

How do these **core** ideas drive the journey for students and teachers?

- ▶ **competencies**  
*How do I become a competent researcher, investigator, analyst, and communicator?*
- ▶ **demonstration**  
*How will I **show** what I think, how I think, and what I can do?*
- ▶ **revision for quality**  
*How will I come to see learning as a process of discovery and adjustment?*

How do these interdisciplinary **skills** become second nature to our students?

- ▶ **CREATE**
- ▶ **JUSTIFY**
- ▶ **REFLECT**
- ▶ **REVISE**

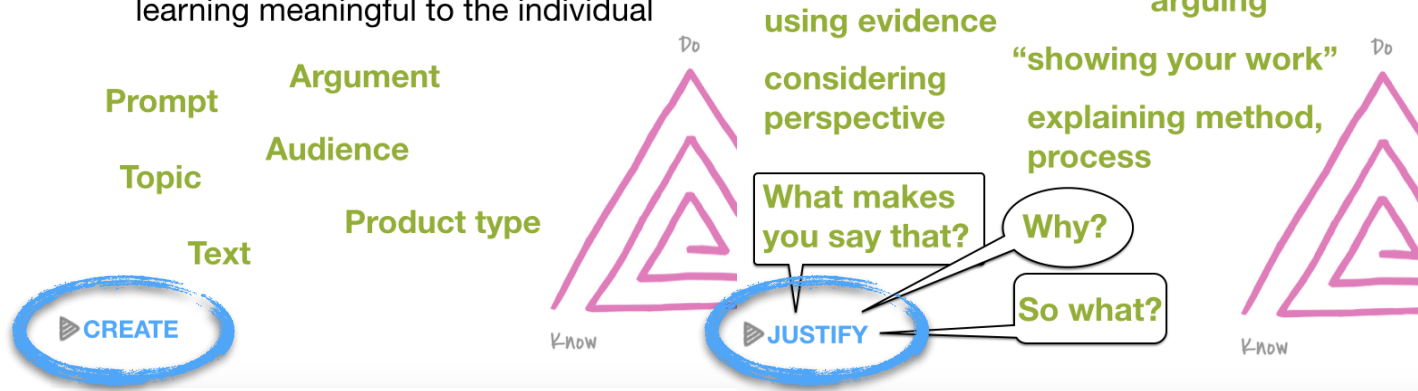
**Framing:** Design with **inclusion students & advanced students** in mind

<b>CREATE</b> Choice Levels	<b>REFLECT</b> Learning styles BASix Skills Growth IEP Goals	<b>REVISE</b> 3 revisions to advanced 12 revisions to developing
<b>JUSTIFY</b> Evidence: Quantity Quality		

**relevance** —locally, personally, politically— increases student engagement, makes learning meaningful for the individual, and fosters academic identity in students who have never done well in school. *This, along with our relationships with students, can often be what keeps kids attending school who have never before engaged actively in their education.*

building in **choice**: increasing student engagement, differentiating, and making learning meaningful to the individual

putting **thinking** on display



fostering a **growth mindset**

fostering a **growth mindset**

