



DESIGN

Secondary examples- learning intentions & success criteria

6th grade

Learning Intention: I will solve ratio and rate problems in a real-world context.

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Identify a unit rate associated with a ratio and• Describe basic unit rate language when solving problems• Solve rate problems using standard rules• Define strategies for solving rate problems• Use correct terms to describe unit rates in context of ratio relationships such as For every, Each, Per, and Symbols such as (/)	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Compare and contrast strategies (tables of equivalent ratios, tape diagrams, double number line diagrams, equations) to solve ratio and rate problems• Compare and contrast ratio and rate problems	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Produce and present real-world situations that require ratio and rate problems• Formulate a solution• Hypothesize the challenges people in the real-world face in solving problems require ratio and rate problems





THE PROJECT HABIT

Making **Rigorous PBL** Doable

LI: I will hypothesize how historians and social scientists will help future generations make decisions

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Define ways that historians learn about the past• Define ways that social scientists learn about the past	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Compare and contrast the ways that historians and social scientists learn about the past	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Predict if the ways historians and social scientists will be used in the future to support humans in making better decisions• Evaluate the changes in the ways historians and social scientists have studied the past.



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THE PROJECT HABIT

Making **Rigorous PBL** Doable

7th Grade

LEARNING INTENTION: I will apply proportional relationships to solve and interpret multi-step ratio and percent problems.

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Define proportional relationship, multi-step problems, ratios, and percentages• Solve single step ratio problems• Solve multi-step ratio problems• Solve single step percentage problems• Solve multi-step percentage problems	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Compare and contrast ratio and percentage problems• Predict and solve proportional relationship problems• Assess strategy and solution of oneself and others in solving multi-step ratio and percentage problems• Solve non-routine proportional relationship problems	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Generalize the importance of proportional relationships when solving multiple problems across contexts• Evaluate the work of others and present suggested next steps to improve• Hypothesize other situations that require solving and interpreting ratio and percent problems
<p>Contexts simple interest, tax, markups/markdowns, gratuities, commissions, fees, and percent increase/decrease/error.</p>		



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THE PROJECT HABIT

Making **Rigorous PBL** Doable

8th Grade

LI: Write informational texts to examine a topic and convey ideas.

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Name a topic• List relevant facts• Identify different transition words• Define key vocabulary words• Give examples and non-examples of an academic style• Identify parts of a text, including introduction, conclusion, transitions, and relevant facts• List ways to introduce a topic	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Outline the most important parts of a text before writing• Use a hook to introduce a topic• Relate relevant facts to the topic• Connect ideas with transition words• Enhance meaning with key vocabulary words and academic style• Connect topic and main facts in a conclusion	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Apply informational writing skills to a new topic• Evaluate word choice and tone to improve a new piece of writing
<p>Contexts: history of my community, history of my family, museum write-up, historical marker on a building, fact sheet at a supermarket, menu insert</p>		



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THE PROJECT HABIT

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High School

LI: Formulate systems of equations that can be solved by substitution.

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Define variable, isolate, substitute, distributive property, and like terms• Isolate a variable• Substitute a variable• Use distributive property• Combine like terms• Write an ordered pair• Explain what it means to have one/zero/infinite solutions	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Use an isolated variable to solve a second equation• Determine if a system of equations has one/zero/infinite solutions• Solve a system of equations with one solution, and write as an ordered pair• Explain how I solve a problem	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Design systems of equations that have one solution, no solution, and infinite solutions• Evaluate the solution to a system of equations



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THE PROJECT HABIT

Making **Rigorous PBL** Doable

LI: Predict the outcome of real-world problems using proportional relationships.

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Recite the equation for slope intercept form• Define rise, run, slope, y-intercept• Determine slope for two points on a graph• Use an x/y table to plot a line• Solve for y-intercept• Explain what unit rate means• Give examples and non-examples of proportional relationships• Match a graph to its corresponding equation	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Compare two slopes represented in different ways (graph/table/equation)• Explain the connections between an equation, table, and graph• Show how changing one variable in an equation form would affect its representation on a graph	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Predict the outcome of proportional events• Evaluate a decision based on two proportional relationships
<p>Contexts: declining birth rates, increasing temperatures, water use, spread of disease, property taxes, vehicle speed</p>		





THE PROJECT HABIT

Making **Rigorous PBL** Doable

LI: Collaborate to sustain discussions that deepen our understanding of a complex issue.

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Use academic sentence frames to share ideas• Give examples and non-examples of academic phrasing• Define "build upon", propel, rebuttal, distort, fallacious, and rhetoric• Prepare talking points in advance• List several important facts or opinions about the topic	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Cite evidence to support my ideas• Connect discourse to larger ideas by asking and answering questions• Summarize points of agreement and disagreement• Bring other people into the discussion	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Evaluate a speaker's reasoning and use of rhetoric• Evaluate fallacious reasoning or distorted evidence• Collaborate to bring about deeper understanding of an issue
<p>Contexts: surcharge for single use utensils, minimum wage increase, NIMBYism, universal health care, best country to live in, which projects to continue with next year's class</p>		





THE PROJECT HABIT

Making **Rigorous PBL** Doable

LI: Present a compelling written argument regarding a complex issue.

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Explain the context of the issue• Describe the various sides of the issue• State an argumentative claim• List reasons that support my claim• List counterclaims• Match a counterclaim to its rebuttal• Follow rules of writing conventions and citations• Give examples and non-examples of precise language• Label claims, counterclaims, reasons, and evidence	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Analyze a complex issue• Organize my writing to make clear claims, counterclaims, reasons, and evidence• Cite relevant evidence• Use my own words to elaborate• Connect ideas with transitions that maintain flow• Compare the strengths and weaknesses of claims and counterclaims• Select precise language	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Produce and present an argument to support claims in my analysis of a complex issue• Hypothesize how an argument regarding one issue would influence the argument of another issue
<p>Contexts: Mandatory classes in financial literacy, health, foreign language, or ethnic studies; bond measures; term limits for politicians; screen restrictions; increasing or decreasing the presence of school resource officers</p>		



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LI: Compare revolutions across borders and time periods.

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Locate Haiti, France, England, and American Colonies on a map• Define oppressor, revolt, aristocracy, republic, abolition, unalienable• Explain who/what/when/where/why/how of each revolution• Name the date and author of sources• Identify sources as primary or secondary• Restate the gist of each source	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Relate the geographical proximity of oppressed and oppressors• Show how ideas spread to influence revolutions• Compare systems of power before and after each revolution• Summarize how key developments occur over the course of a text• Compare the point of view of two or more authors• Cite textual evidence to support claims	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Research enduring effects in each country• Present a solution to foreign policy dilemma that considers the revolutionary past
Contexts: U.S. exportation of Haitian migrants, Haitian political unrest, humanitarian assistance to Haiti		



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LI: Apply compelling English to express my ideas about real issues.

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Define key terms: opinion, persuade, relevant, support, evidence, justify, compel• List 6 modal statements• State my opinion• List reasons that support my opinion• Restate the question in my own words• Identify modal statements, opinions, reasons, and evidence in model written & spoken texts	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Justify my opinion• Cite relevant information or background knowledge• Show how modal statements affect tone• Connect my ideas with modal statements I know (possibly/likely, should/would) when I write and speak	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Express my opinion, in English, about real issues
<p>Contexts: mandatory tutoring, investment in arts v. sports, park improvement, market recommendations, cell phones in schools</p>		



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Making **Rigorous PBL** Doable

LI: Present a solution to a current problem involving interdependent relationships.

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Identify various types of models• Define key terms: increase, decrease, maintain, impact, interdependence, population, carrying capacity, finite• List the key factors in any given interdependent relationship• Label parts of a model• Restate the central idea of a scientific text	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Use models to show cause and effect• Interpret a model to describe what it means• Cite textual evidence to support analysis of scientific texts• Argue the best ways to mitigate harm	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Present a solution to a current problem involving interdependent relationships
<p>Contexts: Great Salt Lake v. residential growth, human v. animal interests in Nairobi National Park, bat conservation, environmental impacts of alternative milks, environmental impact of textile production, whales and cargo ships</p>		



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Making **Rigorous PBL** Doable

LI: Apply a detailed analysis of character and theme in multiple texts.

SURFACE	DEEP	TRANSFER
<p>I will be successful when I....</p> <ul style="list-style-type: none">• Give examples and non-examples of strong textual evidence• Describe theme in what I read• Describe the characters in a text• Recognize important turning points in the text• Recognize precise language choices in the text• Identify genre	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Analyze how a complex character develops throughout a text• Analyze how specific details develop theme in a text• Cite strong textual evidence to support my analysis• Argue "defining moments" for character or theme development	<p>I will be successful when I....</p> <ul style="list-style-type: none">• Present a comparative analysis of multiple texts• Predict how an altered defining moment would change characters and themes
<p>Contexts: The Hate U Give, Dear Martin; "Home", Everything Sad is Untrue; There There, Grief Calls Us to the Things of This World; The Bluest Eye, Uglies</p>		

