

**ACADEMIC LEARNING TARGETS: HUMANITIES AND ARTS**  
 EXPEDITION: MAKING A STAND

Guiding Question: When is it important to make a stand and why?	Grade	
<i>MINIMUM EXPECTED GRADE</i>	<i>3.0</i>	<b>Comments</b>
<b>LT1: I can cite references from text to support my views about prejudice.</b>	<b>3.0</b>	<p>2.5 - [REDACTED]'s first response lacked specific references to the text and, therefore, he just missed his MEG. With some re-working and additional details [REDACTED] will need to resubmit this piece of work.</p>
I can select relevant details from text.	2.5	
I can cite evidence from fiction and non-fiction to support my views.	3.5	
<b>LT 2: I can analyse slavery in the 18th Century using the lens of cause and effect.</b>	<b>3.5</b>	<p>[REDACTED]'s history assessment was very pleasing. He showed real understanding of the slave trade and its cause and effect. He also showed that he could reflect upon differing views and analyse sources.</p> <p>[REDACTED]'s responses were thorough and detailed. As a result he achieved above his MEG against every single learning target.</p> <p>Well done, [REDACTED]. Keep up this level of hard work and you will continue to get smart.</p>
I can analyse different sources.	3.5	
I can identify the causes of slavery in the 18th Century.	3.5	
I can identify effects of slavery in the 18th Century.	3.5	
I can reflect upon differing views about slavery.	3.5	
I can articulate the most significant causes and effects of slavery in the 18th Century.	3.5	
<b>LT 3: I can draw connections between historical periods.</b>	<b>3.5</b>	<p>[REDACTED] has a very good understanding of the slave trade and the key events from this period of history. This was shown clearly in his history assessment.</p>
I can summarize key events in 18th Century slavery.	3.5	

<p>I can analyse the theme of prejudice in To Kill a Mockingbird.</p>	<p>3.5</p>	<p>[REDACTED]'s second assessment on To Kill a Mockingbird that focused on the theme of prejudice was very strong. [REDACTED] made some thoughtful points that he backed up with appropriate and relevant quotations.</p>
<p><b>LT 4: I can write a speech that makes a stand about an issue I am passionate about.</b></p>	<p><b>3.0</b></p>	<p>[REDACTED] researched his speech really thoroughly and had a wealth of information to draw on in his written piece.</p> <p>2.5 - However, [REDACTED] just missed his MEG. In spite of showing an understanding of rhetorical devices and including them in his work, the ending of his speech was rushed and did not follow up on the statistics and evidence researched. Some more work on technical accuracy and the structure of the speech need working on.</p>
<p>I can research my speech.</p>	<p>3.5</p>	
<p>I can analyse what makes a successful speech.</p>	<p>2.5</p>	
<p>I can write a speech for a specific purpose.</p>	<p>2.5</p>	
<p><b>EXPEDITION GRADE</b></p>	<p><b>3.0</b></p>	<p>Overall, [REDACTED] met his MEG which was very pleasing. His history assessment was very strong and showed that [REDACTED] had worked hard and engaged with this subject.</p> <p>[REDACTED] just needs to review his speech and resubmit this after improving it to the standard expected.</p> <p>On the whole, another pleasing expedition [REDACTED]!</p>

**ACADEMIC LEARNING TARGETS: STEM**

EXPEDITION: CHEFISTRY

*(The Long Term Learning Target: "I can record my thoughts and ideas in a scientific journal" will reported upon again following term 4)*

Guiding Questions: What has Chemistry got to do with cooking?	Grade	
<i>MINIMUM EXPECTED GRADE</i>	<i>3.0</i>	<b>Comments</b>
<b>LT 1: I can describe differences between metals and nonmetals with reference to the periodic table.</b>	<b>3.0</b>	[REDACTED] has met his MEG for this learning target and is able to describe the differences between atoms, elements, mixtures and compounds.
I can explain the difference between atoms, elements, compounds and mixtures.	3.0	[REDACTED] understands the principles that underly the periodic table and use them to predict the properties of different elements.
I can explain the principles underpinning the periodic table.	3.0	Well done [REDACTED].
I can predict the properties of materials using the periodic table.	3.0	
<b>LT 2: I can use the particle model to illustrate observable phenomena.</b>	<b>3.0</b>	[REDACTED] has met his MEG for this learning target and has a secure understanding of the particle model and can use this to describe different phenomena.
I can compare and contrast states of matter using the particle model.	3.0	[REDACTED] understands how particles act under different conditions and used this understanding to good effect to create an animation that shows how salt is dissolved in water.
I can demonstrate how diffusion happens using the particle model.	3.0	
I can describe how molecules mix in a solution using the particle model.	3.0	
I can use the particle model to animate an observable	3.0	



phenomenon.		
<b>LT 3: I can relate energy changes in matter to rearrangement at the atomic level.</b>	<b>2.5</b>	<p>■■■■ has not quite met his MEG for this learning target. ■■■■ has a good understanding of how particles act at the atomic level and is able to describe these processes.</p>
I can define exothermic and endothermic reactions.	1.0	<p>1.0 ■■■■ did not manage to complete this question during his test and will need to revisit this in a FIX session to ensure he meets his MEG.</p> <p>1.5 ■■■■ has struggled to use percentage to represent change and did not perform well on his test for this supporting target. ■■■■ did not complete the necessary home learning exercises which were given to help form part of his grade, but to also allow deliberate practice of the concepts studied in school. ■■■■ should ensure that he completes all homework in timely manner and to the best of his ability.</p>
I can show the relationship between heat and motion at the atomic level.	3.0	
I can comment upon experimental observations in terms of percentage change.	1.5	
I can plot positive and negative points on x y axes.	4.0	
<b>LT 4: I can calculate the volume of simple 3D shapes.</b>	<b>2.5</b>	<p>■■■■ has not quite met his MEG for this learning target, while ■■■■ generally performs well in class, he seems to have struggled somewhat during his test to remember key formulas.</p>
I can calculate the volume of cuboids.	2.5	<p>■■■■ must ensure that he completes all home learning and online tasks to ensure that he practices concepts learned in school and to increase his retention. Being able to recall formulas is key to then being able to use them correctly.</p>
I can recall the formula for the circumference of a circle.	3.0	
I can recall the formula for the area of a circle.	2.5	
I can change freely between units of volume and area.	3.0	
<b>LT 5: I can cook a healthy savoury meal</b>	<b>3.0</b>	<p>■■■■ has performed very well on this learning target and has managed to meet his MEG. ■■■■ is able to look at food labels to determine energy content of a meal and explain how different foods fit into a balanced diet.</p>
I can determine the energy content of a meal.	3.5	
I can design a fair test.	3.0	

I can say how a specific meal fits into a balanced diet.	3.5	<p>[REDACTED] can plan a fair test and method of working and apply this to ensure that he works in a kitchen environment safely.</p> <p>2.0 [REDACTED] is able to plan cooking a meal carefully, but still needs some help with ensuring that the timings of each activity are correct. [REDACTED] will need to do some FIX work to ensure that he understands how to plan cooking activities so that they are all completed at the same time.</p>
I can exemplify how to work safely in a kitchen	3.5	
I can use units of time to backwards plan.	2.0	
<b>EXPEDITION GRADE</b>	<b>3.0</b>	<p>[REDACTED] has worked well in class as he usually does which has meant that he has met his MEG overall, however, where [REDACTED] has struggled is as a result of him not completing his home work tasks which are put in place to support and develop his learning.</p>

**ACADEMIC LEARNING TARGETS: SPANISH**

Mi Familia	Grade	
<i>MINIMUM EXPECTED GRADE</i>	2.5	<b>Comments</b>
<b>LT1: I can describe in speaking my appearance and say who is in my family.</b>	2.5	[REDACTED] has grown in confidence this term, which means he is putting his hand up to practise speaking more. Keep going please [REDACTED], I want more of this!
<b>LT 2: I can identify, through listening, details about someone else's appearance, and their family members.</b>	2.5	[REDACTED] has met his MEG here, as he can list details about height, hair and eyes, but there is further to go. Keep key vocabulary in front of you [REDACTED], and use this during listening activities, so you can support yourself. It is clear you have made progress with this skill this term, but I know you can build on this further.
<b>LT 3: I can read for gist and detail about someone else's appearance, and their family.</b>	2.5	[REDACTED] can pick out details about someone else's family from a short passage, but he likes to check ideas. The next challenge is to have a go at reading on a topic independently.
<b>LT 3: I can write a short paragraph about myself, including my appearance and family.</b>	2.5	When writing Spanish [REDACTED] would rather ensure accuracy than length of a piece of work, and whilst this shows craftsmanship, [REDACTED] now needs to focus on adding details to his work, for example extra adjectives.
<b>EXPEDITION GRADE</b>	2.5	[REDACTED] is progressing as a learner in Spanish, and always works hard. To further achieve, [REDACTED] needs to add information about other people using the verbs he knows, and a range of connectives.

**ACADEMIC LEARNING TARGETS: MUSIC**

The first two terms have served as baseline assessment of students in music and so their MEG is based upon their overall expedition grade.

Guiding Question: What would rock sound like?	Grade	
<i>MINIMUM EXPECTED GRADE</i>	2.5	<b>Comments</b>
<b>LT1: I can perform as part of an ensemble.</b>	2.5	[REDACTED] is developing in his role as part of an ensemble, he listens to the sound of the whole group but sometimes does not fit his part in, though he can correct this when it occurs.
<b>LT 2: I can perform with increasing control.</b>	2.5	[REDACTED] is developing in his ability to perform with control. He sometimes makes errors in pitch or rhythm but these do not tend to disrupt the flow of his performance.
<b>LT 3: I can make music that represents something.</b>	2.5	[REDACTED] is developing in his ability to contribute ideas about how music could represent something. His ideas tended to focus more on the cohesion of the ensemble rather than the extra-musical qualities of the sound the ensemble was creating.
<b>EXPEDITION GRADE</b>	2.5	[REDACTED] took his role in the ensemble seriously. [REDACTED] could be relied upon to use other rooms to go away and work on his part and then come back having made progress.

**HABITS OF WORK AND LEARNING (HOWLs)**

Hums and Arts - HOWLs	Grade	Comments
<b>MINIMUM EXPECTED GRADE</b>	<b>3.0</b>	
<b>WORK HARD</b>	3.5	[REDACTED] really does work hard in Humanities and Arts and as a result he is making progress. He is starting to take much more responsibility for this learning and he is improving the quality of his written responses.
<b>GET SMART</b>	3.5	[REDACTED] met his MEG in this expedition which was really pleasing. He needs to make sure that he takes account on feedback and acts upon it to improve the quality of his work
<b>BE KIND</b>	4.0	[REDACTED] is a really kind, honest and polite young man. He is always really keen to help and he is never unkind. He has great integrity and compassion. Well done, [REDACTED].



**HABITS OF WORK AND LEARNING (HOWLs)**

STEM - HOWLs	Grade	Comments
<i>MINIMUM EXPECTED GRADE</i>	<i>3.0</i>	
<b>WORK HARD</b>	2.5	[REDACTED] has worked hard in class and always gives 100% and there are no issues in that respect. There has however been an issue with [REDACTED] completing home learning tasks in a timely manner and to the best of his ability. For [REDACTED] to consistently meet or exceed his MEG, he must ensure that he completes all work set before the deadline. This has unfortunately affected [REDACTED]'s HOWLs grade which is a shame as his work ethic in class is superb.
<b>GET SMART</b>	3.0	[REDACTED] has worked well with others, particularly when working on his animation which underwent several revisions. [REDACTED] used feedback and critique to good effect and made several suggestions that would aid in the overall quality of his work.
<b>BE KIND</b>	3.5	[REDACTED] has worked exceptionally well with others during this expedition, whether that be during the planning and creation of his animation, or in the delivery of the final product at the presentation of learning event. [REDACTED] is a kind and helpful student and is a very valuable member of the class. Well done [REDACTED].