

Trillium Charter School Learning Framework

Intermediate 2006-2007

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.

<p>Skill Column: A skill is the ability to perform a task or activity <u>consistently</u> and <u>effectively</u> over a period of time.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Comment Column: If additional information is needed, it is written in the comment section by either the teacher/advisor or the student.</p>
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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 Intermediate

Health, Wellness & Safety

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Understand how the body works			
Know good hygiene methods and its importance			
Understand addiction and its possible consequences for health and relationships			
Understand what healthy living is and demonstrate with actions			
Know what to do in emergency situations and how to get help when you need it			

Fluency for Students Graduating Intermediate

Numeracy

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Know multiple ways to add			
Know multiple ways to subtract			
Know multiple ways to multiply			
Know multiple ways to divide			
Have multiple strategies to solve multi-step mathematical problems and explain their thinking/proof using words, pictures and numbers.			
Have experience and basic understanding in all mathematical areas			
Understand Algebra			
Understand Logic			
Understand Measurement			
Understand Computation & Estimation			
Understand Geometry			
Understand Probability & Statistics			
Be able to use both metric and English measurement systems (especially when using length)			
Understand equivalent fractions, decimals and ratios.			
Apply math to the real world			

Fluency for Students Graduating Intermediate

Social Science

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Understand the basic structures of local, state and federal government and understand how to participate,			
Know the difference between opinion and fact.			
Understand how to look at history and current events through multiple perspectives.			
Know basic geography of Oregon			
Know all the continents			
Know the states & regions of the US			
Understand why conflicts occur			
Understand how to use and construct maps			
Recognize the diversity of families and individuals			

Fluency for Students Graduating Intermediate

Science & Technology

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Understand and use the scientific process. (ask a question, make a hypothesis, create an experiment, reflect on the findings)			
Understand the functions and constraints of an ecosystem			
Understand the concepts of living creatures			
Understand habitat			
Understand life cycle			
Understand diet			
Understand adaptation			
Be able to create a project or device that creates change through movement, chemical processes, or biological processes			
Be able to use a calculator and a spell checker			
Feel comfortable using a computer and printer			
Be able to use a calculator and a spell checker			
Know the forms of matter (liquid, solid, gas) and how to change some from one form to another.			
Understand different types of food production.			
Know the different states of matter (solid, liquid, gas) and basic principles that will change matter to different states.			

Fluency for Students Graduating Intermediate

Art

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Have a way to express oneself artistically.			
Use dance, music, theatre/drama, and/or visual arts to express ideas.			
Understand basic color theory (primary colors, mixing colors)			
Be able to use a variety of art media (drawing, watercolors, clay, sculpture, film, ink, collage, tempera, video)			
Demonstrate a willingness to take creative risks, try new things and be productive.			

Fluency for Students Graduating Intermediate

Literacy

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Have experience reading several genres (including non-fiction)			
Have a type of reading you enjoy.			
Be able to determine appropriate text for multiple needs.			
Be able to take notes (putting important information into their own words)			
Have strategies to organize one's own writing (mapping, webbing, outlining, drawing)			
Know how to use the 4 traits of writing. (conventions, ideas, organization, word choice)			
Understand and use the writing process.			
Feel comfortable sharing writing with groups of people.			
Feel comfortable bringing a piece of writing to published quality.			
Be able to revise using group and independent conferencing.			
Use correct punctuation (periods, comas, etc)			
Have strategies to have correct spelling and grammar.			
Have ability to effectively do text and internet based research.			
Have ability to use word processing tools (including saving, cutting, pasting, copying, printing, etc)			

Notes