

# MoCo Monday Minute

Monday, February 13, 2017

In this edition:

- *Quote of the Week*
- *Mock Trial Team Headed to State*
- *Mapleton Connects with Animals*
- *Student Traveling Art Exhibit*
- *Celebrating Success*
- *Student Attendance*
- *Dates*
- *Continuous Learning through Professional Literature*



**MCIS won the Governor's Cup for District 103!**

**Quote of the Week** – “There is a difference between not knowing and not knowing YET.” – Sheila Tobias

**Mock Trial Team Headed to State** – The Montgomery County High School Mock Trial team placed third in the UK Mock Trial Tournament held on February 4<sup>th</sup>. Sixteen teams from all across the state participated in the open invitational at the University of Kentucky. Montgomery County went 6-0 on the judges' scorecards through two jury trials scoring victories over Dixie Heights and Henderson County. Several individual team members won awards. In the first trial against Dixie Heights, senior Sloan Lansdale won for Outstanding Witness and freshman Elliott King won the award for Outstanding Attorney. In the second trial against Henderson County, junior Karisma Keeton was named Outstanding Attorney while freshman Brianna Bryant was named Outstanding Witness. The



state tournament will be held the first weekend of March. Congratulations to all and good luck at state!

**Mapleton Connects with Animals** – Continuing with Mapleton’s yearlong service learning initiative, “Service through the Seasons,” January’s service leadership project included collecting pet supplies. Mapleton students donated several supplies to the local Humane Society. The Humane Society will use the items to help supply the local animal shelter and/or families in our community care for their animals. First grade students helped in the sorting and packing of the items as they were collected throughout the month. On Friday, a group of students and staff delivered the items to the Animal Shelter. While there, students also had the opportunity to read to the cats and dogs.



**Student Traveling Art Exhibit** – Four Montgomery County students were chosen to participate in the Student Traveling Art Exhibit “A Matter of Perspective.” Congratulations to 7<sup>th</sup> grader Jacob Martin, 8<sup>th</sup> graders Tanner Hatton and Sarah Yarber, and 11<sup>th</sup> grader Thomas Nye. Students’ artwork will be showcased in numerous schools across the Commonwealth throughout the year. To view the 2017 Student Traveling Slide Show is click [here](#).



**Celebrating Success** – (1) MSE won the Penny War during Red Ribbon Week and was presented a trophy from the health department; (2) Camargo Elementary 4<sup>th</sup> grade students accepted the challenge to excel in math, primarily their knowledge of multiplication facts. These students mastered all facts within multiplication



0-12s and were rewarded for their successes; (3) Spelling bee winners are Corbin Pellegrinelli (Mapleton), Emily Vice (MCIS), and Makayla Garcia (McNabb); (4) Incoming freshmen for the 2017-18 school year visited MCHS to see and ask questions about different career pathways/course offerings, extracurricular activities, athletic teams, and clubs available at MCHS; (5) MCIS competed in the Governor’s Cup for District 103 over the weekend. The team won first place in Quick Recall and FPS. Individual placements include: Math - Jenna Easterwood 5<sup>th</sup> place, Science - Danika Sparks 1<sup>st</sup> , Ethan Hill 2<sup>nd</sup>, Jenna



Easterwood 3<sup>rd</sup>, Social Studies - Eli Leach 1<sup>st</sup>, Tyson Greer 2<sup>nd</sup>, Language Arts - Cailey Gilliam 2<sup>nd</sup>, Madison Davis 3<sup>rd</sup>, Arts and Humanities - Danika Sparks 1<sup>st</sup>, Tanner Campbell 3<sup>rd</sup>; Congratulations to the MCIS Academic Team; (6) The McNabb Chess Team finished first in the Quad D Regional Tournament. The team is in their first year and qualified for the state competition in March. Congratulations; (7) The MCHS Chess Team finished fourth in the Quad D Regional Tournament. By finishing fourth, the team qualified for the state chess championship that will occur in March; Senior, Dylan Hendrix won a \$1,000 endowment to Morehead State University at the regional tournament. Dylan finished first out of the seniors that were vying for the scholarship! Congratulations to the team and Dylan; Senior, (8) Zach Hill signed his acceptance letter to play soccer at Transylvania University on Friday. Congratulations to Zach and his family on his commitment to further his education and soccer career

***Student Attendance*** – Congratulations to Mapleton Elementary! Mapleton had the highest daily and highest weekly attendance at 96.3 % on Friday and 94.99% for the week. This is the third week in a row Mapleton has claimed both titles!

***Dates:***

- Feb. 14 – I LOVE My Career Day/Heart Healthy Valentine’s Day, MSE
- Feb. 15 – College and Career Day, Camargo
- Feb. 15 – Mapleton SBDM Meeting, 4:00 p.m.
- Feb. 15 – Mapleton PTO Meeting, 4:30 p.m.
- Feb. 16 – Local Planning Committee Meeting, 4:00 p.m., Clay Community Center (public forum at 5:30 p.m.)
- Feb. 16 – MCHS SBDM Meeting, 5:30 p.m.
- Feb. 16 – MCIS SBDM Meeting, 5:30 p.m.
- Feb. 16 – Incoming Freshmen Parent Night, MCHS Cafeteria, 6:00 p.m.
- Feb. 16 – MSE AR Family Night
- Feb. 17 – College Day/Reality Store, MSE
- **Feb. 20 – Make-Up Day (President’s Day) – School will be IN SESSION**
- Feb. 20 – Hoops for Heart Kickoff, MSE
- Feb. 21 – 6<sup>th</sup> Grade Science Night, 5:30 p.m., MCIS
- Feb. 23 – FFA Parent-Member Banquet, MCHS Cafeteria, 6:00 p.m.
- Feb. 23 – Internet Safety Evening, 6:00 p.m., MSE
- Feb. 24 – Pow-Wow Assembly, 1:00 p.m., Camargo
- Feb. 25 – KMEA District 8 Instrumental Solo & Ensemble, MCHS Music Wing, 9:00 a.m. – 5:00 p.m.
- Feb. 25 – PTO Superhero/Princess Day, 11:00 a.m. – 12 p.m., Camargo
- Feb. 27 – Born Learning Parent Workshop, 5:30 p.m., ELC

- Feb. 28 – Board of Education Meeting, 6:30 p.m., MCHS Cafeteria
- Mar. 3 – Reality Store, 10:30 – 11:30 a.m., Camargo
- Mar. 6 – Ballroom Dancing and Cheerleaders, Mapleton
- Mar. 6 – MSE Blood Drive
- Mar. 8 – Camargo SBDM Meeting, 3:00 p.m.
- Mar. 9 – Wax Museum, 5:00 – 6:00 p.m., Camargo
- Mar. 10 – Special Guest Laksmi Sriraman, Mapleton
- Mar. 13 – Camargo PTO Meeting, 4:00 p.m.
- Mar. 18 – MSE Honors Chorus
- Mar. 25 – MCIS Science Fair

## ***Continuous Learning through Professional Literature***

### **High-Quality Discussions in History Classes**

(Originally titled “How to Facilitate Discussions in History”)

In this *Educational Leadership* article, Abby Reisman (University of Pennsylvania) says the best all-class history discussions get students wrestling with intriguing questions and reading historical texts carefully and thoughtfully. “Good discussions,” says Reisman, “have little to do with magic and everything to do with careful planning and pedagogical savviness. Yes, sometimes students in one class are chattier and more energetic than those in another, just as an otherwise-routine lesson sometime prompts a spontaneous, lively discussion. But more often than not, substantive discussions occur because teachers have a clear sense of how they want students to engage with the text, and with one another, and with the content.” Drawing on her work with the Reading Like a Historian curriculum developed at Stanford University, she has several suggestions for sparking such discussions:

- *Orient students to one another.* “Students must not only respond to the teacher, but also acknowledge and build on one another’s ideas,” says Reisman. Teachers should use “uptake” moves, for example, asking for agreement or disagreement and inviting students to build on each other’s ideas. Some teachers post suggested sentence starters to structure responses, record students’ opinions on a T-chart, or have students write their opinions on sticky notes and post them on a continuum. “All these techniques,” says Reisman, “communicate to students that the work of understanding is collective and that their own understanding will be enriched by listening, challenging, and building on their classmates’ ideas.”

- *Orient students to the text.* To make sure students understand the gist of a piece of historical writing, the teacher might ask, “What’s the main argument in this document?” or ask them to find evidence that backs up an opinion.



- *Design a compelling central historical question.* Reisman has found that the liveliest and most rigorous discussions come when the teacher asks students to judge historical actors or events using evidence from a text. For example, a class was examining abolitionist John Brown's 1859 raid on a federal arsenal through two documents: John Brown's final speech before he was hanged and an excerpt from Frederick Douglass's autobiography recounting how he told Brown the raid was doomed to failure. The teacher considered several possible discussion-starters: *Was John Brown a misguided fanatic? Was he a terrorist or a patriot? Was his raid justified? Is violence ever justified?* But the teacher realized that while these questions were important and engaging, none made students examine the two historical documents. The teacher ended up asking, *Was John Brown's plan a terrible idea? Why?*

- *Ensure accuracy.* When students are getting off track or revealing a misconception or misinterpretation, the teacher needs to refocus them on the text and help them integrate their knowledge and opinions with historical facts.

"How to Facilitate Discussions in History" by Abby Reisman in *Educational Leadership*, February 2017 (Vol. 74, #5, p. 30-34), available for purchase at <http://bit.ly/2kvWE7R>; Reisman can be reached at [areisman@gse.upenn.edu](mailto:areisman@gse.upenn.edu).

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Be sure to notify the designated person at your school if you have calendar information that should be added to your website calendar.

***Thank you so much for your effort and commitment to children. If you have questions about any of the information contained in this issue of The MoCo Monday Minute, please contact me at [matthew.thompson@montgomery.kyschools.us](mailto:matthew.thompson@montgomery.kyschools.us).***