3-2-1 Go !

Back-to-School
Quickstart for PARENTS
The PLP,
FAIRVIEW'S
"DIGITAL
TRAPPER
KEEPER"

(Thanks,
Principal Chris Vicha
for the Trapper comparison!)

Everything a student can keep in this nifty notebook--assignments, handouts, graded papers--can be kept here.

Back to School with Fairview's Digital Trapper Keeper:

The **3** most important things to remember

Teachers & Mentors provide the essential "secret sauce" that makes learning happen.

Projects & Math Concept Units are center stage for academics.

Focus areas are about learning content basics––and also about learning to learn.

There is lots to learn about as well as in middle and high school.
But because this is only an INTRODUCTION, we will stick to what we have come to think of as the essentials for parents. Know that there will be follow-up sessions throughout the year AND anytime you want a one-on-one consultation, focused specifically on your student, all you need to do is ask and we will set something up. The follow-up sessions will be announced through LMMS and FHS "Fast Five" communications. Most will take place at the BOE office. There will be a "Sign Up Genius" and various presenters including teachers and even students.

3. 1 Relationships are the "Secret Sauce." Think about your favorite Teacher. Did s/he:

- Give you confidence that s/he was an expert in his/her content?
- Help you learn how to learn?
- Give you choices and suggestions?
- Make sure materials you needed to use and the pace s/he set were "just right?"
- Help you when you struggled?
- Work with you individually?
- Pair you up with good teammates?
- Give you feedback and make sure you stayed on track?
- Make his/her expectations clear and reasonable?
- Keep your expectations for yourself high?

Thing One

M
TEACHER
N
T
O
R

Times and tools may have changed… But these TIMELESS attributes continue to be our district's expectations and our teachers' goals!

———

The roles are interlocking, synonomous.

3.2 Projects ~ Equal 80% of course grade

- Based on "bundles" of grade-level Ohio Learning Standards
- Teacher-led, assigned "Due Dates," & scored using a "Rubric" which comes from the Standards
- Involve multiple prep steps, or "Checkpoints" for which students receive "Feedback"
- Conclude with some kind of "Product"

Note that the updated percentage cited is, as of August 2019, pending teachers' approval.

If a student does not complete a project deadline, his/her grade sustains negative impact. While students are permitted to revise and/or complete projects after due dates pass, they are required to make special arrangements for re-doing or finishing with their teachers and expected to fulfill commitments they make. This policy derives from the same research base as "Natural and Logical Consequences" you might be using at home.

(https://extension.umn.edu/encouraging-respectful-behavior/using-natural-and-logical-consequences)

Educationally, the policy aligns with "Responsive Classroom" theory and practice described here:

https://extension.umn.edu/encouraging-respectful-behavior/using-natural-and-logical-consequences

Project Parts:
Sample Project Overview–– Includes Checkpoints, Tasks, Final Product...
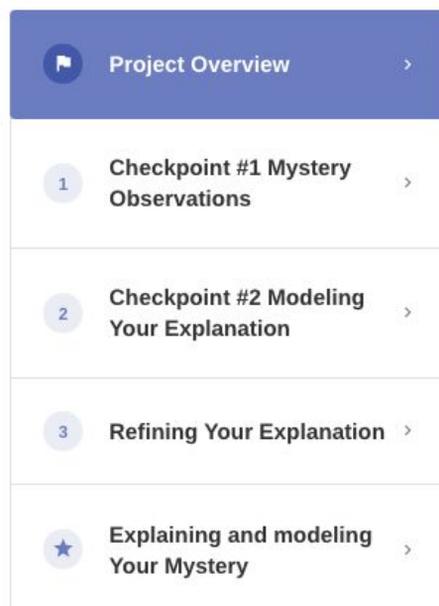
	Project Overview	>
1	Checkpoint #1 Mystery Observations	>
2	Checkpoint #2 Modeling Your Explanation	>
3	Refining Your Explanation	>
★	Explaining and modeling Your Mystery	>

See "Moving Up to Middle School" for more information on Project Based Learning (PBL).

Sample--Each Project Has An Explanation

What is this project about?

Essential Question

How does science help us understand the world? How can I use science to explore and explain how I think something works?

Enduring Understanding

Science is a way to build explanations for how the natural world works. Scientific explanations are based on evidence and reasoning. We judge how strong a scientific explanation is by asking how well it matches the evidence we have. Scientific explanations also can change. When we get new evidence, our science explanations can be updated and improved. Adapted from the NGSS: Connections to the Nature of Science for Grades 6–8.

Description

This project is designed to provide middle school students with an introduction to the nature of scientific inquiry. Students will make observations of a science mystery and then create a model along with a video to explain how they think the mystery works.

Cognitive Skills

Modeling   Justifying / Constructing an Explanation   Explanation of Evidence

Sample--Each Project Has A Specific Rubric
Note its grade level specific range on the 1-8 scale...

Rubric for Explaining a Science Mystery   ✕

🔍 Search with keywords...   Export Actions ▾

Analysis & Synthesis	2	3	4
Justifying / Constructing an Explanation Using logic and reasoning to justify a response or explain a phenomenon	Provides some detail in explaining steps, procedures, or a phenomenon. Uses concrete details/examples to explain reasoning.	Provides a logical chain of reasoning to justify steps or procedures, or to explain a phenomenon. Uses concrete details/examples and/or disciplinary ideas to justify reasoning.	Provides a logical chain of reasoning to explain or justify specific steps, procedures, or phenomena. Develops explanation/justification with some detail/examples.
Modeling Representing concepts** with models, visual representations or symbols. And/Or Using appropriate tools to understand and analyze situations. **"Concepts," in this dimension, refers to abstract situations/information, processes, and systems	Identifies specific components of a concept and develops a simple and partially accurate physical, visual and/or abstract model to represent key features	Identifies specific components of a concept and develops a simple but accurate physical, visual and/or abstract model to represent key features.	Identifies significant components of a concept and develops an accurate physical, visual, and/or abstract model to represent key features.

Composing / Writing	2	3	4
Explanation of Evidence Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas)	Includes relevant facts, definitions, concrete details, and quotations, and/or examples (as well as illustrations or multimedia when appropriate) that support the main idea.	Explains relevant facts, definitions, concrete details, and/or quotations, and/or examples (as well as illustrations or multimedia when appropriate) that support the opinion/main idea.	Provides relevant analysis that explains how the selected evidence supports claims or statements; analysis stays rooted in the evidence but at times may be vague, illogical, or overly general.

Sample-- Checkpoint: Note the mixed Media "Playlist"

Checkpoint 1

⇄ **Checkpoint #1 Mystery Observations**
The purpose of the checkpoint itself is to engage students in careful observations of their mystery in order to select evidence they will use for an explanation.

What is the focus of this checkpoint?

Justifying / Constructing an Explanation

Explanation of Evidence

View Rubric

Resources For Everyone

📋 **Observations vs. Inferences**
This can also be done as a whole class live demo. If you choose to do this demo live with your students, do not assign the student document, as the embedded video will give away the mystery!

🔒 **EdibleCandle Demo**

📋 **Mystery Bag**

📋 **Mystery Marble**

📋 **Mystery Box**

📋 **Justifying/Constructing an Explanation Workshop**
Slides overviewing this skill and how it shows up in this project.

📋 **Explanation Of Evidence Workshop**
Slides overviewing this skill and how it shows up in this project.

3.3 Focus Areas ~ 10 item quizzes

● Background content for Projects
● Two kinds: Power and Additional
● **P**ower--Required to **P**ass **(14%)**
● **A**dditional--Required to secure an **A (6%)**
● Teacher-guided, Student self-led
● Take notes as directed; use to study & as teacher allows, take quiz   More...

Thing 3
(Bet you didn't know there was a Thing 3…)

Note that the updated percentages cited are, as of August 2019, pending teachers' approval.

More about Focus Areas

- Each should be completed ahead of/with Projects it matches
- "Blue Line" keeps track of time. Focus Areas can be made up without penalty, but...
- **EXPECTATION is students will not attempt a Focus Area quiz until they have prepared AND that they will pass on first or second attempt!!**

Myth!

The "Blue Line" is the enemy of students

Fact!!

The "Blue Line" is a like a
BOOKMARK in a daily
planner--OR--a pin on a timeline.
The "Blue Line" that shows
everyone how to get
and stay on track.

Focus Areas include these resources/tools:

- Assessments: A student can click "See All Takes" to review their assessment.Diagnostic Assessments: Allow students to gauge their mastery of a Focus Area by answering practice questions that will not impact their grade.
- Description: Includes the objectives that students will meet and key terms they should know.
- Key Terms: A list of important keywords or terms in the Focus Area.
- Objectives: Objectives guide students in achieving overall mastery of a Focus Area.
- Resources, sometimes called a "Playlist"
- Quizzes: Allow students to demonstrate their mastery by answering a set of 10 questions.
- Feedback

You can see the Year-at-a-Glance, including the Projects, Focus Areas, and Blue Line in the YEAR VIEW:

Completed & Scored Project

Check Project Feedback

English 6

COG SKILL AVG: 2.06

PROJECTS — Stories and Storyboards | Percy Jackson and The He... | Myths: Not so Long Ago | Exploring Poetry

POWER FOCUS AREAS — Reading Strate... | Plot_Due Oct. 1... | Types of Eviden... | Theme 6_Due J... | Parts of Speech 6 | Sentence Patterns 6

ADDITIONAL FOCUS AREAS — Genre_Due Nov. 3rd | Mechanics 6_Nov. 29th | Knowledge of Words 6

Throughout the Year, the "Blue Line" points out what where the learning is now, what came before, what's still ahead. When we are on break or busy with something like Mohican or DC, the "Blue Line" pauses.

Focus areas look like this:

Diagnostic [Start]

Introductory Materials
Introductory Materials

Objective 1 (3/3)
Define and identify examples of plot, parallel plot, flashback, and pacing.

Objective 2 (3/3)
Identify the time sequence of events in the structure of a text.

Focus Area Info

Description
By the time you finish this playlist, you should be able to:
1. Define the following storytelling devices: flashback, flash forward, pacing
2. Identify the time sequence of events in the structure of a text (flashback, flash forward, pacing)
3. Explain how storytelling devices are used to create effects in a narrative text.

Key Terms
flashback, flash forward, pacing, parallel plot

Score Needed to Pass
8 out of 10 correct.

Projects
[Defining Self]

Students Able to Help

None available yet

Playlist looks like this:

Many Focus Areas include a "NOTE-TAKER" to help students zero in on essential information.

Objective 3

3/4 **Explain how storytelling devices are used to create effects in a narrative text.**

💻 **Website: Flashbacks - The Dos and Don'ts**

Flashbacks can be integral to storytelling or they can be cheesy and confusing. Learn how to use them well.

📄 **Document: Flashback Analysis of The Handmaid's Tale - Student Example**

In this essay, a student explores the uses of flashbacks in Margaret Atwood's A Handmaid's Tale. While this isn't the most amazing analysis ever, it provides an understanding of how a student understand's theme through the author's use of this storytelling device.

📄 **Document: Show Not Tell - Slow Down Your Pacing!**

Use dialogue, action, interior monologue, and detail to pace your story effectively.

📄 **Check for Understanding: Practice Identifying Effects of Storytelling Devices**

Readings and videos to provide examples of storytelling devices.

📄 **Check for Understanding: Flashback Analysis Practice with Excerpt from "The Fall of the House of Usher"**

📄 **Document: Showing Ideas with Details Activity** ✓

If you're writing a story and you want to find ways to SHOW your ideas to your readers (which is interesting) rather than simply TELLING them (which is boring), this activity will help.

2 **Ways Math is Different**

2.1 Math has Concept Units instead of Projects (Knowledge and Skills) & "Portfolio Problems" (Applications)

2.2   Math is graded on 1–5 SCALE , versus 1–8 in other subjects, & has UNIT TESTS in addition to to Focus Areas

3-2-1

Parents can <u>always</u> get a quick check on their student's achievement & progress. Contact the TEACHER or MENTOR or...

Log in & open the Progress Screen

Week
≡ Year
∿ **Progress**
🎓 College

Activity   All Activity ▾   All Courses ▾

🧍 Add Note

Finished 4 of 22 goals due this week

✓ Mon 10/30   **Mastered** The Scramble for Africa and   MODERN W...
                Imperialism in The Belgian Congo with a
                10/10

Finished 0 of 4 goals due last week

✓ Sun 10/29   **Mastered** DNA to Protein with a 8/10   BIOLOGY

○ Thu 10/26   **Took diagnostic assessment for** The   MODERN W...
                Scramble for Africa and Imperialism in

🧍 9 Ali S.

Courses   Current   Goal

English 9   B+   —

Biology   A-   —

Modern World 1   B   —

Math I   Incomplete   —
Math Concept average below 70%

Mentor

🧍 Science Teacher

Current grades in progress

An INCOMPLETE is an Important Indicator

99.44% of times, an Incomplete grade occurs because:

a. The "Blue Line" (due date) has passed and some catch up is required.
b. A Project or Math Concept Unit grade/score is less than 70%.
c. Can be corrected without penalty to the final grade.
d. Has definite negative consequences.
e. All of the circumstances described above.

(Correct answer: e)
Note: There are subtle but REAL differences between consequences and penalties.
Also note: The academic year does run out. Time to catch up, correct, revise, etc., runs out.
Students do fail. By long-standing policy and consistent with research, middle school
students who fail core courses receive attention but are not retained. Also by policy, high
school students who fail credit-bearing courses must repeat these.

3 Resources to get you going!

GLOSSARY: https://help.summitlearning.org/hc/en-us/articles/222452808

PARENT EXPERIENCE OVERVIEW:
https://help.summitlearning.org/hc/en-us/articles/206951077-Parent-Experience-Overview

The interactive DEMO (Note: The demo's purpose is to
 show mechanics only. The demo students are imaginary
7th graders & the curriculum is a 7th grade example
--not precisely Fairview's curriculum.)
https://demo.summitlearning.org/demo/home

Please come back to learn more:

Opportunities will be announced in the Fast Five. Various dates and times will be available. Various presenters, including Principals, Teachers, & Students will lead the learning. Content will include:

- How you can help with HOMEWORK
- GRADING: Everything you ever wanted to know
- More about each and all of the 4 "VIEWS"
  -- Week, Year, Progress, and College
- MENTORING: Who, what, when, how?
- Way beyond the PLP: Fairview's Tools and Skills, Materials and Methods
- Plus "a la carte." Let us know--
  WHAT DO YOU WANT TO KNOW & DO?
- Don't forget our district website; look under
  "Personalized Learning" for resources past & present.
- Reach out anytime to set up a personalized consultation focused on your student!