

Trillium Charter School Learning Framework

High School 2008-2009

Student

Advisor

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Framework Introduction

The Trillium Learning Framework has been created to provide a structure and focus for students as they plan their time at school. It is a tool that allows students to think about the skills that will help them be successful in the Trillium community as well as communities beyond the school's walls. These are skills the school believes will help students more deeply discover and understand themselves and the world around them.

This document has been created as a tool to be used by students, their families and the staff of Trillium Charter School. Rather than just a list of requirements, it serves as a support to encourage students to become well rounded, thoughtful and involved people. The Framework can be used as a starting place to make specific decisions about what learning will be explored. (For instance you may say: "I am going to do a community service project like it says in the Community Membership section. Or "I am going to focus on Geometry this quarter because it is something that I have been avoiding"). It can also be used as a reference tool along the way to document your experiences and demonstrate that you have developed skills that will make you a well rounded person. (For instance you might have a deep interest or passion for claymation. After you have completed a claymation project you can go back over the Framework and see what skills you addressed. It is very often that a project addresses several skills, in several sections, listed in the Framework)

The Framework is just one piece of the whole educational experience at Trillium. The Framework should be used when creating Individual Learning Plans (ILP), deciding on class schedules, adding to Portfolios, and planning for graduation. It can be used as a conversational tool as well as a place to record accomplishments and skills that have been demonstrated and observed.

While many of the skills listed within the Framework are vital to be a successful student and person in the world, this document is also flexible. As we grow and change as a school, the Framework will as well. We encourage you to discuss with everyone in your learning team (students, parents, advisors and school staff) what works and what doesn't so together we can continue to make this document one that works for the whole community.

Framework SAMPLE Page

Please follow these instructions when looking at, and filling out, the framework.

Skill Column: A skill is the ability to perform a task or activity consistently and effectively over a period of time.

Teacher Observed Column: A teacher/advisor lists when, where and in what context the skill was observed, as well as their name. More than one entry can be made per skill.

Student Observed: Often a skill will be demonstrated or accomplished without a teacher/advisor's observation. A student lists when, where and in what context the skill was performed or observed.

Portfolio Column: If an example of the skill is added to the portfolio the date when it was entered, the folder name and the piece title is listed.

Comment Column: If additional information is needed, it is written in the comment section by either the teacher/advisor or the student.

Cooperation

At each age level our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Work in groups together for a common goal			
Give and take, compromise and make solutions			
Lead and participate			
Demonstrate sensitivity to issues of equality and inclusion in group dynamics			
Understand and fulfill the roles and responsibilities involved in group success.			
Work cooperatively within diverse populations (cultural, age, class, ethnic, gender, linguistic, sexual orientation, etc.)			
Recognize when others need help and offer it			
Make choices about seating, partners and groups that have academic and social benefits			

Independence

Independence combines self-direction with an awareness of community needs. The independent person utilizes resources and skills to create diverse opportunities that benefit the individual and the community. The process of becoming independent is a cycle of inquiry, reflection, and revision.

Use of Resources

At each age level our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Research and find relevant resources			
Know how to access instructions and follow them			
Know where to find places that will help you stay focused			
Use resources responsibly			
Seek assistance when needed			
Understand how to use the school governance and constitution			

Independence

Reflection

At each age level our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Collect data on performance through self-observation and feedback from others			
Assess your present performance			
Reflect on both what one did learn and didn't learn			
Set goals to improve present performance			
Revisit reflections over time and use them to understand personal changes			
Demonstrate awareness of what you've learned and why it matters			

Independence

Demonstrate Passions, Interests and Goals

At each age level our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Ask questions			
Be willing to try new activities.			
Investigate curiosities			
Translate learning needs into learning goals, plans, and activities			
Commit to working on goals to completion or revising goals as needed			
Share findings/discoveries			
Know how to challenge one self (even when you are good at something).			

Independence

Demonstrate Organizational Skills

At each age level our students will be able to:

Skills	Teacher Observed	Student Observed	Portfolio
Keep track of responsibilities, obligations, meetings, due dates, and belongings			
Demonstrate time management skills			
Demonstrate planning skills			
Be prepared for activities and classes			

Community Membership

Trillium students have important roles to play in the communities of the classroom, school, neighborhood, city, region, and the world. When students meet their rights and responsibilities as community members they increase a personal sense of belonging while contributing to the success of a culturally diverse, socially just, ecologically sustainable, and democratic society. In order to help our students experience success as community members, we facilitate the development of valuable skills and interests in the areas of cooperation, communication, and service.

Cooperation

At each age level our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Work in groups together for a common goal			
Give and take, compromise and make solutions			
Lead and participate			
Demonstrate sensitivity to issues of equality and inclusion in group dynamics			
Understand and fulfill the roles and responsibilities involved in group success.			
Work cooperatively within diverse populations (cultural, age, class, ethnic, gender, linguistic, sexual orientation, etc.)			
Recognize when others need help and offer it			
Make choices about seating, partners and groups that have academic and social benefits			

Community Membership

Communication

At each age level our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Hear and understand perspectives different than their own			
Demonstrate active listening skills: eye contact, not interrupting, asking clarifying questions and reflecting back			
Demonstrate assertive communication skills: articulating thoughts, feelings and needs directly and honestly			
Use language appropriate to audience			
Receive and give directions and instructions			
Effectively use multiple forms of communication including speaking, writing, and nonverbal			
Recognize that all settings have different communication expectations and demonstrate flexibility			
Practice nonviolent conflict resolution through: <ol style="list-style-type: none"> 1. Peer to peer conversation 2. The mediation process 3. Judicial Committee Engage in the school's democratic process through: <ol style="list-style-type: none"> 1. Class Meetings 2. All School Meeting 			

Community Membership

Service

At each age level our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Identify and participate in different levels of service involvement: Volunteerism – providing service. Community service – students engage in activities that focus on the services being provided, as well as the benefits to the recipients. Service learning – a teaching and learning experience that connects meaningful service with academic learning, personal growth and civic responsibility.			
Identify and reflect on the impact of their service			
Be able to identify needs and strengths of a community			
Contribute constructively to an organization’s unique structure, processes, and mission			
Reflect on their personal role within their communities and how that shapes their identity			
Demonstrate the ability to access resources to connect with communities			
Organize and manage details of service experience			
Demonstrate respect for leadership, whether it be a student, a teacher, or any other person in the community			

Fluency for Students Graduating High School

Health, Wellness & Safety

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Understand social and cultural impacts of drug and alcohol use and distributing			
Know how to get help and support in the community for personal health issues			
Know what to do in cases of domestic violence for self and others			
Understand how to be of help in case of a disaster			
Use safe personal practices, and understand risks inherent in society			
Know the risks of binge drinking			
Have a personal fitness program			

Fluency for Students Graduating High School

Numeracy

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
(Calculations and Estimation)			
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.			
Understand meanings of operations and how they relate to one another			
(Statistics and Probability)			
Select and use appropriate statistical methods to analyze data.			
Understand and apply basic concepts of probability.			
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.			
Develop and evaluate inferences and predictions that are based on data.			
(Geometry)			
Apply transformations and use symmetry to analyze mathematical situations.			
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.			
Use visualization, spatial reasoning, and geometric modeling to solve problems.			
Specify locations and describe spatial relationships using coordinate geometry and other representational systems.			

Fluency for Students Graduating High School

Numeracy (continued)

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
(Algebraic Relationships)			
Understand patterns, relations, and functions.			
Represent and analyze mathematical situations and structures using algebraic symbols.			
Use mathematical models to represent and understand quantitative relationships.			
Analyze change in various contexts. Measurement			
Understand measurable attributes of objects and the units, systems, and processes of measurement.			
Apply appropriate techniques, tools, and formulas to determine measurements.			
(Mathematical Problem Solving)			
Select, apply, and translate among mathematical representations to solve problems.			
Apply and adapt a variety of appropriate strategies to solve problems.			
Monitor and reflect on the process of mathematical problem solving.			
Accurately solve problems that arise in mathematics and other contexts.			
Communicate mathematical thinking coherently and clearly; use language of mathematics to express mathematical ideas precisely.			

Fluency for Students Graduating High School

Social Science

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
INQUIRY AND CRITICAL THINKING			
Access and demonstrate learning in multiple ways.			
Access relevant background knowledge and incorporate new ideas and information.			
Apply critical thinking skills in discussion, writing and problem solving.			
Analyze people, cultures, systems and events within their personal, social and historical contexts.			
Gather, interpret, use and document information from multiple sources.			
Think critically about bias and point of view in both text and other media.			
Recognize and represent patterns, relationships and/or trends.			
Examine a controversial event, issue, or problem from more than one point of view.			
CULTURE AND GLOBAL PERSPECTIVE			
Understand the complex ways in which behavior, beliefs and values vary among groups and across time.			
Demonstrate an understanding that culture includes language, literature, arts, traditions, beliefs and values, and behaviors.			
Explain conditions that contribute to conflict, cooperation, and interdependence among groups, societies and nations.			

Fluency for Students Graduating High School

Social Science (continued)

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Analyze causes, consequences, and solutions to global issues such as health, security, resource allocation, economic development, environmental quality, and human rights.			
Illustrate how individual behaviors and decisions connect with global systems.			
Analyze patterns of cooperation, conflict, oppression, and resistance as they relate to class, race, gender, ethnicity, sexual orientation, religion, and ability/disability.			
SYSTEMS: ECONOMIC, SOCIAL, POLITICAL, TECHNOLOGICAL, AND ECOLOGICAL			
Understand how power and privilege are granted or denied to groups of people based on social systems.			
Analyze the relationships between oppressed and dominant groups and describe how social change movements have sought to address inequalities.			
Think critically about the relationships between human beings and their environments with regard to ecology, technology and change.			
Understand how individuals form, manage, and dismantle groups and institutions.			
Understand how people create and change structures of power, authority and governance.			
Explain the purpose of government and analyze how its powers are acquired, used, justified and challenged.			
Describe the United States' political system and compare it with different political systems with regard to ideology, structure, and process.			
Understand how people organize for the production, distribution and consumption of goods and services.			

Fluency for Students Graduating High School

Science & Technology

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Demonstrates ability to discern fact from opinion			
Scientific Method: Observation, Hypothesis, Experiment, Data Collection, Analysis			
Demonstrate the ability to ask questions or form hypotheses that can be answered or tested through scientific investigations.			
Ability to understand the meaning of “evidence”, ability to determine the difference between reliable and unreliable evidence, and ability to explain ideas using evidence.			
Understanding what a control is in an experiment, and why it is used			
Demonstrate the ability to discern the variables in an experiment.			
Demonstrate the ability to create an experiment with most variables controlled for.			
Demonstrate the ability to design and carry out a scientific investigation or experiment that provides sufficient data to answer a question or test a hypothesis.			
Collect, organize, and display sufficient data to facilitate scientific analysis and interpretation			
Demonstrate the ability to think critically about the results of an experiment, including the ability to determine sources of errors in experiments and the ability to suggest improvements for experiments.			
Demonstrates the ability to differentiate between correlation and causality.			
Understanding of the difference between hypothesis, theory, and law; and the scientific process of how ideas become theory, and how theories become law.			
Understand the nature of bias, and how bias can affect conclusions.			

Fluency for Students Graduating High School

Science & Technology (continued)

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Analyze the relationship between global energy transfer and climate.			
Analyze evidence of ongoing evolution of the Earth system.			
Explain how mass and distance affects the interaction between Earth and other objects in space.			
Ability to describe and explain the effects of multiple forces acting on an object.			
Describe differences and similarities between kinds of waves, including sound, seismic, and electromagnetic, as a means of transmitting energy.			
Describe and analyze examples of conservation of energy.			
Describe, explain, and compare the structure and functions of cells in organisms.			
Explain laws of heredity and their relationship to structure and function of DNA.			
Describe and analyze the effect of species, including humans, on an ecosystem			
Describe properties of elements and their relationship to the periodic table.			
Analyze the effect of various factors on physical changes and chemical reactions.			

Fluency for Students Graduating High School

Art

The arts expectations at Trillium fall into four categories: performing, creating, analyzing, and connecting to the arts. Areas of study include but are not limited to: Dance, Music, Theater/Drama, and Visual/Fine Arts

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.			
Use dance, music, theatre/drama, and visual arts to express ideas.			
Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.			
Observe, discuss, analyze, and make critical judgments about artistic works.			
Show increased awareness of diverse peoples and cultures through visual and performing arts.			
Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.			
Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.			
Exhibit learning in the visual and performing arts grounded in production and performance.			
Learn in, about, and through the visual and performing arts to develop imaginative, critical and reflective thinking, as well as problem-solving skills.			
Demonstrate a willingness to take creative risks, try new things and be productive.			

Fluency for Students Graduating High School

Literacy

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Learn to read grade-level text fluently across subject areas (i.e. science, literature, social studies etc.)			
Listen to, read, and understand a variety of informative and narrative texts on your own			
Increase word knowledge (origins and relationships) and develop vocabulary relevant to and across subject areas			
Understand, interpret, and make connections between wide varieties of literature of varying complexity (including author's purpose, logic of arguments, use of primary and secondary sources, documentation/citation, style)			
Refine writing process (pre-write, draft, revise, edit, and publish) across subject areas and at grade level			
Communicate ideas through writing using various connections and transitions (including but not limited to facts, anecdotes, precise/relevant words, paragraphs, logical sequencing, and the 6 + 1 traits)			
Demonstrate grade-level knowledge of spelling, grammar, punctuation, capitalization, and penmanship/presentation across subject areas			
Be able to investigate topics of interest and draft an individual project plan that will display the results of that study			
Listen critically and respond appropriately			
Write narrative (personal and fictional), expository and persuasive texts using various forms (including but not limited to journals, essays, short stories, poems, research pieces, technical writing, lyrics and more)			
Evaluate the significance and accuracy of information and ideas in all of the forms listed above			

Notes