

DMS Humanities

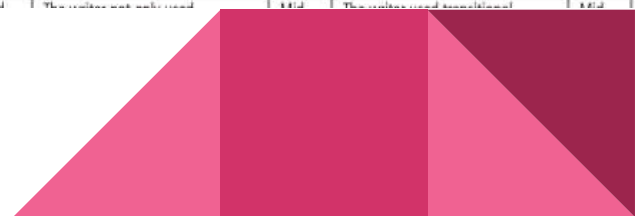
Presentation to Dedham School Committee
April 3, 2019

Design & Rationale

- Vertical alignment of skills
- Skills develop over learning progressions
- Common language for students
- Alignment with the *new* MA Frameworks
- Integration, when possible



Rubric for Narrative Writing—Seventh Grade						
	Grade 5 (1 POINT)	1.5 PTS	Grade 6 (2 POINTS)	2.5 PTS	Grade 7 (3 POINTS)	3.5 PTS
STRUCTURE						
Overall	The writer wrote a story of an important moment. It reads like a story, even though it might be a true account.	Mid-level	The writer wrote a story that has tension, resolution, and realistic characters, and also conveys an idea, lesson, or theme.	Mid-level	The writer created a narrative that has realistic characters, tension, and change, and that not only conveys, but also develops an idea, lesson, or theme.	Mid-level
Lead	The writer wrote a beginning in which she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	Mid-level	The writer wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning the story would convey. It introduced the problem, set the stage for the lesson that would be learned, or showed how the character relates to the setting in a way that matters in the story.	Mid-level	The writer wrote a beginning that not only sets the story in motion, it also grounds it in a place or situation. It includes details that will later be important to the story. These details might point to the central issue or conflict, show how story elements connect, or hint at key character traits.	Mid-level
Support	The writer used transitional	Mid	The writer used subhead	Mid	The writer used transitional	Mid



Grade 7 Essential Question:

How does a society reveal what it values?

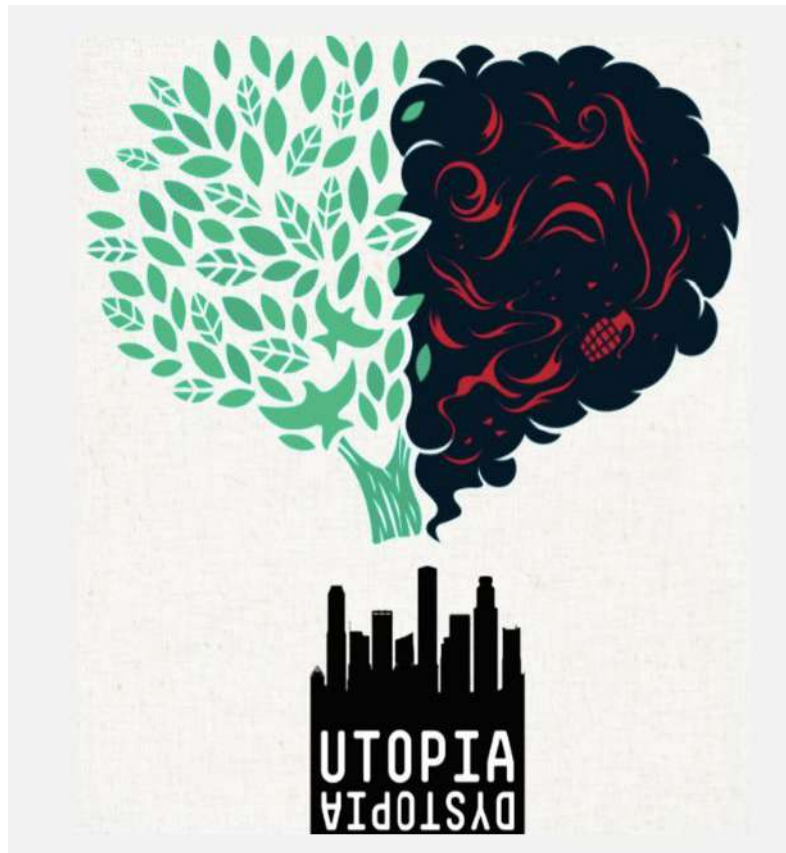


Reading Workshop - Dystopian Literature Clubs

Dystopian Stories Usually...So Readers...

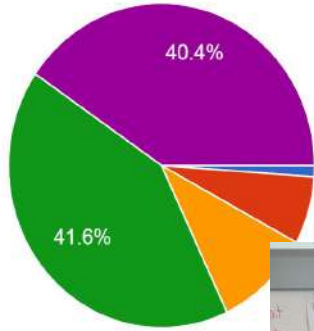
Teaching Points

- How characters respond to power
- Characters are often archetypes.
- Readers of this genre need to prolong their willingness to be uncertain, and their openness to new musings (thoughts/ideas).
- Symbolism
- Does this reveal anything about the world we live in?
- Connections to social issues and current events

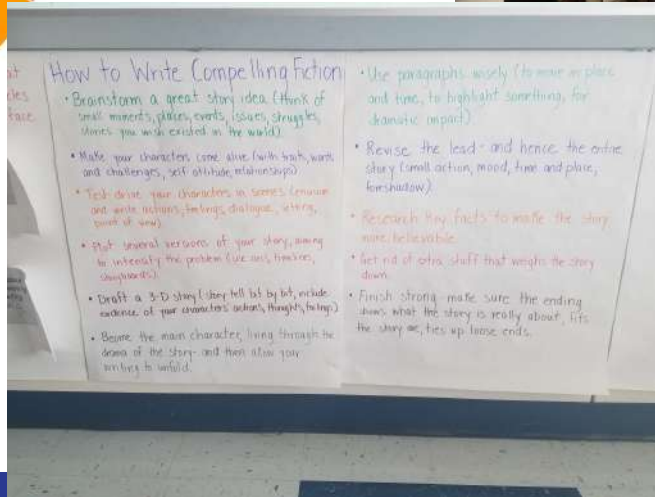
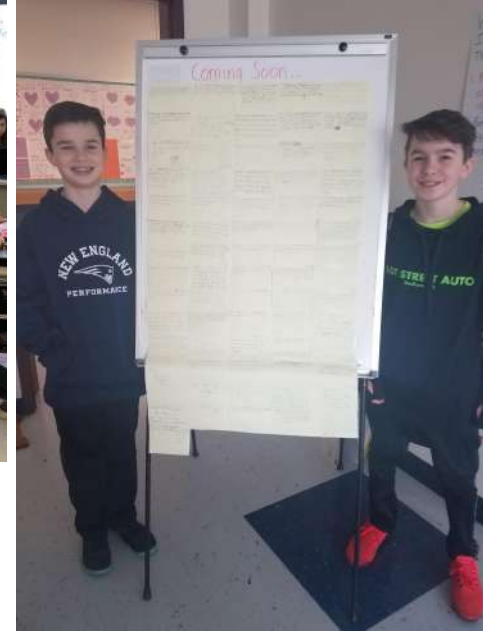


Grade 7 English Language Arts & Literacy

Does my story represent my best effort?

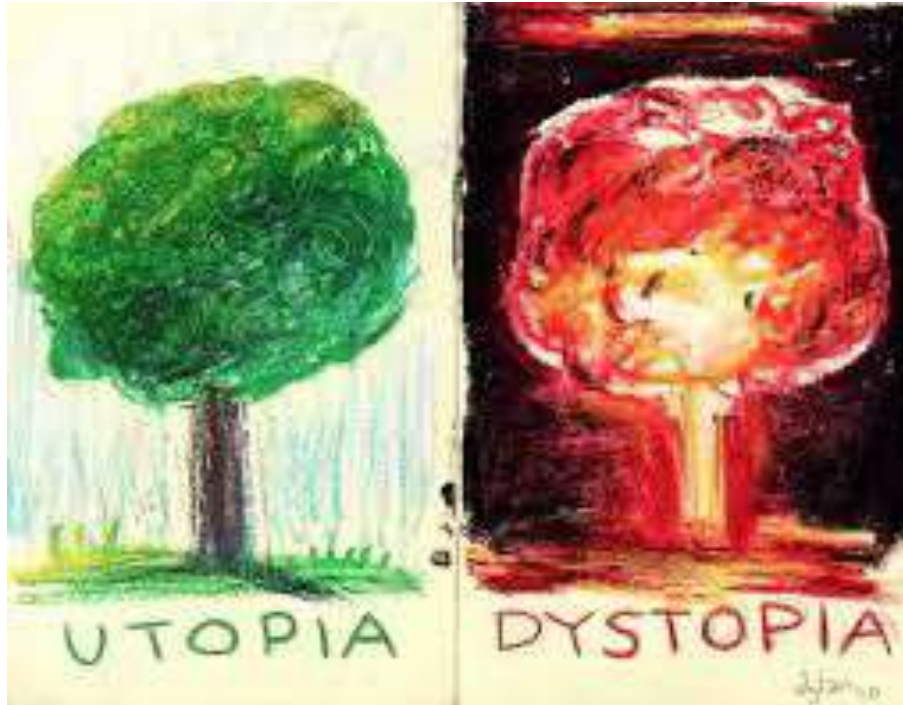


- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



Grade 7 Essential Question:

How does a society reveal what it values?



HOW DOES A SOCIETY REVEAL WHAT IT VALUES?

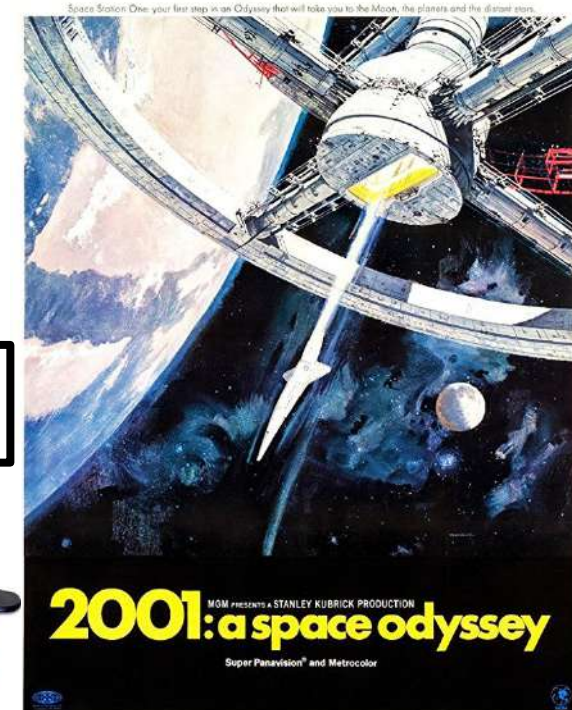
Teaching Points

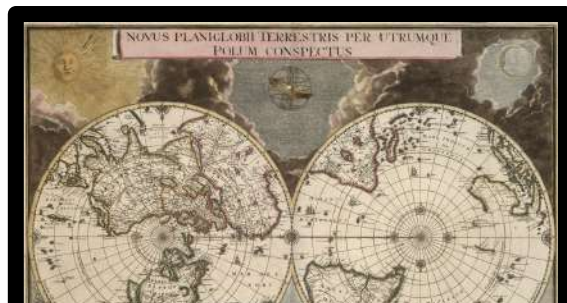
- How does the physical placement of a location on a map reflect our broader understanding of our position in the world?
- What are the basic needs of individuals and groups? What is the impact of meeting those needs in various scenarios?
- Societal values are revealed through various the 'big' and 'small' of daily life--family, art, foodways, education, etc.
- What is power and who has it?- Group interactions and identifying group formations-
 - Space Odyssey
 - Cafeteria Conquest
 - Social Archetypes

Create a map of our biggest social construct in the building... **THE CAFETERIA**

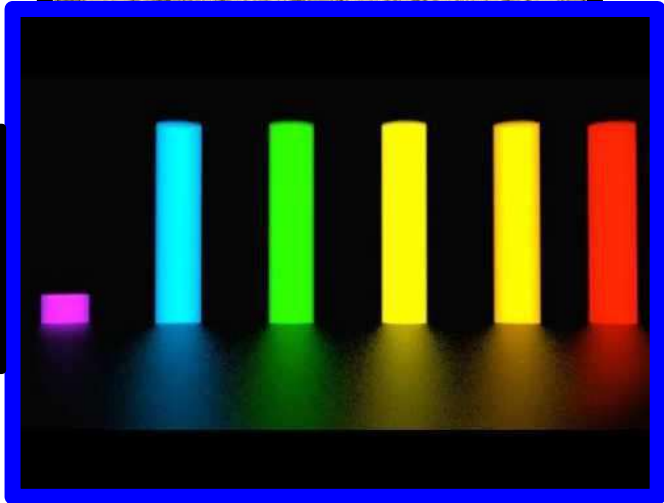


An epic drama of
adventure and exploration



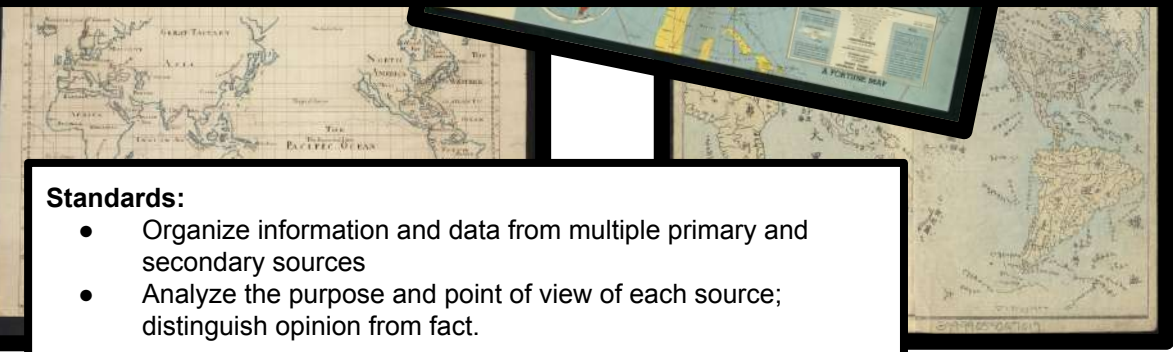


WORLD MAP ANALYSIS

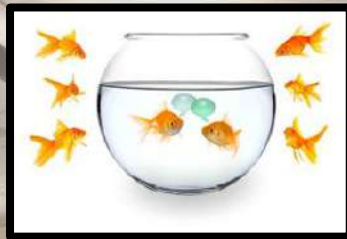


Standards:

- Organize information and data from multiple primary and secondary sources
- Analyze the purpose and point of view of each source; distinguish opinion from fact.



CLASS FISHBOWL LESSON



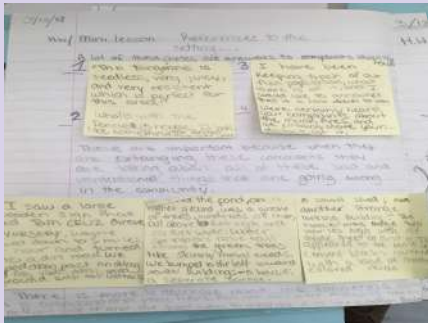
Standards:

- Develop focused questions or problem statements and conduct inquiries
- Argue or explain conclusions using valid reasoning and evidence

Piloting Units of Study in 6th ELA

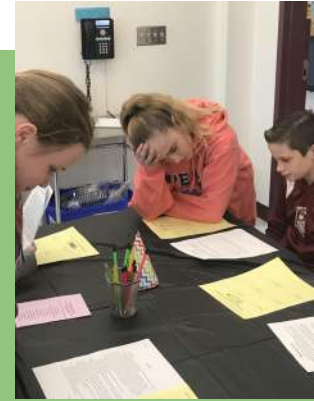
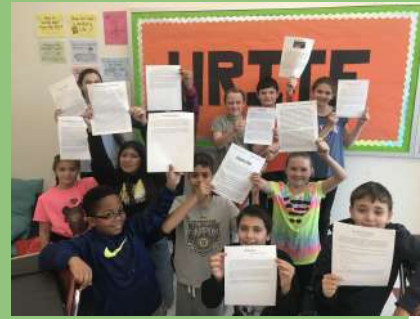
Reader's Workshop

- **A Deep Study of Character**
(Feb-March across 6th)
- **Fantasy Book Clubs**
- **Social Issues Book Clubs**
(scheduled for May across 6th)



Writer's Workshop

- **Personal Narrative**
- **Informational**
- **Fantasy Writing**



Humanities Instructional Coaching

Working collaboratively to move student learning forward.

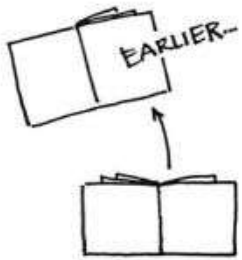

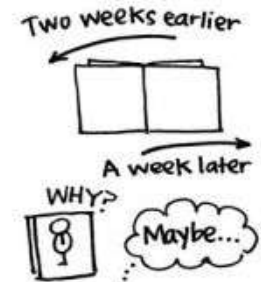

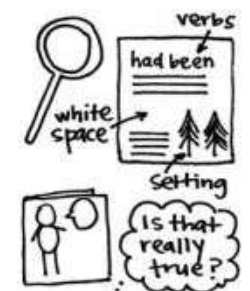


Balancing the pressure of new curriculum with support through co-planning and classroom collaboration.



K-8 Vertical Alignment: Reading Workshop (Example)

Narrative Reading Learning Progression

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	LITERAL COMPREHENSION				
<p><i>Story Elements: Time, Plot, Setting</i></p>	<p>When I read, I think about how the part I'm reading now fits with what happened earlier.</p> 	<p>I keep track of what is happening and how much time goes by in a story. Is it one day? One week? One year?</p> <p>I can tell where the story takes place.</p> 	<p>As I read, I'm alert to the structure of a story, aware that it is not always told sequentially. I note sequence words (e.g., <i>Two weeks earlier... Thinking back, I remembered... or A week later...</i>) that clue me in to the presence of a backstory or gaps in time between scenes. I know that when the story goes backward, it is usually to give me important information.</p> <p>I can tell when the setting changes.</p> 	<p>As I read, I'm alert to ways in which more complicated stories are not always told sequentially. I note backstory, gaps in time between scenes, flashback and flash-forward, and subplots. I'm aware that subordinate characters may support subplots.</p> <p>I can make sense of unfamiliar settings.</p> 	<p>I expect time to be structured in challenging ways across a story, and I am alert to the small clues that time is changing, including verb tenses, white space, or changes in setting.</p> <p>I realize sometimes the reasons a character says he or she did something may not be the truth; readers are supposed to figure this out.</p> <p>I notice how the setting affects other story elements.</p> 

Humanities: Collaboration & Professional Learning

