

Academic Setting

- Wild Lowell
 - Context: end of year sophomore biology project. Students need to find a biological natural feature in Lowell and do a research project
 - PoG rubric connections:

Network

Number Scale:	4	3	2	1
Proficiency Level:	Mastery	Advancing	Developing	Emerging
Communicate				
Communicate ideas effectively with awareness of format	I independently communicate ideas by completely following the provided guidelines for the format of the assignment.	With support, I communicate ideas by following the provided guidelines for the format of the assignment.	I am learning to communicate ideas by following the provided guidelines for the format of the assignment.	I am learning about effective communication of ideas any why it is important to follow provided guidelines for the format of an assignment.
Communicate ideas effectively with awareness of audience	I independently demonstrate awareness of audience by making effective and appropriate choices with regard to word choice and tone.	With support, I demonstrate awareness of audience by making effective and appropriate choices with regard to word choice and tone.	I am learning to demonstrate awareness of audience by making appropriate choices with regard to word choice and tone.	I am learning about the importance of considering one's and the impact of word choice and tone.
Interact respectfully, constructively and thoughtfully with peers and adults	I independently conduct myself in a respectful, supportive, and thoughtful manner when interacting with peers and adults to complete an assignment or participate in a team or group endeavor.	With support, I frequently conduct myself in a respectful, supportive, and thoughtful manner when interacting with peers and adults to complete an assignment or participate in a team or group endeavor.	I am practicing how to conduct myself in a respectful, supportive, and thoughtful manner when interacting with peers and adults to complete an assignment or participate in a team or group endeavor.	I am learning how to become an active listener and to use nonverbal communication to engage with peers and adults so I can interact in a respectful, constructive, and thoughtful manner.

- ELA - Literature Circle
 - Context: Students were assigned a novel to read independently and would meet bi-weekly to discuss the text. These discussions were small-group, with clearly defined roles (facilitator, note-taker, time-keeper). Students were asked to provide feedback to their peers as well as self-assess their progress regarding participation in the discussion and fulfilling the assigned roles.

Collaborate productively in groups or teams, fulfilling assigned roles and responsibilities	I independently collaborate productively in groups or teams by actively contributing and fulfilling the assigned roles and responsibilities within the assignment.	With support, I frequently collaborate productively in groups or teams by actively contributing and fulfilling the assigned roles and responsibilities within the assignment.	I am practicing collaborating productively in groups or teams by actively contributing and fulfilling the assigned roles and responsibilities within the assignment.	I am learning how to collaborate and to actively contribute in groups or teams. I am learning about the various role and responsibilities.
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- PoG Rubric Connection: Network (Collaboration)

- ELA - Literature Debate

- Context: Students who completed *The Great Gatsby* took 4 days to build an argument around the prompt ‘Who is *most responsible* for Gatsby’s death?’

- Students were assigned roles, worked in teams of 5 or more, and constructed an argument *together* so that they would be prepared for a verbal deliberation

- PoG Rubric Connection: MIND -

- Focus heavily on developing informed opinions, usage of available resources, and of course, application of analytical skills and content knowledge

1	Domain:	MIND			
2	Description:	Excel in a Complex and Ever-Changing World			
3	Number Scale:	4	3	2	1
4	Proficiency Level:	Mastery	Advancing	Developing	Emerging
5	Lifelong Learning				
6	Apply analytical skills and content knowledge to deepen learning and address complex issues	I consistently apply analytical skills and content knowledge independently to deepen my learning so I can meaningfully engage with complex issues.	I can often independently apply analytical skills and content knowledge to deepen my learning. With support, I am engaging with complex issues.	With support, I am practicing analytical skills and applying content knowledge to deepen my learning. With support, I am practicing engaging with complex issues.	I am learning about analytical skill and how to apply content knowledge. I am learning about what it means and why it's important to engage with complex issues.
7	Demonstrate curiosity, proactively seek information, and use available resources to learn and solve problems	I consistently demonstrate curiosity and proactively seek information. I consistently use available and varied resources to learn and to solve problems.	I frequently demonstrate curiosity and proactively seek information. I frequently use available resources to learn and to solve problems.	I sometimes demonstrate curiosity and proactively seek information. I am practicing using available resources to learn and to solve problems.	I am learning to connect to my curiosity and how to proactively seek information. I am learning how to use available resources to learn and to solve problems.
8	Critical Thinking				
9	Develop original and informed opinions that consider multiple perspectives and are supported by sound reasoning and credible sources	My opinion is insightful, original, and considers multiple perspectives. It is thoroughly supported by sound reasoning and credible sources.	My opinion is original and considers multiple perspectives. It is mostly supported by sound reasoning and credible sources.	My opinion is somewhat original and considers one or two perspectives. The reasoning may have gaps or be supported by some non-credible sources.	I am learning about why it is important to have an original or nuanced opinion. I am learning about the importance of multiple perspectives and credible sources.

The Great Gatsby Debate

Connor Malek - May 23

100 points

Due May 29

Attached are the materials preparing us for our debate, the prompt is as follows:

- Who is *most responsible* for the death of Jay Gatsby?

Your responses to this prompt are limited to the following options, teams will be assigned, based on survey results.

- Jay Gatsby
- Nick Carraway
- Tom Buchanan
- Daisy Buchanan

In order to earn credit for the debate, you must:

- Complete the attached google form upon completion of the novel [Tuesday 5/23]
- Complete the **Debate Q/O** (Wednesday 5/24-Friday 5/25)
- Participate in the team-preparation and the debate itself [Monday 5/29]

Our debate will occur on **Monday, 29 May** throughout our class period. The class will operate as follows:

- Each team will gather, and before the bell make last minute touches to their arguments
- At the bell, we will begin with opening arguments, or "resolutions" from each team [1 min/team] - 4 min
- Then, teams will state their arguments with reasoning [2 min/team] - 8 min
- Teams will then address the counterargument [3 min/team] - 12 min
- Finally, closing statements [3 min/team] - 12 min

 The Great Gatsby: Final thou... Google Forms	 Debate Q/O Google Docs
 Debate Note-taking Google Docs	 The Great Gatsby Quote Dis... Google Docs
 Mind PoG Google Docs	

Advisory/Freshman Seminar Setting

- Freshman Finale

- Context: Students present answers to the questions below, write a letter to future self, and write a letter to an incoming freshman
 - Who am I?
 - How am I doing?
 - What are my plans for the future?
- PoG Rubric Connections: (not officially given with PoG rubrics)

Heart

Understand our own identities, emotions, and values; make connections between these and our own perspectives and behavior	I have a clear sense of my personal identity. I can independently make connections about how my emotions and values impact my perspectives and behaviors.	I have a clear sense of my personal identity. With support, I can make connections about how my emotions and values impact my perspectives and behaviors.	I am developing an understanding of my personal identity. I can identify some ways in which my emotions and values impact my perspectives and behaviors.	I am beginning to explore my personal identity. I am starting to identify ways in which my emotions and values impact my perspectives and behaviors.
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Social Worker/Guidance Counselor Setting

- College Counseling Sessions
 - Example: working 1-1 with student who wants a lucrative career, but also has a deep connection to art and uses it as a coping skill. Work with student to decide on pursuing art as a minor
 - PoG connection:

Spirit

Leverage interests, strengths, motivations to envision possibilities for the future	I have a strong and clear understanding of my interests, strengths, and motivations. I can independently leverage these to envision my future.	I have a clear understanding of my interests, strengths, and motivations. With support, I can leverage these to envision my future.	I am developing a clear understanding of my interests, strengths, and motivations. I can make some connections between these and possibilities for my future.	I am learning about my interests, strengths, and motivations. I am beginning to make connections between these and possibilities for my future.
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- Growth Mindset Presentation that was given to English classes by SWs
 - PoG connection:

Spirit

Develop positive learner identity and growth mindset in order to set and achieve goals	I typically have a positive learner identity and can independently apply various strategies to be resilient in order to stay focused on my goals.	I frequently have a positive learner identity and can usually apply various strategies to be resilient in order to stay focused on my goals.	I am developing a positive learner identity and practicing one or two key strategies to be resilient in order to stay focused on my goals.	I am developing an understanding of learner identity and the importance of resilience so I can stay focused on my goals.
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