Lesson Plan for Implementing NETS•S—Template I
(More Directed Learning Activities)

Template with guiding questions

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Grade Level(s)	MYP Year 3 (8th Grade) English
Content Area	Geography – The Millennium Development Goals (MDG's)
Time line	One Week (MYP Unit Hours = 10)

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

Middle Years Programme (MYP) Year 3 Objectives for Learning
Criterion A: Knowing and Understanding, Criterion B: Investigating, Criterion C: Communicating

Criterion A: Knowing and Understanding
At the end of year 3, students should be able to:

   i. **Use** a range of terminology in context

   ii. **Demonstrate** knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Criterion B: Investigating
At the end of year 3, students should be able to:

   i. Formulate/choose a clear and focused research question, **explaining** its relevance

   ii. Formulate and follow an action plan to **investigate** a research question

   iii. **Use** methods to collect and record relevant information

   iv. **Evaluate** the process and results of the investigation, with guidance.

Criterion C: Communicating
At the end of year 3, students should be able to:

i. **Communicate** information and ideas in a way that is appropriate for the audience and purpose

ii. **Structure** information and ideas according to the task instructions

iii. **Create** a reference list and cite sources of information.

NET*S S Standards
2. Communication and Collaboration (a,b) 3. Research and information fluency (b,c) 4. Critical thinking, Problem Solving and Decision Making 9 (c,d) 6. Technology Operations and Concepts (b)

2. Communication and Collaboration (Google Presentation, Today's Meet, Screencasting)
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
   a. Interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media
   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and information literacy (Google Doc.)
Students apply digital tools to gather, evaluate and use information.
   b. Locate, organize, analyze, evaluate, synthesize and ethically use information form a variety of sources and media
   c. Evaluate and select information sources and digital tools based on appropriateness to specific tasks

4. Critical Thinking, Problem Solving and Decision Making (Google Sites)
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources
   c. Collect and analyze data to identify solutions and/or make informed decisions
   d. Use multiple processes and diverse perspectives to explore alternative solutions

6. Technology Operations and Concepts (Selection of Blogging Tool)
Students demonstrate a sound understanding of technology concepts, systems and operations.
   b. Select and use applications effectively and productively.

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

This is a ten-hour MYP Unit of Inquiry where the MYP Key Concept Global Interactions ties to the Related Concepts of Disparity and Equity with Management and Intervention. Under the Global Context of Fairness and Development, students are invited to explore the Statement of Inquiry

"Management of disparity by setting goals and intervention strategies for countries to meet helps to make a more fair and equitable world." (Appendix for full Unit of Inquiry plan).

Key concept	Related concept(s)	Global context
Global Interactions	Disparity and equity Management and intervention	Fairness and Development
Statement of inquiry		
Management of disparity by setting goals and intervention strategies for countries to meet helps to make a more fair and equitable world		

Students will explore the idea of goal setting in their personal lives and wrestle with the steps that lead to accomplishing personal goals. This is set into the school context in setting SMART (Specific, Measurable, Attainable, Realistic, Time-bound) goals annually in their personal development classes (PSHE) and support programs (Advisory Program / Community and Service in MYP). This leads to content introduction using various media sources as to what the MDG's are and why they are important in the context of fairness and development.

Formative Assessment

Students use an online resource (http://www.theguardian.com/global-development/2011/aug/05/millennium-development-goal-environmental-sustainability) to synthesize the objectives of the goals, read about and give examples and look at progress to date. Students are assigned a goal, given an opportunity to explore, collaborate and create their slide and compile into a class presentation show for the class website.
(MYP Criteria Ai, ii, / B iii / C i,ii ISTE*S Standards 2 a,b / 4c)

Students use screencast software (selection allowed – Jing demonstrated) to record presentation and place on Google Site portfolio with link to class website (MYP Criteria B iii, iv / C i,ii ISTE*S Standards 4d / 6b)

Students will use a Web-quest to explore other sources and to go wider than the online resource provided to this point, choose and answer a question (MYP Criteria B i, ii, iii, iv / C i,ii, iii) ISTE*S Standards 3 b, c / 4d / 6b)

Summative Assessment

Students are individually assigned a region of the world to explore in the context of the MDG's and how far this region has progressed in achieving the goals set. Student will formulate an inquiry question to ask, create a short movie / screencast summarizing their findings and add to a web page on their Google Site Personal Interactive Portfolio (PIP) that they will create that will answer their initial question. They will also finalize with a reflection blog post on their findings using the debatable question after a class discussion using "Today's Meet". Students will also produce recommendations as to three goals that either need to be modified, continued or new ones in the light of information post 2015 deadline. (Appendix – Rubric)

Essential Questions (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple "yes" or "no" and should have many acceptable answers.

MYP Inquiry Questions

Factual: What are the Millennium Development Goals?

Conceptual: How do we make and achieve goals for others and ourselves in life?

Debatable:

"The Millennium Development Goals have been useful in moving human rights and development discourse together and in highlighting the need for greater accountability at all levels"

Mary Robinson, President of the "Realizing Rights" Group and Ex. President of Ireland

To what extent do you agree with this statement based on what you have learned about the MDG's for your region?

Students have completed an interdisciplinary unit on the MDG's in year 2 (7th Grade) so have some rudimentary knowledge. Students' build on this knowing and understanding through understanding the Key Concept and relating to their own context.

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

Formative Assessment

Students use an online resource (http://www.theguardian.com/global-development/2011/aug/05/millennium-development-goal-environmental-sustainability) to synthesize the objectives of the goals, read about and give examples and look at progress to date. Students are assigned a goal, given an opportunity to explore, collaborate and create their slide and compile into a class presentation show for the class website.
(MYP Criteria Ai, ii, / B iii / C i,ii ISTE*S Standards 2 a,b / 4c)

Students will use a slide on a Google Presentation to design. Differentiation offered for students that struggle to operate by a series of screencasts on the class website that helps students navigate creating a slide on Google Presentations. Assessment will be using the basic MYP Rubric for these criteria from the MYP Individuals and Societies Guide 2014 as formative feedback to their PIP page. (See Appendix)

Students use screencast software (selection allowed – Jing demonstrated) to record presentation and place on portfolio with link to class website (MYP Criteria B iii, iv / C i,ii ISTE*S Standards 4d / 6b)

Students will use a Web-quest to explore other sources and to go wider than the online resource provided to this point, choose and answer a question (MYP Criteria B i, ii, iii, iv / C i,ii, iii) ISTE*S Standards 3 b, c / 4d / 6b)

Summative Assessment

Students are individually assigned a region of the world to explore in the context of the MDG's and how far this region has progressed in achieving the goals set. Student will formulate an inquiry question to ask, create a short movie / screencast summarizing their findings and add to a web page on their Google Site PIP that they will create that will answer their initial question. They will also finalize with a reflection blog post on their findings using the debatable question after a class discussion using "Today's Meet". Students will also produce recommendations as to three goals that either need to be modified, continued or new ones in the light of information post 2015 deadline and infer as to what action might be taken given our school resources or if there is a need for a new Creative, Action or Service (CAS) group to be formed. (See Appendix for Rubric)

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

The following digital tools with be used:

Google Sites / Google Docs (Presentation)

Jing / Quicktime

Today's Meet Blog (students will be setting up their blog and will assess which blog environment they would like to use to link to their PIP

Different blog media; Blogger, WordPress, Weebly are suggested but student can use own evaluated choice of host or existing blog if they have one.

Instructional Plan

Preparation (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

Lesson 1: Introduction

- Students are posed the question "How do we make and set goals for ourselves and others?" Using "Today's meet", students define and discuss these ideas in application to their own context.
- Students watch https://www.youtube.com/watch?v=ReRx12QUv54 and summarize their ideas on the Today's Meet thread
- Students explore The Guardian Development section, which has documented the whole of the MDG's.

Lesson 2; Collaborative Work on assigned goal (formative)

- Students are grouped into pairs and assigned a role
- Students create one slide using task directions on a collaborate Google Presentation.
- Introduced to "The Guardian" Development section to fulfill the tasks assigned

Lesson 3: Complete, present, practice using Jing or Quicktime (formative)

- Students are shown Jing but can explore another medium to record their short presentation. Students given feedback using basic MYP rubric tool

Lesson 4: WebQuest activities

- https://sites.google.com/a/aischool.org/mdgwebquestpip/home

Lesson 5: WebQuest activities (formative)

- https://sites.google.com/a/aischool.org/mdgwebquestpip/home

Lesson 6: Introduction to summative assessment rubric and inquiry research time

- See Appendix for rubric

Lesson 7,8: Work on summative assessment (Library booking resource)

Lesson 9: Gallary-walk work in class – research and assess blog media

- Students discuss difference in their research from the gallery walks from different parts of the work
- Different blog media that they might visit and select to link to their PIP

Lesson 10: Reflection and blog post

- Students explore and evaluate which blogging medium they will use and attach to their PIP. For homework, complete a blog post to reflect and comment on two or three of their peers.

Management Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

- Classroom is an AIS standard classroom with Smart Board
- Students one-to-one laptops
- Library Learning Commons

Initial lessons will be of a collaborative inquiry nature but will drive toward individual work for students' own PIP. Internet access is equitable as we have a one-to-one laptop programme but have put online homework to a minimum, as there is still a home wireless digital disparity for some of my students.

Internet issues are minimal – usually around load base on a given day on our wireless hubs, which are usually resolved quickly if escalated to the IT department. Before the lesson, will work with our IT outreach faculty to insure consistency and access to hardware that students might like to have as part of their project (flip cameras, USB headsets etc.)

I can personally resolve many initial difficulties with student laptops and connectivity but have good IT back up systems in the school to assist.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

Lesson 1: Introduction
- Students are posed the question "How do we make and set goals for ourselves and others?" Using "Today's meet", students define and discuss these ideas in application to their own context.
- Students watch https://www.youtube.com/watch?v=ReRx12QUv54 and summarize their ideas on the Today's Meet thread
- Students explore The Guardian Development section, which has documented the whole of the MDG's.

This is a teacher lead lesson to stimulate the discussion around the Inquiry Question. Teacher also demonstrates and models the ideas behind the key and related concepts that form to the content (MDG) that the students are learning about. Key command terms: describe, explain

Lesson 2; Collaborative Work on assigned goal (formative)
- Students are grouped into pairs and assigned a role
- Students create one slide using task directions on a collaborate Google Presentation.
- Introduced to "The Guardian" Development section to fulfill the tasks assigned

Collaborative, inquiry based research. Ring fenced information to be synthesized into slides (see Appendix for exemplar). Key command terms: describe, explain, suggest, infer

Lesson 3: Complete, present, practice using Jing or Quicktime (formative)
- Students are shown Jing but can explore another medium to record their short presentation. Students given feedback using basic MYP rubric tool

Collaborative presenting Key command terms: describe, explain

Lesson 4: WebQuest activities
- https://sites.google.com/a/aischool.org/mdgwebquestpip/home

Independent learning

Lesson 5: WebQuest activities (formative)
- https://sites.google.com/a/aischool.org/mdgwebquestpip/home

Independent learning

Lesson 6: Introduction to summative assessment rubric and inquiry research time
- See Appendix for rubric

Teacher led for part of the lesson to explain the aims and goals of the summative assessment. Rest of the lesson, student create their action plan and look to the deadline to scope and gather requirements for their final report.

Lesson 7,8: Work on summative assessment (Library booking resource)

Lesson 9: Gallery-walk work in class – research and assess blog media
- Students discuss difference in their research from the gallery walks from different parts of the work
- Different blog media that they might visit and select to link to their PIP

Inquiry based learning through peer work

Lesson 10: Reflection and blog post

Students explore and evaluate which blogging medium they will use and attach to their PIP. For homework, complete a blog post to reflect and comment on two or three of their peers. Assessment using blog rubric (see Appendix)

Inquiry based learning with some independent writing. Key command terms: describe, explain, suggest, analyze

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Differentiation (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

ESOL Learner / 4 resource learners with IEP: Provide screencasts on class website to review things like setting up pages on a Google site etc.

Seek support assistance (or team teaching opportunity) with Special Needs Resource faculty.

Assistive technology required for one student: Translator tool (has his own). This student will also have the opportunity to use a verbal recorder (Audacity) to orally articulate thoughts which can be presented instead of a written paper.

Accelerated learners will have the opportunity to "play" with the screen cast technology using the tutorials from the Techsmith website for Jing.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

Closing event: Gallery Walk and discussions around the debatable Inquiry Question for blog homework. Students are required to fill out an online survey about each MYP Unit of Inquiry they complete in our school. A copy of the generic questions asked is in the Appendix. However, to this survey, I will add the following reflection questions as text. These surveys are anonymous but provide data to inform teaching and instruction techniques for reflection in the final part of the MYP Unit of Inquiry Planner.

1. What particular learning activity did you enjoy and explain why you enjoyed this experience
2. What piece of technology did your learn about in this Unit of Inquiry do you think you will be able to use again. Explain where you think this will be useful.
3. What "aha" moment did you have about the information that you were finding about the MDG's

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

This unit of work is short – it only has a tight assigned ten-hour window at a very busy time of year, which often has disruptions due to field days, trips, individual student absences for athletics etc. Therefore, having the work front loaded onto the class website and a clear lesson schedule to keep the students on track is key (that also takes into account all the other outside influences).

Reflection

The most rewarding thing from this lesson is allowing the students to get to grips with some very real information and ideas from the Millennium Development Goals annual report but also connecting this to some of the Programmes across the planet that aim to achieve these lofty goals in reality. For me, the geography teacher, it is a chance for the students to fully understand their local role in Global Interactions as a key concept relating to how we manage for a goal and take into consideration disparity and equality at the same time.

From the technology end, this unit is a bombardment of exciting technology for the students but many have elected to use these further in their other classes, enhancing their use of the laptop beyond just a gadget to browse the Internet on. As a potential Instructional Technology Leader, this is key to me – the students are given some scope to explore what tools will best assist their learning and these become their go-to tools for their work which has been of amazing high quality. Some students already brought these skills into the class and enhanced them; others embraced learning something new and ran with it. At the time of this report, teaching was still ongoing, and the students were about to embark on their screen casting.

The biggest constraint is the inconsistency of our rotating schedule – the ten hours are spread over a three-week period and at this time of the year, disruptions for field trips are likely. Thus, careful pacing needed with wider calendar for successful implementation.

MYP unit planner

Teacher(s)	Stephenson	Subject group and discipline	Individuals and Societies (Geography)		
Unit title	The Millennium Development Goals	MYP year	3	Unit duration (hrs)	10

INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Global Interactions	Disparity and equity Management and intervention	Fairness and Development

Statement of inquiry
Management of disparity by setting goals and intervention strategies for countries to meet helps to make a more fair and equitable world

Inquiry questions
Factual – What are the Millennium Development Goals?

Conceptual – **How do we make and achieve goals for others and ourselves in life?**

Debatable –

"The Millennium Development Goals have been useful in moving human rights and development discourse together and in highlighting the need for greater accountability at all levels"

<p align="right">Mary Robinson, President of the "Realizing Rights" Group and Ex. President of Ireland</p>

To what extent do you agree with this statement based on what you have learned about the MDG's for your region?

Objectives	Summative assessment	

Criterion A: Knowing and Understanding
   i. Use terminology in context
   ii. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations
	Outline of summative assessment task(s) including assessment criteria:
	
	Create a Personal Interactive Portfolio (PIP) Page summarizing a question for
		Relationship between summative assessment task(s) and statement of inquiry:
		
		Students gain information to disseminate the difficulties

and examples
 	
Criterion B: Investigating
   i. Formulate a clear and focused research question and justify its relevance
   ii. Use research methods to collect and record relevant information
   iii. Evaluate the process and results of the investigation
 	
Criterion C: Communicating
   i. Communicate information and ideas using and appropriate style for the audience and purpose
   ii. Structure information and ideas in a way that is appropriate to the specified format
   iii. Document sources for information using a recognized convention
	investigation pertaining to the most recent Millennium Development Goals report and an assigned region of the world.	to making and achieving goals to develop fair country development

Approaches to learning (ATL)

Communication – How can students communicate through interaction?
- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with different audiences
- Share ideas with multiple audiences using a variety of digital environments and media

Communication – How can students communicate through language?
- Read critically for comprehension
- Read a variety of sources for information
- Make inferences and draw conclusions
- Paraphrase accurately and concisely
- Organize and depict information logically

Organization Skills – How can students demonstrate organization skills?
- Plan short and long term assignments and meet deadlines
- Set goals that are challenging and realistic
- Plan strategies to take action to achieve personal and academic goals
- Use appropriate strategies to organize complex information

Affective Skills – How can students manage their own state of mind?
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- Mindfulness, focus and concentration on in-class tasks
- Consider formative feedback and reflective learning
- Manage own homework time

Information and Literacy Skills
- Process data and report results
- Seek multiple perspectives through a wide variety of assessed sources
- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks).

Formative Assessment Rubric
Rubric 1: Collaborative Presentation on MDG Goal Slide (Formative Assessment)
Criterion C: Communicating (maximum 8)
At the end of year 3, students should be able to:

iv. Communicate information and ideas in a way that is appropriate for the audience and purpose

v. Structure information and ideas according to the task instructions

Achievement Level Descriptor

0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **Communicates** information and ideas in a style that is **not always clear** using a technology tool ii. Organizes information and ideas **in a limited way**
3–4	The student: i. **Communicates** information and ideas in a way that is **somewhat** clear using a technology tool ii. **Somewhat** organizes information and ideas
5–6	The student: i. **Communicates** information and ideas in a style that is **mostly** appropriate using a technology tool to the audience and purpose ii. **Mostly** structures information and ideas according to the task instructions
7–8	The student: i. **Communicates** information and ideas in a style that is **completely** appropriate using a technology tool to the audience and purpose ii. Structures information and ideas **completely** according to the task instructions

<p style="text-align:center">**Summative Assessment Rubric**</p>

Year 3 (8th Grade) Summative Assessment
The Millennium Development Goals (MDG)

Inquiry Question: **How do we make and achieve goals for others and ourselves in life?**
Global Context: Fairness and Development
Key Concept: Global interactions – Management of disparity by setting goals and intervention strategies for countries to meet helps to make a more fair and equitable world.

You will enhance your individual Personal Interactive Portfolio (PIP) as part of this unit of work.

Research Activity

- You will be assigned a region of the world to investigate using the 2013 MDG report.
- Create an investigation question pertaining to what you will think you will find in that region regarding their progress in the Millennium Development Goals
- You investigate each of the Millennium Development Goals for that region and create a webpage in your PIP to communicate this region's progress to the AIS community. The regions available are:
    o Sub Saharan Africa
    o South Asia (excluding India)
    o India
    o SE Asia
    o China
    o Latin America and Caribbean
    o North Africa
    o Western Asia
- You will formulate a question about this areas and evaluate the region's progress in 2013 and predict what will happen in the next two years (by the end of the MDG project time in 2015).
- You will further suggest **THREE** areas of development that this region should address after 2015 and complete an answer to your initial investigation question
- You will also suggest an ACTION that you individually could do as part of your service learning in at AIS. You don't need to carry this out – it is the idea that you need to talk about on your website.
- Complete a final blog post (separate rubric) that will reflect on your learning in this Unit of Inquiry

Remember, you can use any of the technologies that we learned in our formative tasks to enhance your webpage.

<p style="text-align:center; color:#8B0000">**Due date for completion of webpage will be posted on the Year 3 Assessment Google Calendar**</p>

You will be assessed on the following MYP criteria:

Assessment Criteria:
Criterion A: Knowing and Understanding
Criterion B: Investigating
Criterion D: Communicating

Criterion A: Knowing and Understanding

Achievement Level Descriptor

0	The student does not reach a standard described by any of the descriptors below.
1–2	**The student:** • Uses limited relevant terminology • Demonstrates basic knowledge and understanding of MDG's in their assigned regions and concepts with minimal descriptions and examples
3–4	**The student:** • Uses some terminology accurately and appropriately • Demonstrates adequate knowledge and understanding of MDG's in their assigned regions and concepts through satisfactory descriptions, explanations and examples
5–6	**The student:** • Uses a range of terminology accurately and appropriately • Demonstrates substantial knowledge and understanding of MDG's in their assigned regions and concepts through accurate explanations and examples
7–8	**The student:** • Consistently uses a wide range of terminology effectively • Demonstrates detailed knowledge and understanding of MDG's in their assigned regions and concepts through thorough, accurate descriptions, explanations and examples

Criterion B: Investigating

Level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	**The student:** • Formulates a very general inquiry question • Makes a limited attempt to follow an action plan to create the webpage • Collects and records limited information about the Millennium Development Goals in the region assigned • Makes a limited attempt to address the inquiry question and the action task
3 – 4	**The student:** • Formulates an adequate general inquiry question • Partially follows an action plan to investigate and create the webpage • Uses a method or methods to collect and display some information in line with the

	Millennium Development Goals in the region assigned
	• Partially addresses the inquiry question and the action task
5 – 6	**The student:** • Formulates a clear approach to inquiry question • Satisfactorily follows an action plan to investigate and create the research webpage • Uses methods to collect and record appropriate information in line with the Millennium Development Goals in the region assigned • Satisfactorily addresses the inquiry question and the action task
7 - 8	**The student** • Formulates a clear and focused approach to inquiry question • Follows an action plan effectively to investigate and create the webpage • Uses methods accurately to collect and record appropriate information in line with the Millennium Development Goals in the region assigned • Effectively addresses the inquiry question and the action task

Criterion D: Communicating

Level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	**The student:** • Tries in a limited way to communicate information and ideas that is appropriate to the audience and purpose • Tries in a limited way to structure the information according to the task instructions • Tries in a limited way to create and include a list of sources of information using without using convention format
3 – 4	**The student:** • Communicates information and ideas in a style that is sometimes appropriate to the audience and purpose • Structures information sometimes according to the task instructions • Creates a list of sources of information sometimes using MLA format
5 – 6	**The student:** • Communicates information and ideas in a style that is often appropriate to the audience and purpose • Structures information often according to the task instructions • Creates a list of sources of information in MLA format often according to the task instructions set

7 - 8	**The student**
	• Communicates information and ideas in a style that is completely appropriate to the audience and purpose • Structures information and ideas completely according to the task instructions • Creates a list of sources of information in MLA format according to the task instructions set

Basic End of Unit of Inquiry Student Survey

Student Survey Template Grades 6-8

You can include any text or info that will help people fill this out.

My teacher gives clear instructions.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

My teacher helps me to be organised.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The amount of homework in this class is about right.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

My teacher returns my work within a few days.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

My teacher sets high learning standards for the class.

                1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

My teacher allows me to demonstrate my learning in a learning in a variety of ways.

                1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

My teacher helps me outside of the class time when needed.

                1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

My teacher handles classroom disruptions well.

                1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

My teacher shows respect to all students.

                1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

My teacher is respectful to my culture.

My teacher shows respect to all students.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

My teacher is respectful to my culture.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I feel my teacher values me as a person.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I feel comfortable sharing my ideas in class.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Please add any additional comments.

Student Blogging Rubric

Blogging Formative Rubric: Individuals and Societies

Criteria	(1-2)	(3-4)	(5-6)	(7-8)
Individuals and Societies: Criterion C: Communicating				
i. **Communicate** information and ideas in a way that is appropriate for the audience and purpose	**Communicates** information and ideas in blog in a style that is **not always clear**	**Communicates** information and ideas in blog in a way that is **somewhat** clear	**Communicates** information and ideas in blog in a style that is **mostly** appropriate to the audience and purpose	**Communicates** information and ideas in blog in a style that is **completely** appropriate to the audience and purpose
ii. **Structure** information and ideas according to the task instructions	Organizes information and ideas in blog post **in a limited way**	**Somewhat** organizes information and ideas in blog post	**Mostly** structures information and ideas according to the blog post instructions	Structures information and ideas **completely** according to the blog post instructions
iii. **Create** a reference list and cite sources of information	**Lists** sources of information **inconsistently** lacking links and MLA format	Creates an **adequate** reference list and **sometimes** cites sources with links and MLA format	Creates an **adequate** reference list and **usually** cites sources with links and MLA format	Created a **complete** reference list and **always** cites sources with links and MLA format
Individuals and Societies: Criterion D: Thinking Critically				
ii. Summarize information to make valid, well supported arguments	Begins to **identify** connections between information to make **simple** arguments both in original blog post and in comments to other bloggers	**Summarizes** information to make **some adequate arguments** both in original blog post and in comments to other bloggers	**Summarizes** information in order to make **usually valid** arguments both in original blog post and in comments to other bloggers	**Summarizes** information to make **consistent, well-supported** arguments both in original blog post and in comments to other bloggers

Approaches to Learning	
1. Communication Communication Skills *How can student communicate through interaction?*	• Give and receive meaningful feedback • Use appropriate forms of writing for different purposes and audiences • Collaborate with peers and experts using a variety of digital environments and media