**Instructional Analysis Templates for 9-12 Grade Span**

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| Instructional Analysis for 12th Grade Reading | |  |
| *Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.* | | |
| Required Standard: 11-12.RL.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | |
| 1. *Learning Targets*   Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. |  | |
| 1. *Prior Knowledge*   List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets*.* |  | |
| 1. *Instructional Plan*   Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. |  | |
| 1. *Instruction*   Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction. |  | |
| 1. *Formative Assessment*   List criteria for determining whether students have met each of the learning targets. |  | |
| 1. *Summative Assessment*   Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard. |  | |

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| Instructional Analysis for 11th Grade Writing | |  |
| *Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.* | | |
| Required Standard: 11-12.W.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | |
| 1. *Learning Targets*   Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. |  | |
| 1. *Prior Knowledge*   List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets*.* |  | |
| 1. *Instructional Plan*   Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. |  | |
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| Instructional Analysis for High School Geometry | |  |
| *Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.* | | |
| Required Standard: G.G-CO.A.2 | Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not. | |
| 1. *Learning Targets*   Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. |  | |
| 1. *Prior Knowledge*   List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets*.* |  | |
| 1. *Instructional Plan*   Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. |  | |
| 1. *Instruction*   Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction. |  | |
| 1. *Formative Assessment*   List criteria for determining whether students have met each of the learning targets. |  | |
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| Instructional Analysis for High School Science | |  |
| *Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.* | | |
| Required Standard: HS.L3U1.25 | Obtain, evaluate, and communicate information about the causes and implications of DNA mutation. | |
| 1. *Learning Targets*   Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. |  | |
| 1. *Prior Knowledge*   List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets*.* |  | |
| 1. *Instructional Plan*   Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. |  | |
| 1. *Instruction*   Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction. |  | |
| 1. *Formative Assessment*   List criteria for determining whether students have met each of the learning targets. |  | |
| 1. *Summative Assessment*   Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard. |  | |