**Highland Park High School Course Team Log 5**

*The purpose of this document is to help organize the course team’s work and to capture the important aspects of this work for secondary members to read and understand.*

*All course team facilitators should complete this log and post it to the wiki after each of their team meetings.*

**Meeting No.**  \_\_\_\_5\_\_\_\_\_\_\_

**Date:\_\_\_**1/12\_\_\_ **Facilitator: \_\_\_**Richenda Petersen\_\_

**Team members present:** Eliana Asebey

**BRIEF summary of discussion, activities, and work conducted (bullet points will suffice):**

1. Finished student behavior targets
2. Attached targets to State Standards

**For our next meeting we need to do the following:**

1. Meet with Sophomore or Junior English teachers (or ask Elissa) what the expectations are

**2 minute feedback loop: commit to sharing verbal feedback about the meeting. Capture these thoughts here:** We matched up the IL State Standards to our checklist… though the core will be something different.

**Next meeting:**

Date: \_\_\_3/7/12 – \_\_

Location: \_\_\_C210\_\_

**Highland Park High School Course Team Log 6**

*The purpose of this document is to help organize the course team’s work and to capture the important aspects of this work for secondary members to read and understand.*

*All course team facilitators should complete this log and post it after each of their team meetings.*

**Meeting No.**  \_\_\_\_6\_\_\_\_\_\_\_

**Date:\_\_\_**3/7/12\_\_\_ **Facilitator: \_\_\_**Richenda Petersen\_\_

**Team members present:** Eliana Asebey and Katie Wynhoff (Elissa is going to find out about American Studies’ expectations)

**BRIEF summary of discussion, activities, and work conducted (bullet points will suffice):**

1. Finished student behavior targets
2. Attached targets to State Standards

**For our next meeting we need to do the following:**

1. Continue to ask about reg. ed. expectations for diagonal movement requirements and expectations
2. Discuss successful interventions and how to individualize in class

**2 minute feedback loop: commit to sharing verbal feedback about the meeting. Capture these thoughts here:** We went over our students that are expecting to transition to regular ed. versus current frosh students now. We also went through skills/activities and discussed whether short stories and themes/background knowledge can substitute for texts that are referenced in regular education later on.

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| --- | --- | --- | --- |
| FROSH FUND | SKILLS/ACTIVITIES | FROSH REG ED | SKILLS/ACTIVITIES |
| Short stories (Coming of Age)  Circuit  Circuit II (Good set up for OF MICE AND MEN)  “USE IT! DON’T LOSE IT” Daily Language Practice 9th grade | Setting  Vocabulary- (including def and parts of speech)  Reflection on chapter theme with connection  For Previewing – Titles, pictures, read the beginning and end and predict/question  Other rec-30 word summaries; quotes to prove chapter titles | To Kill a Mockingbird | Author’s craft  Thesis |

Discussing transition to Frosh DPE: Tania Flores (well-organized); Mitch Flack, Ari Aloush

Discussing kids continuing in Fund Soph year: strategies Carlos, Abe, and Diana. Relationship with them works, and to “be disappointed or be heart-broken” with them; mini-lectures about ownership in learning/pro-active in learning; do not allow “I don’t understand”; work well together. Split up Monce, Carlos, Abe and Diana.

|  |  |  |  |
| --- | --- | --- | --- |
| SOPH FUND TEXTS | SKILL OR PRODUCT TO DO | SOPH REG. ED TEXTS | SKILL OR PRODUCT TO DO |
| Lord of the Flies  To Kill a Mockingbird  Course Teams | Use a poem to summarize or discuss characters (helps promote word choice)  Chapter titles and quotes | \*Of Mice and Men  \*Lord of the Flies  Like Water for Chocolate  Frankenstein  \*Topics and style recommended to us in FUND. | Character study  Sylistic analysis (long sentences)  Chapter titles with quotes  Themes and supports  Break down examples into parts  Read 15+ pages and annotate for author’s craft/night  Read SSR |

Discussed how I am excited to work with the Soph next year as Juniors and Seniors, though it may not be good for them.

**Next meeting: 4/13/12**

**Discuss: Individualization in class and programs or practices that are effective**

Report on the talk to Jen Firer and Anne Cocks about expectations for Juniors since they have not been successfully transitioned from our classes.

Update: Met with Jen Firer 1st period 3/13/12 and Anne Cocks 3/13/12

**Meeting with Jennifer Firer on expectations for Juniors American Lit Survey:**

They need to produce logical, written work with the conventions of edited Standard English.

Use the resources and compensatory tools available.

They need to know that homework is an expectation, not an option.

Directions are important

Control oneself in social settings (using a filter)

Responsible for supplies

Organization of a binder in the classroom with tabs 🡪 pen/pencil and alternate color

Note-taking 🡪

**Meeting with Ann Cocks on expectations for Sophs or Juniors:**

Annotations -🡪 Read it twice over…

The first time: Write checks to distinguish “THIS is important to me” (check and bracket where it is important, then go back)

Checks for important parts on summary/events.

Plot twists (find juicy)

Character (Scout – innocence;)

Themes

Work on author’s craft, eventually

If it frustrates you with the time, it is supposed to because it allows you to think for deeper meaning.