Losing Track: Designing Curriculum for Better Outcomes in Mixed-Ability Classrooms

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Google Link: https://drive.google.com/file/d/0BxLfWQOJzMtIVlhYeU1SdlEtTXc/view?usp=sharing
Presentation Objectives:

• Defining needs and goals Embedded Honors program
• Encouraging buy-in through transparency
• Clarifying differentiation and expectations
• Appreciating challenges associated with instruction and assessment
The Embedded Honors Description

• Students earning honors credit learn alongside their college preparatory peers. The student earning honors credit will be exposed to the same core content and skill sets as their college preparatory peers, yet will typically be expected to tackle more complex assignments and readings, and to demonstrate a more sophisticated and nuanced understanding of these concepts.
Instructional Challenges

• What is Embedded Honors? Who’s embedded with whom?
• How do you raise all boats without deflating risk-taking?
• What happens after Embedded Honors?
• How to deal with administrative inertia?
Don’t just leave your faculty drifting...
Practical Concerns

- Grading and parental reaction
- The *real* differences
- Measurement and analysis
Rubric and Assignment Details
Socratic Seminar Observation Notes

*Observer:* ______________________  *Directions:* Write examples of behaviors as you see or hear them occur.

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Offers New Idea</th>
<th>Asks a Question</th>
<th>Refers to Text</th>
<th>Builds on another’s idea</th>
<th>Sustains Discussion Focus</th>
<th>Integrates Critical Material*</th>
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*Students earning Honors credit must research additional relevant texts that they should use to illuminate the interpretive work being done in this discussion.*
Discussion Questions: Answer in the space provided or attached paper, in complete sentences.
1. Why, in your view, doesn’t Amir help Hassan?

2. How do Amir’s relationships change after the kite tournament?

3. How does Amir succeed in getting rid of Ali and Hassan? Why do they leave without protest?

4. What connections does Hosseini make between the changing state of Afghanistan & the lives of individual characters in the story? *(This question is only required for students receiving Honors Credit.)*
1. RAID THE STOREHOUSE OF MEMORY: Choose 3 (three) from among the following quotes & write your responses below. Identify the speaker, the work, the author, and then briefly discuss the significance of the quotation within the context of the overall work. Honors students must address the asterisked* quotation. (10 points each)

a. I should have praise and honor for what I have done.
All these men here would praise me
Were their lips not frozen shut with fear of you.

b. I was Count Ugolino, I must explain;
This reverend grace is the Archbishop Ruggieri:
Now I will tell you why I gnaw his brain.

c.-h. (deleted for space)

i. *Do not believe that you alone can be right.
The man who thinks that,
The man who maintains that only he has the power
To reason correctly, the gift to speak, the soul—
A man like that, when you know him, turns out empty.*

j. At first, when any of them is liberated and compelled suddenly to stand up and turn his neck round and walk and look towards the light, he will suffer sharp pains; the glare will distress him, and he will be unable to see... and then imagine someone saying to him, that what he saw before was an illusion, but that now, when he is approaching nearer to being and his eye is turned towards more real existence, he has a clearer vision, -what will be his reply? Will he not be perplexed? Will he not think that the shadows which he formerly saw are truer than the objects which are now shown

k. And what of my extended family – birds, beasts, and reptiles? They too have drowned. Every single thing I value in life has been destroyed. And I am allowed no explanation? I am to suffer hell without any account from heaven? In that case, what is the purpose of reason, Richard Parker?
Preliminary Research Overview for Latin American History Research Paper

Your intention is to produce a thesis-driven work of your own creation that incorporates properly-cited resources designed to support your perspective on a topic important in the study of Latin American History. Your topic should concern material and questions in the post-1800 period. The final product will count as your second semester exam grade. Grades for benchmark deadlines will be incorporated into the second semester grade. Your paper will serve as the final grade for the course.

Length:
CP –2500-3000 words
Hnrs – 3000-3500 words

Sourcing:
No more than 2 non-scholarly or popular resources (example: blogs and postings, newspaper/magazine articles, entertainment sites, and other highly partisan or biased sources).

Your papers will be based on scholarly research conducted online or in person at our/a library. The requirements for sourcing are:
CP – 3-5 properly-cited scholarly sources
HNRS – 5-7 properly-cited scholarly sources
1. In two sentences, list the main idea of **EACH SECTION** you read:

2. **FOR EACH SECTION:** A. Identify at least **TWO (HNRS EXT: THREE)** questions that seek to clarify an issue that confuses you or that you’d like to hear more about; B. List at least **TWO (HNRS EXT: THREE)** vocab words, concepts, or people that were new to you and include a brief description.

3. **FOR EACH SECTION:** Develop at least **TWO (HNRS EXT: THREE)** discussion questions or overarching ideas that you have and want to speak about in class. Provide an answer or statement to accompany your question or idea that develops your thoughts on the issue you’ve chosen.

4. Pick at least four quotes for the entire reading that struck you as important and summed up one of the key ideas you identified above. **CP:** Link your MOST important quote to one idea above (question 3) and explain how it supports your perspective. **HNRS EXT:** Link each quote to an idea above (question 3) and explain how it supports your perspective.

5. **HNRS EXT:** Summarize the main idea of the chapter in three sentences and offer one piece of evidence that supports your summary.
Directions: Answer the following Multiple Choice questions by choosing the best answer of those provided. Answer the following Short Answer and Stimulus questions by developing a reasoned response to each.

HNRS Extension: I will expect more detailed answers throughout as well as answers to the HNRS extensions located throughout the exam.

1. Describe the conditions in the Americas prior to Columbus’ arrival in the Caribbean. Include in your discussions emphasis on: religion, economics/trade, governance, and technological development. (5 points). HNRS Ext. give an example from exam category to support your description. (4 points).

2. Explain the difference between the terms “Latino” and “Hispanic.” Give an example of how confusion between the two can cause problems. (2 points)

3. Define the theory of the encomienda system. Give one result of the system in practice. (3 points) HNRS EXT: Why did the Spanish crown approve of encomiendas? How did the Catholic Church eventually respond to the practice of the encomienda system? (2 points)

4. HNRS Ext. (Honors students only) Explain the reasons for the movement of people and goods seen in the map above. Be sure to include the motivations of European, Asian, Arab, and African participants. (5 points)
HONORS ENRICHMENT PROJECT REFLECTION

Describe your project?

What skills were you seeking to demonstrate?

Looking at what was accomplished, with what are you most pleased?

What might you have done differently?

If you were to develop this project into a more substantial alternative semester assessment, how might you go about it?

Observer’s Notes
New Eyes, New Concerns
What We’ve Learned

• Space and logistics
• Program shelf life
• Evolution
Summing up

• Take some chances
• Let the students do some heavy lifting
• Discover what *student-centered* means for your institution
“TEACHING IS A RADICAL ACT OF HOPE.”

KEVIN GANNON
ON THE TEACHING IN HIGHER ED PODCAST #112

Google Link: https://drive.google.com/file/d/0BxLfWQOJzMtLVhYeU1SdlEtTXc/view?usp=sharing
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