

# Watkinson School

## 10th Grade Exhibitions

### Handbook

### 2018

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## 10th Grade Exhibitions General Overview

10th Grade Exhibitions is a long-term, in-depth process in which students will be collectors, evaluators, and exhibitors of their own 9th and 10th grade work through the lens, this time, of Growth Mindset and Habits of Mind for learning.

You will have the added challenges of building a website; writing a summative essay called a “Personal Narrative” in your English class; and reflecting particularly on what is difficult for you, and *why* that is so.

During this process, you’ll use two pieces of evidence from five different areas of your school and extracurricular life:

1. Humanities—English and history
2. Math/Sciences
3. Arts—visual, performance, writing
4. Languages
5. Physical Endeavors—sports, hobbies, adventures, etc.

You will receive one-on-one coaching from me, your Advisor, and a designated “Exhibitions Coach”, and as a culminating experience will present your findings to a Roundtable audience for feedback and commendation in early May.

During the four Afternoon Sessions, your Coach, Ms. Bernbach, Mr. Gromak, and your English teacher will guide you every step of the way!

**10th Grade Exhibition Essential Questions, which you will answer at your roundtable with a website you have designed, built, and populated, and your oral presentation:**

- Who am I as a learner?
- What’s easy for me?
- What’s difficult for me?
- *Why?*

## Growth Mindset

Mindset is a simple idea explored and articulated by Stanford University psychologist Carol Dweck in decades of research on achievement and success.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time *proving* their intelligence and talent instead of *developing* them. They also believe that talent alone, without effort, creates success. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the base. This view creates a love of learning and a resilience that are essential for success. Virtually all great people have these qualities.

### **With a Growth Mindset, you think...**

I can learn anything I want to.  
 When I'm frustrated, I stay with it.  
 I want to challenge myself.  
 When I fail, I learn.  
 What matters is that I try hard.  
 If you succeed, I'm inspired.  
 My effort and attitude determine outcomes.

### **With a Fixed Mindset, you think...**

I'm either good at it, or I'm not.  
 When I'm frustrated, I give up.  
 I don't want to be challenged.  
 When I fail, I'm no good.  
 What matters is that I'm smart.  
 If you succeed, I feel threatened.  
 My abilities determine outcomes.

Growth Mindset thinking can be developed through raising your awareness of your own thinking, and through practicing the positive self-talk of the Growth Mindset.

You will address your understanding of this concept, and your own Mindset, in the Personal Narrative you will write in English class.

## Habits of Mind

(Based on Arthur L. Costa and Bena Kallick, *Habits of Mind: A Developmental Series*)

The Habits of Mind are an identified set of 16 problem solving, life-related skills, necessary to effectively operate in society and promote learning based on things like reasoning, insightfulness, perseverance, creativity and higher-order thinking. Understanding and applying these Habits of Mind will help you learn and work through most any real-life situation. Using them, you can respond to virtually anything thoughtfully and intentionally, and thereby achieve a positive outcome.

Like the Growth Mindset, these Habits of Mind can be developed through raising your awareness of your own thinking, and through practicing each one of them actively in your learning.

You will address your understanding of five of these concepts through choosing and reflecting on evidence from five domains of your learning (Humanities, Math/Sciences, Languages, Arts, and Physical Endeavors).

The 16 Habits of Mind are:

1. **Persisting:** Sticking to task through to completion, remaining focused, looking for ways to keep going when you get stuck, not giving up.
2. **Managing Impulsivity:** Taking time to consider options, thinking before speaking or acting, remaining calm when stressed or challenged, being thoughtful and considerate of others, proceeding carefully.
3. **Listening with Understanding and Empathy:** Paying attention to and not dismissing another person's thoughts, feeling and ideas; actively putting yourself in the other person's shoes; telling others when you can relate to what they are expressing; holding your thoughts/reactions at a distance in order to respect another person's point of view and feelings.
4. **Thinking Flexibly:** Being able to change perspective and approaches, considering the input of others, generating alternatives, weighing options and choosing different ones for good reasons.
5. **Thinking about Thinking (Metacognition):** Being aware of your own thoughts, feelings, intentions and actions—and being able to think *objectively* about them in the moment or afterwards; knowing what you do and say affects others; being willing to consider the impact of choices on yourself and others.
6. **Striving for Accuracy:** Checking for errors, nurturing a desire for exactness and/or doing your best always, looking for ways to improve every time.

7. Questioning and Posing Problems: Asking yourself, “How do I know?”; developing a curious attitude; considering what information is needed and choosing strategies to get that information; being aware of the obstacles that need to be resolved.
8. Applying Past Knowledge to New Situations: Using what you’ve already learned, considering prior knowledge and experience, applying knowledge beyond the situation in which it was learned.
9. Thinking and Communicating with Clarity and Precision: Striving to be clear when speaking and writing; striving to be accurate when speaking and writing; avoiding generalizations, distortions, minimizations, and deletions when speaking and writing.
10. Gathering Data through All Senses: Stopping to observe what you see; listening to what you hear; taking note of what you smell, taste, and touch/feel.
11. Creating, Imagining, Innovating: Thinking about how something might be done differently from the “norm”, proposing new ideas, striving for originality, considering novel suggestions others might make.
12. Responding with Wonderment and Awe: Being intrigued by the world's beauty, nature's power and vastness for the universe; having regard for what is awe-inspiring and can touch your heart; staying open to the little and big surprises in life you see others and yourself.
13. Taking Responsible Risks: Being willing to try something new and different; considering doing things that are safe and sane even though new to you; facing your fear of making mistakes or of coming up short and not letting this stop me.
14. Finding Humor: Being willing to laugh (appropriately); looking for the whimsical, absurd, ironic and unexpected in life; laughing at yourself when you can.
15. Thinking Interdependently: Being willing to work with others and welcome their input and perspective; abiding by decisions the work group makes even if you disagree somewhat; being willing to learn from others in reciprocal situations.
16. Remaining Open to Continuous Learning: Being open to new experiences to learn from; remaining both proud and humble enough to admit when you don't know; welcoming new information on all subjects.

## 10th Grade Exhibitions Process Outline

**Wednesday, January 10, 2:15-3:45:** Afternoon Session #1 about the “digital locker” structure (navigation, scanning graded work, etc.), Growth Mindset, and Habits of Mind. You will practice using the digital locker platform, begin collecting work, and begin choosing the Habits of Mind on which you’ll focus.

**Late January and February:** Advisors check in with students weekly re: assembly of portfolio in digital locker.

- a. 5 Habits of Mind chosen; 2 graded pieces of work, or other evidence, for each
- b. Coaches and students to keep the checklist on paper or online—devise individual organizational plan that works!
- c. Completion deadline for assembly of skill choices and evidence into digital locker: **Mon, February 26**

**Late February/Early March:** Personal Narrative in English classes.

- a. Include linking reflection on self overall as learner and the Growth Mindset—this is where you will begin investigating what’s difficult for you, and *why*.

**Thursday, February 8, 3-4:30:** Afternoon session #2 on developing your Website.

- a. Weebly
- b. Digital design, importing media, etc.
- c. Deadline for moving digital portfolio onto Website: **Fri, March 3**
  - i. Personal Narrative
  - ii. sections/pages for 5 Habit of Mind
  - iii. assignments/evidence uploaded

**Month of February:** *Mandatory* presentation/discussion of Habits of Mind in Advisory.

**Monday, February 26, 3-4:30:** Afternoon session #3 on individual skill reflections.

- a. To be completed by students and reviewed by Coaches
- b. One English class to write/workshop/edit
- c. Completion deadline for skill reflections: **Friday, March 10**

**March 9 to April 6:** Habits of Mind reflections written, revised, and uploaded to site; final edits to site.

**Fri, April 6:** Websites completed, submitted to Coaches and Advisors.

**Monday, April 9, 3-4:30:** Afternoon session #4 on Roundtable preparations.

- a. Notecards.
- b. Navigating digital piece for an audience.
- c. Oral presentation skills.

**April 12 to May 1:** Mandatory presentation practice at least once in Advisory.

**May 3 and 4:** Roundtables. Goal: to give an oral presentation about your Website, in answer to the Essential Questions.

- In attendance: advisor, Coach, assigned 10th graders as participants; parents, assigned 9th graders.
- Oral presentation of your website and the why of what's difficult for you.
- Process/discussion/questions.
- Debrief the process and closure.

**Friday, May 11:** Exhibitions assessments completed and returned to students.

- a. Website assessment
- b. Roundtable assessment
- c. Overall assessment

## 10th Grade Exhibitions Assessments

**At the end of this process, your Website and your Roundtable presentation will *each* be assessed, and then you will be assigned an overall assessment for the whole project.**

### **Possible Designations:**

- Approaching Pass.** This assessment asks you to review feedback and revise your project, which *may* include a second oral presentation, so that you can receive a Pass.
- Pass.** This assessment notes that you have demonstrated competency in all areas of your Exhibition.
- Pass With Distinction.** This assessment is reserved for those Exhibitions that go above and beyond the articulated criteria.



## 10th Grade Exhibitions Website Content Requirements

1. Personal Narrative. This is an essay (2 to 4 pages) you will write in English class that will describe a moment that mattered in your learning through the lens of the Growth Mindset. This is a real, important moment to you that happened in or out of school.

2. Evidence. You must choose (and collect!) two pieces of evidence for each of the five Habits of Mind you address. Each piece of evidence, except the two you use from “Physical Endeavors”, must be a graded piece of work...so you might have to do some digging and/or asking your teachers to re-grade work if you’ve lost the originals! You will scan and upload this work first to your digital locker, and then to the website you build.

Required Evidence:

- Humanities—2 graded pieces of work
- Math/Science—2 graded pieces of work
- Arts—2 graded pieces of work
- Languages—2 graded pieces of work
- Physical Endeavors—2 graded pieces of work

YOU MUST PROVIDE  
ALL OF THESE

Habits of mind—Choose five!

- Persisting
- Managing Impulsivity
- Listening with Understanding and Empathy
- Thinking Flexibly
- Thinking about Thinking (Metacognition)
- Striving for Accuracy
- Questioning and Posing Problems
- Applying Past Knowledge to New Learning
- Thinking and Communicating with Clarity and Precision
- Gathering Data Through All Senses
- Creating, Imagining, Innovating
- Taking Responsible Risks
- Finding Humor
- Thinking Interdependent
- Responding with Wonderment and Awe

CHOOSE FIVE OF THESE

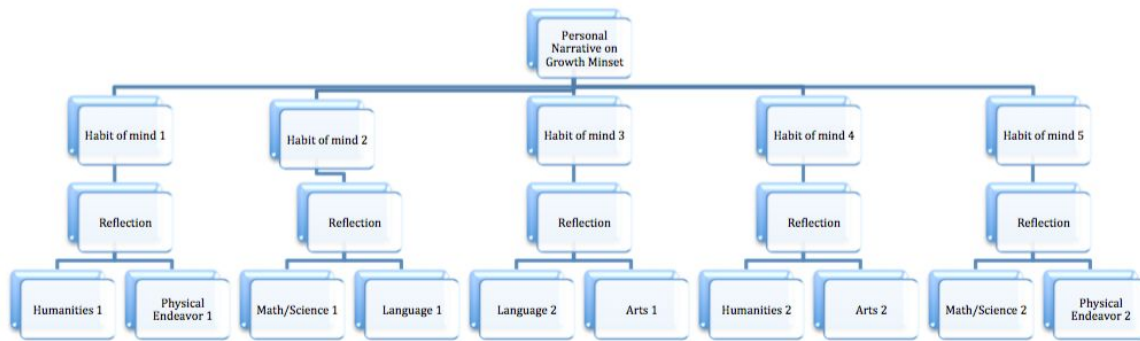
3. Habits of Mind Reflections. These are short essays (½ page to 1 page) that describe your strengths and weaknesses in each of your five chosen Habits of Mind, and next steps you would like to take to improve on them. You will work on these during the 3rd Afternoon Session, in late February..

Habits of Mind—One reflection for each of the five you've chosen.

- Persisting
- Managing Impulsivity
- Listening with Understanding and Empathy
- Thinking Flexibly
- Thinking about Thinking (Metacognition)
- Striving for Accuracy
- Questioning and Posing Problems
- Applying Past Knowledge to New Learning
- Thinking and Communicating with Clarity and Precision
- Gathering Data Through All Senses
- Creating, Imagining, Innovating
- Taking Responsible Risks
- Finding Humor
- Thinking Interdependent
- Responding with Wonderment and Awe

### Website Content Checklist

- Personal Narrative on Growth Mindset
  
- Habit of Mind 1 \_\_\_\_\_
  - 2 graded pieces of work
  - reflection
  
- Habit of Mind 2 \_\_\_\_\_
  - 2 graded pieces of work
  - reflection
  
- Habit of Mind 3 \_\_\_\_\_
  - 2 graded pieces of work
  - reflection
  
- Habit of Mind 4 \_\_\_\_\_
  - 2 graded pieces of work
  - reflection
  
- Habit of Mind 5 \_\_\_\_\_
  - 2 graded pieces of work
  - reflection



10<sup>th</sup> Grade Exhibitions  
Graphic Organizer

## 10th Grade Exhibitions Website Rubric

Name:

Coach:

	<b>Approaching Pass</b>	<b>Pass</b>	<b>Pass with Distinction</b>
<b>Content</b>	You did not include all of the required parts of the Exhibition in your website. Please see the back of this page to know what is missing.	You included all of the required parts of the Exhibition in your website.	Not only did you include all of the requirements in your website, but you added more content that enhanced our understanding of your work and self-reflections.
<b>Written Reflection</b>	Your self-reflections are lacking in terms of completion, clarity, and/or structure and mechanics. Please see notes below.	You reflected on your work honestly, comprehensively, and thoughtfully. Your ideas are clearly and effectively stated, and there are few mechanical errors.	Your self-reflections distinguish themselves in terms of depth, insight, style, creativity, and/or clarity.
<b>Usability</b>	Your website is disorganized and/or hard to use. Some of the links don't work, and/or it's unclear how some pages are connected to others. It's hard for users to find what they're looking for. Please see notes below.	Your website is well organized and navigable. How each page leads to or is connected to others makes sense, and the purpose of each page is clear. Users can find what they're looking for.	Your website's organization and navigability are elegant. You've included clear headings, captions, and/or other "extras" to interest and guide your user.
<b>Design</b>	Your website's design is cluttered and/or inconsistent. Design elements may be irrelevant or confusing. Please see notes below.	Your website's design is visually uncluttered and consistent. Design elements are compelling, relevant, and thoughtfully executed. It is inviting to the viewer and says something about you.	Beyond the "Pass" criteria, your website's design is sophisticated—balanced, exceptionally unified, and beautiful.

Notes:

## 10th Grade Exhibitions Roundtable Protocol

To be facilitated by the Exhibitions Coach.  
Participants: Advisor and other 10th grade students.  
Parents are asked to remain silent until the Debrief.

### Essential Questions

Who am I as a learner?  
Where do I stand in terms of the Growth Mindset?  
What's easy? What's difficult for me?  
*Why?*

Welcome and framing	Coach	5 mins.
Presentation of website and discussion of essential questions	Presenter	10 mins.
<ul style="list-style-type: none"> <li>● During this time, participants should listen and, if desired, take notes, considering especially the formation of probing questions.</li> <li>● Participating students have some training (from English class) in forming and asking probing questions.</li> <li>● All participants will be provided with “A Pocket Guide to Probing Questions.”</li> </ul>		
Clarifying questions	Coach and Participants	5 mins.
Probing questions	Presenter and Participants	10 mins.
<ul style="list-style-type: none"> <li>● Participants will write down all probing questions on Post-it notes.</li> <li>● The presenter will answer 3 to 5 questions volunteered by the group.</li> <li>● All other questions (on Post-its) will be handed in to the Presenter.</li> </ul>		
Discussion and Closure	Whole Group	10 mins.
<ul style="list-style-type: none"> <li>● Time for observations, feedback, take-aways, and celebratory remarks.</li> <li>● Parents are welcome to join this part of the protocol.</li> </ul>		
Break	Whole Group	5 mins.

## 10th Grade Exhibitions Roundtable Outline

### Essential Questions

Who am I as a learner?

Where do I stand in terms of the Growth Mindset?

What's easy? What's difficult for me?

*Why?*

In your Roundtable presentation, you will give your audience a “tour” of your website, talk about your Personal Narrative and Habits of Mind reflections as moments/areas of learning, and answer the Essential Questions listed above.

You are *required* to use notecards in this presentation. As a reminder, notecards for a presentation should

- be numbered and titled, so you can easily keep them in order,
- have only talking points on them, no fully written out sentences or paragraphs.
- have minimal, large writing, which is easy to read.

Example:

1                      Introduction

- my name
- the Exhibition process
- an overview of me as a learner
  - creative
  - procrastination

While you can structure this presentation any way you want, below is a suggested outline, including what might go on each notecard.

1. Introduction
  - a) Name
  - b) Process of putting together the Exhibition
  - c) Overview of yourself as a learner

- 2) Overview of your website
  - a) What's where
    - i) Personal Narrative
    - ii) Habit of Minds
    - iii) Evidence
    - iv) Reflections
  - b) Anything else noteworthy
- 3) Personal Narrative (1)
  - a) A bit about it; why it's important
  - b) What was challenging about it
  - c) *Why?*
- 4) Personal Narrative (2)
  - a) How this applies to or informs me about my learning
  - b) Specific link(s) to skill(s)
- 5) Habit of Mind 1 (1)
  - a) What's easiest for me
  - b) What's most challenging for me
  - c) *Why?*
- 6) Habit of Mind 1 (2)
  - a) How I might improve on what challenges me
    - i) Specific example 1
    - ii) Specific example 2
- 7) Habit of Mind 2 (1)
  - a) What's easiest for me
  - b) What's most challenging for me
  - c) *Why?*
- 8) Habit of Mind 2 (2)
  - a) How I might improve on what challenges me
    - i) Specific example 1
    - ii) Specific example 2
- 9) Conclusion
  - a) Summary of strengths
  - b) Summary of challenges and growth opportunities
  - c) Commentary on what I learned during the Exhibitions process



**10th Grade Exhibitions  
Roundtable Rubric**

Name:

Coach:

	<b>Approaching Pass</b>	<b>Pass</b>	<b>Pass with Distinction</b>
<b>Discussion of Essential Questions</b>	Your answers to the Essential Questions were insufficient in terms of depth, clarity, and/or thoroughness. Please see notes below for details.	You answered the Essential Questions for this project clearly, thoroughly, and thoughtfully. Your effort to self-reflect and grow in your understanding of yourself as a learner was evident.	Your handling of the Essential Questions was distinctive in depth and/or style. You went above and beyond in delving into yourself as a learner.
<b>Content (subject knowledge)</b>	You did not demonstrate enough knowledge of your work in your presentation, your answers, and/or in the discussion. Please see notes below for details.	You moved through your presentation, the probing questions, and the discussion comfortably, demonstrating good knowledge of your work. You were thoughtful and responsive to feedback.	Your movement through the the protocol was distinctive in depth and/or style. Your stance was reflective and alert, and you were receptive to new learning and meaning-making.
<b>Communication Skills (verbal, sequencing, and organization)</b>	You struggled with communication skills, either in your verbal articulation and/or in your sequencing, pacing, or organization. Please see notes below for details.	Your verbal presentation was audible, well-paced, well-sequenced, and organized. Because you spoke fluidly, you appeared prepared and competent. It's clear you had practiced.	Beyond being fluid and practiced, your verbal presentation was distinctive. How you spoke was powerful and eloquent.
<b>Nonverbal Skills (poise and management of technology)</b>	You had trouble with eye contact and/or other nonverbal skills, including your management of technology. Please see notes below for details.	You made good eye contact and were physically composed. You managed the technology well. If you made a mistake, you recovered quickly and effectively. It's clear you had practiced.	Beyond being physically composed, the way you managed the nonverbal parts of your presentation was masterful and impressive.

Notes:

**10th Grade Exhibitions  
Roundtable Check-list**

**Name:**

**Coach:**

**Discussion of Essential Questions:**

- Clearly
  - Thoroughly
  - Thoughtfully
- Showed effort to grow
- Showed effort to know self as learner

**Content—Subject Knowledge:**

**Notes**

**Notes**

- Solid knowledge of content in presentation
- Solid knowledge of content in answering Probing Questions
- Solid knowledge of content in discussion
- Thoughtful
- Responsive to feedback

**Communication Skills:**

**Notes**

- Audible
- Well-paced (inc. time management)
- Well sequenced and organized
- Spoke fluidly—appeared prepared and competent
- Sounded practiced

**Nonverbal Skills:**

**Notes**

- Good eye-contact
- Physically composed
- Managed technology well
- Recovered from mistakes
- Looked practiced

**Note: To “Pass” in any area, the student should have at least 3 checkboxes checked.**

## 10th Grade Exhibitions Habits of Mind Reflections

These are short essays (about 1 page each) that reflect on each of the Habits of Mind you have chosen—so you will write five of these (one for each Habit of Mind). They should all be formatted and structured similarly, and include the following:

1. An introduction about which Habit of Mind you are discussing, which assignments you chose, and yourself in general with that Habit of Mind.
2. One paragraph for each of the assignments explaining
  - a. a bit about the assignment itself
  - b. *your* approach to and process with the assignment
  - c. how you did on the assignment
  - d. what you practiced and/or learned about the Habit of Mind on that assignment
3. A conclusion that sums up your experience with that Habit of Mind and talks a bit about next steps for growth in that area.

### **Example:**

“Thinking and Communicating with Clarity and Precision” REFLECTION

For “Thinking and Communicating with Clarity and Precision”, I am including my American History Debate Project and my Dissection of the Cat Project for Advanced Biology. Both of these assignments included being in front of the class with a partner and sharing the knowledge we both had learned from these units. While I often shy away from having to present in front of an audience, I know that both of these assignments pushed me to be more comfortable sharing in front of my peers; this is a skill I will need for the rest of my life.

For my History debate project, my partner Karen and I were assigned the topic of Capital Punishment (aka the death penalty). We were given ample time (two weeks) to research the topic, which included going to both the school and public library to read different documents both for and against this topic. Because we did not know which side we would argue until the day of the debate, we had to be well prepared on valid reasons to argue for both sides. This was challenging to my brain because I had an opinion about the death penalty prior to being assigned this topic. That being said, after hours of research using both books and the internet, even UCONN Law Library, I felt prepared to argue either way in front of my peers. And, Karen and I spent about three hours practicing with each other on debating both ways to get used to speaking aloud the night before. On the day of the debate, we went to Mr. Note’s room before first period, along with the two boys we would be debating against, and he flipped a coin to tell us which way we would argue. When we got to class, the desks were set up in debate fashion. We debated

formally for twenty minutes, and I know we did a good job presenting why our country should not have the death penalty. My skill of public speaking was enhanced by this activity, as was my ability to see both sides of an argument. I learned that I actually like arguing and discussing controversial topics!

For Advanced Bio, my lab partner Jon and I had to teach the class about the cat's reproductive system in order to prepare for a final test on the cat. While I knew the information cold and felt very confident identifying Kiki's (our cat) different parts, I was nervous about getting in front of the class and teaching such material. To prepare for this, Jon and I took our cat home and studied her parts in my garage. We also made visuals of the body parts (posters and a model) to share with the class and pass around. The smell of formaldehyde was somewhat disgusting, but it was worth it because we earned an A on our presentation. In fact, our classmates told us that they were very well prepared for the final test on the cat's anatomy because of our thorough explanation. I enjoy anatomy and sometimes think about going to medical school.

Presenting in front of people is challenging. I am not a shy person, but I am also not one who likes all eyes and attention on her. Doing these projects forced me to become more comfortable in front of a room full of my peers. It also encouraged me to teach others about something I knew well. I enjoyed working collaboratively with my partners, but know that I will also need to do this type of work alone in the future. This was fun, and I hope to do more projects such as these as I continue on in my high school career.

## **10th Grade Exhibitions Adult Team**

**Ms. Bernbach:** As Academic Dean, Ms. Bernbach will present and oversee the whole Exhibitions process, and troubleshoot as necessary. All major concerns should come her way!

**Mr. Gromak:** As our Director of Academic Technology, Mr. Gromak will team with Ms. Bernbach to present and troubleshoot all of the digital elements of this process. Any major tech concern should be addressed with him.

**Your English Teacher:** Mr. Talotta and Mr. Kloth will work with you in English class to write your Personal Narrative, and also to review and edit your skills reflections.

**Your advisor:** Over the course of the process, your advisor will help you keep track of what you have chosen to include, the evidence you have gathered and uploaded, and your general progress. You will also present twice to your advisory during the process.

**Your Exhibition Coach:** You will be assigned an Exhibition Coach, who will work with you and a small group of other students during the Afternoon Sessions to make sure you understand the process and are working towards completing each step. This is the person who will assess your Exhibition (both the website and the Roundtable).

## **10th Grade Exhibitions Timeline and Checklist**

Afternoon Session 1: **Wed, January 10, 2:15-3:45**

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Afternoon Session 2: **Thurs, February 8.**

Deadline for collection of evidence in digital locker: **Thurs, February 8.**

- Humanities (English/history)—2 pieces of graded work as evidence
  - Math/Science—2 pieces of graded work as evidence
  - Languages—2 pieces of graded work as evidence
  - Arts—2 pieces of graded work/examples as evidence
  - Physical Endeavors—2 examples (photos, videos, etc.) as evidence
- 

**Month of February:** *Mandatory* presentation of Habits of Mind in Advisory.

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Afternoon Session 3: **Mon, February 26.**

Deadline for moving evidence to your website: **Mon, February 26.**

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Deadline for Personal Narrative (written, edited, and added to site) essay: **Fri, April 6.**

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Deadline for Habits of Mind reflections (written, edited, and added to site): **Fri, April 6.**

- Habit of Mind 1
  - Habit of Mind 2
  - Habit of Mind 3
  - Habit of Mind 4
  - Habit of Mind 5
- 

Afternoon Session 4: **Mon, April 9.**

Websites completed, edited, and submitted to Coaches and Advisors: **Mon, April 9.**

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Mandatory presentation of website in advisory: **April 10-May 2.**

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Roundtables: **May 3 and 4.**

**Habits of Mind Selection and Assignment/Evidence Worksheet**

Habit of Mind 1: \_\_\_\_\_

Evidence 1:

This shows:

Evidence 2:

This shows:

Habit of Mind 2: \_\_\_\_\_

Evidence 1:

This shows:

Evidence 2:

This shows:

Habit of Mind 3: \_\_\_\_\_

Evidence 1:

This shows:

Evidence 2:

This shows:

Habit of Mind 4: \_\_\_\_\_

Evidence 1:

This shows:

Evidence 2:

This shows:

Habit of Mind 5: \_\_\_\_\_

Evidence 1:

This shows:

Evidence 2:

This shows:

## Habits of Mind Reflection Worksheet

Habit of Mind 1: \_\_\_\_\_

Strengths in this area:

Weaknesses in this area:

Ways to improve:

Habit of Mind 2: \_\_\_\_\_

Strengths in this area:

Weaknesses in this area:

Ways to improve:

Habit of Mind 3: \_\_\_\_\_

Strengths in this area:

Weaknesses in this area:

Ways to improve:

Habit of Mind 4: \_\_\_\_\_

Strengths in this area:

Weaknesses in this area:

Ways to improve:

Habit of Mind 5: \_\_\_\_\_

Strengths in this area:

Weaknesses in this area:

Ways to improve:



## Physical Endeavors Worksheet

Physical Endeavor:

Why I like it/ keep doing it:

What challenges me about it:

How I learned to do it:

How I practice it:

What this says about me as a learner:

How I can apply all of this to my learning now, and to my learning going forward: