

2014 CCSS: Grades 11-12

Reading: History/Social Studies

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity

Unit

Curriculum Maps



Enduring Understandings / Big Ideas 📘

1. What are the varying beliefs about the origins and purpose of government?
2. What are the historical origins of American Government and which social political philosophers had the greatest influences on our founding fathers?
3. What political beliefs are fundamental to the identity of the American Citizen and American political culture?
4. How have the electorate's beliefs and expectations for government changed as America's population and needs have diversified?
5. Why is there distrust in the national government? Where does this stem from?
6. How did the failure of the Articles of Confederation influence the authors of the Constitution?
7. What are the key principles of the Constitution and how do they guard against tyrannical government?
8. How did the fight for ratification influence the adoption of the Constitution and create the foundations of the two party system?
9. What was the influence of the Federalist papers in the influence on ratification and the future of America?
10. The Constitution is considered a living document because it has the flexibility to adapt to a changing society, what are the formal and informal ways in which the Constitution is amended to meet the needs of the nation?
11. How has the nature of federalism changed over time?

[+ Add an Attachment](#)

Essential Questions 📘

1. Why did certain controversies fuel debate at the Constitutional Convention?
2. Why do we consider the Constitution to be a "living" document?
3. Unique to the United States, how and why has the federalist system evolved since our founding?

[+ Add an Attachment](#)

Acquisition

Student Learning Objectives 📘

1. Explain the role of government, the political process and the policy making system.
2. Compare and contrast the conflicting theories of American democracy.
3. Relate how the failure of the Articles of Confederation led to a new Constitution.
4. Break down the Madisonian Model.

Guiding Questions 📘

1. What is the purpose of government?
2. What was the founders' view of the purpose of government?
3. What made this new system great, and what still applies to founders' initial intent.
4. Why did Madison fear factions?
5. What were the reasons of the swift adoption of the Bill of Rights?
6. What are the powers of state and local governments when compared to the powers of the National Government?
7. What influence should the federal government have over state and local issues such as education,

Staff to Staff: Best Practices



Spring 2016:

- **“Ed-Camp” styled rotating PD sessions.**
- **Mock Block Schedule**

Questions?



Please Contact us with any questions:

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