

Appendix A: Unit Planning Guide

THEME:		Teacher:			Dates:			
GOALS:								
Spiritual	MENTAL		SOCIAL	NATURAL	EMOTIONAL	CREATIVE		PHYSICAL
	(Linguistic)	Logical/ Mathematical	(Interpersonal)		(Intrapersonal)	(spatial)	(musical)	(kinesthetic)
UNIT SEQUENCE					Notes: special materials or equipment needs, field trip(s), feast or other parent involvement			

Appendix B: 7 Domains Lesson Plan Template

Title of Lesson Thematic Unit of Study:		
Date: Time frame:	Grade level(s): Setting:	
Essential Question: Background:		
Objectives: <i>Student will...</i> 1. 2. 3.		
Key Vocabulary		Supplemental Materials/ Resources: <i>The class will need the following...</i>
Lesson Features Scaffolding Modeling Guided Practice Independent Practice	Grouping Options Whole class Small groups Partners	Assessment Individual Group Written Oral
Lesson Sequence <i>Introduction</i> <i>Procedures</i> <i>Application</i> <i>Review & Assessment</i>		7 Domains Integration ___ Physical: <i>Students...</i> ___ Natural: ___ Social: ___ Creative: ___ Emotional: ___ Mental: ___ Spiritual:
Modifications:		Extensions:
Personal Notes, Reflections:		

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Appendix C: 7 Domains Teacher Observation

Teacher: _____

Evaluator: _____ Date: _____

Teacher Assignment:

Observed lesson on _____

Ratings:

Developing Average Performance Exceptional Performance
1 2 3 4 5 6 7

N/O = Not Observed

NA= Not applicable

Write examples from the lesson where any of the intelligences or domains are addressed. Explain any visuals used in the lesson, verbal instructions, lesson design (such as small groups or interpersonal).

Mental Domain	Rating:
Examples: Literature, storytelling, listening, reader's theater, non-fiction, writing, discussion, oral practice, measurement, data, organizing, logic games, patterns, computers, analyzing, flowcharts, calculations, problem solving.	
Comments:	

Creative Domain	Rating:
Examples: Art projects, graphic organizer, imagination activity, cameras/pictures, board/card games maps/globes, outline, display, illustrations, fine art, listening to or creating songs, curriculum songs, singing, rhythm, poetry, raps/chants.	
Comments:	

Physical Domain	Rating:
Examples: Hands-on activity, discovery learning, performance activity, dramatization, authentic Learning experiences, dance/mime, puppetry, field trips, manipulatives.	
Comments:	

Social Domain	Rating:
Examples: Class discussion/interaction, group/team activity or challenge, local/global problem-Solving, leadership opportunities.	
Comments:	

Emotional Domain	Rating:
Examples: Goal setting, reflective work, mediation, independent work/projects, strategic planning, Journal writing, commentaries.	
Comments:	

Natural Domain	Rating:
Examples: Environmental connection, natural science connection, outdoor activity, plants, animals, minerals, weather.	
Comments:	

Spiritual Domain	Rating:
Examples: Teaching values (like honesty, respect, tolerance, honor, empathy, integrity, perseverance and self-reliance), learning from the experience of being an active community member, experiencing Connection to each other and the earth.	

Overall Rating: _____

Comment on teacher's self evaluation and reflection on goals:

Other comments:

Evaluator Signature

Teacher Signature

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Appendix E: *Student Led Conference Teach backs, Checklist Options and 7 Domains Reflection*

Teach Backs

- Share your domain target
- Reading (Choose 1 and circle)
 1. Show them how to choose a book
 2. Read out loud and then show how to fill out a reading response task card
 3. Show them how to close read to find answers to questions
- Math
 1. Teach them a skill
 2. Show them a mad mental math minute
 3. Show them your math dictionary
- Writing (Choose 1 and circle)
 1. Show them how to write a sandwich paragraph
 2. Show them your editing skills
 3. Pick a writing assignment you are proud of
- Units
 1. Choose a project, skill, activity or game from each unit to share.
- Spiritual (Choose 1 and circle)
 1. Choose a Centering book and talk about the lesson
 2. Show them the rituals
 3. Share something from your sketchbook and explain the Centering activity
 4. Explain mindfulness and how it relates to Centering

Student Led Conference Checklist

___ 1. Show your parents where to sit and welcome them by saying...

“Thank you for coming to my conference. I will show and tell you how I have grown this year. Please feel free to ask any questions.”

___ 2. We will light a candle for _____, you will share a favorite memory and a goal that you have for the rest of the year.

___ 3. Share your learning domain target and any of your reflections.

___ 4. Share your teach backs.

___ 5. Ask if your parents if they have any questions.

If there is time, your may let your parents look through your portfolio, journal and sketchbook.

For each piece of portfolio work you chose,

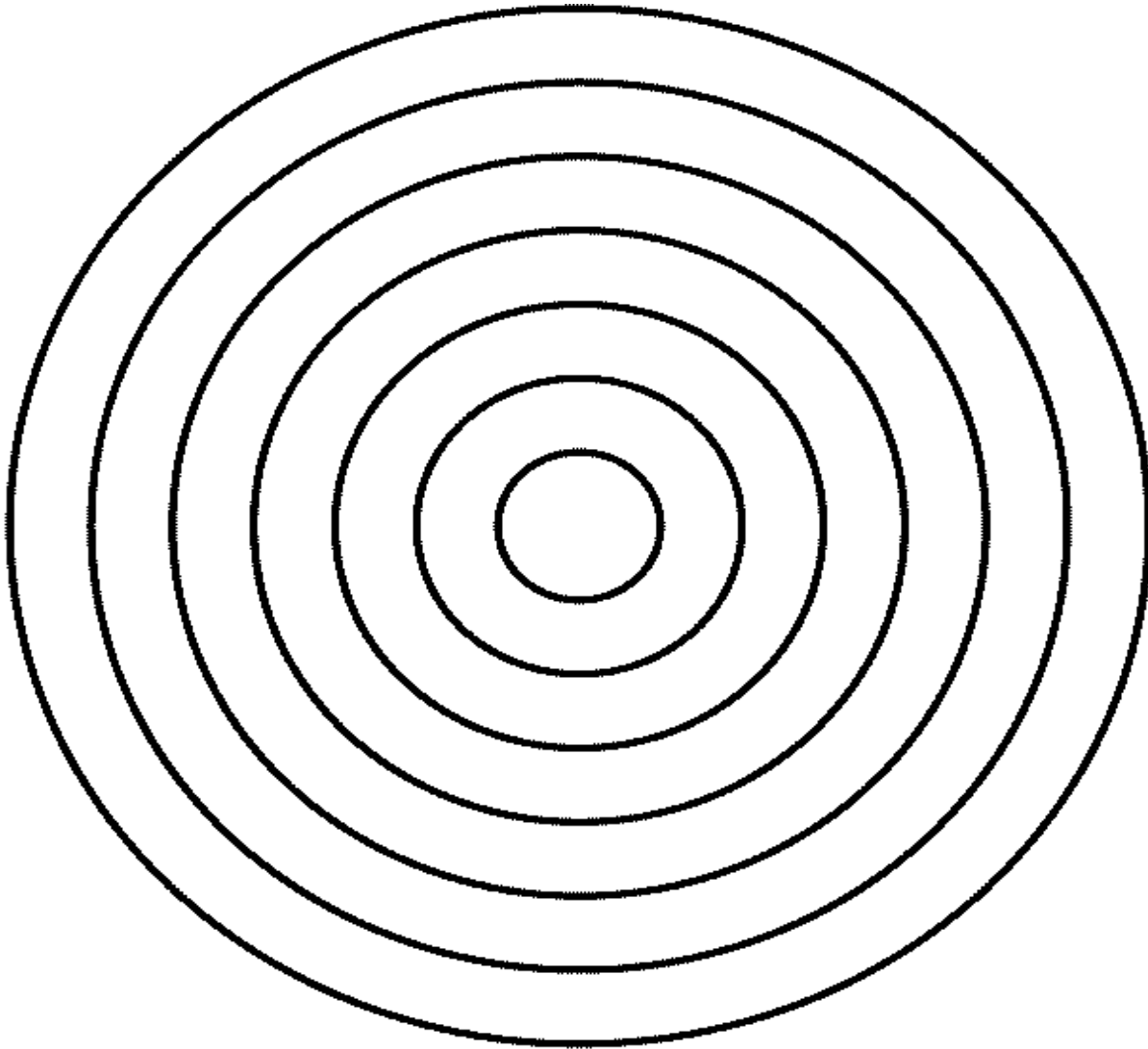
1. Explain what the work is.
2. Tell why you chose it.
3. Tell why you are proud of it.
4. Tell how you can improve it.

Here is an example of what you might say:

“This work shows _____. I chose this work because _____. I am proud of this work because _____. One way I can improve this work is _____.”

7 Domain Reflection

This center of the Domain target is my strongest learning domain and is followed by other Domains that I feel I am strong in. The outer rings represent the learning domains that I am most challenged by. Please write a paragraph describing your Domain strengths and Domain challenges.



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Appendix F: Seven Domains of a Whole Child Reflection Essay

You will be writing an essay that discusses the Seven Domains of a Whole Child. This is a self-reflection essay that will be two-three pages typed. It is due _____.

Requirements:

- Name AND Grade at top of page
- Typed- double spaced
- 12 pt font
- 2-3 pages long – paragraphs 10-15 sentences long be detailed
- This is about you- YOU know yourself best!
- Five paragraphs including:
 - First- Introduction- what are the Seven Domains (nine intelligences) of a Whole Child in your own words?
 - Second- Self-investigation- answer the question, “Who are you?” in relation to the seven domains.
 - Third- how do you best like to learn when looking at the Domains in the Nine Intelligence angle? What methods do you prefer as a learner, and how is this connected to what was revealed in the first supporting paragraph?
 - Fourth- Weakness that arise based on the information above... if you stated you prefer Emotional (intrapersonal) learning and that your Linguistic and Social Domains are not one you are most comfortable in, what will you do if your teacher only gives lessons that involve group work? (EX: it may be important to take your strengths in the MUSICAL domain to help enhance learning when taught in a strictly LINGUISTICALLY. You may need to create songs and rhymes to remember lists and rules.)
 - Fifth- goals- which domains are you weak in that you think it would be important to improve rather than just compensate with an alternate domain? How would you do this? (EX. Although you may not be strong in your mathematical domain, you may feel you need to strengthen this because it is often necessary in real-world situations- like banking, getting loans, etc.)

Seven Domains of The Whole Child- These domains represent who we are internally and who we are as a learner, and how these two interact

1. **NATURAL:** People who are nature smart enjoy doing nature projects. They love plants and animals and the great outdoors. They have pets and like to bring bugs, flowers, leaves and other natural things to school to share with the class.
2. **CREATIVE:**
 - a. **Musical:** People who are music smart enjoy listening to music. They play instruments. They like to sing songs and have good singing voices. They like to hum and tap to rhythms.
 - b. **Spatial:** People who are visual/ spatial enjoy art activities. They are good at drawing. They like doing puzzles, mazes and building things in 3D. They are good at reading maps and charts and like watching movies.
3. **MENTAL**
 - a. **Logical/ Mathematical:** People who are logical/mathematical smart like working with numbers. They enjoy math class and like playing strategy games. Putting things in order and finding patterns also interest them.
 - b. **Linguistic:** People who are verbal/linguistic like to read and write. They like telling jokes and playing word games. They are pretty good spellers and like listening to stories.
4. **SOCIAL: (Interpersonal)** People who are interpersonal love to be with others. They have two or more close friends. They like joining clubs and other organizations. They like playing games with others.
5. **PHYSICAL: (Kinesthetic)** People who are bodily-kinesthetic smart do very well in sports. They love to move. Taking things apart and putting them back together is fun for them. They like to make crafts, work with clay and finger paint.
6. **EMOTIONAL: (Intrapersonal)** People who are intrapersonal like working alone. They are usually very independent. They do very well when left alone to play or study.
7. **SPIRITUAL:** What do you believe in? This type of person initially has beliefs that are then subjected to reflection, after which the thoughts are consolidated as rationalized beliefs. The introduction of new knowledge/beliefs can then be contemplated and will fit in to the persons' thinking after filtering the arguments for the new belief. Once the person accepts the new learning, conversion can compound the new belief. After the conversion, the belief/learning is to put into practice, which is the implementation phase.

OMEGA STUDENT REPORTS RAINBOW COMMUNITY SCHOOL

Student: The Student

Grade: Grade 7

Date: 03/07/2015

Teacher: Susan Waddell and Jason Cannoncro

Rainbow Community School

Narrative Rubric

Excelling - The student requires a modification of the general curriculum in order to support an accelerated understanding of the skill. The student consistently needs to be challenged in this area to show growth.

Developing - Appropriately - The student independently and consistently completes a skill and shows retention of the understanding over time and in various conditions.

Emerging Skills - The student is not yet able to complete the skill independently or without significant or repeated prompting AND/OR the student show inconsistent mastery of a skill.

Concern - The student is significantly below grade level in a skill, or appears to be declining in a skill area, and needs intensive progress monitoring.

Spiritual Domain

March

Excelling	√ Developing Appropriately	Emerging Skills	Concerns
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In Omega, we explore our spiritual domain through several activities in our routine. One that is pretty traditional for every grade is centering which we do daily. This is facilitated twice a week by an Omegan student. Activities include meditation; breathing; reflections on music, senses, and on a daily quote. Prior to lunch, we say a blessing which is also student guided. Outside of these two daily routines, Omega explores spirituality through Mysteries Council and Gender Mysteries where students ask unanswerable questions, explore the unknown, and discuss experiences common for this age group. Finally, each unit in Omega has a few lessons that hope to tap into this domain including activities such as writing a comic strip explaining how the universe may have began to silhouette writing where students fill in a black and white portrait with inner traits and outer traits. These activities hope to nurture this domain in a natural and unobtrusive manner ensuring the safety of the student.

As stated last term, the student has a reverence for activities that nurture this domain. He shares openly in centering, and he is reflective in his comments. The student does not share daily, but he shares when he feels as if what he has to offer has a purpose. He is very centered and grounded.

Mental Domain

	November	March	May
Mental Domain English Effort	A	A	

Comments:			
Mental Domain English Grade	A	A	
<p>Comments:</p> <p>In English, we have explored literature through the use of current events and a Historical- Fiction Novel entitled Woods Runner. Students have analyzed characters, setting and the elements of a story that help to drive PLOT. Through the use of Fairytales and Fables, students have evaluated traits that must remain consistent when fracturing a tale, and those elements that could be changed to alter the story. Additionally, students have worked with MLA formatting in writing their PIP and Science Fair papers including in-text citations and writing a properly formatted bibliography. Students are becoming quite comfortable using an Outline to pre-write essays, and have been practicing writing technical pieces. Technically, students are becoming very comfortable publishing their work via Word, PowerPoint and PREZI. They are able to create graphs and charts within their work to model data and information, as well as include links in visual presentations that are embedded. Grammatically, in addition to editing and revising work, students have explored parts of speech and analysis of identifying traits of certain POS through analysis of sentence structure and Jabberwocky. Continued practice of writing a properly constructed paragraph, citing facts from sources, supporting facts with opinion, and creating flow from idea to idea has been a focus this term and will remain the focus next term.</p> <p>The student is an ideal student. He is on-task in class, engaged in discussions, keeps up with his work, and asks clarifying questions to ensure he understands the expectations of projects. He consistently hands his work in on-time, if not early, and makes good use of his time. He has good reading comprehension skills, but furthers his understanding of text through his active engagements in all assignments and activities connected to that reading. The student puts 110% effort into each and every assignment, and this effort does not go unnoticed and serves him well. In writing, The student follows outlines and organizers, uses rubrics and guidelines to ensure he meets. He has a solid understanding of MLA formatting, and with practice, will surely master this process. When writing technical pieces, the student has a tendency to repeat some sentences and struggle with organization of facts. We will work with the student to build his self-editing strategies. Once he masters some revision and editing strategies, his writing will better express his understanding of concepts and tell more fluid stories. A few areas to develop are in the conventions and fluency of his writing such as commas, transitions and phrasing. This term, each student will be given a personalized English Plan that will help the student develop these areas of writing. The student's hard work, effort, focus and determination all help to develop his skills in reading and writing, and he is an absolute pleasure to teach.</p>			
Mental Domain Explorations		A	
<p>Comments:</p> <p>In Explorations, (a multimedia investigation of science and history), we started the semester with Johannes Kepler. Carl Sagan once described Kepler as, "the first great Astronomer and the last scientific Astrologer." His monumental work combined Optics, Geometry and Astronomy and he integrated these fields to improve the telescope, calculate the elliptical orbits of the planets, and prove the heliocentric model of the our Solar System. While our thematic unit focused on Astronomy, we investigated another giant of the Enlightenment and a founder of modern science, Isaac Newton. His work, like Kepler, combined many disciplines including mathematics, optics, physics and alchemy. The class investigated the nature of gravity and light and discovered Newton's life-long obsession with Alchemy, the precursor to modern Chemistry.</p> <p>As our unit progressed into the American Revolution, we studied Ben Franklin, the first truly American</p>			

Genius. We looked at his numerous inventions and especially, his early work with static electricity and batteries. We continued to look in depth at the nature of electromagnetism as the semester progressed investigating how electricity it is produced and the toroidal geometry of magnetic fields. We then did some hands-on science with both magnets and electromagnets. Most recently, we learned the difference between AC and DC electricity. The story of the “War of the Currents” included the fascinating history of Thomas Edison and Nicola Tesla, the two inventors most responsible for electrifying the modern world.

Ben always participated in class discussions and brought great questions to the class. He obviously studied for quizzes and took good notes. Great semester.

Mental Domain PolyMath Effort	A	A+	
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Comments:

Mental Domain PolyMath Grade	A	A	
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Comments:

We covered a lot of ground in Polymath this semester. Our studies included: Special Triangles, The Pythagorean Theorem, tessellation and tiling, the art of M.C. Escher, circumference and area of circles, Pi, great circles, surface area and volume of spheres, cones, pyramids, prisms, and cylinders, Fibonacci numbers and the Golden Ratio, phylotaxis (plant growth and Fibonacci Spirals, solving proportions, square roots and exponents, multiplying and simplifying radical expressions, Golden section and rectangles, pentagon fractals, squaring the circle, Buckminster Fuller and geodesic domes, angle classification, scientific notation, powers of ten, rotation in the plane, and solving for angles! Our exploration included compass drawing, Zometool construction, spherical origami, laser-cut puzzles, and lots of beautiful original drawings in each student’s codex.

The student continues to impress me with his intellect, creativity and hard work. He is such a consistent student. He is ALWAYS prepared with his best work. He has become my go to guy in class if I need someone to explain how to solve a problem or clarify instructions. I really appreciate his balance of focus and groundedness with his sense of humor and fun-loving attitude.

Mental Domain Science Effort	A	A	
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Comments:

Mental Domain Science Grade	A	A-	
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Comments:

Omega concluded its studies of the Renaissance time period and, just as the scientists of the time, delved deep into the exploration of Astronomy. Copernicus and Galileo began our understanding with the heliocentric model, and eventually we arrived at the beginning, and ending, of the Universe (well, at least in theory). Galaxies and stars were examined along the way, and connections to Mythology and Astrology were made. When we came back down through the heavens, we began our study of the Atmosphere and Weather. Before focusing on the Troposphere where weather occurs, we explored all the Layers of the Atmosphere paying attention to temperature change and consistency. We then examined factors that influence weather including Heat Energy, Air Pressure, Winds, and Moisture. During our studies, Mother Nature fittingly had her fun wreaking all sorts of havoc and so part of the unit will carry over to the third trimester. Finally, we also concluded our Science Fair projects by collecting & analyzing data, creating poster-boards and presenting at the school wide event.

The student continued his growth as a student and as a Scientist this past trimester. Engaged in all discussions and activities during our Astronomy unit, the student was building his knowledge to include the theories of the Universe and explore the mysteries of the heavens. He also takes to the technical aspects such as how stars are formed. He did struggle slightly on the exam but his effort makes up for it. His Science Fair project was exceptional. The student is dedicated to the process making revisions and edits and constantly analyzing his work. His presentation and poster-board clearly displayed his findings and he confidently shared the depth of his understanding.

Mental Domain Social Studies Effort	A	A-	
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Comments:

Mental Domain Social Studies Grades	A	A-	
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Comments:

What do you believe in? What are you willing to fight for? The Omega students were challenged with these questions as we ventured back in History to the American Revolution and the birth of the nation. We looked into the depths of a people who were pushed to their limits by authoritarian injustices. A timeline of events was created with attention paid to cause & effect; and Omega stood upon soap boxes, declared their independence, and sent their classmates messages by way of drum signals. Examining how leadership, hard work, discipline, morale, and clever ingenuity led to freedom, the class discussed the importance of these methods and how they relate to today and whether or not the country remains on the same path it set forth at its founding. As an added bit of enrichment while delivering our PIP presentations, we also broke through the Wall of History and explored individually chosen events throughout time gathering nuggets of information and making connections to life today.

The student continues his strong performance in Social Studies. He relishes in the class discussions and builds upon his knowledge. His spirited soapbox presentation was entertaining as he tried to persuade the crowd that playing Magic the Gathering could diminish the need for school. He followed all the proper methods supporting his opinion with facts, yet his teachers weren't buying it. Sorry, Charlie. His political cartoon reflection tapped into his environmental awareness and he often reveals a depth to understanding worldly events. One assignment was turned in late which hurt his grade, but the student cares and will improve his organizational skills. A tough lesson to learn.

Mental Domain Sol Spanish Grade	A-	A	
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Comments:

This winter in Omega Sol Spanish, in addition to a continuing practice of the basics in Spanish, we studied the present progressive tense and the reflexive verb construction. We described actions in progress with the present progressive and practiced in a variety of ways. We also explored the difference between reflexive and non-reflexive verbs and learned how to express that in Spanish like the difference between someone taking a bath and giving someone a bath or becoming happy rather than being happy. These are more obviously different in Spanish rather than in English and can be challenging because they are so different and reflexive pronouns are required. As always, we dedicate time during every class to our Preguntas de la Semana and other verbal practice. Your children are delightful! Gracias... Lisa the student's energy in Spanish class is calm and willing. He is developing appropriately and can express himself in Spanish per expectations with some assistance. The student learned the present progressive tense as well as the reflexive verb construction! He participates in class, completes assignments, and is able to lead the class

greetings in Spanish. Please feel free to contact me for additional insight or with questions. I appreciate that the student maintains a respectful and positive attitude even when he does not enjoy the content or the language. I enjoy the students's kind spirit in Spanish class!

Social Domain

March

Excelling	√ Developing Appropriately	Emerging Skills	Concerns
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Omega is very focused on community, and how we can only be successful when we help those around us. This is nurtured through activities such as community building field trips (ropes course, nature exploration, etc. and weekly class meetings. Class meetings are held every Friday and are where big decisions are made by the group and conflicts are resolved by the group. In our curriculum, we always include group work to ensure students are working on their cooperation skills and to help enhance their understanding of each and every individual they come into contact with.

As stated last term, the student is very friendly and kind to his peers. He gets along with everyone, and he often encourages others to do their best. He also is very respectful of his elders.

Natural Domain

March

√ Excelling	Developing Appropriately	Emerging Skills	Concerns
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In Omega, the students work in the Natural Domain through Nature based field trips, centering activities including time in nature, and reflections on elements of nature. Additionally, each unit has a few lessons that incorporate nature such as our Psychology Lab that explored natural selection of natural artifacts in comparison to gender, our annual unit on the Scientific Method, inside/ outside art inspired by DaVinci, the Power of 10, and our Astronomy unit where students explore the order of things from creation to end.

As noted last term, the student is a natural scientist. As much as he shares his deep appreciation for sports and being an athlete, he is probably strongest in this domain. He is inquisitive of how the natural world works. His science fair presentation was a prime example of his strengths within this domain.

Emotional Domain

March

Excelling	√ Developing Appropriately	Emerging Skills	Concerns
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Students develop this Domain in Omega through class meetings, journaling, Gender Mysteries and Mysteries council. Also, students set goals and reflect on these goals with the class. Through sharing in circle in centering, students are able to find a safe space to explore emotions. This is also true during Mysteries. Finally, since class meetings are student led, they tend to tap into this domain very naturally when facing conflict or making big decisions. Again, our thematic units incorporate lessons that help to

develop this domain, from our Myers Briggs exploration to our Current Events share where students are able to bring forth issues close to their hearts and share with the community.

The student will always be a sensitive person, which is both a strength and a weakness. He always appears happy at school and deeply enjoys his time with his friends. He seems to better manage his emotions for this term he has not permitted them to get the best of him during the school day.

Creative Domain

	November	March	May
Creative Domain Art - Omega	A	A	
<p>Comments:</p> <p>The student is awesome. He is creative, collaborative, playful, respectful, imaginative and charming. It is a pleasure and honor to have him in our class. About this last trimester: In Art class we strive to create an environment of personal expression and artistic experimentation. We continue to work on our two murals: one to be displayed on the outside of the Omega classroom, and the other outside a North Asheville restaurant. We hope to have them completed by the end of February. This project has given students the opportunity to work collaboratively on a shared goal. Students have also been working on their visual journals. They are completing a variety of assignments meant to encourage experimentation and personal expression. Throughout January, students worked on designing and completing their Art PIP projects. These were to be an extension of their class project where they were encouraged to learn more about their topic by creating an art piece as well. Students were able to choose the art media that best fit their project with the intention that they explore and expand on a particular media. We enjoyed hearing their presentations of their finished pieces. We learned so much about the Omega students and their varied interests. The goal was to give students the freedom to choose their preferred media, while also providing the structure they need to stay on task and complete their artwork. We feel honored to work with these young artists and enjoy supporting them in their creative growth this year!</p>			
Creative Domain Music - Omega	A	A-	
<p>Comments:</p> <p>Omegas did a fabulous job in the Winter Program performing their Renaissance song and dance as well as the Wilco song "What Light". Since then students have collaborated in small groups to learn a song of their choice, add instruments from the classroom and performed for their class. For black history month I presented a power point, "Black Influence on American Music". They are currently working on their music PIPs where they pick a style of music or a songwriter or composer and research their history and create a digital presentation to share with the class.</p>			

Physical Domain

PE - Omega
March

Excelling	√ Developing Appropriately	Emerging Skills	Concerns
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Omega has continued to work on muscular strength and endurance through the 7 minute workout. We have been learning muscle locations and which muscles are engaged during various activities during the 7 minute workout. The class has engaged in dribbling skills, strategy, and teamwork through basketball games and 4 square games. Students had the opportunity to practice Kung Fu. Students have worked on hand implement skills through hockey and badminton. During these games they have worked on individual strategies and team strategies for invasion type games. Students also worked on their reaction time through both audio and visual stimuli. The student demonstrated a lot of responsibility, skills, and great teamwork during our basketball unit.

Classroom Habits / Essential Learning Skills

March

✓ Skills Assessed in Subcategories

As noted last term, the student is an ideal student that sets a high bar for others. He works hard and it shows. Additionally, he always has a great attitude no matter the task at hand. He is responsible, listens well to instructions, and is eager to please. He finds time to socialize, and sometimes he gets a tad off-task- but he is redirected quickly and right back to being a leader with a gentle reminder. He appreciates being here, and we appreciate that. With that said, it is important to note that he may not have had much change since last term in the domains and classroom habits, but he is steadily improving appropriately from his starting point.

Listening and Follows Directions

✓ Excelling	Developing Appropriately	Emerging Skills	Concerns
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Participation

March

✓ Excelling	Developing Appropriately	Emerging Skills	Concerns
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Personal Responsibility

March

Excelling	✓ Developing Appropriately	Emerging Skills	Concerns
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Respectful of Classroom

March

Excelling	✓ Developing Appropriately	Emerging Skills	Concerns
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Attendance

	1	2	Total
Tardy	0	0	0
Absent	0	0	0

