

# *PEAK*

## **Appendix**

## Unit Rubrics – 1068 points

Totals are given for each major section with the breakdown of each section of the assignment assuming students complete every learning experience. Points are weighted according to higher-level thinking skills and the complexity of the assignment. While it may seem like a great deal of points it is a complex unit.

### Frontloading Research: 120 pts

Ten Questions	10
Bib	10
Bullets	30
Cards	10
Essay	45 see specific rubric
Partner ¶	10
Self ¶	10

### Frontloading Vocabulary: 110 pts

Cards	10 each set
Games	20
<u>Down &amp; Dirty Sent.</u>	<u>80</u>
Text Sentence	20
Guess and P of Sp.	20
Original Sentence	40

### Frontloading Titles: No points assigned

### Figurative Language: 107 points

<u>Similes</u>	<u>40</u>
Given examples	2 each
Original ex.	3 each
<u>Metaphors</u>	<u>35</u>
Original ex.	5 each
Knots ¶	15
<u>Personification</u>	<u>32</u>
Questions	3 each
“I” Poem	10 each

### Elements of Literature: 328 points

<u>Characterization</u>	<u>92</u>
Peak’s traits	10
Peak’s ¶	20
Minor charc. ¶	5 each
Triple Venn	15
Do You ?s	3 each
<u>Setting</u>	<u>25</u>
Description ¶	5 each

<u>Plot</u>	<u>33</u>
What If Analysis	3 each
Cause and Effect	15 – strictly given for completion
<u>Conflict</u>	<u>30</u>
Peak connections	5 each
Minor ch.	3 each
<u>Theme</u>	<u>65</u>
Given themes	10 each
Original themes	5 each
<u>Point of View</u>	<u>50</u>
Character Flip	50
<u>Style</u>	<u>58</u>
Foreshadowing	3 each
Flashback	3 each
Sarcasm	2 each
Word Choice	3 each
Genres	4
Special Features	2
Denouement	4

**Socratic Discussion Questions: 154-248 or 209-303 points depending on if you do two discussions.**

Questions – 89-193

Literal	1 each
Inferential	3-5 each
Evaluative	3-8 each

The actual value is determined in a whole group discussion.

Discussion – 55 for each – see specific rubric

Inner Circle – 40

Outer Circle - 15

Journal Work in general is given a complete or incomplete designation

**Classroom Participation 100 points**

This is determined by students' themselves and the teacher. 100 points are given. Students determine 30 of the points and the teacher determines 70 of the points. See specific rubric for descriptors.

## Peak Vocabulary List and Synonym/Short Phrases

1. p. 3 ascent n. - climb
2. p. 3 precarious adj. - dangerous/unpredictable
3. p. 4 pelting v.- attacking/showering
4. p. 8 audacious adj. - daring
5. p. 12 alleged v. - declared
6. p. 13 enunciating v. - announcing
7. p. 16 elicited v. – called out
8. p. 16 demeanor n. - behavior
9. p. 19 stupor n.- dazed
10. p. 19 remorseful adj. - sorrowful
11. p. 20 incredulously adv. - distrustfully
12. p. 20 unwavering v. - steady
13. p. 20 duress n. – force, control
14. p. 23 wherewithal n. - means
15. p. 24 begrudgingly adv. jealously
16. p. 25 concurred v. - agreed
17. p. 27 mellowed v. - relaxed
18. p. 27 reevaluate v. - reviewed
19. p. 28 cringed v. - cowered/grimaced
20. p. 29 underestimated v. - undervalued
21. p. 39 undisclosed adj. - untold
22. p. 41 concierge n. – hotel chief assistant
23. p. 48 pandemonium n. - chaos
24. p. 49 auspicious adj. – favorable/successful
25. p. 51 flourish n. - boldness
26. p. 62 disheveled v. - disorder
27. p. 65 surly adj.- snotty
28. p. 73 pristine adj. – pure
29. p. 93 auspicious adj. - favorable
30. p. 114 poignant adj. – sincere, heartfelt
31. p. 93 cairn n. - landmark
32. p. 116 balaclava n. – mask
33. p. 133 belligerently adv. – nasty
34. p. 143 garish adj. – dazzling
35. p. 154 daunting v. – intimidating
36. p. 170 debilitated adj. – injured
37. p. 175 vigil n. – watch
38. p. 175 disperse v. – break up
39. p. 176 blindsided v. -caught off-guard
40. p. 178 devastated v. –destroyed
41. p. 189 enmeshed v. – entangled
42. p. 189 efficiency n. -effectiveness
43. p. 189 elusive adj. – mysterious
44. p. 206 blanch v. – grimace
45. p. 131, 242 denouement n. – final section, closure

# 7 MINUTE RESEARCH

## PROCEDURES

1. Scan title, pictures, captions, graphics, headings, etc. AND keep the questions the research is to answer handy.

2. Fold a large piece of computer paper in 2x2 squares and then open it up

OR

Accordion fold a piece of lined notebook paper

OR

Use index cards

OR

Whatever method of recording works for you.

3. Choose a small section of the text you can read in about 3 minutes.

4. Read section for 3 minutes. If you finish it, do not go on to the next section. Instead, re-read the same section. Try to summarize and look for key vocabulary and facts while you read

5. Close the text or turn it over. Now, for the next two minutes, write facts you remember from the text that you feel are important or interesting. Those that will answer your questions.

6. Open the text and check back for any information you might have missed, as well as for proper spelling, titles, specific headings, etc. Do this for 2 minutes.

7. Repeat Steps 5 and 6; then, take a seven-minute break to look over facts recorded. Which ones answer the questions you have or which ones form new questions you might want to have answered.

Highlight facts that are especially important and/or

interesting. X out facts you think are probably extra and will not use.

Stretch and get ready for two more sessions or as many as you have time for.

You will be able to complete a great deal of true research in a short time. Minutes are flexible but time will fly if you stick with the seven minute model.

## Persuasion Essay Rubric

### Content and Format - 45 points

*Paragraph One: 5pts*

Two to three sentences stating what you want your friend to do, **no** whys yet

*Paragraph Two: 10pts*

State your best reason for going or not going

*Paragraph Three: 5pts*

Share one more reason

*Paragraph Four: 10pts*

Try and think of the reason your partner(s) would disagree with you and develop a good reason that could change their minds. Start the paragraph with, "I know that you think... but..."

*Paragraph Five: 5pts*

Either state one more new reason to go or restate your first one with emphasis.

*Paragraph Six: 10pts*

Close by restating what you want and add an "emotional appeal". You would not normally do this in a persuasion essay but this is your friend(s) – AND this is life and death.

### Structure – 15 points

Proofread over your essay by looking for:

- Varied Sentences - Simple sentences can be powerful mixed with compound and complex ones.
- Accurate spelling, use of homonyms (their, there, and they're; your and you're; to, two, too; etc.) subject verb agreement, punctuation, capitalization
- Indented paragraphs
- Transitional sentences – You need to make sure that you are able to move from one paragraph to another in a smooth way.
- Examples: "The first reason you should go is..."; "Secondly..." "Another excellent argument would be..." "It is important to remember when making this decision that..."
- Loaded words – Do not use words that will anger or upset others, you are trying to "win them over" not irritate them.

Ask at least one other person, over 16, to proofread and make comments. They should sign your paper. This will be turned in with your final essay.

### Group Dynamic – 20 points

Each person in the group must:

- Remember they are a team member not a team leader
- Can take on a role such as encourager, questioner, time-keeper, teacher liaison
- Record work
- Read on time
- Come prepared
- Work hard
- Compromise – agree to disagree
- Stay on task
- Do their share
- Share and speak ideas and details
- Use as many ideas from each person as possible
- Listen from beginning to end
- Think before you speak
- Ask questions
- Piggyback
- Paraphrase others ideas for clarification
- Compliment sincerely
- Help with difficult sections or vocabulary
- Use appropriate eye contact, body language, and facial expressions

## Predicting

*Help your students predict what will happen in the book by allowing them to view the chapter title and lead sentence before they even read one page – This is also a type of “hook” to get them to want to read and see if their prediction proves correct.*

### Chapter Board

1. Write the chapter titles given below on 11x17 poster paper or poster board.
  - “Hook”
  - “A Couple of Stitches and the Slammer”
  - “The Summit Hotel”
  - “Peak Experience”
  - “Gasp”
  - “Secrets”
  - “Arrest”
  - “Family History”
  - “Blink”
  
2. Form small heterogeneous groups and give each group one of the chapter boards.
  - Students:
    - a. Find the chapter and read the Lead Sentence, (see below).
    - b. Bullet their ideas on the back with a marker.
    - c. Record on a separate sheet of paper what led them to their predictions.
  
3. Collect the group’s work for when you reach the chapter.
  
4. Each group shares their predictions and whys before their chapter is read.
  
5. Once the chapter has been shared by a group, the whole class can compare the predicted events to the real events. My students love to do this but be careful that it does not become a contest of who predicted correctly.

*Review with students: Lead Sentences are the opposite of topic sentences. A topic sentence tells the reader what is in the essay or paragraph. While a lead sentence entices the reader to ask questions. It “hooks” you into the story so that you will want to find out the answers to your questions. Sometimes leads can help in making predictions.*

**Cause** → → → → **EFFECT**

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

6.

6.

7.

7.

8.

8.

9.

9.



## Class Participation and Active Listening Rubric

Score yourself with 30 points being the highest using the following criteria. Explain your score below.

### Speaking

Content:

- Information is shared in an organized and concise way
- Information is accurate
- Information has complete detailed examples
- Questions are connected and spark further discussion

Style:

- Speed, volume, articulation, and pronunciation are used effectively

### Listening

Content:

- Others' ideas are piggybacked
- Others' ideas are questioned politely
- Others' ideas are paraphrased

Style:

- Facial expressions are attentive
- Body language shows interest, including posture
- No interruptions either vocal or physical

Student Score: \_\_\_\_\_/30

Comments:

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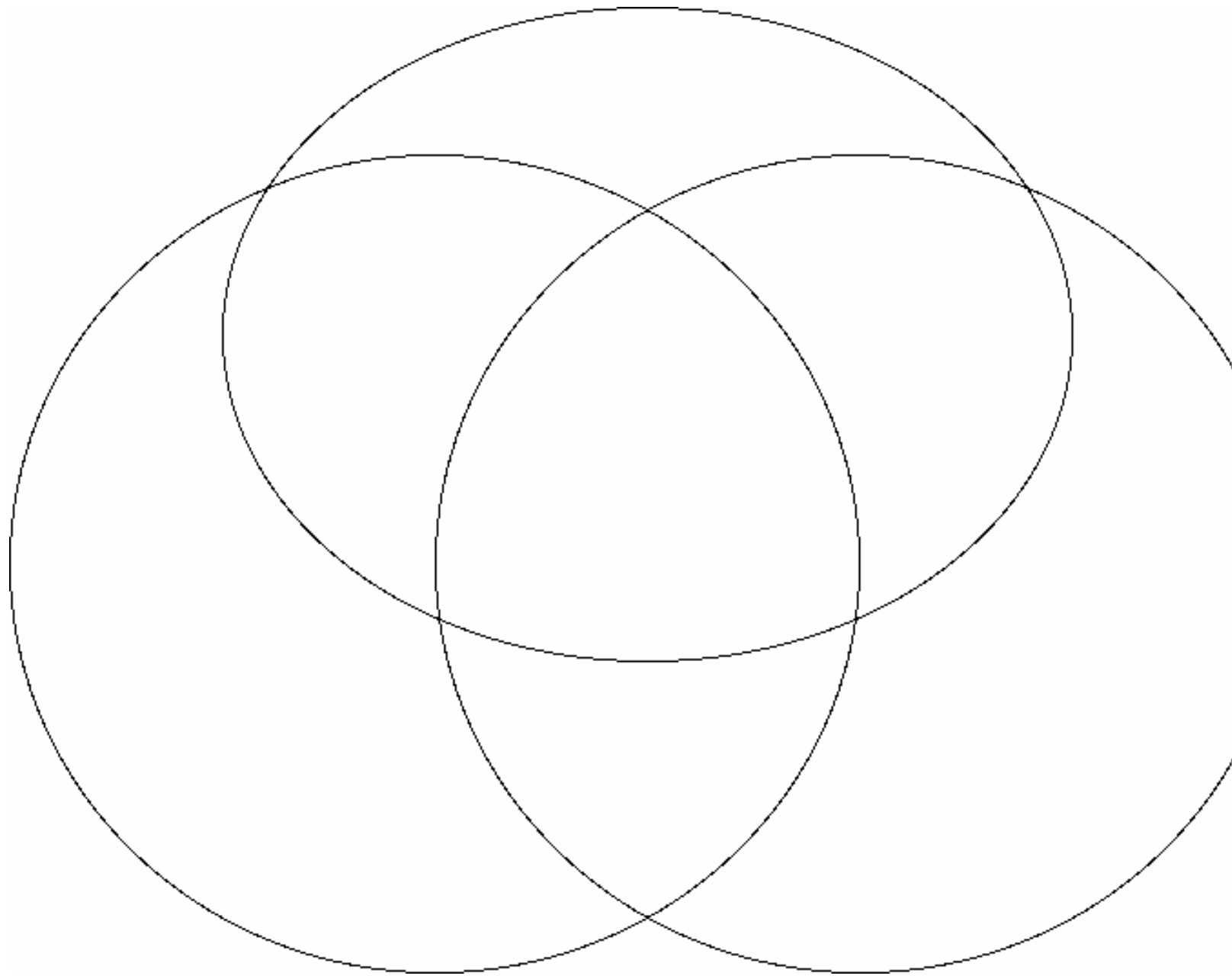
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Teacher Score: \_\_\_\_\_/70

Teacher Comments on back of sheet.



**Answer with complete ideas and sentences.**

- How are the traits of your partner and you the same as Peak?
- How are the traits of your partner and you different than Peak's?
- Do you think you made the right decision persuading your friend?
- Do you think you would like to try and be a mountain climber?

## SOCRATIC DISCUSSION

### PROCEDURES:

The Socratic Discussion is patterned after the way Socrates conducted learning activities in Ancient Greece. All of his students were expected to share their thoughts and opinions regarding the written and spoken word. Students were further required to read, analyze and evaluate assigned materials prior to class discussion. Socrates remained silent to allow true discussion to flow from his students.

Today, when a class is conducted using the Socratic Discussion method, students are also required to come prepared to discuss assigned materials and share ideas and opinions, using the text or real life experience to back up their answers. They are not permitted to participate in the class unless they are prepared. This method of instruction can be used effectively for any genre or subject, fiction or nonfiction.

### Teacher Preparation

Before the day of the class discussion, the teacher prepares three types of questions:

- 1.) Intersentence, Literal, or Opening (create 3 of these)
  - a general question that directs students into the text
  - an introductory or exploratory question related to a topic that is easy for students to locate in the text
  
- 2.) Text, Analysis, or Core (create 3 or 4 of these)
  - a question about specific content, theme, or main idea
  - an inquiry that challenges students to examine a central position
  - a request to interpret or explore a passage in the text
  - a "how...?" or "why...?" question
  - a challenge to students to compare and contrast characters, motivations, descriptions, tones, etc.
  - an examination of vocabulary or interesting phrases
  
- 3.) Beyond Text, Evaluative, or Closing (create 3 or 4 of these)
  - a question that establishes the relevance of the text to students
  - an inquiry that connects the text with the real world
  - an application of the text to self
  - a comparison of the text with real life

Important: You must use these three types of questions in this order. This allows the discussion to begin in a relatively non-threatening manner and allows students' confidence to build as more difficult questions are asked.

Developing good questions is essential to an effective Socratic Discussion.

### Student Preparation

Prior to the discussion, students are asked to read the text, magazine article, or newspaper; watch the video; listen to the song; etc., and to record their answers to the questions which the teacher has developed.

Important: Students should be instructed to record their responses in complete sentences and to explain them thoroughly. The "why" is implied!

#### Class Setup and Procedures for Socratic Discussion

Students are arranged in two concentric circles. The inner circle contains the speakers who will be involved in the discussion; each student must contribute. The outer circle contains the listeners. Students in the outer circle are not to speak, but only to listen to the discussion.

Important: Two empty seats are reserved in the inner circle.

Students in the outer circle have the option of joining the inner circle when:

- 1) the discussion appears to be off topic.
- 2) the discussion becomes nonproductive with arguments and "put downs."
- 3) inner circle members have not discussed an area deemed important.

(Once a student takes an empty seat, he or she must stay for the remainder of the discussion. When both empty seats are taken, the inner circle is complete. Students must weigh whether they really want to enter the inner circle)

#### Responsibilities of the inner circle members

Students are to clear desks and display only prepared answers to the discussion questions. (No pencil or pen is allowed.) Students, not the teacher, determine the first speaker. A student enters the discussion only when the previous speaker indicates that he or she has finished.

Circle members decide how the discussion proceeds. For example, students may  
choose to speak in sequence around the circle.  
decide to appoint a discussion leader.  
let each speaker choose the next participant.  
other.

Follow-up questions may be asked by inner circle members; for example:

- What do you mean by...?
- Where in the text do you find support for that?
- Would someone take issue with....
- What is your point?
- Are you saying that...?

When a student opts to take an empty seat, he or she becomes the next speaker.

The final responsibility of the inner circle members:

- 1) Come to a consensus on each question

OR

- 2) Simply make sure each member has had an opportunity to discuss answers to the assigned questions, and then perhaps agree to disagree.

### Responsibilities of the outer circle members

To ensure the practice of good listening skills, students are required to submit to the teacher their written responses to the discussion questions before the inner circle begins the discussion. (Otherwise, students tend to compare their work with the ongoing discussion.)

If the inner circle decides to reach a consensus, students of the outer circle are required to summarize and record the consensus; OR, if the inner circle members decide to simply share ideas and opinions in response to the discussion questions, students in the outer circle are to script as much of the discussion content as possible as the discussion evolves. At the end of the discussion, outer-circle students are to highlight or circle any words or phrases they believe to be important. If outer circle students have a hard time hearing inner circle students, a simple raising of the hand from an outer circle student can direct an inner circle student to speak up. The final activity required of outer circle members is to share their summaries or key words and phrases with the students of the inner circle. (Students of the inner circle cannot comment; they become the listeners!)

Important: Students switch positions during the discussion so that all members of the class have a chance at both positions. For example, Group A might be the inner circle for the first half of the discussion, and might discuss questions 1,3,5,7,and 9; at the conclusion of A's discussion, Group B (the outer circle) would summarize and respond. Then, the students would switch positions, so that Group B is now the inner circle and Group A forms the outer circle. Group B would then discuss questions 2,4,6,8, and 10. Make certain that you divide the three types of questions evenly between Group A and Group B, so that each group begins with Intersentence questions, moves on to Text questions, and finally responds to Beyond-Text questions. You may have both groups discuss the last question, as it is the most intriguing or inviting.

### Responsibilities of the teacher

Select appropriate and interesting material for discussion

Prepare the discussion questions for the assigned topic or lead class in inquiry to create their own questions.

During the Socratic Discussion, keep silent unless disorder occurs or students fail to detect an off-topic event. (The role of the teacher is similar to that of a "Sergeant at Arms" in a courtroom--no verbal or nonverbal feedback, no directions once the discussion begins.)

### Possible Assessment and Evaluation

- 1) Students' created questions.
- 2) Students' labeling of types and selection for discussion.
- 3) Students' written responses to the three types of questions.
- 4) Inner Circle members' use of effective discussion skills. (Criteria to be determined by teacher and students before the SD.)
- 5) Outer Circle members' use of active listening skills. (Criteria to be determined by teacher and students before the SD.)
- 6) Summaries or scripts of Outer Circle members at the end of the SD.
- 7) Students' abilities to sincerely add to the group's success. (Criteria to be determined by the teacher and students before the SD.)

Name: \_\_\_\_\_

### Socratic Discussion Rubric

Written Answers – pts  
majority of ?s complete  
accurate  
include details/examples

### Inner Circle – pts

#### Content:

encourages group interaction  
easily expresses ideas  
supports/explains opinion

#### Structure:

eye contact  
articulates/annunciates  
appropriate volume  
appropriate length  
appropriate speed  
appropriate posture

#### Listening

piggybacks answers  
adds to original answer  
paraphrases or questions speaker

### Outer Circle – pts

#### Listening

no speaking,  
no laughing at,  
no whispering,  
no facial expressions  
no writing personal notes  
no movements  
no sighing, guttural sounds,

#### Notes

easily readable  
complete  
organized

## PEAK Time Line

<b>Frontloading Week</b> Everest Research Author Research			Vocabulary Note Cards	Titles: Predicting
<b>Week One</b> Down and Dirty Sentences	Rd. Novel Journal Quest		Major Character Similes	Cause and Effect
<b>Week Two</b> Rd. Novel Metaphors “Knots”	Style: fsh, fl, src, w/c Journal Quest		Vocabulary	Cause and Effect
<b>Week Three</b> Rd. Novel Personification	“I” Poem Setting Journal Quest	Minor Character	Vocabulary	Cause and Effect
<b>Week Four</b> Rd. Novel Conflict	Style: Genres, special features Journal Quest		Vocabulary	Cause and Effect
<b>Week Five</b> Rd. Novel What If	Life Lessons Journal Quest		Vocabulary	
<b>Week Six</b> Rd. Denouement Style: Denouement Cause and Effect	Point of View: Character Flip Life Lessons	Socratic Discussion		

