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

Grade 7 Essential Question:

How does a society reveal what it values?

Reading Workshop - Dystopian Literature Clubs
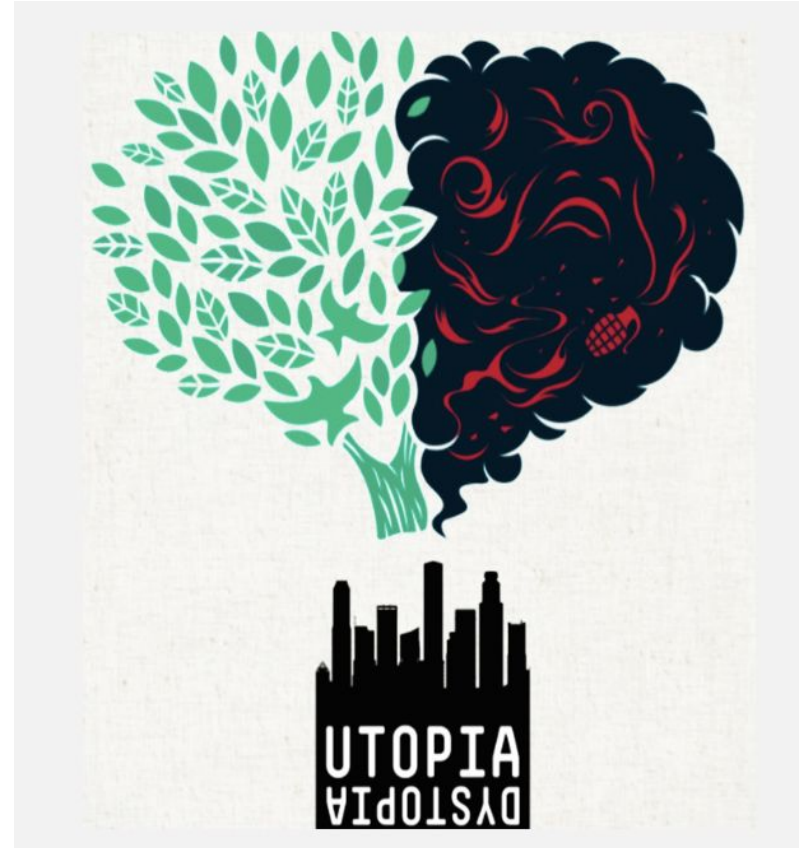
Dystopian Stories Usually…So Readers…
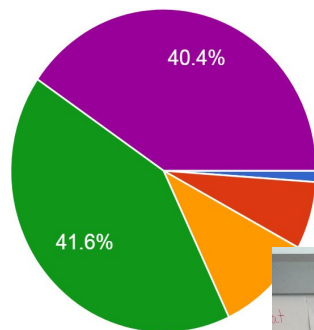
<u>Teaching Points</u>

- 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?
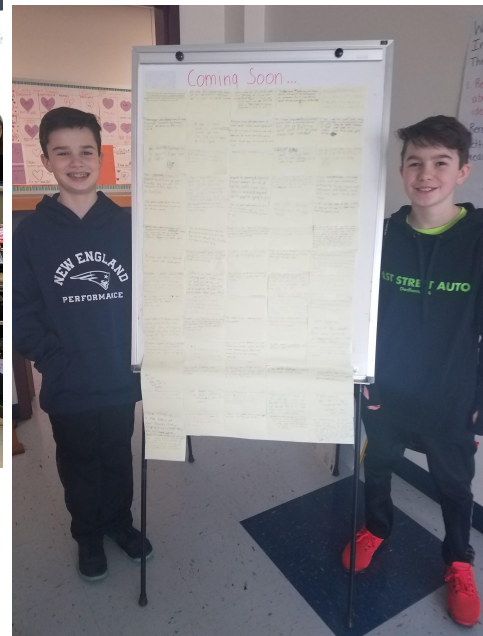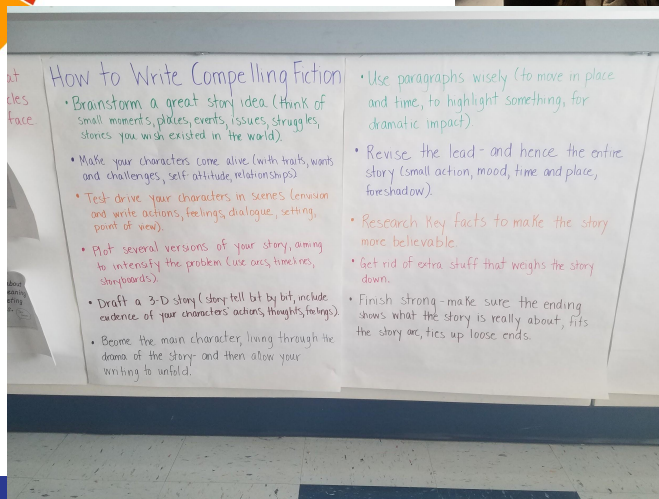- Connections to social issues and current events

Grade 7 English Language Arts & Literacy

Does my story represent my best effort?

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

40.4%

41.6%

Coming Soon...

How to Write Compelling Fiction
- Brainstorm a great story idea (think of small moments, places, events, issues, struggles, stories you wish existed in the world).
- Make your characters come alive (with traits, wants and challenges, self-attitude, relationships).
- Test drive your characters in scenes (envision and write actions, feelings, dialogue, setting, point of view).
- Plot several versions of your story, aiming to intensify the problem (use arcs, timelines, storyboards).
- Draft a 3-D story (story tell bit by bit, include evidence of your characters' actions, thoughts, feelings).
- Become the main character, living through the drama of the story - and then allow your writing to unfold.

- Use paragraphs wisely (to move in place and time, to highlight something, for dramatic impact).
- Revise the lead - and hence the entire story (small action, mood, time and place, foreshadow).
- Research key facts to make the story more believable.
- Get rid of extra stuff that weighs the story down.
- Finish strong - make sure the ending shows what the story is really about, fits the story arc, ties up loose ends.

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

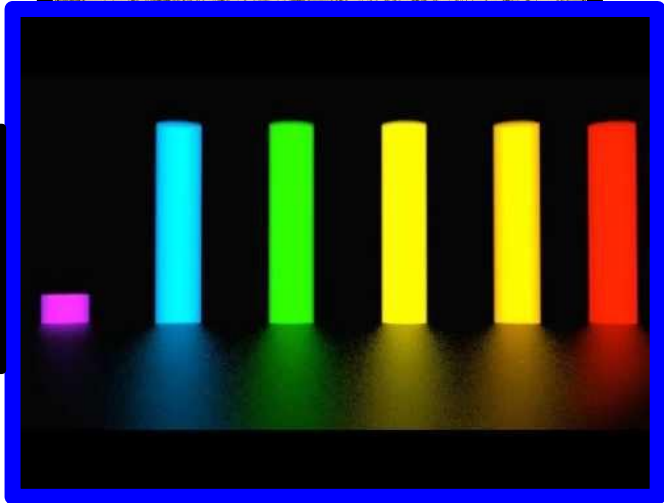Create a map of our biggest social construct in the building... *THE CAFETERIA*
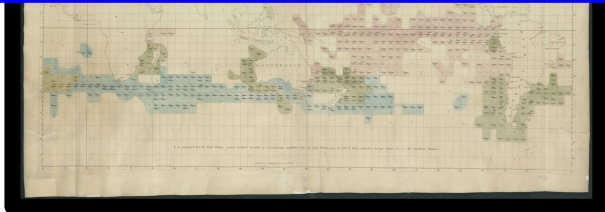

An epic drama of adventure and exploration
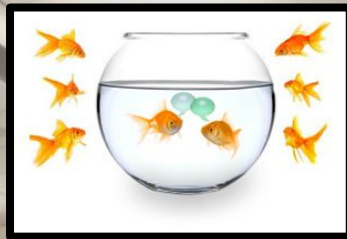
2001: a space odyssey

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.
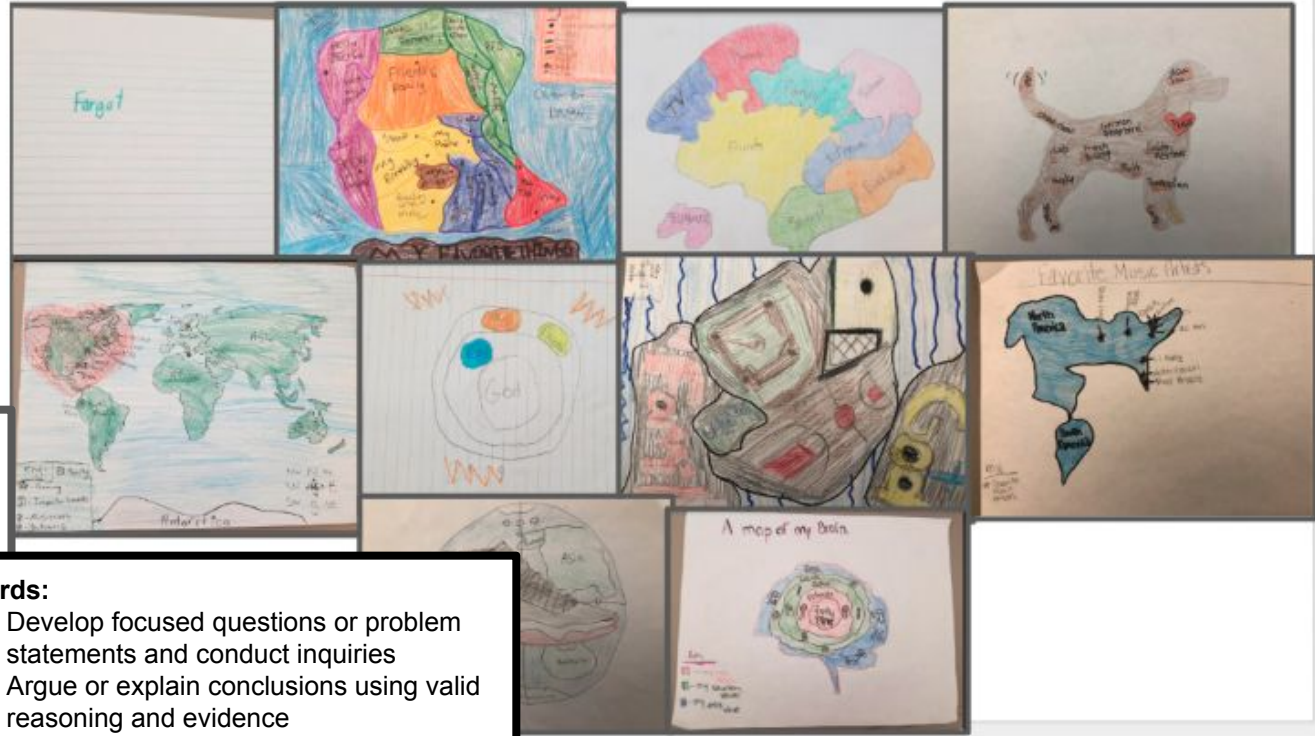
CLASS FISHBOWL LESSON

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

ANALYZING THE DMS MAPS

These are the 10 maps that the classes voted on that best represent 7th graders at DMS. Please spend time looking at each picture to determine what is of importance to the artist/cartographer. You can click on this folder to view them full screen. Then complete the following activities below.
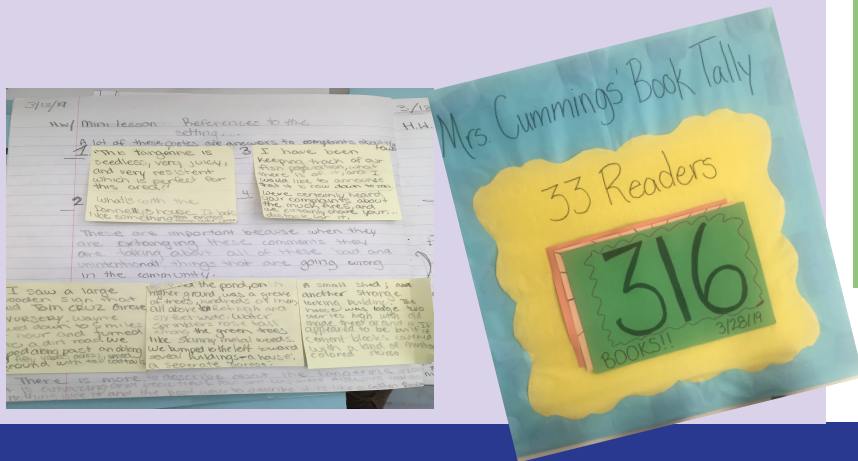
Standards:
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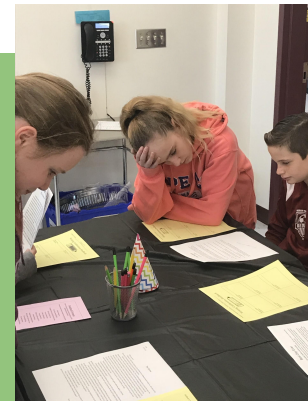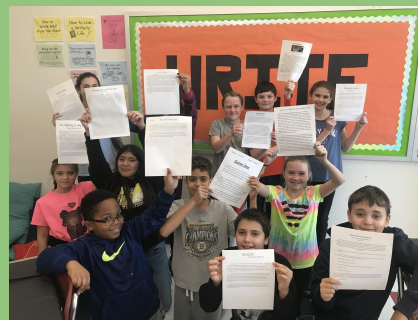
Piloting Units of Study in 6th ELA

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

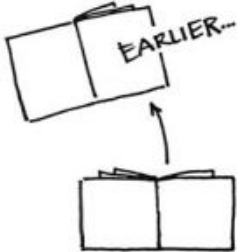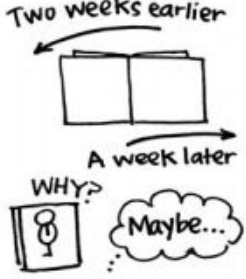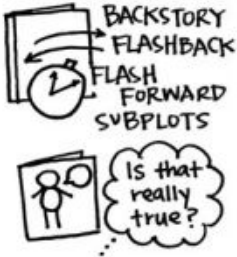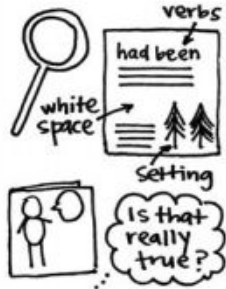*Working collaboratively to move student learning forward.*

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					
Story Elements: Time, Plot, Setting	When I read, I think about how the part I'm reading now fits with what happened earlier.	I keep track of what is happening and how much time goes by in a story. Is it one day? One week? One year? I can tell where the story takes place.	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., *Two weeks earlier . . . Thinking back, I remembered . . .* or *A week later . . .*) 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. I can tell when the setting changes.	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. I can make sense of unfamiliar settings.	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. 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. I notice how the setting affects other story elements.

Humanities: Collaboration & Professional Learning