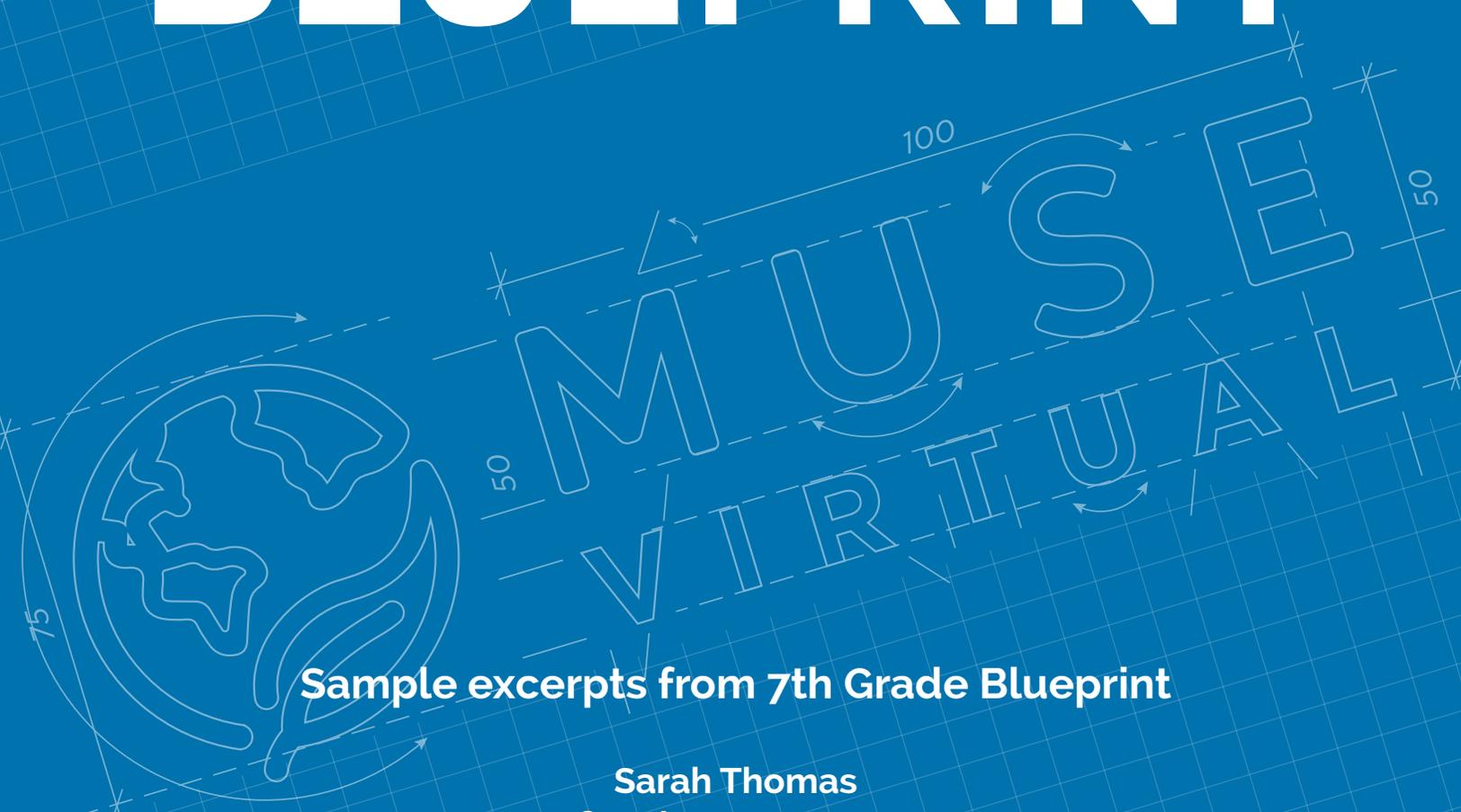


MUSE VIRTUAL BLUEPRINT



Sample excerpts from 7th Grade Blueprint

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Quarter 2, 2020–21
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MUSE
VIRTUAL

PASSION BASED LEARNING

MUSE infuses Passion Based Learning with Core Academics to create learning opportunities which are challenging, individualized and unique. Children are encouraged through their interests and passions to learn at a deep and meaningful level.

Passion-Based Learning Narrative:

Abigail's passion topic is amazing and thought provoking. Abby is an animal activist, not even the smallest of creatures go unnoticed, Abby focused on animals within the Oceans. Abigail has woven herself in all of what MUSE School has to offer even within MUSE School Remote Classroom. Abby has worked with her teacher with her writing. In her informational essay Abi wrote about Endangered Sea Life. As an advocate of all creatures she wrote about causes of their endangerment and how others can help. She had one on one conferences to help her improve her editing and revisions with her teacher. Abby's timeline which outlines Abby's passion is the Ocean. Abby has many thoughtful opinions on how to better our planet and keep our oceans clean. She and I were looking forward to our beach clean ups, Abby and I pledge to move forward with our outings in the future. In math, Abby has enjoyed participating in the Zoom Remote Classroom. While cooking with our Chef Abby advocated being Vegan. She incorporated this idea to overfishing of calamari in Malibu Ocean waters. Abigail chose to highlight her research with the Mariana Trench. She was encouraged by her teacher to reach out to an expert in the field. Her mathematical portion of her passion applied graphs and data of overfishing within our community. Organization, clear communication and up to date research offered Abby time to practice hands on math. In Science, Abby found many successes. Abby had a few challenges with Zoom Remote Learning. She used multiple devices such as her computer and phone while fluently communicating online with her teachers. When working on our website for culmination, Abby gave a class tutorial on uploading documents into Google Drive Folders. Abby continued to support her Husky classmates with their passions. Abby always has great questions; she used emails to her teachers and had check-ins with both her teachers. Abby used the ask channel to get the support she wanted for her passion project. Abby is a joy to have and a million Abigail's in the world wouldn't be enough. We appreciate you Abby, so much!

ACADEMICS

Our academic scale assesses student development, above, on and below grade level. Students are evaluated on academic progress in a variety of ways. In evaluating the performance of students in a given subject area, teachers take into account both oral and written work. In addition, student evaluations include passion projects, group projects, written work and oral presentations.

| | |
|---------------------------|---|
| Skill Building (S) | Still building skills necessary to begin working at grade level |
| Emerging (E) | Has been introduced to the standard and has begun to acquire skills related to the standard |
| Developing (D) | Begins to demonstrate understanding with teacher assistance |
| Proficient (P) | Demonstrates understanding and competence independently |
| Mastery (M) | Demonstrates a deep level of understanding and an ability to use the standard in a variety of situations consistently and independently |

Literacy Standards

| <i>Literature</i> | 1st | 2nd | 3rd | 4th |
|---|-----|-----|-----|-----|
| Compare and contrast two or more characters, setting, events in a story or two stories in the same genre | | P | P | P |
| Determine the meaning of words and phrases as they are used in a text (e.g., figurative language, metaphors and similes) | D | D | D | D |
| Use information stated in a text to make an inference about characters, settings, events | P | P | P | P |
| Narrative: Abigail enjoys discussing characters and events in our novel study. Over the summer, Abigail can continue to strengthen her reading comprehension by reading independently for 30 minutes each night. She may enjoy starting or participating in her own book club so that she can engage in discussions about what she reads with her peers. | | | | |

| <i>Informational Text</i> | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text | P | P | D | D |
| Analyze multiple accounts of the same event or topic, finding similarities and differences in the point of view and information | | P | P | P |
| Draw information from multiple sources, demonstrating the ability to locate an answer to a question or solve a problem | P | P | D | D |
| Narrative: Abigail has made improvements in putting informational text into her own words. She can continue to improve this skill by monitoring her comprehension, asking herself if she has understood what she has read or if she needs to read it again, look up words, or ask for help. | | | | |

| <i>Foundational Skills</i> | 1st | 2nd | 3rd | 4th |
|---|-----|-----|-----|-----|
| Read unfamiliar multisyllabic words in context and out of context | P | P | P | P |
| Read with sufficient accuracy and fluency to support comprehension | P | P | D | D |
| Narrative: As the reading assignments will continue to become more complex, it is recommended that Abigail continue to practice independent reading at home with IXL suggested skills. She may choose to use a whiteboard when reading text online to write down key details and important words she comes across. This would help her to stay engaged throughout the passage. | | | | |

| <i>Writing</i> | 1st | 2nd | 3rd | 4th |
|---|-----|-----|-----|-----|
| Write opinion pieces with an introduction that states the opinion, list of reasons, linking words and phrases and conclusion | D | P | P | P |
| Write informative/explanatory texts, with a proper introduction that states facts with details and examples, linking words and conclusion | | | D | D |
| Write narratives with a clear organized sequence, use dialogue and descriptions to | | | | D |

Inspiring and preparing young people to live consciously with themselves, each other, and the planet.

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|--|---|---|---|---|
| expand on experiences and events, with linking words and closure | | | | |
| Use technology to produce and publish writing as well as to interact and collaborate with others | P | P | P | P |
| Develop and strengthen writing as needed by planning, revising and editing | D | D | D | D |
| Write seven or more paragraphs routinely over short or extended time frames | D | D | D | D |
| <p>Narrative: This quarter, Abigail wrote a short narrative about a mouse who devises a plan to sneak past a giant in order to get food. Within her narrative, Abigail was able to include a setting, characters, a conflict and a resolution. To further strengthen her writing she can add more events related to the rising action, descriptive language describing the setting and include dialogue between characters.</p> | | | | |