



Collegial Circle Final Report

Please type in the information on this form, print it and send it to the Teacher Center along with the Collegial Circle copies in the check list below. Also, attach it to an email to Catherine Thomas to share in the Teacher Center's online Collegial Circle Archive. Thank you for being a part in the effort to improve teaching and learning for our students.

COLLEGIAL CIRCLE INFORMATION

Title of Circle: Unit Reflection English Gr 7 Standard Area: English

Facilitator: Dawn Phillips School(s): BRMS & CRMS

Beginning Date: 2/28/13 Ending Date: 5/2/13 # of Hours: 6

Participants (list): Dawn Phillips, Jenna Hogan, Jessica Wojcik, Margaret Murphy, Lenore McPherson, Jill Wahl, Amy Patmore

Please attach copies of the following to this report:

- ✓ Collegial Circle Attendance Log (required for payment)
- ✓ Collegial Circle Meeting Log
- ✓ Log of Strategies Implemented
- ✓ Samples of implementation strategies or student work samples if applicable
- ✓ Collegial Circle Reflection Sheets (each member fills one out)

COLLEGIAL CIRCLE DESCRIPTION

(Type your answer in the grey box below the question. The size of the box will adjust to the length of your answer.)

What were the anticipated objectives of this Circle?

To discuss what worked/didn't work in our new Common Core Units.

What grade level(s) and or subject area(s) would benefit from this Circle?

English 7 teachers.

FINAL REFLECTIONS

(Type your answer in the grey box below the question.)

Was the outcome/goal of this Collegial Circle met? Explain.

Our goal was to review the success of our new units. We feel we met the goal on many levels. The camaraderie of coming together for these rich discussions gave us a sense of teamwork that we would not have had if it were not for the time given in this Collegial Circle. It was time well spent.

How did the Collegial Circle assess whether the outcome was met?

We combed through all of our written units—and one that has yet to be written—and discussed at length the strengths and weaknesses of each component. By having this open forum discussion we left each meeting feeling more "at ease" with these new units.

How did your work impact teaching/learning? Include student work samples, lesson plans, peer reviews, etc.

The discussions we had opened the door to a number of opportunities: sharing feedback from our students for different activities and assessments, discussing best practices for close readings of a text, offering new materials and resources that align with these units, and many other items.

Comments/additional information to share.

Time spent was invaluable. Attached are other notes, reflections, and samples for our 7th

grade units. We also added an number of files onto our shared drive that are referenced in our notes but not necessarily in this report. The link for those files is S:\Faculty Shared\1. Standards\ELA\Faculty\A-NEW common core units 2012\7th grade



Collegial Circle Attendance Log

Members	Dates and Times of Meetings										Number of Hours Completed
	2/28	4/18	5/2								
1. Dawn Phillips	X	X	X								6
2. Jenna Hogan	X	X	*								4
3. Jessica Wojcik	X	X	X								6
4. Margaret Murphy	X	X	X								6
5. Lenore McPherson	X	X	X								6
6. Jill Wahl	X	X	X								6
7. Amy Patmore	X	X	X								6
8.											

*Jenna could not attend the final meeting date; she was "last minute" assigned to grading math state exams.

Collegial Circle Meeting #1

Date of Meeting: February 28, 2013

Location: BRMS, room 228

In attendance: Dawn, Jenna, Jessica, Margaret, Lenore, Jill, Amy

Main Focus of Collegial Circle: 7th Grade Perseverance Unit

Topics Discussed:

The focus for this meeting was to look at our Perseverance Unit. This unit is packed full with the rich text *The Outsiders* and a book club novel selection. The group wholeheartedly felt that the unit was long and packed with required selections, thus not allowing enough time for the elevating discussions of the novel or the flexibility to gear our instruction in the direction that would benefit our students best.

We combed through the unit and its required elements, discussed what really worked and deliberated on what could be shifted to optional without impacting the focus standards for the unit. Most importantly, we shared which lessons and activities inspired and motivated our students.

Attached to this report is our unit with highlighted changes and also some exemplary lessons, strategies, and student work.

Collegial Circle Meeting #2

Date of Meeting: April 18, 2013

Location: BRMS, room 228

In attendance: Dawn, Jenna, Jessica, Margaret, Lenore, Jill, Amy

Main Focus of Collegial Circle: 7th Grade Revolution Unit

Topics Discussed:

The focus for this meeting was to look at our Revolution Unit. Embedded in this unit is our research project. We had a lengthy discussion comparing how the project fared at both buildings. Varying resources at each building impacted the level of success with research topics. We discussed the use of primary sources and whether or not to include them in the research when we already have required primary source selections embedded in the unit. We re-worked our presentation rubric for a more accurate assessment. We also noted that there wasn't enough time to give justice to the richness of the novel *Chains*.

We combed through the unit and its required elements, discussed what really worked, and deliberated on what could be shifted to optional without impacting the focus standards for the unit. Most importantly, we shared which lessons and activities inspired and motivated our students.

Attached to this report is our unit with highlighted changes and discussion threads notated in the margins. In addition, we included some of our best practices and exemplar student work.

Collegial Circle Meeting #3

Date of Meeting: May 2, 2013

Location: BRMS, room 228

In attendance: Dawn, Jessica, Margaret, Lenore, Jill, Amy

Main Focus of Collegial Circle: 7th Grade Literature Reflects Life Unit and Decisions Unit

Topics Discussed:

The focus for this meeting was to look at our Literature Reflects Life Unit and discuss the Decisions Unit (which is in a very skeletal draft right now).

For the Decisions Unit that is still in process, we had a very lengthy discussion of whether or not to even have this particular unit. There was much variety since the unit is very ambiguous at the moment. We entertained the idea of taking constructive, beneficial content from this unit and moving it to one of the other units. We decided this is something we will discuss further with Melanie Ward. For the time being, since this unit is not written, we kept our focus on the literary merit of various content and alignment with Common Core.

Since most of us were still in the midst of teaching the Literature Reflects Life Unit for the first time, we discussed how the unit's pre-assessment and formative assessment fit with the unit. We also shared materials and strategies that worked well with the novel *The Adventures of Tom Sawyer*. Since this is the only novel in the seventh grade curriculum that we have taught before, we all had numerous best practices to share.

We combed through the unit and its required elements, discussed what really worked, and deliberated on what could be shifted to optional without impacting the focus standards for the unit. Most importantly, we shared which lessons and activities inspired and motivated our students.

Attached to this report is our unit with highlighted changes and discussion threads notated in the margins. In addition, we included some of our best practices and exemplar student work.

Grade 7 English - Perseverance

Focus Common Core Learning Standards: *(standards which frame the focus and most important learning for this unit; need to unpack the standards in order to derive the big ideas, key knowledge and skills, determine the levels of thinking demanded by the standards)*

RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL 7.7 Compare and contrast a written story, drama, or poem to its audio, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film.)

RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

W7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

W7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SL 7.1 Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from various backgrounds.

L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

L7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g. literary, biblical, and mythological allusions) in context. **AM I TAKING THIS OUT AND MOVING IT TO REVOLUTION?**

L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

Essential Understandings: *(full sentence statements based on transferable big ideas that give the content meaning and connect the facts and skills; the “why” of the unit; at the heart of the discipline.)*

Authors develop a theme or central idea over the course of a text.
Perseverance helps individuals, both real and fictional, overcome challenges.

Essential Questions: *(Open-ended and provocative; designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content; arguable and likely to generate inquiry around central ideas rather than evoking a pat answer.)*

How do individuals, real and fictional, use words and actions to demonstrate perseverance?

How do authors develop a central idea or theme over the course of a text?

How do writers use the writing process to improve their work?

How does using textual evidence support your analysis of the text?

Student Learning Objectives: *(students will know and be able to...)*

Students will be able to:

- analyze text for theme or central idea related to perseverance (RL 7.1, RL 7.2, RI 7.1, RI 7.2)
- cite specific evidence from the text which supports the theme or central idea (RL 7.1, RL 7.2, RI 7.1, RI 7.2, W7.2, W7.7)
- use the writing process to improve their written work (W7.5)
- analyze a text for literary elements (L7.6)

independently conduct short research on a person or topic related to the unit (W7.7, SL 7.1) ARE WE IN AGREEMENT THAT THIS IS TOO MUCH IN THIS UNIT. REMOVE? TEACH JUST WORLDBOOK AND HAVE KIDS FIND AN ARTICLE TO SHARE OR READ. THEN HAVE STUDENTS CITE SOURCES ON NOODLE TOOLS: NOVEL PLUS ONE WORLD BOOK [ARTICLE].

Summative Assessment: *(a summative assessment experience designed to engage students in “doing” the work of the discipline; authentic performance tasks should reflect not only the content standards but also the next-generation skills that were focused on through this unit of study; the creation of authentic performance tasks should take into consideration multiple ways for students to demonstrate their understanding and mastery of essential skills and understandings.)*

***REQUIRED**

Using your book club novel, write an informative/explanatory paragraph(s) to the essential question: How do individuals, real or fictional, use words and/or actions to demonstrate perseverance? Write a well-developed response to this question, **stating** at least two specific and

Comment [WU1]: We decided that the goal of the mini research is to familiarize students with the use of Noodle Tools and World Book. As long as these goals are met, then teachers may select the activity to accomplish this goal.

strong pieces of evidence from your book club novel. Be sure to explain how each example illustrates perseverance. Independently revise and edit to strengthen your writing, especially for sentence structure and spelling. Use the revising/editing checklist provided by your teacher. (Optional component - Be prepared to upload your final response on Edmodo.)

Notes on administering the assessment:

- Students should be expected to bring and use notes/graphic organizers charting out evidence of perseverance that have been developed over the course of the unit to assist them in citing specific evidence from texts.
- WordQ could be used to assist students in revising their writing.
- Use of laptops is encouraged to support the writing process.
- Recognizing that a few individual students may need additional time, this assessment is designed to take no more than five class periods.
- The assessment should all be completed in class, not as an out of class assignment.
- The Informational or Explanatory rubric should be used to score this essay. The three scoring elements addressed will be Controlling Idea(25 points), Development(50 points), and Conventions(25 points). Teachers may assign any point value as long as the point ratio for each category remains the same.

**The student prompt is saved on the shared drive. (faculty shared, English, middle, English 7, Perseverance)

Common Benchmark Assessments: *(these assessments would reflect agreed-upon checkpoints along the way to mastery of the unit)*

Pre-Assessment: **REQUIRED**

Given a specific piece of text, "How it Went" from Paired Passages: Linking Fact to Fiction, students are asked to complete the following prompts:

- State the theme or central idea of this text.
- The main character can be described as _____. Cite two pieces of evidence from the text that would support this description.

**The student prompt is saved on the shared drive. (faculty shared, English, middle, English 7, Perseverance)

Use the pre-assessment to inform your teaching. Mini-lessons on controlling idea, theme, phrases and clauses, and sentence structure may be appropriate.

Formative Assessment: **REQUIRED**

Select a character from *The Outsiders* and write an informative/explanatory paragraph(s) to the essential question: How do individuals, real or fictional, use words and/or actions to demonstrate perseverance?

Write a well developed group response to this question, **stating** at least two specific and strong pieces of evidence from *The Outsiders*. Be sure to explain how each example illustrates perseverance.

Notes: Students can work in groups to develop these written responses, using feedback from each other as well as feedback from the teacher, to strengthen their response. Groupings can be differentiated based on the results of the pre-assessment, providing opportunities for more guided, differentiated mini-lessons. Use the revising/editing checklist provided by your teacher. (Optional component - Be prepared to upload your final response on Edmodo.)

**The student prompt is saved on the shared drive. (faculty shared, English, middle, English 7, Perseverance)

Comment [WU2]: We discussed whether or not this writing piece should be a paragraph or an essay. It was decided that the expectation of a full essay from all students isn't realistic. We left the prompt open for student choice: either a paragraph or an essay. The objective is for students to show organization in their writing and include details that are explained in their response. This can be achieved in a paragraph or an essay.

Comment [WU3]: Some teachers found this pre-assessment very helpful to selectively group students for the formative writing piece.

Learning Activities: (suggested learning activities, including the sequence for instruction as well as recommended resources and/or required resources would be outlined here; suggested learning activities should include recommendations for differentiating instruction for learners and should reflect universal design principles in order to assure that all students have the opportunity for success in meeting the standards)

Class Discussion:

What is meant by the word perseverance?

Optional strategies for facilitating the discussion to help students develop meaning of perseverance - Give one/Get one definitions; Frayer Model; Use the website Visuwords.com to explore the meaning of "perseverance"; Acrostic poem of the word perseverance with definitions, synonyms and/or statements containing the word perseverance

Follow up class discussion of meaning of perseverance with the Analysis of Informational Text lesson. (Refer to "Analysis of Informational Text" section below.) Use the *Scope* article about Lexi Youngberg and Helen Keller. The *Scope* article "Shark Attack" from October 24, 2012 may also be used, as well as any other non-fiction text that applies to perseverance. Another text that may be used is "The Real Cardiac Kid" from *Sports Illustrated*, October 18, 2010.

**The Lexi Youngberg article is saved on the shared drive. Also include "Bethany Hamilton" from *Scope* May 9, 2011. (faculty shared, English, middle, English 7, Perseverance)

Vocabulary/Word Study: *REQUIRED

Where do words come from? How does knowing their origin help us not only to spell the words but to understand their meaning? Throughout the year, you will add words found, learned, and used throughout this unit to your personal "dictionary" (may be one resource for the entire year or may be kept separate by unit). **REQUIRED** vocabulary words for this unit include: perseverance, theme, characterization, inference/infer, external conflict, internal conflict, explanatory, attributes, convey, connotation, denotation, cite, informative, point of view (first person, third person limited, third person omniscient), analysis, explicit, symbolism.

Comment [WU4]: Teacher choice with approach to vocabulary. We included some samples of word study at the end of the unit.

Active Reading Strategies -

While reading the various texts in the unit take notes that document your analysis and interactions with the text including: questions, predictions, vocabulary, literary elements, great writing, connections.

- Options: sticky notes
- journal
- annotations
- Edmodo
- double entry journal

Analysis of Literary Text - The Outsiders - characterization, conflict, and theme

Characterization -

Engage students in a close reading of *The Outsiders*, identifying four methods of characterization (thoughts and feelings, physical traits and personality, reactions of others to the character, and speech/behavior). Using mini-lesson(s) teachers model finding examples of the different methods of characterization, leading students to be able to find these examples independently both in *The Outsiders*, as well as in additional texts throughout the unit.

Conflict -

While reading *The Outsiders*, students will be asked to identify both internal and external conflicts and the traits that helped characters to overcome those conflicts.

Theme -

During the reading of *The Outsiders*, involve students in a close, careful reading of the poem, "Nothing Gold Can Stay" by Robert Frost. Focus on figurative language, symbolism and theme. Upon completion of reading *The Outsiders*, students will create theme statements related to perseverance. (option - ask students to develop their theme statements into a poem)

Analysis of Literary Text - Book club books

Characterization - While reading one of the book club books, students will be asked to find evidence of characterization throughout their novel. While discussing the book with book club members, students will identify attributes of their character, using evidence from the text. Using evidence from the text, students will be asked to respond to the following question: How does who they are impact how they deal with the challenges they face?

Theme - After reading their book club books, students write statements which demonstrate their understanding of the author's themes. As a group, they will find and discuss supporting evidence from the text for one or more of the themes identified.

Conflict - While reading their book club books, students will be asked to find evidence of both internal and external conflicts within their novel as well as the character traits that helped them to face their conflicts.

Analysis of Informational Text -

Using the articles "Lexi Youngberg, Invincible" and the paired speech, "Finding a Joy in Overcoming Obstacles" by Helen Keller from Scope magazine students will engage in a close reading of the text, looking for evidence of perseverance displayed by both Lexi Youngberg and Hellen Keller. Teachers may choose to involve students in the recommended follow-up activities in Scope. [S:\Faculty Shared\English\Middle\English 7\Perseverance] For this

After reading *The Outsiders*, students read, listen to, or watch an interview with S.E. Hinton. How does S.E. Hinton demonstrate perseverance and how did her experiences help her create the novel?

Citing Textual Evidence -

*Required - As you read the various texts in the unit, take notes on your Perseverance Graphic Organizer, citing evidence of how different characters or people demonstrate perseverance. The use of this graphic organizer will be taught and modeled during the reading of *The Outsiders* and will be used independently with multiple other texts throughout the unit, including their book club book.

Note - students will be expected to complete their graphic organizer independently for their book club book and bring it to their summative writing activity; therefore this is a required activity.

**The graphic organizer is saved on the shared drive. Teachers may use this copy or another variation of it. S:\Faculty Shared\1. Standards\ELA\Faculty\A-NEW common core units 2012\7th grade\Perseverance Unit\Required Materials

On Demand Writing Tasks - *REQUIRED

Throughout the unit, students will be expected to produce on-demand writing. There are some examples below.

- Identify a conflict (internal or external) faced by a character in your book. Describe the conflict and the character trait that helped the character face that obstacle.

Comment [WU5]: We discussed the various approaches to Book Club. Some discussions worked better than others. Teachers found that giving some guided questions and activities produced stronger discussions.

Comment [WU6]: Many teachers used the interview included with the novel. This was useful and thought provoking.

Comment [WU7]: We made a slight revision to the graphic organizer to guide students' thinking toward perseverance.

Comment [WU8]: This is the SAME graphic organizer as the one used for *The Outsiders*.

Comment [WU9]: This writing can be done for practice and/or as a graded writing piece. Teachers were confused if we needed to grade all of them.

- Identify a conflict in your own experience (internal or external). Describe the conflict as well as your own character trait that helped you face that obstacle.

Use the writing tasks to inform your teaching. Mini-lessons on controlling idea, theme, phrases and clauses, and sentence structure may be appropriate.

Language-

Throughout this unit, it is expected that mini-lessons will be taught on editing and revising, sentence structure (phrases and clauses), idioms and figurative language, and using a comma to separate coordinate adjectives.

Comment [WU10]: Some teachers took this opportunity to teach sentences, fragments, and run-ons to reinforce knowledge of phrases and clauses and comma usage.

Media Appreciation/Class Discussion - *REQUIRED

Discuss the similarities and differences among reading *The Outsiders* and seeing the film version of the same. Compare the characters as depicted by S.E. Hinton with how they were depicted in the movie. What was the same? What was different? Why do you think the movie depiction of the characters was different? Which depiction was more effective and why? Write about your ideas, and then share with a partner prior to discussing as a whole class.

Discipline Specific Considerations: *(this section provides flexibility for different departments to highlight instructional considerations that would be specific or particular to that area of curriculum.)*

Book Club Book Selections:

The Hobbit
A Day No Pigs Would Die
After Ever After
Define "Normal"
Drums Girls and Dangerous Pie
Freak the Mighty
Kira-Kira
Life as We Knew It
Monkey Town: The Summer of the Scopes Trial
Tangerine
Tending to Grace
This World We Live In
The Warrior Heir
Johnny Tremain
Black Storm Comin'
Listening for Lions
The House of the Scorpion
On the Run, Books 1-6
Life as We Knew It
This World We Live In
Peak
Surviving Antarctica
The Misfits
The Aviary
Mindblind

Additional supplemental resources:

“Survive the Savage Sea”--Dougal Robertson (non fiction short story, *Elements of Literature* p445)

“The Man Who Had No Eyes”--Mackinlay Kantor (short story)

Scope Articles

Movies: *Soul Surfer*, Documentary on Christopher Reeves, *Rudy*

“The Smallest Dragon Boy”--Anne McCaffrey

“Attitude”--Charles Swindoll

7 English

Unit: Revolution

Focus Common Core Learning Standards: *(need to unpack the standards in order to derive the big ideas, key knowledge and skills, determine the levels of thinking demanding by the standards)*

appropriate eye contact, adequate volume, and clear pronunciation.

RL 7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RI7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

W7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and following a standard format citation.

W7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL7.6 Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L7.3 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L7.4 b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L7.4 c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L7.4 d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.)

Enduring Understandings: *(Full sentence statements based on transferable big ideas that give the content meaning and connect the facts and skills - the "why" of the unit; at the heart of the discipline)(For ELA units - will have understandings that relate to the ELA standards AND understandings that relate to the "theme" of the unit such as "heroes")*

Revolution brings about change on many levels.

The pairing of fictional and informational texts enhances and deepens our understanding of a historical period and its implications.

Research is a skill that empowers students to gather and analyze information to form their own understanding of historical events.

Essential Questions: *(open-ended and provocative; designed to guide student inquiry and focus instruction for “uncovering “ the important ideas of the content; arguable and likely to generate inquiry around central ideas, rather than evoking a pat answer)(For ELA units - will have Essential Questions about the ELA skills as well as the “theme” of the unit)*

Based on evidence from a variety of texts, how has revolution been a part of the American experience?

How does learning history through literature combined with informational text deepen the understanding of a time period?

How does a close reading of a text determine or clarify the meaning as a whole, as well as the vocabulary?

How does the use of several research sources support the analysis of the events of a time period?

Student Learning Objectives:

Knowledge: Students will be able to:

- compare and contrast a fictional portrayal of the American Revolution to learnings from informational text (RL 7.9)
- analyze the words used within a text and determine the meanings by using context clues, knowledge of Latin and Greek affixes and roots (structural analysis) and specialized reference materials (L7.4)
- determine how a writer’s word choice affects meaning and point of view (RI7.4, RI7.6)
- analyze the writer’s organization of a text: for example, how different sections fit together to develop the writer’s main ideas (RI7.5)
- gather and assess relevant information from multiple, credible, accurate sources, using appropriate search terms effectively (boolean) (W7.8)
- quote or paraphrase the data and conclusions of others (note-taking) while avoiding plagiarism (W7.8)
- follow the MLA citation format (bibliography) (W7.8)
- support analysis and reflection using text-based evidence (W7.9)

- present claims emphasizing important points in a clear, coherent manner (SL7.4)
- use appropriate eye contact, adequate volume, and clear pronunciation when presenting (SL7.4)
- use multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points (SL7.5)
- adapt speech to variety of contexts (SL7.6)

Summative Assessment: (required) *(explicitly linked to the Essential Questions)*

Revolution brings about change on many levels, and the American Revolution dramatically changed history. The historical fiction novel, *Chains*, uses real life events to tell the story of a young slave caught in this dramatic time. Combining fiction (*Chains*) and nonfiction to study a topic, a deeper, more complex understanding of both literature and history can be achieved.

Select an aspect of the American Revolution from the list provided to research. Using the resources available in your library, consult at least one primary source document (if possible) and two secondary sources (three if there's no primary source) to research your topic.

Present your findings to the class in a formal presentation. In addition to sharing the factual information you discovered, you must explain how your research connects to or deepens your understanding of the novel *Chains*.

Presentation Details:

- 3-5 minutes in length
- Powerpoint accompanying presentation (five slides - topic and speaker's name, three slides with most salient information or sub-topics, final slide with connection to the novel)
- Use the rubric found in the shared drive. The summative should approximate 10% of a quarter grade.

Optional: Students may submit PowerPoints on Edmodo.

Pre-Assessment:

Students will listen to *Under the Learning Tree* and read a hard copy of an excerpt of *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*. Students will be asked to identify the main points of each reading. Lastly, students will be asked to make connections between the two readings focusing on the similarities and differences and on how fictional and informational text support or contradict each other.

Notes for administration:

Comment [WU11]: Teachers had varying results with this. It was decided, based on the resources available at our respective libraries, that a primary source may not be available. The final decision will be made by the teacher and the librarian based on individual needs of the student and/or topic.

Comment [WU12]: The group discussed that knowing the research topic ahead of time would greatly help students with this piece.

Comment [WU13]: We made a few changes to the rubric to more accurately reflect how to assess the "time" length of the presentation.

Comment [WU14]: The teachers who used Edmodo found that students' presentations flowed more smoothly during class. The transition from one presentation to the next flowed nicely.

Comment [WU15]: This story worked quite well. Some teachers did some other extension activities.

Options for ways students demonstrate their thinking include but are not limited to: Venn Diagram, Journal, Note-taking, Paragraph, T-Chart

Suggested Learning activities and formative assessments:

Introductory Activity:

A teacher led discussion of the word **Revolution** should be one of the initial activities in the unit. Students should explore the word and its parts in depth. The prefix “re,” meaning again to indicate repetition (retype) or meaning back to indicate backward motion or withdrawal (retreat) should be discussed. Additionally, the root “volvo,” meaning to turn around or roll (evolve) should be discussed.

Students should be engaged in a brainstorming type session where they explore words that have these parts.

Finally, a discussion of the word Revolution in relation to these affixes should occur.

Some activities may include a word splash, Frayer model, dictionary work, pictorial representation, kinesthetic activities or other brainstorming type activity to stimulate students’ thinking about the key word.

Formative Assessments:

1. Working as a whole class and using a quote (available on the shared drive) from the primary source “**Common Sense**” by Thomas Paine, students will:
 - a. use structural analysis (affixes and root words) and context clues to determine the meaning of unknown words. (These may be added to their dictionary.)
 - b. summarize the meaning of the quote.
 - c. take notes on the quote avoiding plagiarism.
 - d. complete a close reading of the quote with teacher guidance focusing on the author’s craft (word choice, dialogue, idioms, organization, and tone).
 - e. practice presentation skills using the notes and summaries of the text.
2. Working in small groups, students will practice presentation skills by:
 - a. taking another quote from “Common Sense” and working through it using the above process.
 - b. summarizing the quote, taking notes, and adding words to their dictionary.
 - c. determining what aspect of the quote each member will present and presenting to the whole class. (30 second presentations)

*During the formative assessment, it may be helpful to have students practice taking notes on Excel to prepare for the research project later in the unit.

Activities:

Approaches to Teaching Literature

Teachers may decide how they want to approach the reading of the novel. Some suggestions include the following: chunking the book into quarters and having students held responsible for each quarter of the book, a book club format where students read and discuss on a regular basis. Students who work at a faster pace can finish in an accelerated pace and read the sequel *Forge*. (if not, they will have the option to read *Forge* during the book club for the Decisions Unit.)

Comment [WU16]: Teachers shared various methods they used with this.

Comment [WU17]: Excellent activity. Worked very well.

Guided Reading/Class Discussion

Read chapters 1 and 2 of *Chains* aloud to the students (or listen to the book on CD).

- a. special note paid to similes, metaphors, imagery and symbolism (using a chart, interactive journal, t-chart, etc.)
- b. discuss the quote on page 1 (by Thomas Paine)

Analysis of Literature

Students will do a text to text comparison of page 11 to a primary source of a slave auction (using a journal, Edmodo, graphic organizer, fishbowl, etc.) *Consider "They Ran Off with Us" from page 188 of *Colonial America, Primary Sources*

Vocabulary and Word Study

The focus of vocabulary in this unit is on prefixes and suffixes. Using the *Chains* vocabulary list available on the shared drive, students should be able to determine the meaning of a word by breaking them down into roots, etc. Focus should also be on context and meaning. How the vocabulary will be learned and assessed **will be determined by the individual teacher.**

Analysis of Informational Text

Using parts of the primary source document, "The Olive Branch Petition," determine how the author organizes the text, including how the parts contribute to the whole, and how the author's point of view is made clear. Special attention should be paid to tone and how the tone impacts the message.

Active Reading Strategies

While reading the remainder of the *Chains* text as well as the various other texts in the unit, students will take notes that document their analysis and interactions with the text including: questions, predictions, vocabulary, literary elements, great writing, connections.

Options:

- sticky notes
- journal
- annotations
- Edmodo
- double entry journal
- bullet summaries for the end of the chapter

Resources:

Anderson, Laurie Halse. (2008) *Chains*

Lewis, Kristin. (9/3/12) Scope: *A Child Slave in California*

Olive Branch Petition Text <http://www.revolutionary-war-and-beyond.com/olive-branch-petition-text.html>

Saari, Peggy. (2000). *Colonial America: Primary Sources*. "They Ran Off with Us". An Imprint of the Gale Group. pp.188-189.



[HTTP://WWW.AFRICANAFRICAN.COM/NEGROARTIST/SLAVERY/PAGES/1850%20LOUISVILLE%20KENTUCKY%20SLAVE%20AUCTION.JPG.HTM](http://www.africanamerican.com/negroartist/slavery/pages/1850%20LOUISVILLE%20KENTUCKY%20SLAVE%20AUCTION.JPG.HTM)

REVOLUTION RESEARCH TOPICS

- Law Enforcement & Prison systems
- Espionage – women, children etc.
- Transportation
- African American Customs & Beliefs
- Slave Auction
- Slaves in North- indentured servants vs. slaves
- Taverns/Public House used for communication
- Role of Taverns in the Revolution (Communication)
- Schooling for wealthy vs. poor, slaves
- Lifestyles of the Rich vs. Poor
- Life of indentured servant
- Religion
- Military Technology/Weapons
- Medicine
- Housing
- Music
- Cuisine
- Migration of Loyalists
- Hygiene

Comment [WU18]: The topics list may need to be revisited again. Topics may vary between schools due to available resources.

Clothing

Activism and voting

Childhood games/activities

Currency

Crime and punishment

Recreation & Leisure Activities- Children

Recreation & Leisure Activities- Men

Recreation & Leisure Activities- Women

Holidays and celebrations

Role of the following in the war:

-Native Americans – women - children -slaves

New York State Connections ?

Runaway slaves

Sites

<http://www.constitution.org/primarysources/primarysources.html>

<http://www.yale.edu/glc/info/amistad.html>

<http://www.teachingushistory.org/lessons/ExamSlave.html>

English

Unit: Literature Reflects Life

Focus Common Core Learning Standards: *(need to unpack the standards in order to derive the big ideas, key knowledge and skills, determine the levels of thinking demanding by the standards).*

W. 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative technique, such as dialogue, pacing and description, to develop experiences, events, and or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words or phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

Enduring Understandings: *(Full sentence statements based on transferable big ideas that give the content meaning and connect the facts and skills - the "why" of the unit; at the heart of the discipline)(For ELA units - will have understandings that relate to the ELA standards AND understandings that relate to the "theme" of the unit such as "heroes")*

Authors develop different points of view to reflect the human experience.

Essential Questions: *(open-ended and provocative; designed to guide student inquiry and focus instruction for “uncovering “ the important ideas of the content; arguable and likely to generate inquiry around central ideas, rather than evoking a pat answer)(For ELA units - will have Essential Questions about the ELA skills as well as the “theme” of the unit)*

How does an author develop point of view in a variety of genres?

How does an author’s delivery of a message affect its impact? (i.e. speech versus text)

How does an author use evidence to advance an interpretation of facts?

How does an author use words and the relationships among them to convey a specific meaning?

Student Learning Objectives:

Knowledge: Students will be able to:

- analyze and evaluate a variety of genres for different points of view (RL 7.6, SL 7.2, SL 7.3)
- assess how an author’s choice of delivery changes the impact of the message (RI 7.7, RI 7.8, RI 7.9)
- understand the relationship among words to enhance comprehension and word choice (L 7.5b&c)
- use phrases and clauses correctly within a piece of writing (L 7.1c)
- recognize and correct misplaced and dangling modifiers in a piece of writing (L 7.1c)
- write a narrative using effective technique, relevant descriptive details and well-structured event sequences (W 7.3)

Summative Assessment (Authentic Performance Task): *(a summative assessment experience designed to engage students in “doing” the work of the discipline; authentic performance tasks should reflect not only the content standards but also the next-generation skills that were focused on through this unit of study; the creation of authentic performance tasks should take into consideration multiple ways for students to demonstrate their understanding and mastery of essential skills and understandings.)*

A memoir is a genre of writing that illustrates the human experience. Choose an experience from your life to develop as a memoir. Be sure to include elements of narrative writing:

- Use descriptive details and sensory language
- Well-structured event sequences (plot)
- Provide background
- Use narrative techniques such as dialogue, pacing and description
- Use transitions to move between events
- A conclusion that focuses on a reflection of the experience

Notes on administering the assessment:

- *Students should be expected to bring any texts and notes/graphic organizers that have been developed over the course of the unit to assist them in citing specific evidence from texts.*
- *WordQ could be used to assist students in revising their writing.*
- *Use of laptops is encouraged to support the writing process.*
- *This assessment is designed to take no more than five class periods, but we recognize that a few students might require additional time.*
- *The assessment should all be completed in class, not as an out of class assignment.*

Common Benchmark Assessments: *(these assessments would reflect agreed-upon checkpoints along the way to mastery of the unit)*

Pre-Assessment (*Required): Students will read “Names/Nombres” by Julia Alvarez and identify the perspective from which the story is told. In addition, they will cite relevant evidence from the text that supports the chosen point of view. Students will do this by completing the given graphic organizer.

Formative assessments:

- **(*Required)** Read “Fish Cheeks” and fill out the graphic organizer to introduce the elements of memoir.
- Compare and contrast “Fish Cheeks” and “Names/Nombres” to explore how two or more authors write about the same topic and the different evidence they emphasize. (optional poem to use: “Immigrants” by Pat Mora)

Comment [WU19]: This activity worked well. It allowed students to visually connect each part of memoir writing so familiarize them with the narrative essay structure.

Comment [WU20]: Added a venn diagram to this.

Suggested Learning activities: *(suggested learning activities, including the sequence for instruction as well as recommended resources and/or required resources would be outlined here; suggested learning activities should include recommendations for differentiating instruction for learners and should reflect universal design principles in order to assure that all students have the opportunity for success in meeting the standards)*

Introductory Activity

Class Discussion:

What is meant by human experience?

End result being a poster with brainstormed traits of the Human Experience
Word wall, journal, fishbowl, think pair share, snowball, etc. There is an excellent video on youtube to use; see link below.

<http://www.youtube.com/watch?v=feuLud-wb68>

Comment [WU21]: Teachers shared how class discussions and activities were vibrant and in-depth.

Analyzing Visuals:

How can you interpret point of view? (option: page 489 in Elements of Literature: Yellow)

Choose two pieces of art that have the same subject matter and analyze how an artist’s perspective on a subject changes their work.

Analysis of Text

Point of view - “Fish Cheeks”, “7th Grade”, “I’m Nobody” or other text

Read any one of these four pieces and analyze for points of view. This could be a written piece, a graphic organizer, a journal entry or discussion.

Narrative techniques

Using a variety of texts or activities, instruct/review the following elements of narration:

- Dialogue
- Pacing
- Description
- Hooks
- Modifiers

Active Reading Strategies

While reading the various texts in the unit, take notes that document your analysis and interactions with the text including: point of view, mode of delivery, genre, purpose, vocabulary (focusing on synonyms, antonyms, word variations and multiple meanings), evidence of claims or arguments, and comparisons of media types and authors.

Options: sticky notes
 journal
 annotations
 Edmodo
 double entry journals

Analysis of Informational Text/Media Appreciation

(*Required): Read the text of Martin Luther King's "I Have a Dream" speech. Watch the delivery of the speech. Compare the two modes. How does the medium affect the reader/viewer's experience?

Read the *Scope* play "Teen Freedom Fighters" (Jan. 30 2012) and read a short informational piece (ex. news article) about standing up for your rights. Compare the two modes. How does the medium affect the reader's experience?

Read the text of "A Mason-Dixon Memory" which includes a speech at the end. Listen to the speech found in "A Mason-Dixon Memory." Compare and contrast the perspectives of Clifton Davis and Dondre Green on segregation. Discuss how the mode of delivery affects the message.

Read and/or watch a biographical piece on Mark Twain and/or **Mark Twain quotes**. Discuss Mark Twain's perspective regarding the human experience: childhood, religion, education, small town life, superstitions and authority.

Comment [WU22]: Discussion here was maybe use Twain quotes like we did with the Thomas Paine quotes from the Revolution Unit.

*Required Activities

After reading/watching/listening to the works listed above, students analyze how two or more authors present the same topic differently, using and emphasizing different pieces of evidence.

After reading/watching/listening to the works listed above, students analyze how different modes of delivery affect the message.

Teachers could use a chart, impromptu writing, group discussion, fishbowl or role playing to accomplish the standard.

Analysis of Literary Text- *The Adventures of Tom Sawyer*

A close reading of a passage from *Tom Sawyer* focusing on point of view, word choice, and the human experience should be included.

Options:

Students would be given a photocopy of a section text to work with. They would be given a guiding question or task and be expected to annotate the text and be prepared for discussion. This could be modeled first and done as a whole class before working independently.

Students could pull quotes to demonstrate different points of view or different elements of the human experience. Double entry journals would work well here.

Have students self-select a passage that they will closely re-read. Students will then share how their understanding changed after a close reading rather than a “cursory” reading. They could comment on word choice, phrases and clauses, the human experience, or different points of view.

A group of students could explore, through discussion or role play, different points of view of the same scene.

Research (optional)-

Students will generate a question based on any texts studied during this unit. For example: How do you really get rid of warts? Students can conduct independent research and create a poster or visual to share with the class.

Poetry (*Required):

A teacher or student selected poem will be included in this unit of study. The poem should be considered through the lenses of point of view and the human experience.

Options:

“I’m Nobody” by Emily Dickenson

“I Like Chocolate” by Nikki Giovanni

Student research - Students would find a poem that fits the topic.

Civil Rights poetry (e.g. Langston Hughes)

Students write a biopoem, experience poem, “I Am” poem or other poem focused on points of view or the human experience.

Vocabulary/Word Study (*Required):

Add these words to the personal dictionary that was created in the Perseverance Unit:

genre, trait, dialect, satire, parody, tolerance, points of view, perspective, allusions,

flashback, discrimination, prejudice, pseudonym, subjective, objective, portrayal, narrative, memoir, human experience

In addition, while studying the pieces in this unit, consider the author's purpose with word choice. Why does an author choose to pair certain words together? A close reading of the texts in this unit should be included.

Options:

Frayer model

Word wall

Found poem

Discussion

Use of thesaurus

Any application of the vocabulary

Revising writing for stronger word choice

*Note: there may be sensitivity issues with certain word choices in *The Adventures of Tom Sawyer*.

Conventions:

It is expected that teachers will choose instructional strategies to address the language skills in the common core. Specifically, 7.1C, placing phrases and clauses within a sentence and correcting misplaced and dangling modifiers (*Scope exercise*).

Resources:

Required: *The Adventures of Tom Sawyer*- Mark Twain

Audio Book of *The Adventures of Tom Sawyer*

<http://www.youtube.com/playlist?list=PL51DAAE6C34159FDC>

Names/Nombres – Julia Alvarez

The Famous Authors Series: Mark Twain (video)

(Cut?) "I Have a Dream" (text and speech) - Dr. Martin Luther King, Jr.

Video of the speech is located on Safari Montage- Learn 360 titled - "Martin Luther King Jr.: I Have A Dream- Lincoln Memorial, Washington D.C."

Optional:

Brainpop- clauses

"Seventh Grade"- Gary Soto

"Fish Cheeks"- Amy Tan

Eats, Shoots, and Leaves - Lynne Truss

Eats, Shoots, and Leaves website game

"I'm Nobody" - Emily Dickinson

"I Like Chocolate" - Nikki Giovanni

Mississippi Morning - Ruth VanderZee

The Summer My Father Was Ten- Pat Brisson

Encounter by Jane Yolen (compare to Columbus's perspective)

Worldbook Online article on Christopher Columbus, "The First Landing"

Columbus's diary entry, Friday, October 12, 1492

Pink & Say – Patricia Polacco

"A Mason-Dixon Memory" - Clifton Davis & audio

Any commencement or state of the union speech – written & audio

Poem "Lost Generation" by Jonathan Reed
<http://jyothsnay.wordpress.com/2009/01/20/lost-generation-by-jonathan-reed/>
 "A Literary Nightmare" Mark Twain (in optional folder)



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Dawn Phillips (Facilitator)

Collegial Circle: Unit Reflection: Grade 7 English

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.	X				
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.	X				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.	X				
I am satisfied with what was accomplished in this Collegial Circle.	X				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	X				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

As the facilitator of this Collegial Circle, I not only guided the meetings, but participated in the discussions as well. With seventh grade ELA having just written and taught new curriculum and having to apply new standards, it all made for a challenging school year. The opportunity to hash through the curriculum was invaluable: the what worked and what didn't, the varying nuances of the new texts and materials, and the curriculum as it is written thus far. Input from all the teachers allowed us to enrich what was already in place and tweak what needed to be fixed.



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Jessica Wojcik

Collegial Circle: Unit Reflection: Grade 7 English

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	x				
The amount of time allocated for the Collegial Circle was appropriate.		x			
Participation in this Collegial Circle fostered collaboration.	x				
The work I did in this Collegial Circle will directly impact my classroom practice.	x				
The work I did in this Collegial Circle will directly impact student work.	x				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	x				
I was able to accurately assess the results of this Collegial Circle.	x				
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.	x				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.		x			
I am satisfied with what was accomplished in this Collegial Circle.	x				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.		x			
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	x				
I would recommend this form of professional development to a colleague.	x				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

The only reason I think the amount of time wasn't entirely appropriate was because we could have reflected and discussed our curriculum forever. I so appreciated the opportunity to collaborate with subject/grade level colleagues in both buildings. I felt like we came together more than we ever have because of it.



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Jill Wahl

Collegial Circle: Unit Reflection: Grade 7 English

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.		X			
The amount of time allocated for the Collegial Circle was appropriate.		X			
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.	X				
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.		X			
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.		X			
I am satisfied with what was accomplished in this Collegial Circle.	X				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.		X			
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

Because we have been implementing an entirely new curriculum this year, this circle was incredibly helpful to share ideas and reflect on the changes. It did help reduce stress and build collegiality. The opportunity to reflect on each unit in a timely manner was invaluable.



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: _____ Lenore McPherson

Collegial Circle: _____ Unit Reflection: Grade 7 English

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.		X			
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.		X			
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.		X			
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.		X			
I am satisfied with what was accomplished in this Collegial Circle.		X			
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.		X			
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board: This collegial circle was a necessary step in the curriculum writing process. The combination of reflection and collaboration was powerful, validating, and helpful.



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Margaret Murphy

Collegial Circle: Unit Reflection: Grade 7 English

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.	X				
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.	X				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.	X				
I am satisfied with what was accomplished in this Collegial Circle.	X				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	X				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

Participating in this collegial circle was extremely beneficial for me. I learned many other effective ways to teach our curriculum. It was so helpful to listen to my colleagues and be given the opportunity to have the time to ask them colleagues. Due to our work load, we rarely have the time to do these things.



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Amy Patmore

Collegial Circle: Unit Reflection: Grade 7 English

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.	X				
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.	X				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.	X				
I am satisfied with what was accomplished in this Collegial Circle.	X				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	X				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

I enjoyed working with this collegial circle. It was nice to have the opportunity to work with Dawn, Jill, Jenna, Lenore, Jessica, and Margaret. I hope we have the opportunity to continue this collegial circle next year.



Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Jenna Hogan

Collegial Circle: _____ Unit Reflection: Grade 7 English

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.		X			
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.		X			
The documentation (<i>samples of implementation strategies or student work sample</i>) required for a Collegial Circle is appropriate.	X				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.		X			
I am satisfied with what was accomplished in this Collegial Circle.	X				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	X				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

This was a great opportunity to collaborate with grade-level colleagues. Since I have such a unique population, at times, despite everyone's efforts, it can be difficult to connect with colleagues. This forum provided an opportunity to meet, discuss and reflect on best practices. We always could use more time, but I believe the time allotted was appropriate given the time of year. Dawn did a great job facilitating and keeping us all on track.

Name _____
 English 7/Period _____

Chains Vocabulary

Directions: Look closely at the definition and the part of speech for each word. After reviewing the sample sentence, write your own *correctly punctuated, creative sentence that shows your understanding of the word*. Use a separate sheet of paper if you need more space.

Word	Part of Speech	Definition	Context/Sentence	Word Parts
1. Notion Page 14, page 223	Noun	A general understanding, an idea or belief.	The notion of democracy is something many of us hold dear; the notion of slavery is one we would like to forget.	
2. Procure Page 20	Verb	To obtain or get using care, effort, or special means.	After a lot of work, I was finally able to procure two tickets to the One Direction concert.	Pro-
3. Insolence Page 21	Noun	Very rude speech or behavior	As punishment for her insolence, the girl was sent to her room for the remainder of the evening. She will never slam the door in her mother's face again!	In-
4. Impudence Page 23	Noun	Shamelessly bold behavior, audacious	The impudence of the young man got him a few giggles and lots of detention. His most famous act was when he asked the teacher if she colored her hair or not.	Im-

5. Unseemly Page 187	Adjective	Unbecoming, improper in speech, appearance, or conduct. Inappropriate for a time and place.	The queen told her daughter, the princess, that it was unseemly when the princess was caught dancing with the commoners.	Un-
6. Curt Page 58	Adjective	Rudely brief in speech or abrupt.	When John asked for a third helping of mashed potatoes, the annoyed chef gave him a curt reply, "No!"	
7. Haste Page 68	Noun	Swiftness of motion, speed	Make haste child! The play is about to begin!	
8. Livid Page 110	Adjective	Enraged, furiously angry	The only way I can accurately describe my mother after I crashed into her garage is totally livid.	
9. Repugnant Page 152	Adjective	Distasteful, objectionable, offensive	I find shrimp and all shellfish repugnant; I would rather eat dirt than those bottom dwellers.	Re-
10. Proclamation Page 193	Noun	Something that is made known, an official announcement	The proclamation was shocking; the king had announced that anything purple was to be banned from the kingdom.	Pro-
11. Affluence Page 196	Noun	Abundance of money, property, or wealth	The affluence was in stark contrast to the poverty just down the street.	

12. Noxious Page 199	Adjective	Harmful or injurious to health or physical well-being. Corrupting, deadly.	The noxious fumes from the burning building were more than the firefighters could take.	
13. Contrived (page 253)	Adjective	Obviously planned or forced, artificial, strained.	Susan wanted an apology from the boy who hit her. However, when she got the apology, it was contrived and meaningless.	Con-
14. Perpetual (page 271)	Adjective	Enduring forever, Everlasting, Lasting a long time, Ceaseless	My puppy is in perpetual motion. She never stops moving.	Per-
15. Submission (page 283)	Noun	An act of surrendering or giving in. The condition of having given in.	After the wrestling match, the young boy bowed in submission to his older, stronger brother.	Sub-