

Trillium Charter School Learning Framework

Middle School 2006-2007

Student

Advisor

Table of Contents

Sections	Page
Framework introduction	1
Sample page	2
<u>Independence</u>	
Use of resources	3
Reflection	4
Demonstration of passions, interests and goals	5
Demonstration of organizational skills	6
<u>Community Membership</u>	
Cooperation	7
Communication	8
Service	9
<u>Fluency for Students Graduating Middle School</u>	
Health, Wellness and Safety	10
Numeracy	11-12
Social Sciences	13
Science & Technology	14
Art	15
Literacy	16

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 Middle 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			
Understand how human reproduction works and how to prevent sexually transmitted disease and pregnancy			
Be prepared for disasters at home such as fire and earthquakes			
Know basic self defense skills and when to use them.			
Know how to contact extended family in case of an emergency			
Know how to use public transportation to get around.			
Have a personal fitness program			

Fluency for Students Graduating Middle School

Numeracy

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
(Calculations and Estimation)			
Understand relative size of numbers to quickly compute and estimate both mentally and with tools, correctly making use of properties of numbers and operators: addition and multiplication.			
(Statistics and Probability)			
Use the theoretical principles of both Statistics and Probability to analyze and make predictions from collected data.			
Demonstrates informative ways to display data.			
(Geometry)			
Understand basic 2-D planar properties and relationships and use them to model real-world phenomena.			
Use coordinate geometry to study transformations and symmetries of 2D shapes.			
(Algebraic Relationships)			
Find and use rules to express patterns in closed forms..			
Demonstrate understanding of rates of change as functions and uses them to model real-world phenomena.			
(Measurement)			
Use appropriate units and tools of measurement to directly and indirectly measure. Be able to convert between Standard and Metric systems.			

Fluency for Students Graduating Middle School

Numeracy (continued)

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
<p>(Mathematical Problem Solving) Demonstrate proficiencies in the following 5 standards of problem solving.</p>			
<p><i>Conceptual Understanding</i> – Interpret the concepts of problem solving task and translate them into mathematics.</p>			
<p><i>Process and Strategies</i> – Choose strategies that can work and then carry out the chosen strategies.</p>			
<p><i>Verification</i> – Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.</p>			
<p><i>Communication</i> – Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.</p>			
<p><i>Accuracy</i> – Accurately solve problems using mathematics.</p>			

Fluency for Students Graduating Middle School

Social Science

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Develop inquiry questions to guide learning process.			
Clarify key aspects of an event, issue, or problem.			
Use imagination and empathy to understand others who are different.			
Look at the encounters between cultures through diverse perspectives.			
Discuss how family, society, culture and history shape people and events			
Locate and access multiple sources of information.			
Understand the difference between facts and opinions and recognize points of view.			
Understand, use and create primary documents.			
Understand the relationships of cause and effect.			
Develop basic background knowledge in local, national, regional and world history, geography and culture.			
Recognize cultural points of view in both current and historical events and that behavior, beliefs and values vary among groups of people and across time.			
Recognize issues of power and privilege, specifically in relationships between dominant and oppressed groups.			
Explore the relationship between human beings and their environments with regard to ecology, technology and change.			
Develop an informed opinion (personal belief) and communicate it with supporting information.			

Fluency for Students Graduating Middle School

Science & Technology

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Understand and use the scientific process as follows:			
Form a logical hypothesis			
Set up a scientific experiment			
Understand the purpose of having a control and how to set it up in experiments			
Collect data and record it in a logical manner			
Write an analysis of the data collected			
Understand basic scientific principles as follows:			
Know what averages are, what their purposes are, how to calculate them, and how to use them in data analysis			
Create visual representations of data such as graphs, and know how to read and interpret them			
Use systems of measurement for length, area, volume, weight, mass, density, pressure, time, and velocity			
Understand the difference between science and pseudo-science as follows:			
Recognize biases			
Identify when statistics are biased, skewed, or incomplete			
Recognize the difference between observation and assumption, and the dangers of using data to explain causality			

Fluency for Students Graduating Middle 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 Middle School

Literacy

Our students will be able to:

Skill	Teacher Observed	Student Observed	Portfolio
Use writing to enhance learning in all content areas.			
Apply note-taking skills in a variety of situations.			
Analyze strengths and weaknesses in writing of peers.			
Exhibit knowledge of the 6 writing traits through a variety of forms.			
Use the entire writing process consistently and independently (prewriting, organizing, drafting, revising, editing, finalizing, presenting).			
Document source material in brief in all non-fiction writing and use in-text citation when necessary (bibliography, footnotes etc.)			
Read to gain knowledge and to understand community and current events.			
Read independently for a variety of purposes, and be able to identify and locate genres and themes that are of interest.			
Infer meaning (reads between the lines) in regard to the author's purpose.			
Summarize information or ideas from the text orally, as well as in written form.			
Draw conclusions using inference, predicting, interpretation of foreshadowing, cause and effect, and explain why.			
Locate evidence in a text to support understanding of themes.			
Include links to personal experiences, other texts, history, and the community (i.e. literary analysis).			

Notes