**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

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| 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

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| 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)? |