



# Capture the Core

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Twelfth Grade

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## Capture the Classroom

We at Capture the Core need your help! We are looking for stories “from the field” on your successes with the New Illinois Learning Standards. Share your successful lessons and experiences with your colleagues around the state and beyond. How are you seeing your students’ thinking expand?

### Teachers and Administrators

- How are you seeing your students’ thinking expand?
- What are some positive reactions you have heard from your students?
- Do you have a great project to share? (NILS are a wonderful format for project based learning!)
- Have you had success with higher order questioning, formative assessment or student engagement?
- What are your observations of classrooms, educators and students as they engage in the New Illinois Learning Standards?



### Spread the wealth by sharing your experience.

Note: If you would like to submit a lesson, please [email us](#) with your name, district, school and grade or subject. We will email you a brief template to guide you with your submission. Submissions should be 200 – 400 words.

Thank you for sharing your experience with others.

- The Capture the Core Staff

## Preparing for PARCC

Looking for a way to better prepare for the upcoming PARCC assessments? PARCC makes all of its blueprints, evidence tables, and test specifications available on their website: <http://parcconline.org/assessment-blueprints-test-specs>. Item writers and test developers use these documents to properly align the tests to the standards and create a test that fully assesses each student’s full range of skills and abilities.

Additionally, PARCC makes available a number of sample tests (with more coming soon) as well as a tutorial of how to use the testing software. These resources can also be found on PARCC’s website: <http://parcconline.org/computer-based-samples>. Exposure to these resources will help assure that there are no surprises on test day.

# New ISBE Writing Website Revealed



The Illinois State Board of Education is pleased to announce a new website created by the ELA Content Specialists entitled, Illinois Writing Matters. This website is a result of requests from educators for one location to find writing resources aligned to the New Illinois Writing

standards. The grade-level specific design of the website allows teacher to find resources aligned directly to their classroom.

- Some of the resources include,
- Background information about each standard
  - Progression documents
  - Strategies
  - Graphic Organizers
  - Student Samples
  - Rubrics
  - Recommended Resources such as PowerPoints, videos, lessons and units,

websites, professional books, and other professional development resources.

To access the resources on the website, go to [www.ilwritingmatters.weebly.com/](http://www.ilwritingmatters.weebly.com/). Scroll down and click on



## Writing Focus: Begin with Standard 10

This year's newsletters will have a focus of writing and delve into what students will need to accomplish at each grade level in order to become college and career ready. We begin this year with standard ten due to the nature of it's demand to implement writing into all coursework throughout the year.

"To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating

understanding of the subjects they are studying, and conveying real and imagined experiences and events (CCAS, 2010). Standard ten requires students to "write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences" (CCAS, 2010).

Organizing and building classroom activities that meet

this standard along with combining with other literacy standards is a critical factor for the student. "They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year" (CCAS, 2010).

## Writing Strategy: \$2.00 Summary

There is extensive research that shows that summarization is among the top nine most effective teaching strategies in the history of education (Marzano, Pickering, and Pollock, 2001)

Summarizing should be part of every student's skill set, but it's not an intuitive skill for many students. It has to be developed, practiced, and refined.

Tell students to imagine they are placing a classified ad or sending

a telegram, where every word used costs them money. Tell them each word costs 10 cents, and then tell them they can spend \$2.00. to spend. That means they have to write a summary that has no more than 20 words. You can adjust the amount they have to spend, and therefore the length of the summary, according to the text they are summarizing.



Marzano, R., & Pickering, D. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va.: Association for Supervision and Curriculum Development.

# EngageNY

EngageNY is a website developed by the New York State Education Department to support the implementation of the CCSSM.

The website provides educators with professional learning tools and resources for support of achieving college and career readiness for all students. EngageNY contains curriculum and



instruction resources that include in-class activities, exit slips and practice sets with teacher notes and sample student responses.

Also look at the units and lessons developed by Illinois Teachers for the Illinois Model Curriculum.

<http://www.livebinders.com/play/play?id=953710>

## 12th Grade Example

This is a problem set from Lesson 1, in Algebra 2 Module 2 on Trigonometric Functions.

This problem set is a precursor to formally graphing trigonometric functions as it gets at the

unit circle concept before introducing the vocabulary.

- Suppose that a Ferris wheel is 40 feet in diameter, rotates counterclockwise, and when a passenger car is at the bottom of the wheel it is located 2 feet above the ground.
  - Sketch a graph of a function that represents the height of a passenger car that starts at the 3 o'clock position on the wheel for one turn.
  - Sketch a graph of a function that represents the height of a passenger car that starts at the top of the wheel for one turn.
  - The sketch you created in part (a) represents a graph of a function. What is the domain of the function? What is the range?
  - The sketch you created in part (b) represents a graph of a function. What is the domain of the function? What is the range?
  - Describe how the graph of the function in part (a) would change if you sketched the graph for two turns.
  - Describe how the function in part (a) and its graph would change if the Ferris wheel had a diameter of 60 feet.
- A small pebble is lodged in the tread of a tire with radius 25 cm. Sketch the height of the pebble above the ground as the tire rotates counterclockwise through 5 turns. Start your graph when the pebble is at the 9 o'clock position.
- The graph you created in Exercise 2 represents a function.
  - Describe how the function and its graph would change if the tire's radius was 24 inches instead of 25 cm.
  - Describe how the function and its graph would change if the wheel was turning in the opposite direction.
  - Describe how the function and its graph would change if we started the graph when the pebble was at ground level.
- Justice believes that the height of a Ferris wheel passenger car is best modeled with a piecewise linear function. Make a convincing argument why a piecewise linear function IS NOT a good model for the height of a car on a rotating Ferris wheel.



### Bullying In The Classroom

<http://bit.ly/ISBEresources>

#### Signs of Bullying

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating.
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations

IL Public Act 98-0801 defines bullying as: “repeated aggression, harassment, threats or intimidation when one person has greater status or power than another”.



#### Systems’ Change Thinking

- ◆ Establish whole-school social culture where positive behavior is expected and reinforcement for bullying and aggression are not provided.
- ◆ Provide training and support for adults to know how to (a) pre-correct before bullying behaviors might occur and (b) respond when bullying behaviors do occur.
- ◆ Provide direct, individualized support for students who engage in disrespectful behavior or are recipients of disrespectful behaviors.
- ◆ Teach a “STOP” message to all students!

#### Stop Bullying on the Spot

##### *Do:*

- Intervene immediately. It is ok to get another adult to help.
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

##### *Avoid these common mistakes:*

- Do not ignore it. Students need adult help for these situations.
- Do not immediately try to sort out the facts.
- Do not force other kids to say publicly what they saw.
- Do not question the children involved in front of other kids.
- Do not talk to the kids involved together, only separately.
- Do not make the students involved apologize or patch up relations on the spot.

#### Support the Kids Involved

##### *Support Kids Who are Bullied*

- Listen and focus on the child
- Assure the child that bullying is not their fault
- Give advice about “what to do”
- Work together to resolve the situation and protect the bullied child

##### *Address Bullying Behavior*

- Make sure the child knows what the problem behavior is.
- Show kids that bullying is taken seriously
- Involve the kid who bullied in making amends or repairing the situation.

##### *Support Kids Who witness Bullying*

- Teach what to do to stop it.
- May not feel safe stepping in in the moment, but there are many other steps they can take.



I believe that if we are to survive as a planet, we must teach this next generation to handle their own conflicts assertively and nonviolently. If in their early years our children learn to listen to all sides of the story, use their heads and then their mouths, and come up with a plan and share, then, when they become our leaders, and some of them will, they will have the tools to handle global problems and conflict. -Barbara Coloroso

