

## Second Reflection

### Criteria

- **Honest**
- **Thorough and detailed**
- **Provides context:** assumes your reader is a very smart person who knows nothing about what you are describing—you don't need to talk down to them, but you cannot assume knowledge about your topic; you were there, they were not
- **Descriptive:** you are using words in such a way that your reader can experience what you experienced—they can see and feel it
- Use of **specific examples**—embracing the use of examples as opportunities to tell **specific, detailed short stories**, with you as the main character
- Digs into **how** and **why**; digs below the surface and resists surface answers
- Answers all parts of both questions below
- **Proofread** for errors in conventions and opportunities for **precise word choice**
- *Optional:* the Suncrest class also had the following as a key aspect of the criteria: use a **signature**, in case you become famous—I'll leave that one up to you!

Big Idea: How are you applying the feedback you received on your first reflection to this second attempt? What forward steps and what new risks are you taking?

And don't forget: The Pullman Challenge (see next page)...

## The Pullman Challenge

This is defined as actively applying what you have learned thus far from exploring and exploding the language and structural choices of master writer, Philip Pullman, to your own writing. As noted by you, embracing the Pullman Challenge would include some combination of the following:

- Image-building through purposeful verb, adjective, and adverb choice
- Experimenting with juxtaposition: unexpected by effective combinations of adjectives
- Variety in word choice: when is using specific descriptive language the right choice? When is using simpler words the more effective choice?
- Using the Language of the Discipline associated with your topic(s)
- Having an intimate, person-to-person narrative voice
- Variety in sentence structure and length
- Purposeful breaking of the rules of conventions (but first you have to understand what the rule is!)
- The use of antithesis/parallel structure
- Use of literary devices, such as:
  - simile and metaphor
  - alliteration and/or assonance, in order to establish rhythm and draw attention to key words
  - onomatopoeia
  - personification
  - repetition
- An effective use of punctuation, including colons, semi-colons, em-dashes, parentheses, and commas—for clarity, and also to help build images and convey complex ideas.

## *Questions for Exploration*

1. In what area or areas do you feel you have demonstrated the most growth since your last reflection? This could be in an area related to academics or work habits or social-emotional development.

- **Identify the area** or areas – be specific (not just Group Work, but my ability to make others feel included when working in groups, etc.)
- **Tell the story** of how this growth occurred—what were you doing (or not doing)? Do your best to make this story detailed and specific. Take your time. Consider what you have learned about effective storytelling from Pullman.

Recall: an effective story has a beginning, a detailed, moment-to-moment middle, and an end.

Remember that your audience (your family) has not experienced these things in the ways that you have, so you need to provide them with enough **context** to follow your ideas.

- **Explain how this growth may help you in the future**, short-term (this month) and long-term (a year, five years, ten years from now). Use specific examples.

2. Where do you feel stuck right now? What is challenging for you? Again, this could be in the area of academics or work habits or social-emotional development, or this might be related to the thinking you did around the class agreement, or it might be related to the No Longer Useful Way of Being that you burned on the first day of the new year.

- **Explain the idea**
- **Tell a story**, with you as the main character, about you engaging with this thing and encountering stuckness or challenge. Do your best to make this story specific and detailed.

Remember to **provide context** for your reader so that they can follow your story with ease. What do you need to explain to them (who, what, where, when, why, how)?

- **Explain why, for you, this is particular thing is challenging**. What is it about you—the way you work, your typical ways of being, your upbringing, your past

experiences—that makes this challenging?

- **Explain why unlocking change in this area might bring greater ease and happiness in your life:** what has life been like in the past for you, in relation to this way of being? How is it negatively impacting your present? What does the future look like with this way of being unchanged? What does the future look like with this way of being released?

Try to use specific examples.

- What is **something you can do each day** to help you practice releasing yourself from this way of being or get closer to actualizing the idea you outlined above? **Make this step S.M.A.R.T.**
- Explain **how you will hold yourself accountable** to that daily step that you outlined above.

*After you have written your first draft:*

- Look at the **criteria**. Have you done your best to address each of those aspects?
- Look at the **Pullman Challenge** list. Have you tried to incorporate some of these techniques?
- Reread the questions in this document. Have you done your best to address **each of the bullet points**?
- Reread the **feedback** you received on your first reflection: have you taken steps to incorporate that feedback?
- Proofread** carefully, line by line. In addition to looking for errors in spelling, punctuation, and sentence construction, also keep an eye out for opportunities for precise word choice.
- Find a private place to **read your work out loud** to yourself—this is the best way to spot uncaught errors and to listen for flow between ideas

## Activities We Engaged in Since Your Last Reflection (a non-exhaustive list)

### Language Arts

*The Golden Compass* and *The Subtle Knife*

Vocab development

Exploring Depth and Complexity questions—in comp book, in small groups, in whole class discussions

Exploring the impact of

- word choice
- punctuation
- image-building
- sentence length and sentence structure
- paragraph length and paragraph structure
- use of literary devices: alliteration, repetition, simile, metaphor
- asking questions
- making logical predictions

Exploring character development, motivation, and the given circumstances

Analyzing the letters of John Parry—vocab, word choice, character development, narrative arc, questioning skills

Class discussion while reading

Reading character roles aloud (including the at-home prep for this)

Noticing Prof. Great Brain's oral language techniques

*The Mind of a Chef* (Gabrielle Hamilton)—exploring the Depth and Complexity Icons

Daily Diary entries

Svalbard videos—exploring Depth and Complexity

Joni Mitchell—lyric analysis

Vocab development: *New York Times* games

### Math

Number Theory: percents; relating decimals, fractions, and percents; order of operations with decimals

Algebra

Visual representations of the problem-solving process

Estimation

Following problem-solving criteria

Measurement for art and design activities

Using mathematical vocabulary in class discussions and in written responses and problem-solving

## **Science**

The Science of *His Dark Materials*

- research—finding and exploring a variety of resources
- following note-taking criteria
- applying Depth and Complexity to research
- seeking and exploring connections to *His Dark Materials*
- sharing discoveries and problem-solving with group

## **Socials**

U.S. Government and Election final project

- structure of U.S. government
- voting systems
- impactful issues in the election
- why the election turned out the way it did
- short- and long-term impacts (optional)
- clarity of communication
- attempt at D & C
- use of specific examples
- using facts to support opinions

Black History exploration

- Simulated segregated lunch counter experiment
- *A Class Divided*
- Your chosen influential figure from Black History
  - research—finding and exploring a variety of resources
  - applying Depth and Complexity to research
  - relating research to the Guiding Questions
  - following note-taking criteria

## *Eyes on the Prize*

- sketchnoting
  - organization
  - content—thoroughness in capturing Important Details; identifying Big Ideas and important Sub-topics; providing essential context
  - exploring visual representations of the content
- relating content to personal Black History research

## **Art**

Joni Mitchell—drawn responses to her songs

Drawn aspects of the Door Design challenge

Drawings in Daily Diary entries

Index Card Drawings—image building and silencing The Two Questions

Real-Life Monster art

Any illustrations or drawings used in other projects

## **PHE**

Good sportspersonship – all-out participation, encouraging of teammates, celebrating wins and loses equally, trying to make steps forward from your current level of skill

Minor games—team work, ball skills, and strategic thinking

Basketball

3-Square and 6-Square

Morning Check-ins—emotional intelligence

CEC

Application of mindset exploration (Bruce Lee and Wu Wei, Joni Mitchell, Lynda Barry, math mindset, Lyra’s mindset with the alethiometer and Will’s with the subtle knife)

Self-regulation

Monster Art—exploration of your inner struggle and finding the appropriate metaphor (monster) to represent it; exploring the strengths and weaknesses of your monster

## Career Education

### Goal Journals

- setting S.M.A.R.T. goals
- pre-thinking possible obstacles and solutions to those obstacles
- Time Machine messages to Future-Self
- using as a tool to promote focused, on-task behavior during Work Blocks

Reflecting on Term One group work and work block time

Group work jobs: Chairperson, Diplomat, Questioner, Reporter, Encourager, Deep Thinker

Small groups work: Fun and Games, *His Dark Materials* discussions, Science groups, Door Design challenge

Class jobs

Actively creating a respectful, inclusive, and positive work environment

Partner work

Staying on task during Work Block

Applying mindset exploration to Work Block (silencing the Two Questions, approaching work with Lynda Barry's calm and friendly way of being, etc.)

Minor games—working as a group, strategic thinking and planning

Black History research—your figure as a leader/change maker; are leaders born or made?

Homework

Organization of materials

Attempt at thoroughness with assignments and projects

Using criteria to shape the approach to the work

Self-regulation: adjusting your voice and body to suit the environment; strategies to self-regulate (CEC, breathing techniques, 5-4-3-2-1, focus tools)

Clean-up



## **ADST**

Drafting Real-Life Monster art

Door Design Challenge

- developing the prototype (draft) based on the criteria
- adjusting the plan during the creation phase (use of iteration log)
- coordinating transitions with others
- mindful use of materials (avoiding waste)
- incorporating 3D and/or interactive elements
- making sure the work stays on the door!

## **French**

Conjugation of *être*

Application of vocab explored in Term One to new learning

Exploration of adjectives

Describing others

## **Music and Band**

And—volunteering in the school; participation in clubs and/or music groups; social-emotional development and self-regulation during recess and lunch and in social interactions