How can I help my student succeed using the PLP tool?

Understanding the platform:

Week	
Year	
Progress	
College	
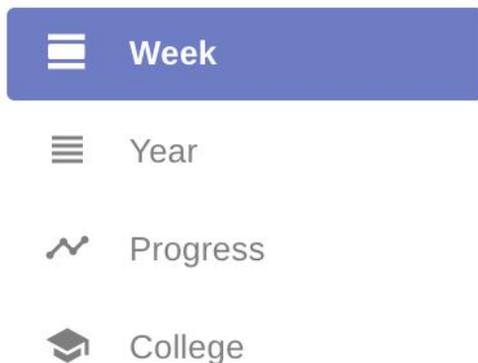
Week: Allows students to set short term goals, monitor their progress, and check them off as completed.

Year: Shows the year's expectations for content and projects. Students access their "textbook" and assignments here.

Progress: Shows students what they have accomplished.

College: Allows students to set long term goals and evaluate the necessary steps to achieve those goals.

Looking Closer:

The Year Tab

Modern World 1 ›									
PROJECTS	Ideas tha...	Revolutions Essay			Industrial Revolution: The Story of a Pro...		Imperialism Mock Trial		
POWER FOCUS AREAS	✓ Forms o...	✓ Enlighte...	French Rev...	French Rev...	Industrial ...	Industrial ...	Imperialis...	The Scram...	India and I...
ADDITIONAL FOCUS AREAS	Western Id...	Early Euro...	Napoleon	Mexican R...	Inventors a...	Responses...	Enabling F...	Latin Amer...	Imperialis...

Projects = 70% of the course and are TEACHER driven and hands-on. Teachers set timelines and due dates. Students will develop their cognitive (thinking) skills through PROJECTS--research, essay writing, problem solving, collaboration, and reflection. Skills represented by the Fairview Student Skills Profile are emphasized: Create, Innovate, Investigate, Collaborate, Communicate, Solve Problems, Lead, Reflect, Serve. Examples of polished projects will be collected in the students' digital portfolios.

Note: In Math only, Concept Units (which are generally shorter) replace Projects. Most Math courses will include multiple Concept Units and only two Projects.

Power Focus Areas = "Text Book" OR PLAYLIST. Here students develop their Habits of Success (Emotional Intelligence – self management, interpersonal and decision-making skills; Self-Directed Learning –

perseverance, prioritizing, and help seeking). This is the information/content that students need to learn and apply to complete their projects.

Additional Focus Areas = Opportunities for students to dig deeper and challenge themselves.

The Focus Areas support the Projects.   Combined, Focus Areas are 30% of the course, and mostly STUDENT driven. The teacher monitors student progress and plans interventions and additional lessons as needed according to student needs. This can comprise of whole class, small group, or one on one instruction.

Digging into the Focus Areas:

FOCUS AREA

Forms of Government

Request Content Assessment

Description

By the time you finish this playlist, you should be able to:
1. Describe the purposes of government.
2. Define and identify examples of monarchies.
3. Define and identify examples of democracies.
4. Define and identify examples of dictatorships and anarchy.

Key Terms

By the time you finish this playlist, you should be able to define the following words:
1. Government
2. Direct Democracy
3. Representative Democracy/Republic
4. Absolute Monarchy
5. Constitutional Monarchy
6. Dictatorship
7. Anarchy

Start Diagnostic Assessment

Mastered

Your highest content assessment score was taken on **Tuesday, August 15th at 3:29 pm**   10/10

See All Assessments (4)   Review

SCORE NEEDED TO PASS

8 out of 10 correct.

Introductory Materials

Describe the purposes of government.   2/2

Define and identify types of monarchies (absolute monarchy, constitutional monarchy).   2/2

Define and identify types of democracies (representative democracy direct democracy).   3/3

Define and identify examples of dictatorships and anarchy.   3/3

Introductory Materials

▦ Video: Types of Government

🔗 Note-Taking Tip: Evidence/Interpretation Chart

As students begin to explore the PLAYLIST, they should focus on the Description and Key Terms. This tells the students what they need to understand in order to be successful on the Content Assessment (and Coinciding Project). They can choose to take the Diagnostic Assessment (Pre-Test) to see what they already know, so that they can focus on what they still need to learn.

Describe the purposes of government.

Screencast: What is Purpose of Government?
▦ Use this video to learn about the elements of government - power, accountability, and rule of law - before exploring the types of government on this playlist! Original YouTube Video: https://www.youtube.com/embed/f_WXcZbzs2k

📄 Slideshow: What is Government?

🔗 Reading: The Purpose of Government

📄 Check for Understanding - Purpose of Government

Define and identify types of monarchies (absolute monarchy, constitutional monarchy).

📄 **Slideshow: Absolute Monarchy**
Click on the following website to view the slideshow about Absolute Monarchies.

📄 **Slideshow: Constitutional Monarchy**
Click on the following website to view the slideshow about Constitutional Monarchy.

Reading: Difference Between Monarchy and Democracy
🔗 This resource provides information about monarchy and democracy - be sure to take notes on both! Also, pay attention to the difference between absolute and constitutional monarchy described in paragraph 3!

📄 Check for Understanding: Types of Monarchy

Students will choose the items from the PLAYLIST which interest and engage them according to their individual learning styles. (For instance, *visual learners* may choose slideshows, *auditory learners* may choose videos, etc.). On occasion, the teacher will direct students to specific items on the playlist, but most of the time the student has the freedom to choose.

Students are required to take notes as they work through their playlist. When they feel confident that they have mastered the content, they can request to take the Content Assessment. The teacher will approve their request, though occasionally may ask the student to review additional material before allowing them to take the assessment.

Navigating the Projects:

Ideas that Changed the World

FINAL PRODUCT   DUE SEP 1ST
Socratic Seminar Preparation
Prepare for the Socratic Seminar in this document.

FINAL PRODUCT
Socratic Seminar Reflection
Complete this reflection after the Socratic Seminar.

FINAL PRODUCT
Ideas that Changed the World Paragraph
Place the final draft of your paragraph in this document.

CHECKPOINTS

CHECKPOINT   1 SKILL
Enlightenment Philosophers Secondary Source Analysis
Complete your secondary source analysis in this document.

ACTIVITY
Forms of Government Task Card
Use this task card to make progress on the Forms of Government focus area.

ACTIVITY
Enlightenment Philosophers Task Card
Use this task card to make progress on the Enlightenment Philosophers focus area

RESOURCE
Enlightenment Philosophers Secondary Sources
Use this resource to complete the checkpoint.

ACTIVITY
Checkpoint 1 Scaffold
Complete your work for the checkpoint in this document.
Collapse

CHECKPOINT   1 SKILL
Enlightenment Philosophers Primary Source Analysis
Complete your primary source analysis in this document.

Project Info

ESSENTIAL QUESTION
How can individuals and ideas help spark change?

ENDURING UNDERSTANDING
Ideas and those that act upon them can help lead to large and small change. The "Enlightenment" period in Europe was a political and philosophical mov ... See All

DESCRIPTION
Through this project, students have the opportunity to consider many different ideas related to human nature, politics, and government. Specifically, they w ... See All

Cognitive Skills

Theme/Central Idea   Point of View/Purpose

Informational / Explanatory Thesis

Selection of Evidence

Discussion / Contribution   Preparation

Norms / Active Listening

View Rubric

Focus Areas

Enlightenment Philosophers
Forms of Government

Final Products = the end result of the students' work. It will be graded by the teacher according to the rubric which they will provide for your student. They appear at the top so that students can see what they are working toward.

Checkpoints = This is where your student will begin working. Each activity builds toward the final product, but allows the teacher to provide feedback--to affirm, to intervene, or to redirect students along the way to ensure that they are successfully working toward the final product.

Project Info = Overview of the project. Explains the WHY and RELEVANCE of the project.

Cognitive Skills = These are the standards/skills which will be assessed according to the rubric.

Focus Areas = This lets the student know which PLAYLISTS coincide with the project, for optimal student understanding and success.

Personalized Support

1:1 Mentoring

Each student is assigned a Mentor teacher who will meet with them regularly according to their needs and progress. This mentor will help the student to set goals, reflect on their progress, and create a plan to meet those goals. The mentor will also be in contact with parents to answer questions and keep them informed about their student's progress, challenges, and accomplishments.

Parents are encouraged to partner with their child's mentor to support their student in their academic endeavors, as well as to seek help navigating the platform and to find answers to their questions.

My student's MENTOR: _____

Mentor Email Address: _____

Mentor Phone Number: _____