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

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| Instructional Analysis for 11th 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.RI.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| 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 10th 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: 9-10.W.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| 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*

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| Instructional Analysis for High School Algebra 2 |  |
| *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: A2.A-REI.A1 | Explain each step in solving an equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. Extend from quadratic equations to rational and radical equations. |
| 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 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.E1U1.11 | Analyze and interpret data to determine how energy from the Sun affects weather patterns and climate. |
| 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. |  |
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List criteria for determining whether students have met each of the learning targets. |  |
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Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard. |  |