**PLC in Personalized Learning**

**(Intermediate Science)**

| Current Content Topic(s):  [Plant vs Animal Cell](https://docs.google.com/document/d/1z00FWiAZIk_zbQ0xa4VXi3ZKy1M77kvnyEkeWVl5B7A/edit?usp=sharing) (objective 1) | |
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| Part A: What should students know/be able to do? How will we know if they know/can do? | |
| PFA: What must a student know/be able to do? What are the Power Learning Targets?  **Power Learning Target(s): PLT(s)**  *The student* ***must*** *be able to ...*   * **Match name of cell organelle to description of its function.** * **Describe the function in multiple ways.** * Must know the structure and function of the cell organelles for a plant cell (chloroplast, cell wall, and vacuole size).   Which PFA resources best align to the PLT(s)?   * Vocabulary * Study Jams   Are the key resources accessible by All Students (SPED, EL)? If not, what can be done?   * Yes resources are accessible | PFA: How will we know if the student knows/can do what is expected in the PLT(s)?  Assessment:  Which assessment items assess the PLT(s)?   * All assessment items assess the PLTs   Is there more to the PFA objectives than the PLT(s)? What else is expected for passing?   * PLTs are represented well in the PFA objectives   Options for Checks for Understanding:   * [Recommended Formative Assessment](https://drive.google.com/file/d/1QKGVAMCRbnrsd5_cspWJ17ODAAOlDADw/view?usp=sharing) * Checks for Understanding in platform |
| Part B: What will we do if students struggle with what they must know/be able to do? PFA | |
| SDL Support: Would the Playlist Student Sheet guide students in use of key resources?  The playlist Student Sheet has key resources embedded and are functioning.  Content Workshop Resources:  When will teacher/support staff conduct the content workshops?  Workshops will be implemented as needed. | |
| Students that master Power Learning Targets within PFA will have opportunities to move on to AFAs (and possibly Challenge FAs), and may apply content at higher levels in a project. | |

| Current Content Topic(s):  Differentiate between plant and animal cells (objective 2) | |
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| Part A: What should students know/be able to do? How will we know if they know/can do? | |
| PFA: What must a student know/be able to do? What are the Power Learning Targets?  **Power Learning Target(s): PLT(s)**  *The student* ***must*** *be able to ...*   * **Identify the main differences between structure and function of plant vs animal cells (i.e. only plant cells undergo photosynthesis due to the presence of chloroplast.)**   Which PFA resources best align to the PLT(s)?  Are the key resources accessible by All Students (SPED, EL)? If not, what can be done? | PFA: How will we know if the student knows/can do what is expected in the PLT(s)?  Assessment:  Which assessment items assess the PLT(s)?  Is there more to the PFA objectives that the PLT(s)? What else is expected for passing?  Options for Checks for Understanding:   * [Recommended Formative Assessment](https://docs.google.com/document/d/1daAr_B5uloL7lQnp-3oQ5C3h5ZmqnIAq7fWx70T3E5M/edit?usp=sharing) * Checks for Understanding in platform |
| Part B: What will we do if students struggle with what they must know/be able to do? PFA | |
| SDL Support: Would the Playlist Student Sheet guide students in use of key resources?  Content Workshop Resources:  When will teacher/support staff conduct the content workshops? | |

| Students that master Power Learning Targets within PFA will have opportunities to move on to AFAs (and possibly Challenge FAs), and may apply content at higher levels in a project. | |
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| PLC DATA Discussion- PFA | |
| PFA Data: (percent of students who have not passed)   | PLC | JB | ME | AF | CM | | --- | --- | --- | --- | --- | | ALL |  |  |  |  | | SPED |  |  |  |  | | EL |  |  |  |  |   Are students struggling with one objective more than the others? Or all objectives equally?  Students are struggling with differentiating between animal cell and plant cell (objective 2)  How can the teacher/PLC respond to this data?  Has the Recommended Formative Assessment from Curriculum Map been used to determine what specific Power Learning Targets an individual student is struggling with?  [Copy of 7.12D Curriculum Map](https://docs.google.com/document/d/1z00FWiAZIk_zbQ0xa4VXi3ZKy1M77kvnyEkeWVl5B7A/edit?usp=share_link)  How did the Content Workshops for the previous PFA impact passing rates? Which resources/strategies worked best? Did some resources/strategies work better with a specific sub pop (SPED, EL)? | |