I see you did well in school, but what real-world skills do you have?

Tests. I can take tests.
Michelle Peters
mspeters@fcps.edu

• 15th year of teaching learners with diverse needs in middle school
• Case manage 15+ students
• Co-CT leader for LA6
• Currently teach in self contained and team taught classes, have taught in specialized settings
• IBMYP CAS leader
Our Agenda

9:00-12:00
• How do students with diverse needs access the MYP at different levels?
• Teaming and Sub Group Planning
• Equal vs. Fair
• Rigor
  • Break

• Rigor or Rigor-mortis?
• Common Assessments- CLT decides assessment content prior to unit starting
• Differentiation- prioritize your pacing guides
  • Break

• Let’s take some time to look at your pacing guides and testing blue prints to see how you can better prioritize and differentiate.
• Vertical Articulation – develop a plan to communicate your accomplishments and own your concerns

12:00-12:30  Lunch

12:30-1:00
• Horizontal Articulation- COMMON WEALTH!
• How can you think about creatively influencing the culture at your school to have content areas help each other with interdisciplinary planning
• Let’s make a plan to talk and share about ways we can share our expertise with our GE and interdisciplinary team members
Celebrating being together!  
Class Opener

• Why are we here?  TO LEARN

• What does that take?  EFFORT

• What do we want to do?  SUCCEED

• How will we do that?  DOING OUR BEST

• Where are we going?  TO COLLEGE
How do students with diverse needs access the MYP at different levels?
CLT Teaming and Sub Group Planning

• **Common Assessments**
  – Formative & Summative
  – Rubrics
  – Growth Mindset
  – Accommodations

• **Lesson Plan (Differentiated & Accommodations)**
  – Conceptualize deep and shallow topics (Pacing Guide)
  – SpEd and ESOL strength
  – Themes
  – Interdisciplinary (Cross Curricular) Teaming
  – Modifications & Reflection

• **Intervention (pro-active vs. re-active)**
  – Reading
  – Writing
  – Math
Modify our teaching and learning options, not our assessments and rubrics. Accommodations make it fair.
Equality is not always Justice

This is EQUALITY
Is your class rigorous, or has rigor-mortis set in?

• http://www.youtube.com/watch?v=iOcYfrZJWi8
Taking the Rigor-mortis out of Rigor!

RIGOR-mortis

RIGOROUS

- No late work
- More Homework
- Large, time-consuming and long-term projects
- Less instructional support
- Fast pace
- Teaching higher grade-level content
- Exclusive use of "workbook" activities
- "Punishment" grading

- Recognizing multiple paces
- Adopt a GROWTH-mindset
- Scaffolding support for intellectual demand
- Emphasis on reflection and revision based on self-evaluation and feedback
- Design instruction on self-selected topics that are relevant
- Emphasize the use of skills and content across disciplines
- Focus on problem-solving and critical thinking.
R.I.P in Rigor-mortis

While on break, think of 3 ways you can add rigor to your school/classroom culture.
Break
Taking the Rigor-mortis out of Rigor!

RIGOR-mortis

RIGOROUS

- No late work
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- Large, time-consuming and long-term projects
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- Recognizing multiple paces
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- Emphasis on reflection and revision based on self-evaluation and feedback
- Design instruction on self-selected topics that are relevant
- Emphasize the use of skills and content across disciplines
- Focus on problem-solving and critical thinking.
✓ Critical and Creative Thinking
✓ Problem Solving
✓ Collaboration & Leadership
✓ Initiative & Entrepreneurialism
✓ Accessing & Analyzing Information
✓ Curiosity & Imagination
• http://www.youtube.com/watch?v=SFnMTHhKdkw
If we teach the ways kids learn, and not have them learn the way we teach..... We will be providing RIGOR!

Using the **IB Learner Profile**

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
Assessment

Common Assessments

Data Discussion and Reflection

Accommodations

Differentiated Lessons

Common Rubrics

Common Growth Mindset Goal
THAT'S EARLY

our eyes aren't fooling you. That rat really does have an ear shaped like a human's on its back!

Scientists at Massachusetts General Hospital grew the ear in their labs and then implanted it into the rodent so the flesh would be covered with skin like a real ear. They grew forming a new ear which scientists then implanted under the rat's skin.

The group has used the same proposal to grow ears from human cells. The ears are both cosmetic and functional, helping to funnel sound.
# Common Rubric

## External Text Structures Assessment

6.3d, 6.5a, g, f, 6.6a, e

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>ETS Criterion A: Content</th>
<th>ITS Criterion A: Content</th>
<th>ITS Criterion A &amp; C: Writing Portion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8</strong></td>
<td>The student can always</td>
<td>The student can always identify the internal text structures. 5/5</td>
<td>See red rubric</td>
</tr>
<tr>
<td></td>
<td>- Identify (15 - 16/16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Label (6/6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Interpret (4/4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reflect upon (7/7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Apply external text structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>The student can almost always</td>
<td>See below</td>
<td>See red rubric</td>
</tr>
<tr>
<td></td>
<td>- Identify (14/16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Label (5/6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reflect upon (6/7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Apply external text structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5-6</strong></td>
<td>The student can usually</td>
<td>The student can identify most of the internal text structures. 4/5</td>
<td>See red rubric</td>
</tr>
<tr>
<td></td>
<td>- Identify (13/16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Interpret (3/4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Apply external text structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3-4</strong></td>
<td>The student can sometimes</td>
<td>The student can identify some of the internal text structures. 3/5</td>
<td>See red rubric</td>
</tr>
<tr>
<td></td>
<td>- Identify (11-12/16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Label (4/6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reflect upon (5/7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Apply external text structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1-2</strong></td>
<td>The student can rarely</td>
<td>The student can rarely identify the internal text structures. 1-2/5</td>
<td>See red rubric</td>
</tr>
<tr>
<td></td>
<td>- Identify (1 - 10/16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Label (1-3/6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Interpret (1-2/4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reflect upon (1-4/7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Apply external text structures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Writing Rubric

<table>
<thead>
<tr>
<th>Evidence of Rubric</th>
<th>1-2: Rarely meets expectations</th>
<th>3-4: Sometimes meets expectations</th>
<th>5-6: Consistently meets expectations</th>
<th>7-8: Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUMMATIVE</strong> MYP Criteria</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>FORMATIVE</strong> MYP Criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ideas</strong> (Criterion A: Content)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is my thought clear &amp; interesting? Does it have details? Does it have a main idea?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I do not have a clear main idea.</td>
<td>My main idea is somewhat unclear.</td>
<td>I have a clear main idea.</td>
<td>I have a clear main idea.</td>
</tr>
<tr>
<td></td>
<td>I have little or no details to support my main idea. Some details are random or unrelated.</td>
<td>I have some details, but not enough to convince the reader.</td>
<td>I use a lot of general details to support my main idea.</td>
<td>All of my details support my main idea.</td>
</tr>
<tr>
<td></td>
<td>I don’t show a lot of careful thought or imagination in my work.</td>
<td>Some parts show that I put thought and imagination into this</td>
<td>You can tell that I’ve used my imagination and thought carefully about my work.</td>
<td>I carefully choose the best details to support my main idea.</td>
</tr>
<tr>
<td><strong>Organization</strong> (Criterion B: Organization)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my writing have a clear beginning, middle and end? Have I indented my paragraphs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My writing doesn’t have any structure, so there is no clear beginning, middle and/or end.</td>
<td>I’ve tried to use a structure to organize my work, but you can’t always tell how I got from one idea to the next.</td>
<td>My work is well organized and my writing is clear. There is a clear beginning, middle and end.</td>
<td>My work is well organized and my writing is clear so that my ideas just seem to flow naturally.</td>
</tr>
<tr>
<td></td>
<td>I have not indented my paragraphs.</td>
<td>I have inconsistently indented correctly.</td>
<td>I have indented correctly most of the time.</td>
<td>I have a well-developed beginning, middle and end. I have a strong beginning and ending.</td>
</tr>
<tr>
<td><strong>Conventions</strong> (Criterion C: Style &amp; Mechanics)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Punctuation</strong> (,.&quot;,&quot;,&quot; and proper nouns)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I did not use correct punctuation so it is hard to follow my writing.</td>
<td>I used some correct punctuation so the reader can follow my writing.</td>
<td>I used correct punctuation most of the time.</td>
<td>I used correct punctuation.</td>
</tr>
<tr>
<td></td>
<td>My verb tense is inconsistent and I have many errors in my writing.</td>
<td>My verb tense is somewhat consistent and there are some errors throughout my writing.</td>
<td>My verb tense is correct and has few errors throughout my writing.</td>
<td>My paper is exceptionally easy to read and flows well.</td>
</tr>
<tr>
<td><strong>Subject/Verb Agreement</strong> Do my subjects and verbs agree?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My subject/verb agreement is inconsistent and there are many errors.</td>
<td>My subject/verb agreement is somewhat consistent and there are some errors.</td>
<td>My subject/verb agreement is mostly correct and has few errors.</td>
<td>I am consistent with the subject/verb agreement throughout my writing.</td>
</tr>
<tr>
<td></td>
<td>I used capitals incorrectly and/or I did not capitalize some proper nouns.</td>
<td>I used capitals correctly some of the time and/or some of the proper nouns are capitalized.</td>
<td>I used capitals correctly and capitalized proper nouns most of the time.</td>
<td>I used capitals correctly and capitalized proper nouns consistently.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I misspelled many words. My errors interfere with understanding the text.</td>
<td>I spelled frequently used words correctly but there are some errors in spelling.</td>
<td>I spelled most words correctly.</td>
<td>I spelled all words correctly.</td>
</tr>
</tbody>
</table>

**Comments:**

*Peters, Nimer, Stephenson & Hull 2012*
I will B Differentiation!

- Explore the Long-term Pacing Guide
- Modified Lessons for all Students
- Leveled Groups
- Themes
- Vertical & Horizontal Planning
- Cross Curricular Sharing
- Pedagogy
- Growth vs. Fixed Mindset
- Sharing Best Practice Strategies
- Differentiation and the IB Unit Plans
Break
Growth Mindset Pedagogy & Precepts

– Failure leads to success

– Teach the way kids learn, not have them learn the way you teach.

– **Triumph starts with try!**

– Focus on what you need them to do and how to get there, not on what “they can’t do”

– *Provide and model Rigor & Organization*

  Real data + real honesty = real hope
Best Practices

- Use data and the growth mindset to establishing groupings and goals.
- Utilize your toolbox!
- Reflect together so you can utilize your CT resources.
- Partner with your “like” teachers
- Partner with the Gen Ed teachers
- Use “prove it” sheets
We “unpacked” the pacing guide to include concepts and connections.
My boards

IBMYP unit question.

Daily reflection question.
# My schedule

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do Now</strong>- Writing (5-7 min)</td>
<td>Whole Group Lesson <strong>I DO</strong> (10-20 min)</td>
<td>Whole Group Mini Lesson <strong>I DO</strong> (5-10 min)</td>
<td>Whole Group Explicit Writing Instruction <strong>I DO</strong> (10-15 min)</td>
<td></td>
</tr>
<tr>
<td>Whole Group Lesson <strong>I DO</strong> (10-20 min)</td>
<td>Whole Group Mini Lesson <strong>I DO</strong> (5-10 min)</td>
<td>Whole Group Explicit Writing Instruction <strong>I DO</strong> (10-15 min)</td>
<td>Whole Group Explicit Writing Instruction <strong>I DO</strong> (10-15 min)</td>
<td></td>
</tr>
<tr>
<td>Guided Practice <strong>WE DO</strong> (10-15 min)</td>
<td>Independent Practice <strong>YOU DO</strong> (10-15 min)</td>
<td>Guided Practice <strong>WE DO</strong> (5-10 min)</td>
<td>Guided Practice <strong>WE DO</strong> (5-10 min)</td>
<td></td>
</tr>
<tr>
<td>Guided Practice <strong>WE DO</strong> (10-15)</td>
<td>Small Group Instruction/ Independent Practice <strong>YOU DO</strong> (15-20 min)</td>
<td>Small Group Instruction/ Independent <strong>YOU DO</strong> (15-20 min)</td>
<td>Small Group Instruction/ Independent <strong>YOU DO</strong> (15-20 min)</td>
<td></td>
</tr>
<tr>
<td>Reflection/Closure (3-5 min)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### My calendar

<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Small Group</th>
<th>Indep.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write traits</td>
<td>ld + the traits</td>
<td></td>
</tr>
<tr>
<td>Warm-up</td>
<td>Investigate traits</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Use rubric</td>
<td></td>
</tr>
<tr>
<td>Practice the use of rubric</td>
<td>Use rubric on another text</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What are the 6 write traits? 1, 2, 3 & 4**

**Write traits:**
- Warm-up
- Grade
- Practice the use of rubric
- Summary

**Small Group:**
- ld + the traits
- Investigate traits
- Use rubric on another text

**Indep. Group:**
- Use rubric on another text
- Why read faster? 6-8th grade
- A seizure
- Write: How do you feel?
Mild, Medium and Spicy Notes

SPICY Class Notes

Name: ____________________________
Class: ____________________________
Period: ____________________________
Date: ____________________________

Topic: ____________________________

What is Style?

Definition - ____________________________

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Key Words to Describe an Author’s Style

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

What is Tone?

Definition - ____________________________

Tone must be ____________________________

Medium Class Notes

Name: ____________________________
Class: ____________________________
Period: ____________________________
Date: ____________________________

Topic: ____________________________

Style

Definition - ____________________________

Four things that reveal the author’s style:
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Key Words to Describe an Author’s Style

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Tone

Definition - ____________________________

You can recognize tone by:

Their language will reveal his/her ____________________________

Tone must be ____________________________
## Example of our Vertical Planner

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Unit Topic</th>
<th>MYP Objectives</th>
<th>State/Provincial Standards</th>
<th>Aol</th>
<th>Significant Concept (Aol Student Learning Expectation)</th>
<th>MYP Unit Question</th>
<th>MYP Assessment Task</th>
<th>MYP Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-12 days</td>
<td>Quarter 1 Unit 1: Context Clues, Analogies, Homophones and Figurative Language</td>
<td>A 1, 2</td>
<td>6.4 a, b, c, d, e</td>
<td>Approaches to Learning</td>
<td>How does the use of variations of word choice help us to better connect to our understanding text and how we write?</td>
<td>Ecart</td>
<td>Identification of sample texts</td>
<td>A: Content (receptive and productive)</td>
</tr>
<tr>
<td>11-14 days</td>
<td>Quarter 1 Unit 1: Fiction Part II</td>
<td>A 1, 2, 3, 5, 6</td>
<td>6.5 a, b, c, f, g, i, l</td>
<td>Approaches to Learning</td>
<td>Students will develop an understanding of the different elements of fiction including: Setting, Plot, Main Idea, Inference, Authors Craft, Authors Tone, Authors Purpose, Character, Conflict: Internal/External. Students will use narrative non-fiction (biographies) to explore text and find similarities/differences to Fiction.</td>
<td>Ecart (multiple choice, writing, and or thinking portion)</td>
<td>2 Summative Assessments</td>
<td>A: Content (receptive and productive)</td>
</tr>
<tr>
<td>6-8 days</td>
<td>Quarter 1 Unit 2: Narrative Non-Fiction</td>
<td>A 1, 5, 6</td>
<td>6.4 a, c, e</td>
<td>Approaches to Learning</td>
<td>What is the connection between narrative non-fiction and fiction?</td>
<td>Ecart (with Multiple Choice, Writing and/or Thinking portion)</td>
<td>Identification of sample texts</td>
<td>A: Content (receptive and productive)</td>
</tr>
<tr>
<td>9-11 days</td>
<td>Exploring Nonfiction</td>
<td>A 1, 2, 3, 4, 5, 6</td>
<td>6.4 a, b, c, e</td>
<td>Approaches to Learning</td>
<td>How does my knowledge and understanding of Non-Fiction text(s) help me communicate what I know in a respectful way?</td>
<td>Ecart (multiple choice, writing, and or thinking portion)</td>
<td>Identification of sample texts</td>
<td>A: Content (receptive and productive)</td>
</tr>
</tbody>
</table>
Vertical Articulation Plan

- We met over the summer grades 6-8
- Discusses trends
- Defended and celebrated trends
- Shared resources and common language

- Met in the fall grades 6-12
Analyze your pacing guide and testing blueprint....

- How would you “prioritize” your standards?
- How do your priorities compare with the testing blueprint?
- How can we meld life needs with testing needs?
- Think outside your content.... Looking at your standards how could you advertise your needs to be covered in other content classes?
Lunch Break
Interdisciplinary Collaboration

- **Reading and Writing**
  - Reading & Writing Strategies
  - Fiction & Non-fiction texts

- **Social Studies**
  - Research Skills
  - Historical data & relevance

- **Math**
  - Concepts
  - Formulas

- **Science**
  - Research Skills
  - Scientific data & relevance

Horizontal Planning and Support increases conceptual understanding and application to real life relevance.
Benefits of “Common Wealth”

You are NOT alone
- Sharing & Tweaking ideas
- Less work, but requires a lot of trust, flexibility and sharing.
- New opportunities, new ideas and new guides!

Kids talk, use that to your benefit!
- “water cooler” discussions
- Open minded perspectives
- Behaviors improve
- Ownership
- Excitement
- MEANINGFUL CONNECTIONS!

Increased success through
- Common /Shared CLT Assessments and Rubrics
- Interdisciplinary projects and field trips
- Closing “the real gap”
- Common SOL
- DIFFERENTIATION
- Task and data focused planning
## Writing Rubric

Name: ___________________________  Assignment: ___________________________  Period: ___________________________  Grade/Score: ___________________________

### SUMMATIVE MYP Criteria

<table>
<thead>
<tr>
<th>1-2 Rarely meets expectations</th>
<th>3-4 Sometimes meets expectations</th>
<th>5-6 Consistently meets expectations</th>
<th>7-8 Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMATIVE MYP Criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Ideas (Criterion A: Content)
- **Do my ideas flow logically?**
  - Clear and well-organized ideas:
    - My main idea is clear.
    - My main idea is somewhat unclear.
  - Poor development of ideas:
    - My ideas are not clear or not related.
- **Do my details support my main idea?**
  - Well-supported main idea:
    - My details support my main idea.
    - My details do not support my main idea.
  - Poorly supported main idea:
    - My main idea is not supported.

#### Organization (Criterion B: Organization)
- **Does my writing have a clear beginning, middle, and end?**
  - Well-organized:
    - My writing is well organized.
    - My writing is not well organized.
  - Poorly organized:
    - My writing is not well organized.
- **Does my writing have a clear beginning, middle, and end?**
  - Well-organized:
    - My writing is well organized.
    - My writing is not well organized.
  - Poorly organized:
    - My writing is not well organized.

#### Conventions (Criterion C: Style & Mechanics)
- **Punctuation**
  - Correct punctuation:
    - My punctuation is correct.
    - My punctuation is wrong.
  - Incorrect punctuation:
    - My punctuation is incorrect.

#### Vocabulary
- **Is my vocabulary appropriate?**
  - Appropriate vocabulary:
    - My vocabulary is appropriate.
    - My vocabulary is not appropriate.

#### Grammar
- **Does my writing have errors?**
  - Errors present:
    - My writing has errors.
    - My writing does not have errors.

#### Spelling
- **Do my words spell correctly?**
  - Correct spelling:
    - My words spell correctly.
    - My words do not spell correctly.

#### Comments:

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*Peters, Nimer, Stephenson & Hull 2012*
Art Rubric, notice the similarity?

<table>
<thead>
<tr>
<th>SUMMATIVE (MYP Criteria C: Reflection &amp; Evaluation)</th>
<th>1-2 Rarely meets expectations</th>
<th>3-4 Sometimes meets expectations</th>
<th>5-6 Consistently meets expectations</th>
<th>7-8 Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas (Content)</strong></td>
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<tr>
<td>Does it show my thinking about the guiding question? (This should be the main idea.)</td>
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<tr>
<td>Does it explain the decisions you made as an artist and why you made them? (Supporting details)</td>
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<tr>
<td>□ I do not have a clear main idea.</td>
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<tr>
<td>□ I have little or no details to support my main idea. Some details are random or unrelated.</td>
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<tr>
<td>□ My writing does not show my thinking about my work.</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>(Language A, Criterion B: Organization)</td>
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<tr>
<td>Does my writing have a clear beginning, middle and end? Have I indented my paragraphs?</td>
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<tr>
<td>□ My writing doesn't have any structure, so there is no clear beginning, middle and/or end.</td>
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<tr>
<td>□ I have not indented my paragraphs.</td>
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<tr>
<td><strong>Punctuation (&quot;,&quot;,? and proper nouns)</strong></td>
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<tr>
<td>□ I did not use correct punctuation so it is hard to follow my writing.</td>
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<tr>
<td>□ I used some correct punctuation so the reader can follow my writing.</td>
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<tr>
<td><strong>Capitalization</strong></td>
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<tr>
<td>□ I used capitals incorrectly and/or I did not capitalize some proper nouns.</td>
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<tr>
<td>□ I used capitals correctly some of the time and/or some of the proper nouns are capitalized.</td>
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<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td>□ I misspelled many words. My errors interfere with understanding the text.</td>
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<tr>
<td>□ I spelled frequently used words correctly but there are some errors in spelling.</td>
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</tbody>
</table>

Comments: _____________________________
Examples:

• Science- Weather Unit
  – Math- help with graphing temperature
  – Language Arts- Character Traits of weather, reading stories about weather, conflict vs. nature.
  – Social Studies- How does the environment and weather determine a home, culture….of the indigenous peoples?

• Social Studies-
  – Math- help with creating charts and graphs on data.
  – Language Arts-Character Traits of events and historical figures, reading stories about weather, conflict vs. ______ in events.
  – Science- how does the environment and weather determine an impact an event?
### Interdisciplinary Planning

<table>
<thead>
<tr>
<th>Unit and estimated when in the quarter taught (Q1, Q2 etc)</th>
<th>Summary of topic (in user friendly language-detailed)</th>
<th>Creative ways you think someone else (content) could help</th>
<th>Creative ideas from other content</th>
<th>Key Vocabulary</th>
<th>Weekly Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Astronomy Lab 1</strong>&lt;br&gt;9/16-9/20</td>
<td>Great Minds &amp; Great Gadgets 1 Nature of Science &amp; Space Technology</td>
<td>Students read about and sort cards about Aristotle, Ptolemy, Copernicus, and Galileo. Students make a timeline booklet detailing some of the space technological advancements in the past one hundred years.</td>
<td>L&amp;L - could we use some of the cards during our narrative fiction unit to talk about character traits and external text structures? Or you could front load in talking about their character traits.</td>
<td>Aristotle, Ptolemy, Copernicus, Galileo, heliocentric, geocentric, rocket, satellite</td>
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<tr>
<td><strong>Lab 2</strong>&lt;br&gt;9/23-9/27&lt;br&gt;Investigating the Reasons for Day/Night and Seasons</td>
<td>Spinning in Circles 2</td>
<td>The teacher will demonstrate a model of how the Earth rotates to cause day and night. Students will conduct an experiment which provides evidence to explain the change of seasons.</td>
<td>L&amp;L - this could be a great discussion on conceptualizing cause and effect (Earth rotates) and compare/contrast (difference between day/night and seasons).</td>
<td>axis, axial tilt, orbit, revolution, rotation</td>
<td></td>
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<tr>
<td><strong>Lab 3</strong>&lt;br&gt;9/29-10/4&lt;br&gt;Flying to the Moon 3&lt;br&gt;Investigating the Moon and Its Phases</td>
<td>Students read and take notes about the moon and moon explorations to write a friendly letter about an imaginary trip to the moon.</td>
<td>L&amp;L - it would be great if you could use the 6 traits model and rubric/check list for the letter.</td>
<td></td>
<td>phases of the moon</td>
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</tbody>
</table>
Questions to explore....

• How do we ensure all students with diverse learning needs are accessing the MYP at different levels?

• What can we do at your school to connect all learners with rigorous and growth mindset experiences?

• What is one thing YOU will do to improve your students access to MYP?
I see you did well in school, but what real-world skills do you have?

Tests. I can take tests.
I CARE MORE ABOUT THE PEOPLE MY STUDENTS BECOME THAN THE SCORES ON THE TESTS THEY TAKE.