**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?)* |