



MOUNTAIN YOUTH SCHOOL

Mustang Moment

Wednesday, March 20, 2013

Cafeteria Menus



Today – 3/20 (W)

HAMBURGER ON BUN
SWEET POTATOES
BAKED BEANS
MIXED VEGETABLES
BANANAS
MANDARIN ORANGES
LETTUCE, TOMATO
KETCHUP, MAYONAISE
MUSTARD

Tomorrow – 3/21 (TH)

Breakfast

BISCUIT & GRAVY

Lunch

VEGETABLE BEEF SOUP
PEANUT BUTTER SANDWICH
SPINACH SALAD
FRESH GRAPES
PEACHES
CRACKERS

Student of the Week



Jamie McLean

For details on the Student of the Week, see page 4.

Daily Attendance

- **Absences:** Brent Ledford, Nikki Wooten
- **Tardies:** Samuel Kendrick

Student Announcements

- Students, if you have not taken the pre-survey for Stacked Deck (this semester), please see Ms. Herr for a copy and complete it this week.
- The “Energized Guyz” told us on Monday how to get a free energy kit for your home. We will be filling out the kit request in class this week.

Faculty/Staff Information

- Weekly Duty — Cafeteria: Herr; Hallway: Davenport
- Thank you for recently hosting the National Theatre for Children (NTC)'s performance of Duke Energy's “The Energized Guyz - Powered Up” at your school! We hope you and your students enjoyed the program, and look forward to bringing you more programs in the future. Your feedback is tremendously important to us. We'd like to ask you to remind the teachers who saw the program to go to Playworks.com and fill out an evaluation using the code Duke1W13M. Each teacher who fills out an evaluation is entered in a drawing for \$250 of free books for their classroom! Thanks so much for making NTC a part of your school year!
- Upcoming events:
 - The “Art in Geometry” unit will begin on Monday, March 25.
 - Stacked Deck spring site visit on Tuesday, March 26.
 - Special surprise on Thursday, March 28.
 - Friday, March 29 is a holiday.
 - Field trip to John C. Campbell Folk School on Thursday, April 4.

Quote of the Day

“Nothing ever comes to one, that is worth having, except as a result of hard work.”

– Booker T. Washington

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EDUCATION WEEK
TEACHER

Common Core ripe for interdisciplinary opportunities

Published Online: March 13, 2013

By Liana Heitin

Educators around the country are exploring innovative ways to teach the new common-core literacy standards, and some are calling attention to an approach they say is working well: interdisciplinary thematic units.

Whether they've had these types of units in their repertoires for years or are just now jumping into such cross-curricular work, educators say the new standards support this type of teaching in several ways.

First, one of the key instructional shifts associated with the Common Core State Standards in English/language arts is the requirement that students, starting in 5th grade, read more nonfiction than fiction. Some English teachers have lamented the prospect of replacing Shakespeare and Sandra Cisneros with informational texts. But proponents of the common standards point out that, as a footnote in the introduction to the standards explains, the required percentages for nonfiction "reflect the sum of student reading, not just reading in ELA settings." That is, informational texts are expected to be the shared responsibility of teachers "across the grade," potentially creating new opportunities for cross-curricular projects.

In addition, the common standards lay out specific literacy requirements for history/social studies, science, and technical subjects, and they emphasize research and synthesizing skills. Rather than tackling these new objectives in subject-area silos, some teachers are choosing to address them by integrating real-world themes and social issues into projects, and by reaching across hallways to do this work with colleagues.

One Theme, Many Standards

The common core "certainly lends itself to integrated interdisciplinary units," said Bobbi Farrell, a veteran teacher at Messalonskee Middle School in Oakland, Maine. Several years ago, she and her colleagues began moving to a standards-based approach to teaching, in which students go at their own pace and do not receive grades. Instead, kids are responsible for attaining proficiency in each standard. The group built this new approach, which Farrell calls "mass-customized learning," on the common-core standards, which were finalized in 2010.

Farrell, who teaches both social studies and language arts, often organizes her instruction around a theme. "For example, we may do a unit on identity," she explained. "Within that, we can look at immigration or social classes within social studies. We can look at such literature as *The Outsiders* within the framework of characterization or point of view." Through the structure the theme provides, she said, students are able to hit a variety of standards, depending on their individual goals. "In a short span of five to six weeks, kids get a massive amount of teaching and learning in that one unit."

While some language arts teachers are simply adding a nonfiction unit to fulfill the new reading requirements, others have found pairing fiction and nonfiction texts under a thematic umbrella to be a more effective way to teach critical reading. "In order to integrate the core in a way that doesn't overtake your class with isolated discrete lessons, this is the way to do it," said Sarah Brown Wessling, the 2010 National Teacher of the Year and a high school English teacher in

Johnston, Iowa. "This is the way to get kids deeper into their analysis."

By organizing around "a concept or principle or theme or quest," teachers force students to engage with texts more deeply and compare them to one another. For instance, she said, "instead of thinking about teaching *To Kill a Mockingbird*, I'm teaching the concept of courage. *To Kill a Mockingbird* is one text I use. So is a [PBS] Frontline piece, a speech, an article. Putting those texts together in a bundle helps us to work toward conceptual understanding. That's the spirit of the core."

Rob Meza-Ehlert, a 10th grade social studies teacher at the Kearny School of Digital Media and Design in San Diego, explained that his small public high school is centered around interdisciplinary project-based learning. Teachers at the 450-student school, created through a grant from the Bill and Melinda Gates Foundation, work in grade-level teams to have students produce semester-long projects on topics of their choice. Tenth graders pick a social issue—genocide, environmental degradation, or human trafficking, for example—and read selected articles about it in social studies class, using the annotation skills they've learned in English. Then they continue the "research from my class with Socratic seminars in English," Meza-Ehlert explained. "The walls between the two disciplines are broken down. We're developing similar skills with a similar approach." Eventually, students create a project—for instance, a video, brochure, or online game—to demonstrate what they've learned and offer something to the community.

Meza-Ehlert suggested that a strength of this approach is that it

helps students see the natural fluidity between subjects. "I hear kids in my class talking about connections to English and science. As soon as kids are doing that on their own without being asked, you know what you're doing is working," he said.

A nine-year veteran at the school, Meza Ehlert says the common-core standards mesh well with the school's project-based learning model. "We actually have a pretty good foundation because a lot of what we've already been doing matches [the common core]. When I look at the common core ... there are no shocks."

Logistical Barriers

Even so, Kathy Glass, a curriculum and instruction consultant in the San Francisco area, and author of books on mapping curriculum units to the common core for both primary and secondary grades, emphasizes that such units are not in-and-of themselves aligned with the common core. Teachers still need to do the hard work of adaptation. "I did interdisciplinary units 20 years ago," she said. But, to teach them today with the common core, "I'd have to say, 'Hmm. ... Let me look at the resources I used. Were they appropriately complex? Let me look at the questions I had. Were they text dependent?' It's all very specific to how rich the interdisciplinary unit was."

In addition, there are, of course, logistical barriers to this kind of teaching.

For Farrell, teaching thematically often forces her to teach historical events out of order, "which, particularly in social studies, has been difficult," she said. "You think of history more in terms of chronology. One of the issues we're facing is how to know if we're filling in all those gaps."

The cross-subject-area, collaborative aspect can be tough to pull off as well, especially at the high school level. In elementary schools, where teachers are responsible for

multiple disciplines, or in middle schools that are organized around teams, there are often more opportunities for teachers to collaborate on units. "If a school is organized for it, it makes a lot of sense," said Wessling. "My school doesn't happen to be organized for that. ... Certainly the ways that high schools are traditionally organized makes it more difficult."

While his high school has the luxuries of a small staff and flexible scheduling, however, Meza-Ehlert argues that all teachers can implement interdisciplinary work to some extent. "The product doesn't have to be some project. For us what makes it work best is having big questions and topics that cross multiple disciplines."

He suggests that teachers "start small, where they're comfortable. Unpack one quote that is a challenging quote to unpack, starting in English and finishing in history class. ... If the structures aren't in place, look for natural places of connection. If one other teacher has 10 to 15 shared students, try one reading together on one theme. The little things grow into something larger."

Finding Units

Resources are also available to help teachers create such thematic units across disciplines.

Facing History and Ourselves, a civic-learning organization, has been offering free curricular support to teachers for almost four decades. The Brookline, Mass.-based nonprofit provides units and lessons on themes such as racism, democracy, and prejudice on its website. "Our model has always been to teach a piece of literature situated in a historical context," said Jocelyn Stanton, senior program associate for special projects. "To understand the world around that piece of literature, you bring in primary sources, graphs, first-hand accounts"—all of which can count

toward the common standards' nonfiction reading requirements.

"On the flipside, we've also pushed history teachers to not only look at primary sources and textbooks but to bring in works of poetry and short stories to complement the time period," Stanton said. "By reading a poem from a Holocaust survivor, you deepen your understanding. I think the common core is basically asking teachers to do that."

While many of Facing History's units were written before the common standards existed, Stanton said they are philosophically and practically in line with what the core requires. "The idea of putting a text in front of students and asking them to deconstruct and find meaning, to read closely, to ask questions, that's how we started. It's somewhat ironic that we've been sort of set up for this [ie., the new standards] for a long time." The group is now working to directly align its units to the standards.

Emily Chiariello, a teaching and learning specialist with the Southern Poverty Law Center's Teaching Tolerance program in Montgomery, Ala., is in the midst of writing a "literacy-based anti-bias curriculum" for both language arts and social studies teachers, which should be finished by the fall. Chiariello describes theme-based interdisciplinary units as "the best for every number of reasons." She said that these units mimic the kind of learning through reading students will do as adults—for instance reading the newspaper to learn about politics, or looking at maps and magazine articles to learn about gardening.

"Maybe this is also what the common core is trying to get us to realize—that these boundaries between disciplines are false," Chiariello said. "They're not in the real world. I hope people can embrace those walls are coming down."

Student of the Week: Jamie McLean

Full Name: Jamie Marie McLean

Birthday: December 30

Birthplace: Murphy Medical Center

Siblings: Two brothers, one sister

Favorite color: Lime Green

Favorite subject in school: Biology

Favorite food: Gummy Bears (the giant ones)

Favorite dessert: Moose Track ice cream

Favorite pastime/hobby: Sleeping, hanging out with friends

Favorite music: Rap

Plans after graduation: Become a cop

What she wanted to be when she was a kid: A teacher, because I liked bossing people around

Something interesting few people know about her: I hate rabbits

Something she is good at: Arguing

Role model: Honest Abe, because he was honest

What you consider to be a good role model: Someone who is honest

If she could describe herself in one word: Easygoing

What teachers are saying about Jamie: "Jamie has made great improvement this year. She is a smart student with a lot of potential." – Ms. Dougherty



Mountain Youth School – Master Schedule – Spring 2013

Teacher	1 st Period	2 nd Period	3 rd Period	4 th Period
Dougherty	English IV Johnny Anderson Eileen Corbin Britni Crisp Chelsea Davenport Brianna Elkins Jessie Gibby Cody Jones Charlotte Haigler	English II Samuel Kendrick Brent Ledford (Eng III) Jeremy Lovingood James Nelson Cory Phillips Tommy Thorley Heather Tillmes Mike Williams	English III Alex Harper Sydney Hibberts Aaron Moore Justin Seabolt Preston Smith	English I Britni Crisp (SH) Mike Williams (SH) Mateo Bonilla Johnny Anderson (Eng III) Alston Filio Nikki Wooten
Crosby	Civics Sydney Hibberts Aaron Moore Amber Rogers	U.S. History Eileen Corbin Brianna Elkins Alston Filio	Geography Justin Seabolt Heather Tillmes Michael Williams	World History Jamie McLean Noah Killian Alex Harper Heather Tillmes (Civics) Nikki Wooten
Crouch	8th Grade/Study Hall Megan Hicks (SH) Brent Ledford (SH) Mateo Bonilla (R) Nikki Wooten (R)	Algebra II Johnny Anderson Mateo Bonilla Charlotte Haigler Megan Hicks Cody Jones	Analytical Geometry Chelsea Davenport Jessie Gibby CJ Hobson James Nelson	Alegbra 1B Samuel Kendrick Brent Ledford Jeremy Lovingood Cory Phillips Amber Rogers
Worley	Earth Science Alston Filio Hunter Green Alex Harper	Physical Science Noah Killian Austin Rowland Jamie McLean Nikki Wooten	Biology Eileen Corbin Sydney Hibberts Samuel Kendrick Aaron Moore	Biology Preston Smith Cody Jones (PE) Johnny Anderson (R) Mateo Bonilla Brianna Elkins Jessie Gibby CJ Hobson
Payne	MS	MS	MS	MS
Davenport	Intro T&I CJ Hobson (AS)	Intro T&I Chelsea Davenport James Nelson Tommy Thorley Noah Killian	Carpentry I Alex Harper Cory Phillips	Carpentry I/Advanced Studies Preston Smith Mike Williams Johnny Anderson Sydney Hibberts Samuel Kendrick Aaron Moore

Updated 3-19-13

Mountain Youth School shared master calendar – March 2013

Mountain Youth School MASTER CALENDAR, US Holidays Mar 2013 (Eastern Time - Montreal)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
17	18	19	20	21	22	23
	Duke Energy End of 7th school SIX-BLOCK 9am - Duke Energy 11:40am - Pacesette 11:40am - Stacked 2:20pm - Kimi -	Student leadership 8:30am - Earth	English III & IV 8:30am - Earth 9:45am - Middle 11:35am - English III 3pm - Kimi - BT	Principal's S. Maxey and S.	Kimi & Keith out - Middle school wax	
24	25	26	27	28	29	30
	"Art in Geometry" unit 1:30pm - Kimi -	Stacked Deck spring 11:30am - Stacked			Holiday	
31	1	2	3	4	5	6
Easter	April Fool's Day SIX-BLOCK 11:40am - Pacesette 11:40am - Stacked			Six-block schedule 8:50am - Folk		