A minute of reflection:

What educational challenges are you currently trying to solve, and what technology tools may help you solve them?

Feel free to share these reflections in the Chat window

Photograph by Peter Essick

Who is Summit Public Schools?

- A charter organization founded in 2003
- Serves a diverse student population
- 6 Summit Schools with 1,600 Students across the Bay Area
- Expanding to serve more communities

Our Mission

Summit Public Schools prepares a diverse student population for success in a four-year college, and to be thoughtful contributing members of society.

Where are we today?

Summit Students Eligible to Apply to a Four-year College

Summit Graduates Accepted to a Least One Four-year College

Summit Graduates on Track to Complete College within Six Years

(Nearly Double the National Average)

Summit's Next Generation School Model

Students empowered to drive their own learning, ensuring they are prepared for success in college, career and life.

3 Key Elements
of Summit's Next Generation School Model

Beyond College Acceptance
College & Career Readiness

Professionalizing Teaching
High Impact & Value to Students

Culture of Innovation
Student Centered & Data-Driven Improvement

Beyond College Acceptance

College & Career Readiness

Beyond College Acceptance

College & Career Readiness

Content Knowledge

Competency in Subject Matter

Content Guides Aligned to Common Core Standards

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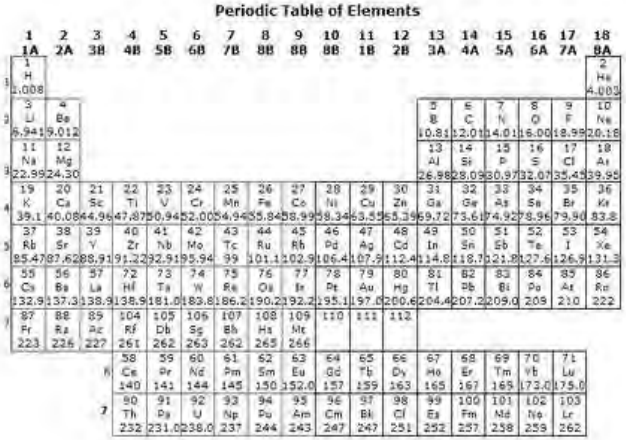
Periodic Table - Question 5

Previous | Question 5 | Next | Review / Finish

Periodic Table

Use the Periodic Table to answer the following question(s).



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The elements found in groups 3 through 12 of the periodic table are referred to as the _____.

- A halogens
- B noble gases
- C transition metals

Shen, Howard
SPS Demo (9th Grade)

Fri Aug 09, 2013 2:42 PM

PT Test – Illuminate2 – Overview Report
As of Fri Aug 09, 2013 2:42 PM
Missing recent scores? Click to Update

Return to all assessments

Total Score

Points Received	7
Points Possible	9
Percent Score	77.8%
Proficiency	Basic
Date Taken	Aug 09, 2013

Individual Scores Report

Activate Instruction Playlist

Title: Illuminate User Conference: Playlist 1

Return to Playlist

Question Group Scores

Question Group	Pts Possible	Score	Proficiency
Periodic Table	4/5	80%	
Section 3	1/1	100%	
Groups	2/3	66.7%	

Standard Scores

Standard	Description	Pts Possible	Score	Proficiency	Learn
CS.SCI.9-12.CH.1.a	Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.	3/3	100%	Advanced	
CS.SCI.9-12.CH.1.b	Students know how to use the periodic table to identify metals, semimetals, non-metals, and halogens.	2/4	50%	[illegible]	
CS.SCI.9-12.CH.1.c	Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.	2/2	100%	Advanced	

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Personalized Learning

Playlists, Peer-to-Peer Coaching, Tutoring

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Shen

Introductory Materials

91 16 Diagnostic Assessment: Human Impact on the Environment

You can reference the Food Webs and Energy Pyramids playlist to remind yourself about the carbon cycle- if you need to. It is optional and not part of the objectives for this playlist. Additionally, you can remind yourself of the key terms associated with the concept of Carrying Capacity when you get to Objective 4 by re-visiting the Carrying Capacity playlist.

43 4 Playlist: Food Webs and Energy Pyramids

19 4 Playlist: Carrying Capacity

Objective 1: Changes in an Ecosystem due to changes in climate

47 7 Key Terms: Human Impact on the Environment

58 17 Interactive: What is climate change?

63 18 Reading: What is climate change?

54 11 Reading: Breakdown of Climate Change

60 5 Check for Understanding: Climate Change

Objective 2: Changes in an ecosystem due to the introduction of a nonnative species.

26 18 Video: Examples of Invasive Species

40 9 Map: Invasive Species of the world

29 10 Invasive Species in the SF Bay

48 6 Interactive: Invasive Species Matching Game

28 5 Graphic Organizer: Invasive Species Profiles

44 3 Reading: Invasive Species Profile - Zebra Mussels

45 2 Reading: Invasive Species Profile - Northern Pike

42 3 Reading: Invasive Species Profile - Ice Plant

40 3 Reading: Invasive Species Profile - Chinese Mitten Crab

53 3 Check for Understanding: Invasive Species

Objective 3: Changes in an ecosystem resulting from human activity

31 3 Interactive: BrainPOP - How do we impact our surroundings?

19 4 Graphic Organizer: Overfishing Notes

40 2 Video: Overfishing

44 3 Lecture: Overfishing

32 4 Video: How our Agriculture Impacts Frogs

26 1 Video: How are humans impacting sea otters?

23 6 Explore: Examples of How Humans have Changed the Physical Structure of Earth

25 3 Reading: Habitat Fragmentation

36 1 Interactive: Habitat Fragmentation

22 3 Reading: Environmental Impacts of Farming

28 2 Video: Plastic Paradise Movie Trailer

15 4 Video: "Into the Deep - America, Whaling, and the World"

19 5 Explore: Listed Endangered Species

16 2 Interactive: Most Endangered Species in the World

31 4 Check for Understanding: Human Activities

Objective 4: Changes in an ecosystem resulting from changes in population size

Activate

Content Knowledge

Personalized Learning Time

Students Driving Learning, Individual or Collaborative Groups

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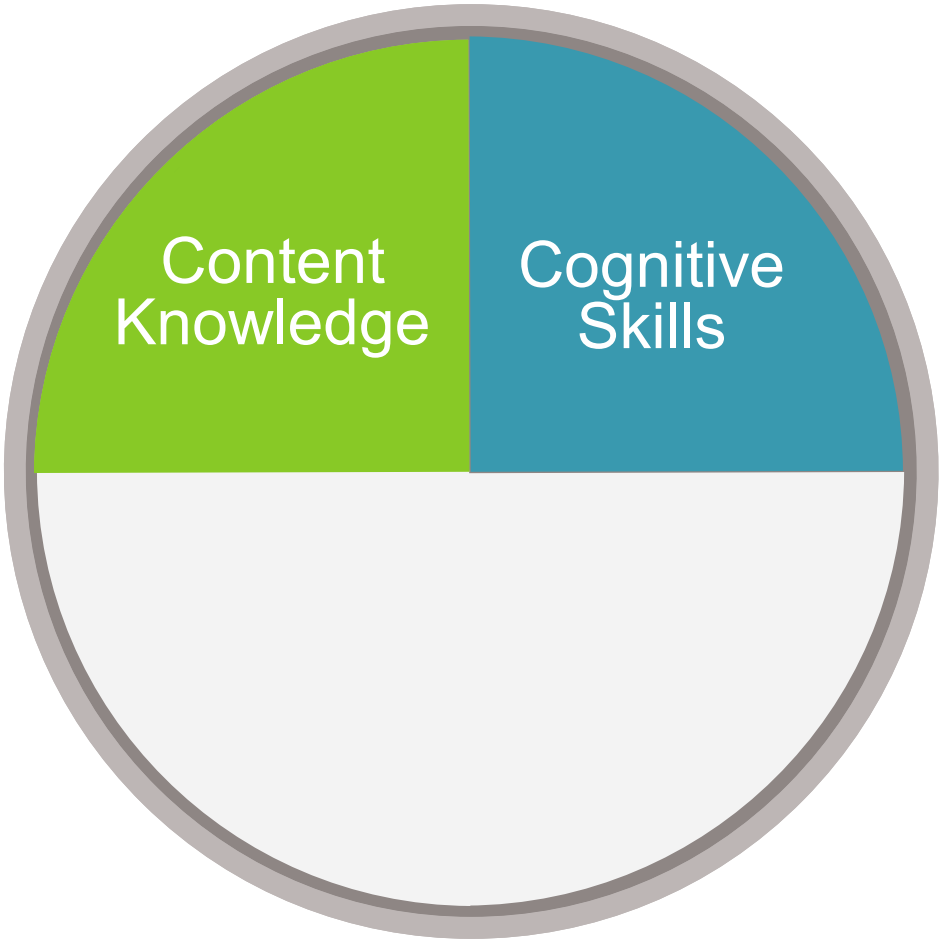
Summit School Schedule

Monday Thursday Daily: 8:20 - 5:30

Friday Daily: 8:20 - 5:30

Beyond College Acceptance

College & Career Readiness



Cognitive Skills

Performance Tasks

Development of Students' Cognitive Skills,
Shared Rubric across Subject-areas

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Cognitive Skills Rubric

Domain	Indicator	High-level Description	No evidence	Minimally acceptable for advancement to 5th grade level	Minimally acceptable for advancement to 7th grade level	Minimally acceptable for advancement to 9th grade level	Minimally acceptable for advancement to 11th grade level	[College ready] Minimum competence for graduation into a 4-year college	[Early college] Minimum proficient demonstration of competence in an AP course	Professional or approaching professional qualit
			1	2	3	4	5	6	7	
General Literacy	Evidence	Quality and appropriateness of evidence. Connection between evidence and anlysis	No evidence of using evidence	Selects evidence that minimally supports the central idea. Evidence is general or unrelated to the central idea. Evidence is drawn from one source	Selects evidence to support the central idea. Evidence is mainly from one source, with limited evidence from across sources.	Selects relevant evidence to support the central idea. Evidence is drawn unevenly across sources	Selects multiple pieces of relevant evidence to support the central idea. Evidence is drawn evenly across sources	Selects relevant and salient evidence across sources to support central idea. Does not identify missing evidence.	Selects relevant and salient evidence across sources to support central idea and some of its components. Inconsistently identifies missing evidence	Selects relevant and salient evidence across sources to support central idea and all components. Identifies missing evidence and ambiguous evidence
	Theme/Central Idea	Determining the ideas and their central components and how they interact in a text.	No evidence of identifying themes and central ideas	Determine a theme/central idea of a source	Determine a theme/central idea of a source and some of the central components, key ideas, or conclusions.	Determine a theme/central idea of a source and the central components, key ideas, or conclusions	Determine a theme/central idea of a source and the central components, key ideas, or conclusions. Identifies some connections between ideas within a source.	Determine a theme/central idea of a source and the central components, key ideas, or conclusions. Identifies connections between ideas within a source.	Determine a theme/central idea of a source and the central components, key ideas, or conclusions. Identifies some connections between ideas within and across sources.	Determine a theme/central idea o a source and the central components, key ideas, or conclusions. Identifies connection between ideas within and across sources.
	Point of View/Purpose	Understanding how an author's point is unique and why an author has written a given text	Does not identify the author's point of view	Identify the point of view of the author/speaker of a source. Provide a general understanding or mis-state the author's point of view	Provide a broad understanding of the author's point of view but may not identify all of the details	Identify salient details of an author/speaker's explicit point of view. Identify the author's intended audience	Identify salient details of an author/speaker's explicit point of view and limited details of the implicit aspects. Identify the intended audience and partially describe how an author uses language/rhetoric to advance point of view or purpose to them	Identify salient and relevant details of an author/speaker's explicit & implicit point of view or purpose. Analyze how the author uses language/rhetoric to advance point of view or purpose	Completely determine an author/speaker's point of view or purpose in a text/source. Analyze how they use specific language/rhetoric to advance that point of view or purpose.	Convey an author/speaker's point of view or purpose in a text/source, analyze how they use specifi language/rhetoric to advance that point o view or purpose, ove other choices

Cognitive Skills

Deeper Learning Projects

Application of Content Knowledge, Project-based Learning, Interdisciplinary

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Show Evidence

Preview Learning Module | Biology: Bioremediation

Exit

Biology: Bioremediation

- Biology: Bioremediation
- Step 1: Introduction to...
- Step 2: Introduction to...
- Step 3: Chemical Case...
- Step 4: Bioaccumulatio...
- Step 5: Introduction to...
- Step 6: Designing You...
- Step 7: Plant and Anim...
- Step 8: Setting Up You...
- Step 9: Photosynthesi...
- Step 10: Data Analysis ...
- Step 11: Transpiration ...
- Final Presentation - Bi...

SUMMIT PUBLIC SCHOOLS

SARAH LANGLEY

Biology: Bioremediation

Cognitive Skills

Project Time

Facilitated by Teachers, Collaborative Learning Environments with Peers

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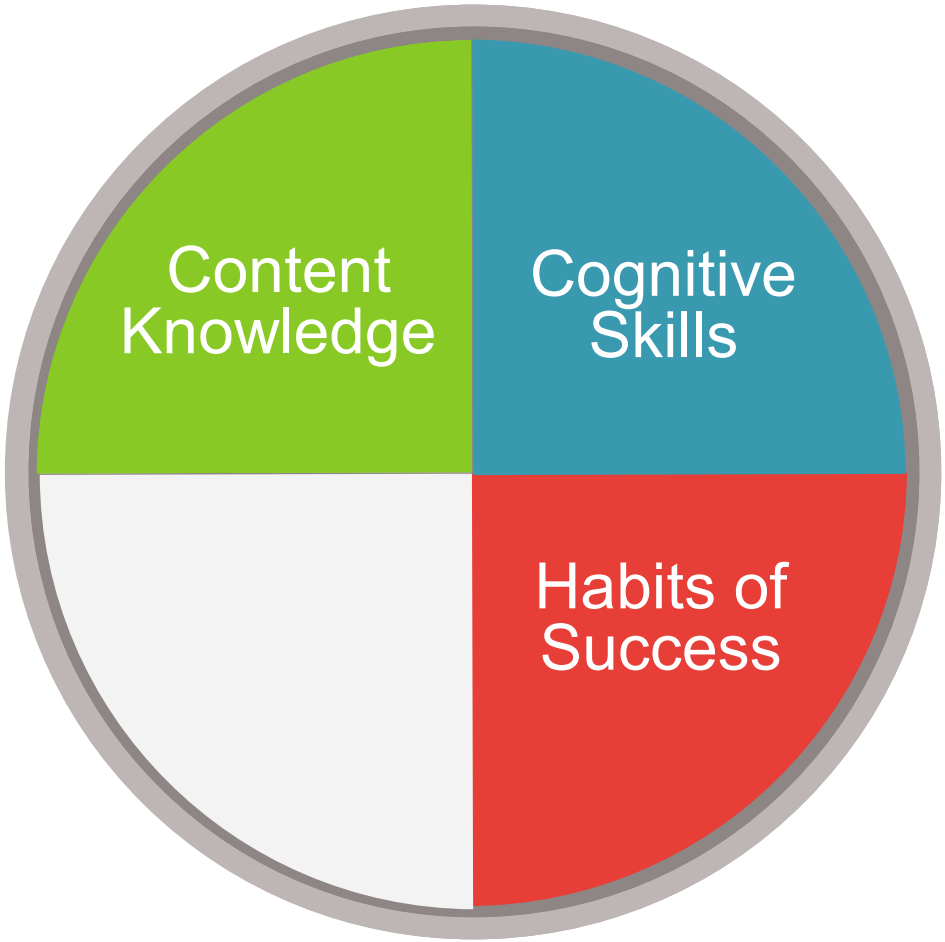
Beyond College Acceptance

College & Career Readiness



Habits of Success (Non-Cognitive Skills)

Self-Awareness & Self-Management, Social Awareness & Interpersonal Skills, Decision Making & Responsible Behaviors

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Habits of Success Continuum

	Topic	1	2	3	4	5
1. Self-Awareness & Self-Management Skills	A. Identify and manage one's emotions and behaviors	Identify one's likes and dislikes, needs and wants, strengths and challenges.	Describe a range of emotions and the situations that cause them.	Analyze factors that create stress or motivate successful performance.	Analyze how thoughts and emotions affect decision making and responsible behavior.	Evaluate how expressing one's emotions in different situations affects others.
		Demonstrate control of impulsive behavior.	Describe and demonstrate ways to express emotions in a socially acceptable manner.	Apply strategies to manage stress and to motivate successful performance.	Generate ways to develop more positive attitudes.	Evaluate how expressing more positive attitudes influences others.
	B. Recognize personal qualities and external supports.		Describe personal skills and interests that one wants to develop	Analyze how personal qualities influence choices and successes.	Set priorities in building on strengths and identifying areas for improvement.	Implement a plan to build on a strength, meet a need, or address a challenge.
		Identify family, peer, school, and community strengths	Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	Analyze how making use of school and community supports and opportunities can contribute to school and life success.	Analyze how positive adult role models and support systems contribute to school and life success.	Evaluate how developing interests and filling useful roles support school and life success.
	C. Demonstrate skills related to achieving personal and academic goals	Describe why school is important in helping students achieve personal goals.	Describe the steps in setting and working toward goal achievement.	Set a short-term goal and make a plan for achieving it.	Identify strategies to make use of resources and overcome obstacles to achieve goals.	Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
		Identify goals for academic success and classroom behavior.	Monitor progress on achieving a short-term personal goal.	Analyze why one achieved or did not achieve a goal.	Apply strategies to overcome obstacles to goal achievement.	Monitor progress toward achieving a goal and evaluate one's performance against criteria.
2.Social Awareness & Interpersonal	A. Recognize the feelings and perspectives of others	Recognize that others may experience situations differently from oneself.	Identify verbal, physical, and situational cues that indicate how others may feel.	Predict others' feelings and perspectives in a variety of situations.	Analyze similarities and differences between one's own and others' perspectives.	Demonstrate how to express understanding of those who hold differen opinions.
		Use listening skills to identify the feelings and perspectives of others.	Describe the expressed feelings and perspectives of others.	Analyze how one's behavior may affect others	Use conversation skills to understand others' feelings and perspectives.	Demonstrate ways to express empathy fo others.
	B. Recognize individual and group similarities and differences	Describe the ways that people are similar and different.	Identify differences among and contributions of various social and cultural groups.	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	Analyze the origins and negative effects of stereotyping and prejudice.	Evaluate strategies for being respectful o others and opposing stereotyping and prejudice.
		Describe positive qualities in others.	Demonstrate how to work effectively with those who are different from oneself.	Analyze the effects of taking action to oppose bullying based on individual and group differences.	Demonstrate respect for individuals from different social and cultural groups.	Evaluate how advocacy for the rights of others contributes to the common good.

Habits of Success

Mentor Time

Weekly Check-ins, Personal Learning Plan
Goals, Self-directed Learning Cycle

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Set Goal
Plan
Learn
Show
Reflect

Habits of Success

Community Time & Summit Reads

Build Community, Meaningful Seminars & Dialogue, Collaborative Projects

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Summit School Schedule

Monday Thursday Daily: 8:20 - 5:30

Friday Daily: 8:20 - 5:30

Beyond College Acceptance

College & Career Readiness

Expeditions

Publishable & Publicly Presented Performances

Application of Content Knowledge, Cognitive Skills and Habits of Success

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Expeditions

Authentic, Real-life Experiences

Exploration of Interests & Passions, Investigate Careers

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Sample Expeditions Calendar

- NOT CONFIRMED
Roadside Pictures
Michael
Cleno
Alastair Fowler
HDV

Bringing It All Together

Personalized Learning Plan (PLP)

Set Learning Goals, Track Progress, Receive Immediate Feedback, Access Learning Resources