**PLC in Personalized Learning**

**(Intermediate Science)**

| Current Content Topic(s): Medical Mystery   * PFA * Project | |
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| Final Product Analysis | |
| Part A:  Cognitive Skill:  Making Connections and Inferences | What must a student be able to do?  Where is this skill practiced prior to Final Product?  What might students struggle with the most? (common errors/misconceptions) |
| Part B:  Cognitive Skill:  Modeling | What must a student be able to do?  Where is this skill practiced prior to Final Product?  What might students struggle with the most? (common errors/misconceptions) |
| Part C:  Cognitive Skill:  Informational/Explanatory Thesis | What must a student be able to do?  Where is this skill practiced prior to Final Product?  What might students struggle with the most? (common errors/misconceptions) |
| Part D:  Cognitive Skill:  Multimedia in Communication | What must a student be able to do?  Where is this skill practiced prior to Final Product?  What might students struggle with the most? (common errors/misconceptions) |

| Part A: What should students be able to do and how will we know if they can do it? | |
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| Project: What must a student be able to do?  How does science content get applied?  Checkpoint 1:  How do the previous activities support the Checkpoint? N/A  . | Project: What does cog skill and content application look like at the top of grade range?  Checkpoint 1: |
| Part B: What will we do if students struggle with what they must be able to do in Project? | |
| Checkpoint 1:  Activity Supports (Pre-Checkpoint Supports- For any/all students, planned based on common misconceptions)  *During Checkpoint Supports:* (For students w/ learning or self-direction struggles that may hinder performance)  IMPORTANT: Checkpoint scaffolds are only provided on an “as needed basis” and should not take away the thinking for students.  Cognitive Skill Workshop Ideas (*After Checkpoint Supports*- For students at lower end of grade band) | |
| Part A: What should students be able to do and how will we know if they can do it? | |
| Project: What must a student be able to do?  How does science content get applied?  Checkpoint 2:  How do the previous activities support the Checkpoint?  Organize, label, the levels of organization | Project: What does cog skill and content application look like at the top of grade range?  Checkpoint 2: |
| Part B: What will we do if students struggle with what they must be able to do in Project? | |
| Checkpoint 2:  Activity Supports (Pre-Checkpoint Supports- For any/all students, planned based on common misconceptions)  *During Checkpoint Supports:* (For students w/ learning or self-direction struggles that may hinder performance)  IMPORTANT: Checkpoint scaffolds are only provided on an “as needed basis” and should not take away the thinking for students.  Cognitive Skill Workshop Ideas (*After Checkpoint Supports*- For students at lower end of grade band)  Feedback *(What actionable feedback will you give a student to move from a 2 to a 3 on the rubric? From a 3 to a 4? From a 4 to a 5?)* | |

| Part A: What should students be able to do and how will we know if they can do it? | |
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| Project: What must a student be able to do?  How does science content get applied?  Checkpoint 3:  How do the previous activities support the Checkpoint?  . | Project: What does cog skill and content application look like at the top of grade range?  Checkpoint 3: |
| Part B: What will we do if students struggle with what they must be able to do in Project? | |
| Checkpoint 3:  Activity Supports (Pre-Checkpoint Supports- For any/all students, planned based on common misconceptions)  *During Checkpoint Supports:* (For students w/ learning or self-direction struggles that may hinder performance)  IMPORTANT: Checkpoint scaffolds are only provided on an “as needed basis” and should not take away the thinking for students.  Cognitive Skill Workshop Ideas (*After Checkpoint Supports*- For students at lower end of grade band)  Feedback *(What actionable feedback will you give a student to move from a 2 to a 3 on the rubric? From a 3 to a 4? From a 4 to a 5?)* | |

| Part A: What should students be able to do and how will we know if they can do it? | |
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| Project: What must a student be able to do?  How does science content get applied?  Checkpoint 4:  How do the previous activities support the Checkpoint? | Project: What does cog skill and content application look like at the top of grade range?  Checkpoint 4: |
| Part B: What will we do if students struggle with what they must be able to do in Project? | |
| Checkpoint 4:  Activity Supports (Pre-Checkpoint Supports- For any/all students, planned based on common misconceptions)  *During Checkpoint Supports:* (For students w/ learning or self-direction struggles that may hinder performance)  IMPORTANT: Checkpoint scaffolds are only provided on an “as needed basis” and should not take away the thinking for students.  Cognitive Skill Workshop Ideas (*After Checkpoint Supports*- For students at lower end of grade band)  Feedback *(What actionable feedback will you give a student to move from a 2 to a 3 on the rubric? From a 3 to a 4? From a 4 to a 5?)* | |