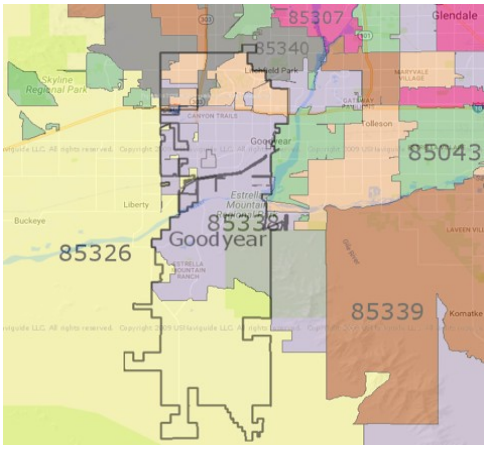
APPENDIX C

1. AOI Application
2. AOI Rubric

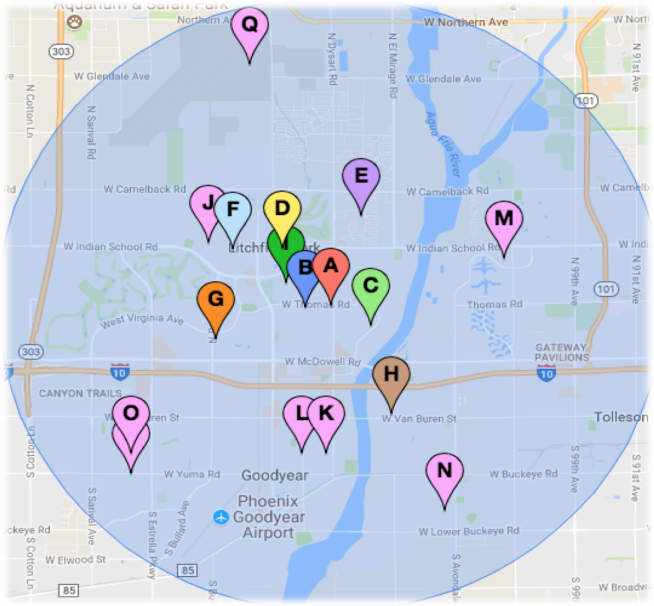
Section 1 – Introduction

Needs Analysis:

Target Population – Description of Community Serving



Valor Preparatory Academy will serve students and families from a variety of academic and socio-economic backgrounds. VPA's model is for students who have flexible scheduling needs that allow them to benefit from a blended learning experience. The digital online curriculum allows them to learn where they want to learn. This includes special education programs, English-learners, and acceleration for those who have shown performance-based mastery of the content. As evidenced from the map to the right, the geographic location of the City of Goodyear and VPA will provide access to students within a variety of zip codes.



Noted to your left, A represents the location of the Valor Preparatory Academy learning center. When reviewing the surrounding schools, only 5 schools are in Goodyear proper, none have a blended flipped learning model such as VPA. The closest middle school serving students in grade 7th – 8th is 1.7 miles from VPA. The nearest high school serving students in grades 9th – 12th is 2.28 miles away. Neither of these provide the blended flipped learning experience our students will have. Blended learning, a combination of structured face-to-face teacher led instruction is combined or blended with independent digital learning. Along with this the instruction uses a pedagogical approach, flipped learning, whereby direct instruction moves from group learning to individual learning, and the resulting group learning environment is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.[1]

[1] Flipped Learning Network (FLN). (2014) The Four Pillars of F-L-I-P™.

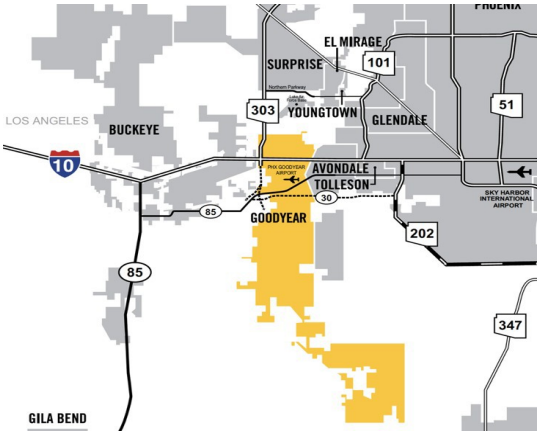
As noted below, 5 schools which serve the same grade level population as VPA are in Goodyear proper.

Table: Schools within a 5 mile radius to VPA and grades served

Marker	School	Street	Distance from VPA	Grades Served
A	Valor Preparatory Academy	2840 N Dysart Rd., Goodyear, AZ 85395	0	7-12
B	Palm Valley Elementary	2801 N 135th Ave, Goodyear, AZ 85395	0.41	K-5
C	Rancho Santa Fe Elementary School	2150 N Rancho Santa Fe Blvd, Avondale, AZ 85323	0.76	K-8
D	Litchfield Elementary School	255 W Wigwam Blvd, Litchfield Park, AZ 85340	1.28	K-6
E	Wigwam Creek Middle School	4510 N 127th Ave, Litchfield Park, AZ 85340	1.66	6-8
F	Western Sky Middle School	4095 N 144th Ave, Goodyear, AZ 85395	1.89	5-8
G	Archway Classical Academy Trivium (Great Hearts)	2001 N Bullard Ave, Goodyear, AZ 85395	2.03	K-12
H	Legacy Traditional Schools	12320 W Van Buren St, Avondale, AZ 85323	2.17	K-8
I	St John Paul II Catholic High School	3120 N 137th Dr, Avondale, AZ 85392	0.83	9-12
J	Millennium High School	14802 W Wigwam Blvd, Goodyear, AZ 85395	2.28	9-12
K	Agua Fria High School	530 E Riley Dr, Avondale, AZ 85323	2.64	9-12
L	Estrella High School	510 N Central Ave, Avondale, AZ 85323	2.66	9-12
M	Westview High School	10850 W Garden Lakes Pkwy, Avondale, AZ 85392	2.96	9-12
N	La Joya Community High School	11650 W Whyman Ave, Avondale, AZ 85323	4.09	9-12
O	Basis Goodyear	15800 W Sherman St, Goodyear, AZ 85338	4.19	5-12
P	Desert Edge High School	15778 W Yuma Rd, Goodyear, AZ 85338	4.41	9-12
Q	Luke Air Force Base	14185 Falcon Street, Luke AFB, AZ 85309	4.44	No school on site

Geographic & Business Demographics

Valor Preparatory Academy's (VPA) proposed learning center will be located in the west valley region of greater Phoenix, specifically Goodyear. Of the four strategic focus areas the Goodyear City Council has identified, two of these, 3. Sense of Community and 4. Quality of Life align directly to the VPA's target population. A strong sense of community is woven throughout all of the strategic focus areas. This same sense of community is a common thread in the development of the Educational Plan and curriculum used for our target audience within the 5-mile radius.



With Goodyear's ease of accessibility to all major interstates, freeways and highways. Major employers have invested in the community by establishing their businesses here. Employers like Amazon, Abrazo West Valley, Aeroturbine, McLane Sunwest, SubZero/Wolf Appliance, Cancer Treatment Centers of America, Macy's Internet Fulfillment Center, Dicks Sporting Goods Distribution Center, REI, UPS, Snyder's of Hanover, Ball Corporation and Chewy.com are all rich in technology and use extensive digital platforms.

In addition, these businesses reinforce the City of Goodyear's vision to be known as a place for diverse job opportunities, an inventory of industries and an incubator for entrepreneurs.[2]

VPA's target population are the students in this area that will be ready for these high use technology industries and who are looking for a workforce ready to understand the nature of their work in the digital age. Our students are what Marc Prensky is cited In *Dancing with Digital Natives; Staying in Step with the Generation that's Transforming the Way Business is Done,* Manafy and Gautschi note "much of today's workforce performs information-based tasks, or knowledge work." Uday Apte and Hiranya Nath noted "Size, Structure and Growth of the U.S. Information Economy, that this type of work accounts for almost 70 percent of the workforce. What's more, many types of knowledge work can now be done from anywhere and everywhere – across devices and across locations. Perhaps, digital natives embrace this anywhere-everywhere mentality because they treat technology as a trusted partner in life. It's largely simple communication and networking technologies that make possible a distribute workplace. Laptops and netbooks, cell phones, text messaging, Skype, virtual private network (VPN), Gmail and cloud computing resources like Google Docs all support this networked life.[3]"

Marc Prensky states in his book *From Digital Natives to Digital Wisdom*; The possibilities for what Digital Natives (students who were born into and grew up in the digital age) can do online are growing exponentially and are being adapted by more and more of them daily.

---

[2] Strategic Plan & Goals. (2017). Retrieved from http://www.goodyearaz.gov/home/showdocument?id=13075.

[3] Manafy, M., & Gautschi, H. (2011). Dancing with Digital Natives: Staying in step with the generation that's transforming the way business is done. Medford, NJ: CyberAge Books.

A 2004 survey by the NetDay project of 200,000 U.S students concluded that "students are not just using technology differently today but are approaching their lives and their daily activities differently because of the technology.[4]"

VPA will provide an educational background grounded in technology and a digital curriculum that will prepare them for college and career in these surrounding industries. The type of employee these industries are needing is one who understands how to move freely in a digital environment, the type that VPA provides. Arizona is a leader in school choice with five available options for parents and students to choose from for their education. These school choice options are public schools, private schools, charter schools, homeschools, and online learning. The Center for Arizona Policy states; "Expanding school choice is the single best strategy for improving education for all children. Fostering a competitive marketplace improves educational outcomes not only for children in alternative schools, but also for public school counterparts. Moreover, school choice encourages parental involvement in their children's education, which improves academic achievement.[5]"

General Demographics – City of Goodyear Support of VPA

Within the 5-mile radius there are 3 Charter, 1 Private and 10 Public schools serving grades levels from 7th – 12th. VPA's target grade level population is grades 7th – 12th. The area is included in Congressional Districts 3 and 8. With a population of 81,400, Goodyear has shown a steady increase and is projected to nearly double again by 2030. With this, the need for schools to accommodate the residents of Goodyear is a key factor in VPA's location. Julie Arendall, Goodyear City Manager, stated in Goodyear's letter of enthusiastic support of Valor Preparatory Academy states, "Goodyear is one that will be enhanced by the ability to provide high-quality education options for our residents." – (2017).

The median age of 37.1 the City of Goodyear is a young, tech-savvy vibrant population that is growing with a median household income of $73,831.[6] According to *Why Goodyear?* it is the most educated and skilled workforce in west Metro Phoenix, has the highest number of bachelor's degrees in the West Valley, has an exceptional quality of life with a diverse blend of retail with abundant cultural, educational and entertainment resources.[7]

City of Goodyear: Education/Community Commitment

The City of Goodyear's annual Building Blocks to Great Schools education summit show the residents of Goodyear want and expect quality school choice options for their children. The summit provides an opportunity for relationship building and collaboration among local schools, schools districts, and city contacts with the shared goal of establishing and/or refining complimentary programs and policies that serve Goodyear students and families. During this event, all

[4] Prensky, M. (2012). From Digital Natives to Digital Wisdom: Hopeful Essay for 21st Century Learning. Thousand Oaks, CA: Corwin.
[5] Center for Arizona Policy. (2017). School Choice. Retrieved May 14, 2018, from http://www.azpolicypages.com/marriage-family/school-choice/.
[6] Data Access and Dissemination Systems (DADS). (2010, October 05). Community Facts. Retrieved from https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmk#.
[7] City of Goodyear Economic Development Highlights. (2018, January). Retrieved from http://www.developgoodyearaz.com/.

stakeholders discuss ideas, opportunities and provide updates on the programs that impact Goodyear's youth.[8]

Analysis of Surrounding Schools

Fourteen of the schools closest to the proposed campus of Valor Preparatory Academy serving 7-12th or some partition of these grades were examined. These grades were gathered and organized to detail an overview of the performance of surrounding schools. These schools include Agua Fria High School, Basis Goodyear, Desert Edge High School, Estrella High School, Great Hearts Academies-Archway Trivium West, La Joya Community High School, Legacy Traditional School- Avondale, Millennium High School, Rancho Sante Fe Elementary School, Western Sky Middle School, Westview High School and Wigwam Creek Middle School.

Note about Data Accuracy

Enrollment numbers for schools are drawn from several state and federal databases. These data bases may use and aggregate their findings using various statistical software and surveys. Thus, data points may vary slightly.

Current Levels of Academic Performance

AzMERIT results show that students in the surrounding area are performing above state average in Math assessments and slightly below average in English Language Arts assessments. The data reveals that even though students are within reach or above passing averages for the state that, there is still a need to improve student assessment achievement. It is the vision of VPA to provide viable real-world curriculum and cooperative learning practices to enhance student cognitive practices. The students' ability to think in a higher order, problem-solving manner will enhance student performance as well as accessibility to higher rigor and relevance items displayed by the AzMERIT assessment.

Using the surrounding schools test statistics as a benchmark VPA's expected baseline growth percentile for students entering the school is 38.70% for ELA and 44.30% for Math. VPA's goal growth rate in both ELA and Math is 80%. This is higher than any other school in the surrounding area. With the advent of VPA's flipped and blended learning model VPA will be able to better facilitate and provide interventions to support low tier students and provision higher order thinking models for all students to engage deeper more holistic standards and curriculum ownership.

Table: AzMERIT Achievement of 12 Schools in Target Area

(Note: Palm Valley Elementary & Litchfield Elementary School shown above in schools within the radius of VPA have been removed as they serve grades K-5, VPA's targeted grade levels populations are 7th – 12th.)

[8] Building Blocks to Great Schools (2016). Retrieved from http://www.goodeyaraz.gov/about-us/education/buillding-blocks-to-great-schools.

School Name	Recent Grade	# of Students	Grade Levels	Math	ELA
Agua Fria High School	B	1725	9th-12th	38%	27%
BASIS Goodyear	B	538	K-12th	77%	72%
Desert Edge High School	A	524	K-9th	37%	24%
Estrella High School	B	1744	9th-12th	4%	3%
GreatHearts Academies - Archway Trivium West	B	305	9th-12th	75%	71%
La Joya Community High School	C	2051	9th-12th	18%	20%
Legacy Traditional School - Avondale	A	1040	K-8th	70%	69%
Millennium High School	C	2205	9th-12th	41%	37%
Palm Valley Elementary	B	849	K-8th	64%	55%
Western Sky Middle School	A	994	5th-8th	55%	59%
Westview High School	C	2456	9th-12th	33%	26%
Wigwam Creek Middle School	B	927	6th-8th	47%	50%

AzMERIT Averages – Current Academic Performance

Table: Averages from AzMERIT Achievement of 12 Schools

Test Type	Number of Students Represented	Number of Schools Represented	Estimated Weighted Passing Average
ELA	15,358	12	35%
Mathematics	15,358	12	38%

Table: Averages from AzMERIT Achievement of the State of Arizona

State 2016-2017 AzMERIT Averages	Number of Students Represented	Passing Average
ELA	760303	39
Math	741519	40

Meeting the Identified Needs & Benefiting from the School – Providing Educational Choice

When reviewing the twelve available school choice options in the 5-mile radius of VPA, none provide a blended, flipped learning choice. The students who choose VPA will be those who are looking for a combination of structured face-to-face instruction and self-paced digital online

curriculum that meets their learning and scheduling needs. The StrongMind curriculum is designed to be accessible to students of all academic proficiency levels and will be purposely adapted to meet each students individual learning needs and the Arizona State Standards. A variety of resources and proven instructional programs will be implemented to meet the needs of the target population and ultimately increase student achievement. In addition, the following will be put into place to foster and enrich increased student achievement thus benefiting the community/target population.

Data-Driven Instruction & Assessment that provides the tools for teachers to identify students levels of progress for daily instruction, intervention. Using formative and summative data will direct teachers on how to best meet the needs of the target population. Using Rich Stiggin's work on Balanced Assessment and Jan Chappuis' work on 7 Strategies of Assessment for Learning teachers will not only have a deep rooted understanding of the importance of formative and summative assessment, students will be held accountable for goal setting and accounting for their own understanding of the content being learned which directly correlates to their instructional tier placement described in the Summary of Instructional Program below.

Service Learning to provide VPA students with an understanding and application of contributing to the community and its purpose to be a contributing member of society.

Research studies of service-learning, an educational method that intentionally connects community service to classroom learning, demonstrate that service-learning programs can have positive impacts on youth in three general areas: academic engagement and achievement; civic attitudes and behaviors; and social and personal skills.

- ***Improved Academic Achievement:*** The National Research Council's summary of research on high school engagement found that active participation by students is important for effective learning, and they identify service-learning as one of the most effective strategies for improving student engagement and, thereby, academic learning (Bransford, et al., 1999)
- ***Improved Academic Engagement:*** A national study of high school students found that when youth reported greater engagement in service-learning, they were more likely to be academically engaged and become attached to school and community (Billig, et al. 2005).
- ***Positive Civic Attitudes and Behaviors:*** A study of Colorado's Learn and Serve programs showed a significant and positive connection between participation in service learning and students' connection to their community and their school (Kim and Billig 2003).
- ***Enhanced Social and Personal Skills:*** An evaluation of service-learning programs in California found that middle and high school students who engaged in quality service learning programs showed increases in measures of personal and social responsibility, communication and sense of educational competence (Weiler, et al. 1998).[9]

Learning Contracts to reinforce the commitment that each students educational experience is a partnership between the student, parent/guardian, teacher and school. These written agreements between the school staff and families provide an opportunity to develop strong partnerships within the school community. It explains clearly the responsibility of all parties for the success of the student in VPA's target population. The learning contracts assure support from the parents and school for the academic success of the student. At VPA we the importance of the

[9] The Impact of Service-Learning: A Review of Current Research. (2007, January). Retrieved from https://www.nationalservice.gov/sites/default/files/documents/issuebrief_servicelearning.pdf.

family and school working together is a strong component of our success. Students do their best through the teamwork of students, families and teachers.

Intervention is an integral part of the 3 structured teacher led instructional groups (Guided, Support and Modified, described in detail in the Summary of Instructional Program). To ensure academic success of the target population the school will use the MTSS (Multiple Tiered System of Support) and will require:

- Correctly identify students who need intervention
- Provide intervention that addresses those students not being academically successful
- Using the Student Data Dashboard for type of intervention needed (individualized or small group) and/or referral for Special Education
- Review of intervention data and progress as a tool for program evaluation

Using John Hattie's research on what works best for raising student achievement, VPA students will be taught using visual learning tools, interventions, appropriate feedback, direct instruction, questioning strategies and cooperative learning. Through his research these have an effect size of 0.40 which represents one year's growth over the course of one school year. Hattie states: *"Schools that use effect size to measure student progress can maximize their impact on student outcomes.*[10]*"*

Teachers will complete and review the 45-day intervention screening form that will allow school staff to identify additional support or needs the student may have which may include referral to a student study team. The Student Study Team (SST) will provide recommendations/ interventions to teachers to implement to address any concerns. The SST team will use academic performance data, attendance information, previous school records, parent input and teacher input to determine the most appropriate interventions to address the presented concerns. All students that are referred to the SST team for academic concerns will be placed in the guided instructional group in order to receive the targeted support needed. The Pre-Referral Intervention Manual (PRIM) will be used to provide staff a variety of intervention strategies to use with students who are in need of additional support. The special education teacher and instructional support staff will provide the necessary accommodations needed by any student identified with special education needs in tandem with the teaching staff.

In addition, all staff will be trained and implement Positive Behavior Intervention Supports (PBIS) to complement our Multi-Tiered Systems of Support (MTSS). These include preventative and responsive approaches for all students in the small group setting that showcases the dedicated support for students. PBIS strategies are implemented to decrease disruptions and increase instructional time while improving student social/emotional behavior and meeting academic expectations.

Collaborative Teams to reinforce the school as a professional learning community, one focused on every teacher identifying with all VPA students and collegially collaborating for their increased academic performance. Teachers will be required to be active members of a daily collaborative team that determines where their students are, academically and socially. These collaborative teams are comprised of student-centered "educators who are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. " Collaborative teams will make instructional decisions based on frequent formative assessments, observations and data to provide scaffolded instruction/interventions.

[10] Visible Learning for Teachers. New York, New York: Routledge, 2011.

Teachers will meet daily in their collaborative team to determine where their students are, what they need to know, and what instructional assistance is needed for them to achieve academic success.

Within these teams, the team will focus on the four guiding questions (DuFour) and two collaborative ideals (Marzano), shown below, to maintain a focus on daily student progress to ensure students are being met where they are.

1. What is it we want our students to know?
2. How will we know if our students are learning?
3. How will we respond when student do not learn?
4. What will we do if they already know?
5. How will we increase our instructional competence?
6. How will we coordinate our efforts as a school?

Teachers working together collaboratively is a key factor to making an impact on student achievement. In addition, it provides teachers an opportunity to have open dialogue in order to reflect and/or modify the instruction occurring.

A study out of Stanford found that even the mere perception of working collectively on a task can supercharge our performance. Participants in the research who were primed to act collaboratively stuck at their task 64% longer than their solitary peers, whilst also reporting higher engagement levels, lower fatigue levels and a higher success rate. What's more, this impact persisted for several weeks. “The results showed that simply feeling like you’re part of a team of people working on a task makes people more motivated as they take on challenges,” the researchers say.

Educational Choice

Arizona is a leader in school choice with five available options for parents and students to choose from for their education. These school choice options are public schools, private schools, charter schools, homeschools, and online learning. The Center for Arizona Policy states; “Expanding school choice is the single best strategy for improving education for all children. Fostering a competitive marketplace improves educational outcomes not only for children in alternative schools, but also for public school counterparts. Moreover, school choice encourages parental involvement in their children’s education, which improves academic achievement. ”

VPA’s target population are those students who aren’t finding the right option with the more traditional school, such as public schools, within the radius of the learning center. When reviewing the sixteen available school choice options in the 4-mile radius of VPA, none provide a blended, flipped learning choice. The students who choose VPA will be those who are looking for a combination of structured face-to-face instruction and self-paced digital online curriculum that meets their learning and scheduling needs.

VPA will improve academic achievement for our target population by using a multiple-tiered approach of instruction which supports students who are showing academic success as measured by end-of-course and states assessments in the StrongMind digital curriculum. This model will allow transition seamlessly through the three tiers of structured teacher-led facilitated learning using the blended learning model and in doing so movement from one grade level to the next is done without any disruption in reacclimating to a new environment or process.

Teacher-Student Ratios/Classroom Size: Benefiting Target Population

At VPA, the unique blended learning model of our program requires flexibility in the teachers class size based on need. At the absolute maximum a teacher would have a 1:25 ratio; however this would be very infrequently as a result of the personalized nature of the program. This ratio allows

teachers to develop positive working relationships with their students. Teachers will have the differentiate to each learner's ability and learning style. Students will have more time to engage in the learning process with their teacher and will be able to develop higher order concept skills as a result of increased individualized teaching moments.

VPA classrooms are used for small group instruction of between 1:5 to 1:10. We designed the classrooms and chose furniture that is modular and flexible to the needs of the current class going on. Based on the Arizona School Facilities Board Rules and Policies pertaining to Academic Classroom Space (R7-6-201 D) "a school district shall have school facilities with cumulative classroom square footage of 25 square feet for each student grades 9 through 12 in the district (27 feet for grades 7 - 8). Our classrooms were designed with 850 useable square footage.

Students are targeted based on their instructional tier group and therefore are scheduled at various times during the day. By doing so, this accommodates the students schedule, maximizes the use of the learning center, and optimizes the level of instruction and student/teacher ratio provided to the target population. At VPA our program of instruction will comprehensively address the needs identified of our target population thus benefiting the community/target population.

Educational Philosophy:

Principals Fundamental to the Proposed School's Instructional Strategies

Valor Preparatory Academy uses an innovative blended learning model. Students will be assessed from the day they enroll to determine their academic level. Following a review from the staff, students will have a personalized plan developed and placed into one of the three instructional tier groups. A VPA student will utilize the highest quality digital curriculum in an online environment at home and is required to attend the learning center as determined by their instructional tier. Mastery is continually assessed to determine the required attendance at the learning center.

VPA will prepare students to become responsible citizens who will contribute to the community at large. Students attending VPA will feel safe to take the educational risks needed to develop into a contributing member of the community. The safe, supportive learning center with classrooms designed for small group instruction minimizes the stressors that can have a negative impact on students and learning, like bullying and competition.

By using the rigorous, engaging, standards-based StrongMind curriculum delivered in a face-to- face classroom and digital online setting by highly effective teachers, VPA will empower our students to learn, master and show they are college/career ready. VPA teachers and staff will be student-centered, provide service with passion and demonstrate that they are an integral part of each student's success. Teachers will facilitate learning by using evidence based instructional strategies that address the diverse learning needs of students at all academic levels and provide multiple opportunities to show mastery.

The mechanisms and practices at VPA are developed to have the greatest impact with our students by looking at ways to move traditional thinking to innovative thinking. Peter Senge (1990)[11] states this in The Fifth Discipline as: "small, well-focused actions can sometimes produce significant, enduring improvements, if they're in the right place." Systems thinkers refer to this as "leverage." Tackling a difficult problem is often a matter of seeing where the high leverage lies, a change which with a minimum amount of effort would lead to lasting change.

How Student Will Learn

Students will learn by using the rigorous, engaging, and standards-based StrongMind digital online curriculum designed to improve learning with the students needs and learning style in mind. VPA students are those students who are mobile, socially connected via digital platforms, and have grown up in the virtual online world. Marc Prensky states; "There's so much difference between how students think and how teachers think. Increasingly, we're failing to deliver what students need in the ways that they need it. What today's kids *do* have is a short attention span for our old ways of teaching.[12]" VPA's blended and flipped learning platform meets the students where they are at in this virtual world. Teachers become intertwined with the students way of learning. The teacher becomes a facilitator of the students learning.

With the teachers assistance, students at VPA will learn how to develop grit, "Grit is stick-to-it-to-ness, it's backbone, it's perseverance," says Dr. Laura Barbanel.[13] Grit is the ability to stick with things that are important to you. It's viewing obstacles as challenges to overcome rather than reasons to quit. In sum, grit is the ability to accomplish, in the face of setbacks or challenges, the goals that are important to you. For example, having grit will help you study for a final exam that's two weeks away or keep you from quitting a sport after a tough game. It's what forces you to face difficult emotion or uncomfortable feeling so you can emerge feeling strong and more resilient. In short, grit is an essential ingredient to aching your goals, no matter what they might be.[14] "GRIT is that mix of passion, perseverance, and self-discipline that keeps us moving forward in spite of obstacles" says Daniel Coyle, author of The Little Book of Talent: 52 Tips for Improving Your Skills by Daniel Coyle.

The good news is, you can cultivate or better still grow your grit. It's a skill that can be learned and practiced over time. Grit is associated with perseverance, resilience, ambition, and the need for achievement. It involves maintaining goal focused effort for extended periods of time. You can develop your capacity for grit. Your response to a challenging situation is more important than the obstacle you face. Ryan Holiday says, "obstacle is the way." You need grit to push through the obstacle every time you face a challenge. Dr. Angela Duckworth, author of Grit: The Power of Passion and Perseverance, is the best-known researcher of grit, and she defines Grit as: "working strenuously toward challenges, maintaining effort and interest over years despite failures, adversity, and plateaus in progress." Tenacity

[11] Senge, P. (1990). The Fifth Discipline. New York, N.Y.: Currency Doubleday.
[12] Prensky, M. (2010). Teaching Digital Natives: Partnering for Real Learning. Thousand Oaks, CA: Corwin.
[13] Ascione, L. (2018, May 11). Grow Emotional & Soft Skills – FMU Center of Excellence. Retrieved from https://www.eschoolnews.com/2018/05/11/8-ways-to-help-students-grow-their-grit.
[14] Baruch-Feldman, C. (2017). The Grit Guide for Teens: A Workbook to Help You Build Perseverance, Self-Control & a Growth Mindset. Oakland, CA: Instant Help Books.

matters so greatly because, as she explains, "effort counts twice.[15]"

With this in mind, student efforts/perseverance and grit become part of the learning environment at the center. When a student is on site, the curriculum will be delivered with guided, facilitated support from a teacher or paraprofessional. VPA students will be empowered to move fluidly through multiple tiers of instructional support as they show the required academic achievement in each tier (Guided, Support and Modified, described in detail in the Summary of Instructional Program). These three tiers; guided, support, and modified instruction are developed to provide the necessary face-to-face support students need to show academic success and be afforded the opportunity to move to the appropriate tier. Once a student moves to a new tier, if their achievement is negatively impacted, they will move to the previous tier. Thus, students receive the necessary scaffolding and support from qualified teachers and staff to develop grit and mastery of the content.

Valor Preparatory Academy's Mission Statement

Valor Preparatory Academy's mission is to provide every student, no matter how they learn or regardless of their academic background an educational experience that values a blended approach using teacher facilitated instruction, digital curriculum and technology to develop Arizona college and career ready citizens into contributing members of the community, one in which excels in collaboration, critical thinking and show competency in mastery of the Arizona State Standards.

VPA's output based mission statement detail:

> Valor Preparatory Academy's (VPA) mission is to [(4) provide every student], [(1) no matter how they learn or regardless of their academic background] an [(3) educational experience that values a blended approach using teacher facilitated instruction, digital curriculum and technology] to [(5) develop Arizona citizens into contributing members of the community], one in which [(2) excels in collaboration, critical thinking and show (5) competency in mastery of the Arizona State Standards].
>
> 1. Values
> 2. Educational Approach
> 3. Curricular Approach
> 4. Customer Focus
> 5. Outcomes & Goals

Valor Preparatory Academy's Vison

Valor Preparatory Academy vision is to create, develop, and empower today's digital citizen to become a responsible, contributing community member by preparing them to be college and career ready in a 21st century workforce.

Valor Preparatory Academy Values

VPA believes all students:

[15] Oppong, T. (2018, March 01). The Theory of "Grit" as a Predictor of Success in Life. Retrieved May 14, 2018 from, https://medium.com/personal-growth/the-theory-of-grit-as-a-predictor-of-success-in-life-2427ceec46.

- Will exit ready for college and career.
- Will demonstrate grit and perseverance through academic achievement.
- Will be provided learning, social, and service/volunteer opportunities to become contributing members of the community.
- Will develop the understanding that contributing to the community is vital for their future and a natural part of the function of a democratic society.
- Will have experienced multiple avenues of community services as well as career path options that will prepare them to become a contributing member of the community.
- Will develop into a contributing leader with the knowledge, thinking skills, civic engagement necessary for college and career.

In order to provide the highest level of education VPA embraces the importance of improving the academic achievement of our students ensuring college/career readiness. It is our belief that the academic success of our students will provide long lasting impact to each student and our community.

Alignment of Educational Philosophy to Mission

Preparing and educating our students to become responsible college/career ready citizens in a safe and nurturing learning environment is our utmost priority. The ethos of the school is developed intentionally to provide every student a blended learning environment used to teach and reinforce critical thinking, grit, perseverance, collaboration and community service through the 3 instructional tiers and service learning requirements. These will be measured as students show competency in mastery of the Arizona State Standards. At VPA competency is measured through completed coursework, applied projects and service learning hours.

Additionally, VPA students will experience first-hand the opportunity to learn in a flexible, small group setting the is personalized to their learning style while maintaining the importance of being ready for College or Career upon graduating from VPA.

Teachers will facilitate, instruct, and guide each student through a personalized academic path using evidence based instructional methods that honor and support individual learning styles and provides multiple opportunities to demonstrate academic success.

In conclusion, a recent Learning Forward research study stated; "When all students experience high-quality teaching, they are more likely to learn. When all classrooms are filled with high-quality instructional materials, students are more likely to learn.[16]"

At Valor Preparatory Academy high-quality teaching and learning directly correlates to the academic success of our students and commitment that our teachers are driven to provide the best flexible learning experience in Arizona. This is evidenced through a variety of teaching strategies and meeting the students where they are at and who they are, the digital native. Our graduates will be college, career, and technologically ready for the global economy ahead of them.

Summary of Instructional Program:

Overview of Instructional Program

[16] Learning Forward. (2018). High-Quality Curricula and Team-Based Professional Learning: A Perfect Partnership for Equity.

VPA students represent various backgrounds, academic levels, socio-economic levels, ethnicities, developmental needs, and may also bring social/emotional difficulties that have prevented them from succeeding within a traditional brick and mortar school. Accordingly, VPA has selected curriculum and methods of instruction that provide appropriate guidance to support all students to excel, to be academically successful within a flexible schedule and direct instruction that supports their passion for learning in a digital format. As Marc Prensky asserts, "Kids born in any new culture learn the new language easily, and forcefully resist using the old." VPA is the new culture and therefore is committed to using new ways to capture our students when, how and where they want to learn.

VPAs target population includes "digital natives," students who use digital technologies and the Internet in all facets of their daily lives. Marc Prensky characterizes these students as significantly different from those that precede them, with different learning needs. "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach. Today's students have grown up in the technology age. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, social media, an all the other toys and tools of the digital age. Digital Natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to "serious" work.[17]"

Maintaining academically engaged students and promoting students interests is vital to student success. Student support is garnered through rich and relatable curriculum. Additionally, students are supported by their tier placement using a blended and flipped model as described below.

Blended Learning

In the blended model, VPA uses the work of Stake and Horn as cited in the Blended Learning Report, May 2014.[18]

The blended model:

- Involves teaching and learning within a formal education program
- Students learn in part through online delivery of content and instruction
- Students have some level of control over time, place, path, and/or pace of instruction
- Part or all of instruction is delivered away from home in a supervised, brick-and-mortar style location

Flipped Learning

In this pedagogical approach in which direct instruction moves from group learning to individual learning, and the resulting group learning environment is transformed into a dynamic, interactive

[17] Prensky, David L. (2001). Digital Natives, Digital Immigrants. On the Horizon, 9(5), 1-6. Retrieved May 14, 2018.
[18] Murphy, R., Snow, E., Mislevy, J., Gallagher, L., Krumm, A., & Wei, X. (2014, May). Blended Learning Report. Retrieved from https://www.edweek.org/media/msdf-blended-larning-report-may-2014/pdf.

learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. The four pillars of FLIP are Flexible Environment, Learning Culture, Intentional Content, and Professional Educator. Each of these are defined as:

Flexible Environment: Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

Learning Culture: In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

Intentional Content: Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

Professional Teacher: The role of a Professional Teacher is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, assessing their work and providing them with frequent specific feedback relevant in the moment, and assessing their work. Professional Teachers are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Teachers take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.[19]

Using this blended/flipped learning model and following the three instructional tiers (described below) our target population will have the maximum opportunities in the way research has found they want to learn.

- ***Guided Group*** – structured teacher-led facilitated learning, 2-3 hours, 5 days per week with the remaining daily hours completed at home online. As students show academic success they gradually move to the next tier.
- ***Support Group*** – structured teacher-led facilitated learning, 2-3 hours, 2 days per week with the remaining daily hours completed at home online.
- ***Modified Group*** - structured teacher-led facilitated learning, 1-2 hours, 1 day per week; students who graduate to this tier are fully released to complete coursework in the environment of their choosing after check-in, thus becoming a full digital learner.

VPA aims to meet the needs of these learners who are seeking a blended/flipped model that is different than the typical school pathway available, an educational choice that is in a digital format,

[19] Flipped Learning Network (FLN). (2014) The Four Pillars of F-L-I-P™

provides graphics, and videos that help teach but also are engaging to keep them focused on the learning. VPA also believes our students need in person learning opportunities which reinforce the curriculum, provides avenues to develop social and collaboration skills, and offer targeted assistance when necessary. One in which is not filled with repetitive instruction of material already mastered.

Design of Courses

The digital curriculum is developed in six units, with thirty lessons in each. A series of discussion boards, activities, workbooks, checkpoints, projects and unit exams are built in, throughout the lessons. This strategically-designed process ensures the student develops a deep understanding of the content guided throughout by teacher interaction and feedback on discussion boards, projects, unit, and final exams.

Every content objective is assessed in a selected-response or extended-response question. Curriculum content blueprints are developed to break down the end of course (final) exams per standard, to ensure coverage through the course. Assessments are developed from the KDS Inspect and ATI/Galileo banks. As students complete their coursework the system captures the formative data, so teachers can teach what the student needs in real-time and based on progression through the digital curriculum. Each curriculum/content map is cross-referenced with the standard, cluster, grade-level, unit and objective within the course.

Created by a team of Instructional Designers, the curriculum development process at StrongMind is iterative, methodical, and utilizes the Backwards Design Model[20]. The Backward Design Method is "backward" in that it starts with the end by first identifying the desired outcomes, goals, or learning objectives for a course. Then appropriate assessments are evaluated and determined based on the desired learning outcomes. Finally, activities are developed that promote those learning outcomes[21].

StrongMind uses this evidence-based method in conjunction with high-quality assessments developed by Assessment Technology Incorporated (ATI) Galileo®. Aligned to Arizona's college and career ready standards, Galileo Online provides an array of curriculum, assessment, instructional effectiveness, reporting, and forecasting tools. Use of the system facilitates advancements in teaching strategies, assessments, and implementation of instructional effectiveness initiatives. Courses will include Galileo Online end-of-course and diagnostic assessments to provide schools with valid and reliable diagnostic, growth, and proficiency data. This valuable psychometric support gives schools deeper insight into student growth and achievement.

Overview of Design by Content

The curriculum in our courses has been tightly aligned to the to the Common Core State Standards and Arizona's Academic K-12 Standards. The curriculum is designed using UBD principles. The final exam is created for each core course using available high-stakes test blueprints, such as AIMS Science or AzMERIT Math and ELA. Once the exam is completed, the development team begins by dissecting the standards, in order to accurately identify scaffolding information necessary for standard mastery and student success. From there the content developers work collaboratively with a talented team, of creative professionals to ensure students are engaged so they can persevere through difficult, or crucial concepts. Formative

[20] McTighe, J. (2005). Chapter 1. What is Backward Design?
[21] Reynolds, H.L., & Kerns, K.D. (2017). A Planning Tool for Incorporating Backward Design, Active Learning and Authentic Assessment in the College Classroom. College Teaching, 65(1), 17-27.

assessments content gives students multiple opportunities to self-check their understanding on material prior to moving on to quizzes and exams, while the content is still easily found for self-remediation.

English Language Arts: Students are expected to master reading and writing concepts that are vital to college and career readiness. By completing StrongMind's English Language Arts courses, students will be fully prepared for standardized test success and will thoroughly cover all of Arizona State Standards in Reading Informational Texts, Reading Literary Texts, Writing, and Speaking and Listening.

Grades 7-8: The emphasis is on solidifying reading comprehension skills, as well as the writing process. Students are strategically guided through the reading comprehension process by identifying key ideas/events/people, determining themes and central ideas, interpreting explicit and implicit evidence, and writing summaries of reading selections. The texts included in the courses include classics from authors like Jack London and Edgar Allan Poe, but also contemporary articles by Science News for Students, and even TED Talks. Mentor texts are woven throughout the course. Writing skills are refined through repeating the process of brainstorming, planning, prewriting, drafting, revising, and publishing. Students will craft Informational and Persuasive research projects, along with personal narratives, fictional narratives, and poetry, and assess all writing types for task, purpose, and audience. To prepare VPA students to succeed in the global society they live in, a special emphasis is placed on Digital Literacy skills. Grade-appropriate vocabulary words from reading selections are pretaught in the lessons and grammar skills are found both in isolated activities, as well as blended into writing activities.

Grades 9-12: The high school English Language Arts builds upon the solid foundation set by the middle school. Higher-level skills like strategic and extended thinking, as well as analysis are intentionally emphasized in certain places in the courses. Through close reading and scaffolded writing assignments, VPA students are able to comprehend in-depth concepts and will address specific ideas, like rhetoric or certain genres of literature.

Mathematics: Mathematics courses have the distinct advantage of built-in interactive elements, like games and enrichments, that allow students to explore, practice, and construct specific objectives. Digital engagement is a high priority for VPA students and courses have graphics, animations, and low- stakes practice to reinforce Arizona State Standards. Problem-solving, especially with real-life scenarios, is a focus of all mathematics courses. This is emphasized through projects and discussion boards and deepened as students provide feedback to classmates about each other's reasoning and mathematical communication. Students are driven to success by consistent reviews of prerequisite knowledge and ample time is given to exploration, so students can begin to analyze their own deductive and inductive reasoning.

Grades 6-8: Mathematics courses intentionally break down each larger concept into three distinct components. This allows mastery of microconcepts and reduces larger misconceptions by completing smaller step-by-step interactive examples that provide targeted feedback. VPA students are constantly provided practice activities that focus on exploring concepts, practicing skills, and completing the problem-solving process.

Grades 9-12: College readiness and standardized testing are the focus of high school mathematics courses. Rigorous, yet scaffolded, concepts provide students with a reasonable challenge, while low-stakes practice still exists to solidify learning from previous math courses. Enrichment is integrated in many courses to provide additional practice, but also to extend student thinking, especially in ways that are applicable to students' lives. Close reading also becomes a focus to increase technical

reading and writing abilities. The VPA Student will have a wealth of real-world knowledge that is immediately applicable in college and career.

Science: The science curriculum is engaging and interactive so the VPA student's desire to learn in a digital format occurs. Students experience concepts through videos, virtual experiments, hands-on projects, simulations, and collaboration with other students. Throughout the science curriculum, thematic topics guide the order of instruction, providing students with a framework to organize information. Additionally, the curriculum incorporates real-world scenarios that students are familiar with, making the learning meaningful and personal. The formative assessments are used to insure content mastery before summative assessments take place. All science courses align with Arizona State Standards and each have their own unique focus for projects, content, and experiments. VPA students will have a thorough grasp on the scientific process, as well as the process of inquiry to develop and test hypotheses. The learning centers wet lab will be used to reinforce concepts built into the digital curriculum so VPA students may understand and experience first-hand the labs in the curriculum.

Grades 6-8: Science courses lay the groundwork for higher-level science courses encountered in high school. These courses cover a wide variety of topics such as biology, chemistry, physics, ecology, earth science, space science, and genetics. These topics contain the underlying concepts that are critical for success in understanding high school content-specific courses. The complexity of topics is managed through chunking information into small pieces and keeping the Lexile levels and content length appropriate for a middle school reader. Additionally, content is provided through interactives, videos, and infographics, instead of just text, which promotes what the VPA target population desires. The interactive elements, including virtual labs and scenario simulations, allow students to experiment with concepts and get immediate feedback. Lessons begin with warm- up questions to recall previous information learned and ease students into more complex topics. The learning centers wet lab will be used to reinforce concepts built into the digital curriculum so VPA students may understand and experience first-hand the labs in the curriculum.

Grades 9-12: High school courses cover topics broadly enough to provide variety, but comprehensive enough to ensure mastery. Although the courses are self-authored, articles and videos from sources like NASA and TED Talks are incorporated. Projects in the high school courses improve technical reading and writing skills to improve scientific literacy. The learning centers wet lab will be used to reinforce concepts built into the digital curriculum so VPA students may understand and experience first-hand the labs in the curriculum.

Social Studies: Social Studies courses encourage students to become better citizens and increase civic responsibility. The focus is on cause and effect, as students explore historical events and fully comprehend the origins. Students use critical thinking to analyze historical events that shaped the world cultures and impact modern events. History classes are organized chronologically and align with Arizona State Standards. The study of history is often through primary source investigation and real-world application.

Grades 6-8: In the Social Studies courses, students are introduced to both world and American history. Throughout the courses, VPA students examine each particular piece of history through the lens of economics, government, and geography, giving a thematic feel to a chronological order. The projects in the courses are focused on close reading, as students investigate primary sources for understanding.

Grades 9-12: In addition to alignment with Arizona State Standards, high school courses also align to

the C3 Framework3 (College, Career and Civic Life). The history courses encourage students to read and examine the past like a historian. Students apply historical thinking skills like causation, comparison, and change and continuity over time to historical events and problems, examining the complexity of issues through primary and secondary sources, maps, and statistics. Scaffolded primary source analysis and argumentative essay writing are strong focuses. In world history, students examine world belief systems, physical geography, and political and economic philosophies to understand how they influence the development of civilizations over time. The curriculum takes a truly global approach to encourage a proper perspective in the modern world. The American history and government courses encourage students to draw their own conclusions in considering complex events and issues. The projects provide opportunities for students to become engaged citizens with a nuanced understanding of the forces that have shaped American society. Creative assets, like Bio Trading Cards, are intentionally added to the courses to increase student engagement and retention. Annotated images and maps all students to interact with the content and instructional videos with animations reinforce concepts. A self-authored graphic novel weaves in a storyline and presents content in an innovative way. Finally, a VPA student will complete the required Civics test per Arizona House Bill 2064 through the Civics: Citizenship course that reviews and assesses knowledge about the government of the United States, citizens' rights and responsibilities and American history.

Inclusion of Courses beyond Core

Elective courses are a key component of VPA's graduation requirements. Ensuring the student is well rounded and engages in all content area courses is key to their success at VPA. These StrongMind developed courses are created with the same rigor and engaging content as the core courses being use. VPA's Elective course credit requirements are:

Elective Course Requirement	Elective Course Credits
Physical Education	0.5 Elective Credit
Health	0.5 Elective Credit
Career Tech/Voc Ed/Fine Arts	1 Elective Credit
Electives (General)	6 Credits

Delivery Methods

At VPA we combine the digital curriculum with a structured teacher-led facilitated blended learning model. All content areas (ELA, Math, Science, Social Studies) will be taught using a variety of methods of instruction. Teachers will use a small group instructional model that provides direct instruction, inquiry, critical thinking, application of learning, Socratic seminars, collaboration, and an understanding on how to work as a team member which is critical for the job force of today. As teachers are teaching, facilitating, and observing VPA students learning, formative assessments/observations are made in order to target how the individual student is learning, where there may be gaps of understanding, and where understanding of the content is simply not evident. These observations are shared by the teachers during their daily collaborative team meetings in order to assist others with the students and embracing a safe and nurturing learning environment. The following instructional delivery methods will be used to compliment and engage our students.

Socratic Seminars

Students will be instructed in small groups, allowing instruction to be strategic and specific as well as encourage higher level/critical thinking, through Socratic Seminars.

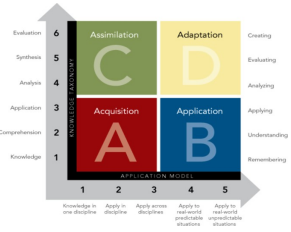
Elfie Israel succinctly defines Socratic seminars and implies their rich benefits for students: The Socratic seminar is a formal discussion, based on a text, in which the leader asks open- ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.[22]

VPA will utilize Socratic Seminars, which spur formal discussions based on open-ended questions by the teacher to stretch students to listen with the intent to understand others as well as think critically in order to articulate their own thought and responses to others.

Rigor & Relevance Framework

The Rigor/Relevance Framework[23] will not only help instructional staff assess student progress but also support collaborative planning of learning experiences that are at higher levels of rigor and relevance.

The Framework (shown below) develops higher levels of thinking through a continuum of taxonomies. The first continuum or Knowledge Taxonomy is based on Bloom's Taxonomies six levels. The second continuum, developed by Bill Daggett, is the Application Model with five levels of putting knowledge to use.



The Framework and Continuums show how a VPA student will acquire the knowledge of the curriculum and moves through applying what they have learned through the adopted curriculum as well as the other opportunities to meet the needs of each student (academically, socially, and emotionally).

As described above the flipped blended-learning model will provide targeted support for each student to meet the Arizona State Standard requirements. Students will succeed when provided appropriate scaffolded learning or through the use of technology or provided by a teacher, as evidenced by the success of such programs as Read/Math 180.

These types of technology along with structured teacher-led facilitated learning embrace the fundamentals of how the digital native learns and instills the concept of grit. Using supplemental curriculum that is proven to show academic success such as Read/Math 180 and Thinking Maps, is a key to empowering the student to become a life-long learner.

Brain-Based Learning

---

[22] Israel, Elfie. "Examining Multiple Perspectives in Literature." In *Inquiry and the Literary Text: Construction Discussions in the English Classroom.* James Holden and John S. Schmidt, eds. Urbana, IL: NCTE, 2002.

[23] ICLE, Our Philosophy. (2018). Retrieved April 27, 2018, from http://www.leadered.com/our-philosopy/rigor-relevance-framework.php

Eric Jensen's research on how the brain learns and retains knowledge for mastery is a key ingredient for our students' success.[24] "Brain-based learning refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development—how students learn differently as they age, grow, and mature socially, emotionally, and cognitively. Brain-based learning is motivated by the general belief that learning can be accelerated and improved if educators base how and what they teach on the science of learning, rather than on past educational practices, established conventions, or assumptions about the learning process.[25]"

Teachers will also promote students' metacognition (thinking about thinking) and how that can close the gaps between how prepared they feel and how prepared they are to learn the curriculum, develop deep understanding of concepts and readiness for tests. As Youki Terada points out, brain-based learning theories implemented by Academy staff: "The key to metacognition is to encourage students to manage their own learning instead of passively absorbing material. Donna Wilson and Marcus Conyers use the phrase "drive your brain" as a metaphor to explain to students how they can become more aware of their learning. In addition, promoting a growth mindset helps students understand that learning isn't fixed: Through dedication and hard work, they can learn to be more resilient and overcome many challenges that may otherwise feel impossible. Simply being aware that there's a difference between a fixed and a growth mindset is one of the most effective metacognitive strategies that students can benefit from.[26]"

Teachers will also use brain based compatible learning strategies which uses the research about how the brain learns. Teachers teach with the brain in mind and use strategies in a purposeful way based on the research of Eric Jensen (Teaching with the Brain in Mind, Teaching and Engaging with Poverty in Mind) and Marcia Tate ("Sit and Get" Won't Grow Dendrites, Formative Assessment in a Brain-Compatible Classroom and Preparing Children for Success in School and Life).

VPA believes in the equity of an ascertainable and measurable curriculum for all levels of students. Teachers will guide students in transforming each student's study process. Students will be taught to use metacognitive markers when reading and pinpointing the process of knowing, perceiving, and remembering passages of text. This skill set will assist students in developing their personal rationale, thus promoting the initial stages of the conscious competence learning cycle.

Thinking Maps, developed from research on how the brain learns is a set of eight consistent visual patterns linked directly to eight specific thought processes. The use of Thinking Maps establishes a common consistent language for learning across the school. Students reach higher levels of critical and creative thinking through the use of 8 intentionally designed maps based on the research of David Hyerle (2012)[27]. Students use these visual patterns to work collaboratively and are empowered to analyze complex texts and think mathematically for conceptual understanding and problem solving. The use of Thinking Maps provides students the opportunity to develop an understanding of the elements of a variety of writing types and purposes. Teachers are able to scaffold and see the evidence of a student's

---

[24] Jensen, E (2008). Brain-Based Learning, 2nd Edition, Thousand Oaks, CA: Corwin.
[25] Partnership, G.S. (2013, August 29). Brain-Based Learning Definition. Retrieved from https://www.edglossary.org/brain-based-learning/.
[26] Terada, Y. (2017, November 21). How Metacognition Boosts Learning. Retrieved December 14, 2017, from https://www.edutopia.org/article/how-metacognition-boosts-learning.
[27] Hyerle, D. (2012). A Common Visual Language for Learning (Module 6). Lansdale,: Educational Impact. www.educationalimpact.com.

learning.

Differentiation

Carol Ann Tomlinson is a leader in the area of differentiated learning and professor of educational leadership, foundations, and policy at the University of Virginia. Tomlinson describes differentiated instruction as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research on the effectiveness of differentiation shows this method benefits a wide range of students, from those with learning disabilities to those who are considered high ability.

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

Teachers who practice differentiation in the classroom may:

- Design lessons based on students' learning styles.
- Group students by shared interest, topic, or ability for assignments.
- Assess students' learning using formative assessment.
- Manage the classroom to create a safe and supportive environment.
- Continually assess and adjust lesson content to meet students' needs.[28]

Using differentiation techniques such as dialogue, support, and grouping, VPA teachers will more effectively reach a vast array of student learners. Along with the flipped blended-learning model, differentiation techniques will provide equitable teaching, remediation, and enrichment opportunities.

These high leverage instructional practices are key for effective instruction for all students regardless of their proficiency or background. These practices provide an evidence based foundation for effective intensive-explicit instruction.

Implementation:

How the AOI program will be Integrated

The unique instructional program, digital curriculum, and blended/flipped learning model are an integral part of VPA and its implementation of the AOI. The success of the Academy is dependent on the AOI's integration of the digital online instruction/curriculum with the face-to-face instructional tiers (Guided Group, Support Group, Modified Group). VPA Students will be working in the digital curriculum on site and/or at home. In addition, they will be supported minimally once a week on site, depending on which instructional group the student is in. At all times a teacher or instructional staff will be available for student support. The innovative nature of the program at VPA makes the integration of the AOI program seamless and with no distinct separation of the two. VPA students and parents will see both as a program and not separate programs.

[28] Tomlinson, C.A. (2016). The Differentiated Classroom: Responding to the Needs of All Learners (2nd Edition). Boston: Pearson Education, by special arrangement with the Association for Supervision and Curriculum Development (ASCD).

Leadership:

Roles, Responsibilities, Experience

Role	Responsibilities
Principal	▪ Provide a safe, rigorous learning environment that promotes social responsibility and a culturally diverse community. ▪ Establish and/or maintain a school organizational team, which may include parents, students, licensed administrative and staff personnel. ▪ Lead the development and implementation of school goals focused on the improvement of student learning. ▪ Develop and maintain initiatives to accomplish sustainable results to support school goals. ▪ Lead the supervision and evaluation process for teachers and administrators. ▪ Conduct frequent classroom observations with actionable feedback conversations with instructional staff. ▪ Assist in developing and maintaining the school strategic budget. ▪ Oversee and project-manage state-mandated testing AZMERIT. ▪ Assist in working with students, parents, and teachers on issues related to student performance, student behavioral issues, instructional methodologies, and parent concerns. ▪ Model and establish clear and high expectations for all students and staff members. ▪ Analyze and interpret school-level data; work with staff to develop School Improvement ▪ Plans that improve student academic growth and ensure the alignment of curriculum, instruction, and assessment to promote continuous school improvement. ▪ Lead staff in professional development. ▪ Take responsibility and accountability for appropriately managing all site-vendor employees and relationships, in conjunction with School Business Manager. ▪ Maintain, initiate, and develop areas of talent management, emergency procedures, and overall school operations. ▪ Perform other duties as assigned by School Governing Board.

Note: These leadership members have not been identified at this time however a search has begun to fill these positions as soon as possible and contingent on the Valor Preparatory Academy, LLC charter application being approved by the Arizona State Board for Charter Schools.

The following individuals will provide support throughout the process; prior to and after VPA starts in 2019:

Authorized Representative of the charter application, Andrew F. Szczepaniak, who has over 25 years of experience in education. The roles he has served have shown the breadth and expertise he has in the educational setting. He has been a Teacher, Mentor, Coach, Induction Program Coordinator, Principal, Director of Professional Development, and Director of Curriculum, Instruction, Assessment. Currently, he is Executive Director of an online high and middle school. Andrew will be

providing guided, step-by-step support throughout the process prior to and after VPA starts in 2019.

Ryan Shook, director of charter operations, has over 10 years of charter school management. His experience is grounded in charter school management as Vice President of Operations at Charter School Management Company. As Vice President of Operations, Ryan grew and led a team of over 100 charter school experts to aid over 300 developing and established charter schools with all aspects of running a charter school including back office, charter development, student data, governance, and compliance. Ryan will bring his charter school operations and development experience to Valor Preparatory Academy.

Accessibility:

Accessibility of the AOI Courses

All of the AOI courses are ADA compliant and with the blended/flipped learning approach no limitations to access for our target population are anticipated. All video content within the course content is equipped with closed captioning and transcripts. Read Speaker is embedded directly in to the content.

Technical and Bandwidth Requirements

All AOI courses use interactive multimedia that requires students' computers to have Java and Flash Player installed and "cookies" enabled.

Internet and email

- 1.5 Mbps minimum bandwidth DSL or Cable preferred (Dial-Up not supported)
- Personal E-mail address (free from Gmail, etc.)

Hardware

- CPU: Intel® Core Duo or Dual Core (I3 or better recommended) or AMD equivalent
- RAM: 1 GB minimum (4 GB recommended)
- HDD: 120 GB minimum (200 GB or more recommended)
- VIDEO: 1024×768 minimum resolution required
- MONITOR: 15" Widescreen or greater recommended
- AUDIO: Sound card with speakers or headphones (or headset with microphone)
- AUDIO: Microphone
- PRINTER: Inkjet or laser printer (not required, but helpful)

Operating System

- Windows® 7 or Windows® 8 or Mac® OSX (10.7 or later)

* iPads, Tablets, Chromebooks and some Netbooks are not supported as they may not be able to use required plugins and/or have screens that are too small to adapt.

VPA students will need the following software:

- Adobe Flash Player

- Adobe Reader
- Adobe Shockwave
- Quicktime
- Java run time environment
- Word-processing: Microsoft Word 2003 or better
- Presentation: Microsoft PowerPoint 2003 or better
- Spreadsheet: Microsoft Excel 2003 or better

Enrollment:

Ensuring all students reside in Arizona

Per A.R.S. § 15-802 requires charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment. All enrolling students must provide proof of residency to be enrolled with Valor Preparatory Academy. Proof of residency must show the parents/adult students name, current address and a recent date on it. Accepted Proof of residency would include, but is not limited to:

- Arizona Driver's License – this must be a valid and legible copy submitted by an adult (parent or student)
- Real Estate Deed or Mortgage Documents
- Property Tax Bill
- Residential Rental / Lease Agreement (a month to month lease agreement is not preferred because a parent would be required to show us proof of payment every month)
- A current water, gas, electric, cable or phone bill
- Bank / Credit Card Statement
- W-2 Statement this will be from the previous year and will only be valid until Dec.31 of the listed year
- Payroll Stub
- Certificate of Tribal Enrollment or Indian Tribe Issued ID
- Government issued Documentation – Social Security, Veteran's Affairs, DES Documentation
- The parent or guardian must complete a form indicating his/her name, the name of the charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence.

Monitoring Concurrent Students Enrolled

VPA is a blended/flipped brick and mortar school for full time students. The delivery of instruction and MTSS model has been developed to ensure academic success for full time students. VPA will not be enrolling Concurrent students.

Section 2 – Curriculum Choices

Depth and Breadth of Curriculum Chosen:

AOI School/Program offers curriculum aligned to Common Core State Standards and Arizona's Academic K-12 Standards

The VPA curriculum chosen is aligned to the Common Core State Standards and Arizona's Academic K-12 Standards as evidenced in the Curriculum Planning Document. This document contains all content areas and grade levels (7th -12th grade), course descriptions, delineation of standards taught, educational methodologies and evidence of master for each course taught.

AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school

VPA's High School Graduation Requirements are shown below. These also include the required Service Learning component that is part of the VPA student experience.

The table below summarizes minimum course requirements per A.R.S 15.701.01 for VPA students.

Content/Course(s)	Valor Preparatory Academy Credits	Arizona University Entrance Requirements
English	4 Credits	4 Credits
Math (Algebra 1, Geometry, Algebra 2, 4th year Math)	4 Credits	4 Credits
Science	3 Credits	3 Credits
Social Studies (American History, American Government, World History/Geography, Economics)	3 Credits	3 Credits
Physical Education	0.5 Credit	0.5 Credit
Health	0.5 Credit	0.5 Credit
Career Tech Ed / Voc Ed / Fine Arts	1 Credit	1 Credit
Electives	6 Credits	4 Credits
World Languages (same language)		2 Credits
Civics Test (Per House Bill 2064)	Pass	Pass
Service Learning	30 hours	
Total	**22 Credits**	**22 Credits**

English (4 credits) – This requirement will be met by completing the following courses or courses that are equivalent to: English 9A, English 9B, English 10A, English 10B, English 11A, English 11B, English 12A and English 12B. Some ELD courses may meet English requirements for graduation. Math (4th year math) – This requirement may be met by completing 1 credit of the following: Advanced Math A - Trigonometry, Advanced Math B, Pre-Calculus, Business Math A, Business Math B, or any math course transferred from another accredited high school that contains significant high school math content.
Science (3 credits) – This requirement will be met by earning three credits in science, one of which must be Biology or a Life Science.

AOI School/Program offers concurrent, Dual, Honors or AP credit (High School Only)

VPA will offer the following Honors and Dual Credit courses. Please note, once the VPA charter is approved we will apply for dual credit through an Arizona Community College, preferably Rio Salado for a few of our courses. We currently are not planning to offer AP credit for our courses. However, we will be once the program has been established for at least 1-2 years.

VPA Honors Courses:

- English 9th – 12th grades
- Algebra 1
- Algebra 2
- Geometry

VPA Dual Credit Course (anticipating to apply for):

- English 12

Course offerings that prepare students for post-secondary success in the world of work, technical school or college (High School Only)

VPA graduation requirements provide the necessary skills for students to be successful at the post-secondary level whether the student chooses the traditional or Arizona university bound graduation track. The instructional tiers and face-to-face instruction provide students the opportunity to develop communication and collaboration skills necessary for the world of work, technical school and/or college. Using Socratic Seminars, Blooms Taxonomy, Webb's Depth of Knowledge and a variety of additional evidence based programs, VPA students will develop the critical thinking skills necessary for post-secondary success. In addition, the Electives course offerings provide the opportunity for students to experience career pathways they may be considering.

VPA's required 30 hours of Service Learning will prepare students for volunteerism in the community and allow them to have a glimpse at potential career opportunities that are available. In addition, these required hours will add value to the community and to the students well-being.

Curriculum Planning Documents

All VPA curriculum planning documents have been completed as separate documents and submitted to the appropriate individual via email. The required documents have been used.

Section 3 – Educational Delivery Methodologies

Describe the Variety of Educational Methodologies Employed & the Means of Addressing the Unique Needs and Learning Styles of the Targeted Population

AOI Program's Educational Methodology includes: computer assisted learning, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities under the direction of a certificated teacher.

VPA's blended/flipped learning instructional model and educational methodology addresses all of these in an innovative program that blends face-to-face instruction and learning with digital curriculum through certificated teacher instruction and monitoring. The digital curriculum is ADA compliant to assist all students who require assistance through such means.

Student Learning – *On Site*

Students will receive small group instruction and/or one-on-one instruction, tutoring, or support from a certificated teacher.

By utilizing the blended/flipped learning model in combination with the three instructional tiers (described below), our target population will be provided the maximum number of research-based opportunities provided, to address their academic needs.

- ***Guided Group*** – structured teacher-led facilitated learning, 2-3 hours per day, 5 days per week with the remaining daily hours completed at home online. As students show academic success, they gradually move to the next tier.
- ***Support Group*** – structured teacher-led facilitated learning, 2-3 hours per day, 2 days per week with the remaining daily hours completed at home online.
- ***Modified Group*** - structured teacher-led facilitated learning, 1-2 hour per day, 1 day per week; students who promote to this tier are fully released to complete coursework in the environment of their choosing after check-in, thus becoming a full digital learner.

VPA aims to meet the needs of learners who are seeking a blended/flipped model that is different than the traditional school pathway available. Students are provided an educational choice that is in a digital format, provides graphics, and videos that support instruction, but also are engaging to keep students focused on their learning. VPA also believes our students need in-person learning opportunities which reinforce the curriculum, provides avenues to develop social and collaboration skills, and offer targeted assistance when necessary. One in which is not filled with repetitive instruction of material already mastered.

Student Learning – *Off-Site or Working Independently On-Site*

When students are not working in a Guided, Support, or Modified Group, they will be working on their courses in the learning management system (LMS). This system houses all the online curriculum content with all activities/lessons being monitored by a certificated teacher. A certificated teacher is assigned to content specific courses based on their certification and necessary endorsements.

Virtual Classrooms/Laboratories:

The online curriculum has a variety of virtual and online experiences specific to each course. Each course is designed as a virtual classroom that is closely monitored by the assigned certificated teacher. Science courses have virtual laboratories that provide step-by-step directions for a student to replicate/conduct the lab at home. In addition, students will have the opportunity to experience the labs first hand and face-to-face with teacher supervision in the on-site wet lab.

Electronic Field Trips:

VPA teachers will use a variety of methods to add to or enhance the curriculum by adding supplemental electronic field trips in the course content. For example, while learning about the American Revolution the teacher has the ability to insert an electronic field trip to the Smithsonian Institute for specific artifacts from that time in our history. These field trips may be delivered while the student is on site or working off- site thus providing the opportunity to have small group chat/dialogue with the experience.

Electronic Mail:

VPA believes communication is a key ingredient to a students academic success. In addition, keeping VPA parents/guardians up to date on their child's progress is a touchstone of VPA's expectations. VPA will be utilizing the safe and secure environment of Google Apps for Education as well as the messaging system within the learning management system to maintain communication with our parents and students. Both of which have safeguards in place to provide the necessary secure log-ins and students/parents are able to operate safely in this electronic environment.

Virtual Tutoring:

When VPA teachers are not working with students on-site, they will be working with them virtually in their assigned classes. Teachers will be available to provide virtual tutoring using YouCanBook.me, a program that allows students to schedule a one-on-one online Adobe Connect session with their teacher. In addition, a vetted 24-7 tutoring service will be implemented to allow students access to tutors when working outside of regular school hours.

Online Help Desk:

When students are on-site, they will be able to receive support from any teacher, instructional staff, or administrator for any online tech needs. A telephonic helpdesk will also be available if the student needs assistance when not on-site.

Group Chat Sessions:

When a VPA student is on-site, they will be in one of the instructional tier groups that are teacher-led and will involve dialogue amongst their peers through discussions, investigations and/or Socratic seminars. The online digital curriculum has discussion boards embedded in each lesson that require students to interact with each other in the

the discussion board utilizing the prompt as the basis of their chat. All student interactions are under the security of a certificated teacher monitoring the discussion.

Various Learning Styles are Addressed in Delivery Methods

Teachers at VPA will address various learning styles within the instructional tiers (on-site) and provide direct support through a variety of evidence and research-based programs. While students are engaged in the online curriculum, the teacher will add additional content based on the needs of the student through synchronous learning sessions, discussion boards, or supplemental notes within the content. As described in detail above, the following will be used as instructional delivery methods:

Socratic Seminars

Students will be instructed in small groups, allowing instruction to be strategic and specific as well as encourage higher level/critical thinking, through Socratic Seminars.

Rigor & Relevance Framework

In addition to assisting the instructional staff in assessing student progress, the Rigor and Relevance Framework also supports the collaborative planning of learning experiences that are at higher levels of rigor and relevance.

The framework develops higher levels of thinking through a continuum of taxonomies.

Brain-Based Learning

Eric Jensen's research on how the brain learns and retains knowledge for mastery is a key ingredient for our students' success.[1] "Brain-based learning refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development—how students learn differently as they age, grow, and mature socially, emotionally, and cognitively."

Differentiation

Carol Ann Tomlinson is a leader in the area of differentiated learning and professor of educational leadership, foundations, and policy at the University of Virginia. Tomlinson describes differentiated instruction as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research on the effectiveness of differentiation shows this method benefits a wide range of students, from those with learning disabilities to those who are considered high ability.

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

[1] Jensen, E (2008). Brain-Based Learning, 2nd Edition, Thousand Oaks, CA: Corwin.

Thinking Maps

The use of Thinking Maps establishes a common, consistent language for learning across the school. Students reach higher levels of critical and creative thinking through the use of 8 intentionally designed maps based on the research of David Hyerle (2012)[2]. Students use these visual patterns to work collaboratively and are empowered to analyze complex texts and think mathematically for conceptual understanding and problem-solving. The use of Thinking Maps provides students the opportunity to develop an understanding of the elements of a variety of writing types and purposes. Teachers are able to scaffold and see the evidence of a student's learning.

Higher Order Thinking – Questioning

Bloom's Taxonomy and Depth of Knowledge are two conceptual frameworks that will allow teachers to stretch students thinking and understanding dependent on the lesson or content being learned. Teachers will utilize the appropriate framework depending on what is being measured. Bloom's Taxonomy measures the cognitive level students are expected to show their learning. Depth of Knowledge is focused on the context in which students are expected to express their learning.

Modifications to Content Delivery by Course or Lesson

The VPA approach to learning (blended/flipped – face-to-face/online) allows teachers to modify the content based on where the student is at in the expected learning. The teacher will use educational pedagogy to determine when to modify and adjust instruction based on where the students are at and showing mastery during the small group instruction or when working individually with a student.

While online the teacher is able to "publish" or "unpublish" specific content or lessons in the learning management system that may need to be modified based on knowledge and mastery. During online synchronous sessions, teachers will make the necessary adjustments as students walk through a lesson with the teacher monitoring the chat discussion and student samples being submitted in the live session.

Methods Provide Synchronous and Asynchronous Support to AOI Students

Teachers will provide synchronous and asynchronous learning each week using Adobe Connect. These sessions will be delivered and completed when the student is not on-site or working directly with a teacher. The sessions will be accessed in the security of the learning management system through the LTI process (Adobe Connect will be integrated directly into the course). Ease of access is important to VPA, students will access these sessions with a simple click of a button while in the course.

[2] Hyerle, D. (2012). A Common Visual Language for Learning (Module 6). Lansdale,: Educational Impact. www.educationalimpact.com.

Selected Methodologies Exhibit Knowledge of Current Online Delivery Best Practices and the Ability to Implement and Evaluate these Practices

Valor Preparatory Academies innovative approach to learning supports and enhances best online delivery practices. Teachers at VPA will evaluate successful practices each day during their Collaborative Teams. Teachers within these teams will share strategies and practices that were shown as successful from the previous and current days teaching in the instructional tiers and through their interaction with students working through the curriculum off-site. Teams will evaluate the success of these practices and will encourage one another to think outside the box to meet the students where they are at while engaging them in their learning.

The Strongmind curriculum has been developed using online best practices in the online environment to engage students while they work through the standards-based, rigorous content. In addition, Strongmind's research team conducts multiple studies with student participants when developing the curriculum. This approach provides them with the opportunity to observe students interacting with components being developed and allows them to make the necessary adjustments to keep students engaged in their learning.

Section 4 – Safeguards

Describe the Availability of an Intranet or Private Network to Safeguard Pupils Against Predatory and Pornographic Elements of the Internet:

The provisions of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access

The Canvas Learning Management System being implemented by VPA is a secure system which requires students to access through a password protected portal. Students create a secure password with keystroke The Canvas API uses the industry-standard OAuth2 protocol, which provides secure access to Canvas data while preventing direct access to Canvas databases.

The type and quantity of external links used in the course content. How external links are chosen, screened and update to ensure adequate protection

External links are strictly held to a minimum to ensure student experience is not contingent on outside technology. Only a small amount of Ted Talks and TedEd videos are used in a minority of courses, and only when necessary to fulfill or support a standard. In these rare cases, the links provided are directly to the Ted.com and ed.ted.com. This is to shield students from unnecessarily viewing content that is not related to the course.

A means for students to identify and report problems with external links

Students at VPA will have a variety of methods to report any external link problems.

- When on site directly to the teacher, administrator or any staff member
- Through a feedback button available in the student portal
- Via email or phone to the teacher or any staff member
- Through a feedback button in the LMS

All reported problems with external links are addressed within VPA through direct communication with the curriculum provider and are addressed through a ticketing system with priority levels being identified. All problems are corrected the same day and often within hours of the reported problem.

Section 5 – Safe Research

Describe the Availability of a Filtered Research Access to the Internet

The AOI School/Program teaches Internet Safety to students

VPA students will go through an Orientation which will review a variety of components for online internet safety. During this Orientation students will be introduced, taught and sign off on the Responsible Use Policy for VPA students. Parents will also be expected to understand, reinforce and acknowledge the school's technology and responsible use policy. VPA will use the Digital Driver's License[1] project to learn and measure a student's digital citizenship proficiency. In addition, as well as resources from ISTE (International Society for Technology in Education) such as the Digital Citizenship Network and Infographic on Citizenship in the Digital Age which show how the characteristics of a good citizen parallel and differ from those of a good digital citizen[2].

The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements

The unique nature of VPA's model of learning compliments students research requirements through the way the school is structured, and the instructional tiers students are placed in while on-site. Using face-to-face instruction allows teachers to interact and model how to conduct research appropriately and cite sources correctly. The on-site library will allow students to access multiple sources of resources in an internet, secure friendly environment.

In order to assist students in developing research skills as well as citations, VPA will promote and utilize the Modern Language Association (MLA) and the American Psychological Association (APA) guides. VPA believes in assisting students in developing proper writing and citation skills to enhance skill sets in post-secondary careers. In addition, these writing guidelines ensure appropriate methodologies for all students and staff when expressing ideas, constructing debates and summarizing content in our 21st century digital world.

For students needing support while off site, teachers will be available through email, phone and synchronous learning sessions that can be scheduled by appointment through YouCanBook.Me and Adobe Connect. Teachers will provide live instruction on how to research as well as guide the student through the research he or she needs specifically for a course requirement.

---

[1] Digital Driver's License. (2011) Retrieved from https://otis.coe.uky.edu/DDL/launch.php

[2] Citizenship in the digital age (2017) Retrieved from https://www.iste.org/explore/articleDetail?articleid=192&category=Digital-citizenship&article=Infographic%3a+Citizenship+in+the+digital+age

Section 6 – Confidentiality

Describe the Availability of Private Individual Electronic Mail Between Pupils, Teachers, Administrators, and Parents in Order to Protect the Confidentiality of Pupil Records and Information

The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian, or other stakeholder that plays an integral part in monitoring and supporting the success of the student

VPA's internal email communication/messaging system is accessed through the Parent/Student Portal (PSP) in the Learning Management System (LMS). Retrieval of email communication/messages is accessed by any student, parent/guardian, staff, or other stakeholder through the use of a secure log-in and password established during the enrollment process. For VPS employees this is set up prior to the onboarding process, for students/parents/guardians upon enrolling at VPA.

Key Communications, such as instruction and student progress, between staff, student, and parents is logged and secure

VPA's Parent Student Portal (PSP) and Student Information System (SIS) is available to students parents and staff while participating in the educational environment. Communication is securely recorded and archived in the PSP for future access/retrieval.

- Students, parents and staff are subject to all local, state and federal laws and agree to abide by all such laws.
- Students will promptly disclose to the VPA staff of any message they receive that is inappropriate, offensive, or feels uncomfortable.
- As VPA stringently adheres to FERPA, granting access to the Parent Student Portal and/or the Student Information System to anyone who is unauthorized without written consent by management and the proper legal right to know is prohibited.
- VPA takes appropriate precautions to protect student information. All account information is located on a secured server behind a firewall. When students enter sensitive information (username or password), VPA encrypts that information using secure socket layer (SSL) technology.
- VPA will not divulge any student information to outside parties in accordance with the Family Educational Rights and Privacy Act (FERPA).
- All communication held within the SIS and PSP is documented in the student's file in a note by the teacher or as a document within the LMS database.
- All Email accounts are held within the VPA mainframe and are reviewable and accessible to School Administration in the event that need arises.
- VPA Employees are required to use only VPA approved forms of communication including the internal message, email, text, instant chat systems.

Section 7 – Teacher Selection and Training

Describe the Selection and Training for Online Teachers

The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment

VPA believes continuous professional learning is vital to the success of any educational institution. Therefore, VPA expects teachers to embrace professional learning which will keep them at the forefront of best instructional practices and be a guiding principle to ensure they are meeting all our students needs. Teachers will be required to be active members of a daily collaborative team that determines where their students are, academically and socially. These collaborative teams are comprised of student-centered "educators who are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.[1]" Collaborative teams will make instructional decisions based on frequent formative assessments, observations and data to provide scaffolded instruction/interventions.

Teachers will meet daily in their collaborative team (as described below) to determine where their students are, what they need to know, and what instructional assistance is needed for them to achieve academic success. Teachers will maintain a focus on daily student progress.

Professional Learning Communities – Collaborative Teams

VPA will be continuously learning through a Professional Learning Community (PLC). Within the PLC, our teachers will meet daily in collaborative teams, teachers review the progress of students, in order to inform instructional decisions for the following day. This daily progress monitoring will allow teachers to ensure students are being met where they are.

Teachers will be a member of a high functioning collaborative team focusing on the four guiding questions (DuFour) and two collaborative ideals (Marzano):

1. What is it we want our students to know?
2. How will we know if our students are learning?
3. How will we respond when student do not learn?
4. What will we do if they already know?
5. How will we increase our instructional competence?
6. How will we coordinate our efforts as a school?

This focus on developing the whole school as a learning school is based on the work of Joellen Killion, and Patricia Roy in their book Becoming a Learning School and has been selected by VPA to help teachers understand the power of collaborative learning to create a school focused on learning and student achievement.

---

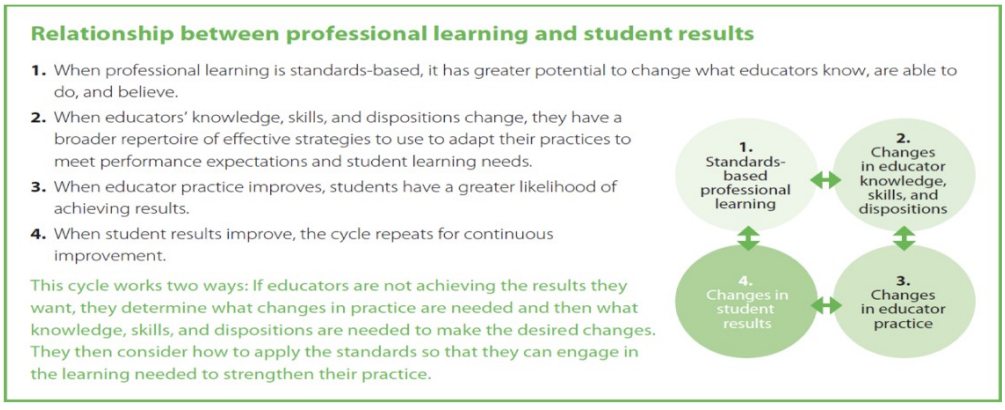
[1] Brulles, D., & Winebrenner, S. (2017). Maximizing Gifted Students' Potential in the 21st Century. Retrieved May 14, 2018, from http://www.aasa.org/content.aspx?id=17446

As listed below, Learning Forward's Standards for Professional Learning, "outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.[2]" Through the standards, best practice and proven professional development teachers and staff will apply their learning, reflect & share the impact that will lead to improved student achievement. In practice, teachers and staff will learn alongside their colleagues, observing each and providing feedback through: Instructional Rounds, Peer Observations, Lesson Study and Collaborative Teams.

Standards for Professional Learning:

1. Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
5. Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
6. Implementation: Professional learning that increases educator effectiveness and results for all students, applies research on change and sustains support for implementation of professional learning for long-term change.
7. Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Teachers and staff will be expected to be committed to continuous learning and growth that supports increased student results. As shown in the graphic below, VPA will embrace:



Standards for Professional Learning: Quick Reference Guide. Learning Forward, 2011

[2] *Standards for Professional Learning: Quick Reference Guide.* Learning Forward, 2011

At VPA training on adopted programs will be comprehensive and strategically monitored by the schools teachers and administration. Innovative ways to demonstrate pedagogical knowledge will be utilized to develop leadership capacity (such as peer observation, lesson study, etc.).

Peer Observation

Peer observation will allow teachers to observe their colleagues teaching. This has been found as one of the most powerful ways for teachers to improve their practice. In addition, teachers receiving authentic feedback from their peers based on these observations provides a non-evaluative way to improve instruction. Jason Flom, a guess ASCD blogger identifies questions for making the process become a culture of productive peer-to-peer observation. These 5 questions for making it work are:[3]

1. What is the essential question being observed?
2. Are the essential questions for the observation created with a top-down or bottom-up approach?
3. What is the scope of the observation?
4. What is the purpose of the observation?
5. When is the time to observe for optimal feedback?

Along with the establishing a culture of peer observation, it is essential to nurture a collegial exchange of ideas and promote a certain level of trust for the observation to be effective. The culture must be one of learning and not evaluation.

Dennis Sparks, former executive director of Learning Forward describes the essential elements of the culture as; is often absent when observation is associated with performance rather than professional growth. "It's a risky thing to have your professional practice scrutinized by colleagues," said Sparks. "A teacher needs to have some level of trust in [the observer's] motives trust that the purpose of the observation is not to make the teacher look bad or to place blame, but to help." Most important to effective teacher observation is that it be student-focused. The emphasis needs to be on how things can be done differently in the classroom to ensure that students succeed academically, added Sparks.[4]

As teachers develop an understanding and knowledge of topics/programs being learned the expectation is for teachers to apply what was learned and show impact of student achievement. VPA administration will monitor the application and implementation of teacher professional learning through the evaluation process. Administration will monitor teachers through review of lesson plans, unscheduled drop-ins, walkthroughs, formal observation as well as the formal and summative evaluations. Synchronous sessions will be recorded and randomly selected for peer and administrator review monthly to ensure student learning is occurring and expectations are being met by the teacher.

---

[3] Flom, J. (2014, October 06). Peer-to-Peer Observation: Five Questions for Making It Work. Retrieved May 14, 2018, from http://inservice.ascd.org/peer-to-peer-observation-five-questions- for-making-it-work/

[4] Teachers Observing Teachers: A Professional Development Tool for Every School | Education World. (2018). Retrieved May 14, 2018, from http://www.educationworld.com/a_admin/admin/admin297.shtml

Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success

As stated above, professional learning and competency in implementation of learning is an expectation at VPA. As teachers are hired, they will go through a comprehensive onboarding process that begins with a 2 day face-to-face training. New teachers are assigned a mentor upon hire and observe the mentor in their courses for several weeks. This process affords the new teacher the opportunity to learn successful teaching practices and VPA expectations. The new teacher will work in courses with a gradual release to full teaching independence upon successful completion of the observation period.

The onboarding process will provide:

- In person training on the LMS and direct LMS support from the assigned mentor
- Supported mentoring through one-on-one support and direct monitoring as a teacher's assistant
- Successful completion of an online training course grounded in understanding the LMS including formative assessment checkpoints to verify and validate the teachers understanding of the LMS system

Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders

VPA will hire appropriately certified teachers and possess the proper content endorsements to teach students at the 7th – 12th grade level. During the hiring process teaching certifications will be verified through the Arizona Department of Education certification system. The HOUSSE Rubric will be completed by each teacher to verify they meet the necessary requirements of NCLB. Human Resources and the building administration will work in tandem to ensure highly qualified teachers are hired.

Section 8 – Community Partnerships

Describe the Schools Current Partnerships with Universities, Community College and Private Business

Community partnerships encompass the goals of post-secondary transition by fostering partnerships Universities, Community Colleges, Private business, career track organizations, community organizations, and vocational/technical schools.

Currently, VPA has applied to the Arizona Charter Board for charter approval. With the intent of approval, as students progress through their academic program, they are required to complete various service-learning projects. Establishing a service learning program will provide VPA the opportunity to develop community partnerships and foster post-secondary transition for our students.

VPA's academic model is designed to develop students social, emotional and academic needs; therefore, the service-learning projects provide the opportunity for VPA students to give back to the community as well as develop their interests in college and/or career. The projects are developed with the academic advisor and the student based the student's interests. For example, if a student has an interest in becoming a teacher, he/she may volunteer in a classroom assisting a teacher by reading to students, helping students with work.

Empirical research has identified service learning as an educational model that intentionally connects community service to classroom learning (Jones, Bench, Warnaa, and Stroup 2013; Nabors, Welker, Faller 2018; Schmidt, Shumow, and Kacker 2007). Service-learning programs have the potential to positively impact youth in three key academic engagement and achievement; civics attitudes and behaviors; and social and personal skills.[1]

Improved Academic Achievement: The National Research Council's (NRC) summary of research on high school engagement found that active participation by students is important for effective learning. The NRC identifies service-learning as one of the most effective strategies for improving student engagement and, thereby, academic learning (Bransford et al., 1999).

Improved Academic Engagement: A national study of high school students found that when youth reported greater engagement in service-learning, they were more likely to be academically engaged and become attached to school and community (Billig et al. 2005).

---

[1]Jones, J. N., Bench, J. H., Warnaar, B. L., & Stroup, J. T. (2013). Participation As Relational Process: Unpacking Involvement in Social Action and Community Service. Afterschool Matters, (18), 9–16.

Nabors, L., Welker, K., & Faller, S. E. (2018). Impact of Service Learning: High School Students as Health Coaches for Children. Journal of Community Engagement & Scholarship, 10(2), 95–105.

Schmidt, J. A., Shumow, L., & Kackar, H. (2007). Adolescents' Participation in Service Activities and Its Impact on Academic, Behavioral, and Civic Outcomes. Journal of Youth and Adolescence, 36(2), 127–140.

Positive Civic Attitudes and Behaviors: A study of Colorado's Learn and Serve programs showed a significant and positive connection between participation in service learning and students' connection to their community and their school (Kim and Billig 2003).

Enhanced Social and Personal Skills: An evaluation of service-learning programs in California found that middle and high school students who engaged in quality service learning programs showed increases in measures of personal and social responsibility, communication and sense of educational competence (Weiler et al. 1998).[2]

Service learning projects along with open house nights encourage family involvement and community support. VPA is committed to developing positive relationships built upon trust and expectations with each student's family member and the community at large which will develop partnerships which encourage students to experience all college and career pathways.

Community partnerships have been planned or established

VPA will develop community partnerships with a vast number of business and educational institutions near the facility. The service-learning projects will allow VPA to build these partnerships within the community that exhibit volunteerism, civic responsibility, and citizenship. In addition, students completion of the Arizona ECAP will provide the VPA staff the tools to help students develop connections with the community based on their career aspirations.

Partnerships will enhance the school experience for AOI students

Connecting with and building community partners, is a vital component of VPA. As stated above, research shows service learning and community involvement enhance the school and academic experience.

VPA has already begun to make these connections and partnerships with the City of Goodyear as evidenced by the letter of support from Julie Arendall, City of Goodyear City Manager.

As the school is built and begins enrollment, VPA will continue to work and develop additional partnerships within the community that will enhance the school experience for all our students.

[2] The Impact of Service-Learning: A Review of Current Research. (2007, January). Retrieved from https://www.nationalservice.gov/sites/default/files/documents/issuebrief_servicelearning.pdf

City of Goodyear
City Manager's Office

April 25, 2018

Arizona State Board for Charter Schools
P.O. Box 18328
Phoenix, AZ 85009

To Whom it May Concern:

It is with enthusiastic support that the city of Goodyear wishes to endorse the Valor Preparatory Charter School application.

Goodyear views the opportunity to attract quality education options to the community as vital to its success. With a current population of 81,400, the city has quadrupled in size since 2000, and is projected to nearly double again by 2030. The city of Goodyearhas a bright future,and one that will be enhanced through the ability to provide high-quality education options for our residents.

We welcome their commitment to our community and look forward to the opening of Valor Preparatory Academy.

Sincerely,

CITY OF GOODYEAR

Julie Arendall,
ICMA-CM City
Manager

190 N Litchfield Road, Goodyear, AZ 85338
P. 623-932-3910 **F.** 623-882-7091 **goodyearaz.gov**

Section 9 – Disabled Services

Describe the Services Offered to Developmentally Disabled Populations

The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA)

VPA will adhere to the Child Find component of IDEA in order to locate, identify, and evaluate all children with disabilities, ages birth through 21 years, who are in need of early intervention or special education services by implementing a 45-day screening process, developing a Student Study Team (SST), and making referrals for a comprehensive special education evaluation when a disability is suspected.

- **45-Day Screening** – each VPA student's development and academic progress will be screened within the first 45 calendar days of enrollment.
- **Student Study Team (SST)** – when a concern is identified through the 45-day screening process, or a direct referral from a teacher or parent is made regarding academic concerns, the SST will review and determine if pre-intervention services are necessary. The SST will monitor each student's progress and collaborate with teachers to implement pre-referral interventions.
- **Referral for a Special Education Evaluation** – if 45-day screening results indicate a VPA student may have a disability, the SST suspects a VPA student may have a disability, or pre-referral interventions are not successful, a referral will be made to consider if a comprehensive evaluation is necessary to determine if the student is eligible for special education and related services where a team, of which the parent is a member, will meet to begin the process.

Once a VPA student is identified as eligible for special education and related services, VPA will adhere to all IDEA and Arizona Department of Education (ADE) guidelines/statutes for evaluation, reevaluation, and annual review/development/implementation of Individual Education Programs (IEP).

VPA offers a continuum of services that ranges from least to most restrictive and is determined on an individual basis by each student's IEP team. Services are provided to individuals and small groups of students via synchronous sessions in Adobe Connect.

- **Regular Education Classroom**– push in special education services delivered by the special education teacher provided to individuals or small groups in the general education classroom. Primary instruction provided solely by the general education teacher.
- **Co-taught Classroom** – push in special education services provided to the individual or small groups of students in the general education classroom. Primary instruction provided by both general and special education teacher.
- **Pull-out Special Education Services** – pull out special education services provided to the individual or small groups of students in the special education classroom. Primary instruction provided by the general education teacher and is supplemented by the special education teacher.
- **Resource Classroom** - push in special education services provided to the individual or small groups of students in the special education classroom. Primary instruction

provided solely by the special education teacher.

VPA will coordinate placement decisions made by IEP teams from separate schools, home instruction, and hospitals or institutions in order to ensure a Free and Appropriate Public Education (FAPE) is being provided.

The content and the Content Delivery System can be modified to meet the accommodation and modification requirements for identified students

The VPA content and content delivery system can be modified to meet the accommodation and modification requirements for students who are identified as eligible for special education and related services, as determined by the Individualized Education Program (IEP) team or section 504 plan.

- Video content is equipped with closed captioning and transcripts.
- Read speaker is embedded directly into content.
- Online content is modified, adapted or supplemented to individual student needs according to the IEP by teacher initiated "publish" or "unpublish" of course content.
- The amount of time given to complete courses assignments is extended depending on individual student learning needs.
- Course assignments are chunked or broken down into smaller steps depending on individual student learning needs.
- Additional attempts/retakes are granted
- Course content is supplemented by special education service delivery during online synchronous sessions, as determined by the IEP team.

Identified students will receive onsite support when appropriate

VPA will contract out to provide related services based on the student's IEP to provide any required speech/language, occupational therapy, physical therapy, orientation and mobility, vision, audiology, and counseling services onsite (when appropriate) in order to ensure a Free and Appropriate Public Education (FAPE) is being provided to the student in their online courses.

VPA's instructional tier model requires students to be on-site. Students who have been identified and/or need additional support will receive services by an on-site teacher. While students are on-site teachers will be trained in the Multi-Tiered System of Supports (MTSS) and Positive Behavior Intervention and Supports (PBIS) for interventions and positive classroom management interaction with students.

Section 10 – Policies and Procedures

Describe the Policies and Procedures to Ensure the Academic Integrity of the AOI School/Program

Policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program

VPA believes the academic success of a student involves all stakeholders (school, home, community). It is important that all work as partners for the benefit of the student and to make every attempt for him/her to be academically successful. With this in mind, the innovative structure of VPA allows for continual monitoring of student academic achievement through the Instructional Tiers and one-on-one contact with a certificated teacher. This model has been intentionally created to prevent students from failing. In addition, teachers meeting together in the afternoon in their collaborative teams will provide the opportunity to discuss the success or struggles students are having. These teams will then collaborate on next day steps for the individual student or students. This continual monitoring not only enhances the academic experience, it allows the staff to intervene when necessary and provide the supports needed for each student to be academically successful in a timely manner.

Through the Multi-tiered System of Supports (MTSS) each student will be provided the necessary interventions/support to help him/her master the content. If processes and individualized instruction is not working, a Student Study Team (SST) will be convened and the students academic progress will be reviewed. The team will review interventions provided, attendance, communication with the family, past grades, and observations made while the student is on site to determine what level of supports will continue to be needed or if a referral is needed for Special Education placement.

A variety of policies are in place if the reason for a decline in academic achievement.

Attendance Policy:

Students are required to check in each day when they arrive on-site. Students that are on-site throughout the day will have attendance verified by their teachers. While working online they must submit attendance each day with daily submission of one or more gradable items built within the course. Students will actively participate in their courses five days a week. The expectation to complete their assigned courses successfully would require a minimum of 3 hours of attendance per day. VPA's school week operates Monday through Friday; however, access to courses is available on weekends and holidays. Parents/Guardians are responsible for verifying their students' weekly attendance through the Parent/Student Portal (PSP); adult students verify their own attendance. VPA's policy and Arizona state law determine student consequences for absenteeism.

Truancy

Under Sections 15.803B and C of the Arizona Revised Statutes, failure to comply with any of the Attendance/Truancy policies and procedures may result in:

- Academic Probation

- Removal from the course(s)
- Withdrawal

Extended Illness

Students who are unable to attend school due to lengthy or an extended inability to participate may be placed in a temporarily inactive status without penalty or loss of credit, pending a formal academic review with possible documentation request from the administration. Student support in these situations will vary upon the review of the administration.

The AOI School/Program will ensure/monitor student progress for at least one year's growth annually

VPA will collect longitudinal information on students' performance through the Galileo system and Learning Management System reports

The benchmark assessments will be created in conjunction with the final exams provided by the online digital curriculum. Teachers and administration will use the online curriculum to develop assessments that accurately model the objectives of the course and ensure that each assessment aligns to the Arizona State Standards.

Teachers will design instructional activities that allow students to be formatively assessed consistent with how students will be evaluated in a summative manner. This ensures students receive multiple opportunities to learn and practice through relevant formative assessments prior to any higher stakes summative assessment of student learning.

Teachers will use the Galileo standards mastery data report to evaluate individual student's mastery of the content standards per course.

The administration along with the collaborative teams will ensure that the assessments not only align to the curriculum but also align to the instructional methodology adopted by Valor Preparatory Academy. These assessments will be continually monitored through the year using collaborative teams to dissect the impact that each assessment has on students, but more importantly if each assessment is valid, reliable, and accessible to all students. The data collection system will be used to report students' progress across grade level standards to teachers, parents, and school administrators.

At the end of each year, course passing rates, AzMERIT achievement levels, and Galileo growth scores will be compared for each subgroup and all students group. Based on findings, the instructional program will be tailored to address performance gaps of specific subgroups. Adjustments to the instructional program will be implemented school wide to close achievement gaps.

Courses offered exhibit formative assessment of student competency

To show student competency, all courses offered contain several forms of formative assessment including discussion boards, workbooks, check points, unit exams, and projects allowing the course instructor to assess student learning as the course unfolds and provide scaffolded instruction and intervention as needed.

Diagnostic and embedded end of course assessments through the Galileo assessment system will measure student competency of state standards. Galileo assessments measure student knowledge of the same or vertically aligned standards in each course.

The AOI School/Program will ensure academic integrity for exit Outcomes for each course/grade offering

VPA will ensure academic integrity for exit outcomes for each course offering through teacher monitoring of student progress individually and within the teacher collaborative teams. As students progress through the course the teacher will monitor the work submitted to ensure the student is submitting original work.

As members of the VPA community, all students are expected to conduct themselves with honor and academic integrity. VPA uses *Turnitin* software to protect the academic integrity of work submitted. All students will follow appropriate citation guidelines to ensure that proper credit is given to the authors or creators of any work used. Under no circumstances will a student be permitted to cheat or plagiarize, and disciplinary measures will be taken in the event of this type of student misbehavior.

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. Sources may include, but are not limited to, the World Wide Web, books, articles, and media presentations and recordings. Requirements for citing material are as follows:

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures or photos without citing the exact source in the body of the assignment. This includes the following examples:

- Directly quoting another person's actual words, whether oral or written;
- Using another person's ideas, opinions, or theories;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections.
- Cheating involves submitting work in an assignment or exam that is not your own. It can include the following:
- Copying someone else's work
- Allowing someone else to copy your work
- Having someone else complete your work for you
- Using unauthorized materials to help you complete your work
- Accessing social media sites on the internet to help you complete your work

Curriculum Planning Document – Language Arts

Content Area/Grade Level: English Language Arts Grade 7

Course Description: ENG070 covers both the first and second semesters of the 7th grade English Language Arts course. This course covers reading, writing, and analysis using both informational and literary texts. It is designed to cultivate excitement and interest in ELA while preparing students for future ELA course and high-stakes testing.

The course builds in depth and complexity, starting with instruction on informational texts that focuses on central ideas and evidence. Students will then dive into the more complex interactions of individuals, events, and ideas in these texts. Analyzing structure and purpose leads to instruction about arguments, including claims, counterclaims, reasoning, and evidence. To help students learn these concepts, they will read *The Story of My Life* by Helen Keller. Midway through the course, students switch to the literary genre and examine points of view, textual evidence, and narrative elements. Students will also analyze themes and organization. *Alice's Adventures in Wonderland* by Lewis Carroll is the text for this portion of the course. Specific teaching on poetry covers form, meaning, and poetic elements.

In this course, students will complete four Writing Projects: an informational essay, an argument essay, a memoir, and a poem. These projects allow students to practice and produce both short and extended-length writing. Discussion Boards and teacher feedback help guide students along the way. Lessons emphasize word roots, and also cover rules for using grammar, phrases, sentence types, and punctuation. By the end of the course, students will know 200 new words.
Students will take a midterm writing assessment as well as a midterm selected-response assessment, which will occur at the course halfway point. At the end of the course, students will take a final writing assessment and a final selected-response assessment.

	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand: Reading Standards for Literature			
Cluster 1: Key Ideas and Details	Instruction- Reading Skill: Implicit Evidence and Inferences	Unit Exam	
Cluster 2: Craft and Structure	Reading Skill Instruction- Structure, Form, and Meaning in Poetry	Unit Exam	
Cluster 3: Integration of Knowledge and Ideas	Film clip of Alice in Wonderland	Workbook	Workbooks are a check for understanding selected response assessment
Cluster 4: Range of Reading and Level of Text Complexity	The Story of My Life Looping Animation	Unit Project	
Strand: Reading Standards for Informational Text			
Cluster 1: Key Ideas and Details	Summarizing Text Video	Lesson Quiz	
Cluster 2: Craft and Structure	Reading Skill Instruction: Figurative Language	Workbook and Lesson Quiz	
Cluster 3: Integration of Knowledge and Ideas	Infographic Explaining and Evaluating an Argument	Discussion board	
Cluster 4: Range of Reading	Reading Skill:	Lesson Quiz	

and Level of Text Complexity	Technical Language		
Strand: Reading Standards: Foundational Skills (K-5 Only)			
Cluster 1: Print Concepts (K-1 only)			
Cluster 2: Phonological Awareness (K-1 Only)			
Cluster 3: Phonics and Word Recognition			
Cluster 4: Fluency			
Strand: Writing Standards			
Cluster 1: Text Types and Purposes	Writing Skill Instruction – Brainstorming Ideas for Your Argument Essay	Unit project	
Cluster 2: Production and Distribution of Writing	Writing Skill Instruction – Revising for Content & Style	Unit Project	
Cluster 3: Research to Build and Present Knowledge	Writing Skill Instruction - Research Skills for Writing	Unit Project	
Cluster 4: Range of Writing	Writing Skill Instruction - Setting in Narratives	Unit Project	
Strand: Speaking and Listening Standards			
Cluster 1: Comprehension and Collaboration	Reading Skill Instruction: Reading Different Media and Formats- Excerpt from President Obama's Inaugural Address	Unit Project	
Cluster 2: Presentation of Knowledge and Ideas	Writing Skill Instruction - Using Graphics & Multimedia	Unit Project	
Strand: Language Standards			
Cluster 1: Conventions of Standard English	Language Skill Instruction: Commas and Semicolons	Unit project	
Cluster 2: Knowledge of Language (Begins Grade 2)	Language Skill Instruction: Context Clues	Lesson Quiz	

Curriculum Planning Document – Language Arts

Content Area/Grade Level: English Language Arts 8th Grade

Course Description: In this course, you will build off what you learned in ENG081-8A. As with that course, you will read and analyze both literary and informational texts. These texts come from a number of genres and from a number of sources, including short stories, novels, poems, Internet articles, and political speeches. The course's reading selections demonstrate ways to understand explicit and implicit information, theme, central idea, and figurative language, among other ideas and concepts. You will read parts of the novels Fahrenheit 451, Hatchet, and Black Beauty, as well as short stories such as "How the World Was Saved," "Harrison Bergeron," and "All Summer in a Day." You will examine informational texts to better your understanding of global warming and its effect on Earth, the role the fast-food industry plays in our lives, the widespread presence of corn in the food we eat, and the ways sleep affects the ability of students to learn, among other topics. Numerous infographics and videos help build on the instruction. As you read the selections in this course, you will practice ways to use supporting evidence, identify central ideas, make inferences, analyze word choice, and identify figurative and connotative language in both literary and informational texts. In addition, you will learn about basics in grammar, usage, and punctuation, including phrases, clauses, sentence structures, verbals, mood, and active and passive voice. You will also review context clues to determine word meaning, and you will learn various vocabulary words and more about Greek and Latin prefixes, suffixes, and roots. In addition, you will learn the elements of informational and argument writing so that you can plan, create, write, revise, and edit your own informational and argument essays. Through the lessons provided in this course, you will master techniques that help you achieve a deeper appreciation of literary and informational texts.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand: Reading Standards for Literature			
Cluster 1: Key Ideas and Details	Reading Skill Instruction - Inferences & Evidence, Part 2	Unit Exam	
Cluster 2: Craft and Structure	Reading Skill Instruction - Figurative, Connotative, & Technical Language	Lesson Quiz	
Cluster 3: Integration of Knowledge and Ideas	Reading Skill Instruction – Comparing Modern and Past Texts	Lesson Quiz	
Cluster 4: Range of Reading and Level of Text Complexity	Writing Skill: Reading Skill Instruction– Looking at Style and Meaning Through Structure	Unit Exam	
Strand: Reading Standards for Informational Text			
Cluster 1: Key Ideas and Details	Inferences and Evidence in Informational Text Video	Lesson Quiz	
Cluster 2: Craft and Structure	Reading Skill	Unit Project	

	Instruction- Structure & Sentences		
Cluster 3: Integration of Knowledge and Ideas	Reading Skill - Author's Purpose: Graphics & Multimedia	Discussion Board	
Cluster 4: Range of Reading and Level of Text Complexity	Independent reading of Call of the Wild	Reading Project	
Strand: Reading Standards: Foundational Skills (K-5 Only)			
Cluster 1: Print Concepts (K-1 only)			
Cluster 2: Phonological Awareness (K-1 Only)			
Cluster 3: Phonics and Word Recognition			
Cluster 4: Fluency			
Strand: Writing Standards			
Cluster 1: Text Types and Purposes	Writing Skill Instruction – Understanding Narrative Techniques	Unit Project	
Cluster 2: Production and Distribution of Writing	Writing Skill Instruction– Editing, Publishing, and Creating a Presentation	Unit Project	
Cluster 3: Research to Build and Present Knowledge	Writing Skill Instruction - Deciding Your Search Terms	Unit Project	
Cluster 4: Range of Writing	Writing Skill Instruction– Building a Plot Outline	Discussion Board: Personal Writing Exercise	
Strand: Speaking and Listening Standards			
Cluster 1: Comprehension and Collaboration	Writing Skill Instruction- Focusing On Reasons	Discussion Board: My Opinion	
Cluster 2: Presentation of Knowledge and Ideas	Writing Skill – Editing, Publishing, and Creating a Presentation	Unit Project	
Strand: Language Standards			
Cluster 1: Conventions of Standard English	Language Skill Instruction- Investigating Verbals	Lesson Quiz	
Cluster 2: Knowledge of Language (Begins Grade 2)	Language Skill Instructional Video - Active & Passive Voice	Unit Project	

Cluster 3: Vocabulary Acquisition and Use	Reading Skill Instruction – Looking at Word Choice	Unit Project	

Curriculum Planning Document – Language Arts			
Content Area/Grade Level: English Language Arts 9th Grade			
Course Description: The first semester of English 9 introduces rhetoric and composition. Students read true accounts of experiences and events in autobiography, biography, personal narratives, and memoirs. Writing activities give students practice writing persuasively, and students complete a research project. The second semester of the course focuses on American and world literature. Students improve their reading comprehension, expand their vocabulary, connect to literature, and analyze author's craft. Writing activities include composing a literary analysis, and writing a compare and contrast essay.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand: Reading Standards for Literature			
Cluster 1: Key Ideas and Details	Reading Skill instruction - Evidence and Explicit Meaning in Literary Text	Lesson quiz	
Cluster 2: Craft and Structure	Reading Skill Instruction: Word Choice, Mood, and Tone	Unit exam	
Cluster 3: Integration of Knowledge and Ideas	Reading Skill Instruction: Analyzing Different Mediums for Artistic Works Video – Romeo and Juliet Act 1, Scene 1, Part 1	Lesson Quiz	
Cluster 4: Range of Reading and Level of Text Complexity	Writing Skill Instruction: My Literary Analysis: Close Reading	Unit Project	
Strand: Reading Standards for Informational Text			
Cluster 1: Key Ideas and Details	Reading Skill Instruction- Evidence and Inferences	Discussion Board	
Cluster 2: Craft and Structure	Reading Skill Instruction: Evaluating Arguments and Claims	Lesson quiz	
Cluster 3: Integration of Knowledge and Ideas	Reading Skill Instruction- Seminal US Documents	Unit Exam	
Cluster 4: Range of Reading and Level of Text Complexity	Reading Skill Selection: Organizational Structures-from "On Women's Right to Vote" by Susan B Anthony	Workbook	Workbooks are a check for understanding that follow most activities.
Strand: Reading Standards: Foundational Skills (K-5 Only)			

Cluster 1: Print Concepts (K-1 only)			
Cluster 2: Phonological Awareness (K-1 Only)			
Cluster 3: Phonics and Word Recognition			
Cluster 4: Fluency			
Strand: Writing Standards			
Cluster 1: Text Types and Purposes	Reading Skill Instruction- Organizing Ideas and Claims	Unit Project	
Cluster 2: Production and Distribution of Writing	Writing Skill Instruction - Revising and Editing Your Informational Essay	Unit Project	
Cluster 3: Research to Build and Present Knowledge	Writing Activity - My Literary Analysis: Conclusion	Unit Project	
Cluster 4: Range of Writing	Reading Skill - Objective Summaries of Literary Texts	Discussion Board - Writing and Evaluating Objective Summaries	
Strand: Speaking and Listening Standards			
Cluster 1: Comprehension and Collaboration	Speaking & Listening Skill Instruction: Evaluating a Speaker's Delivery	Unit Project	
Cluster 2: Presentation of Knowledge and Ideas	Speaking & Listening Activity - Evaluating the Speaker's Delivery	Workbook	
Strand: Language Standards			
Cluster 1: Conventions of Standard English	Language Skill Instruction - Spelling Conventions	Unit Project	
Cluster 2: Knowledge of Language (Begins Grade 2)	Language Skill Instruction: Style Manuals	Unit Project	
Cluster 3: Vocabulary Acquisition and Use	Language Skill Instruction- Context Clues & Discovering Meaning	Lesson quiz	

Curriculum Planning Document – Language Arts

Content Area/Grade Level: English Language Arts 10th Grade

Course Description: The first semester of English 10 emphasizes grammar and usage, spelling, writing skills, punctuation, and literary nonfiction. Writing activities give students practice in organizing and developing descriptive, persuasive, narrative, and expository compositions, and in doing research. In the second semester of the course, students expand their understanding of culture and literature by reading a wide variety of texts from around the world. As students read the selections, they analyze literary elements, author's craft, and structure. The course emphasizes vocabulary building, including academic, domain-specific, and technical words. Writing projects in the second semester include a character analysis and a personal narrative.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand: Reading Standards for Literature			
Cluster 1: Key Ideas and Details	A Review of Close Reading	Unit project	
Cluster 2: Craft and Structure	Focus Skill: Elements of Drama, Pacing & Flashback	Lesson quiz	
Cluster 3: Integration of Knowledge and Ideas	Focus Skill: Analyzing Illustrations	Workbook	Workbooks are checks for understanding following most activities
Cluster 4: Range of Reading and Level of Text Complexity	Reading Selection: Antigone, Part 3	Lesson quiz	
Strand: Reading Standards for Informational Text			
Cluster 1: Key Ideas and Details	Reading Strategy: Main Idea and Synthesizing Supporting Details	Unit project	
Cluster 2: Craft and Structure	Reading Strategy: Argument and Evidence	Unit exam	
Cluster 3: Integration of Knowledge and Ideas	Reading Strategy: Media Literacy	Unit exam	
Cluster 4: Range of Reading and Level of Text Complexity	Nonfiction Analysis: Jack London's "The Story of an Eyewitness"	Unit project	
Strand: Reading Standards: Foundational Skills (K-5 Only)			
Cluster 1: Print Concepts (K-1 only)			
Cluster 2: Phonological Awareness (K-1 Only)			
Cluster 3: Phonics and Word Recognition			
Cluster 4: Fluency			
Strand: Writing Standards			
Cluster 1: Text Types and Purposes	Project 2: Persuasive Essay—Prewriting	Unit Project	
Cluster 2: Production and	Writing Project:	Unit Project	

Distribution of Writing	Personal Narrative Essay Overview		
Cluster 3: Research to Build and Present Knowledge	Writing Workshop: Research Papers—Thesis Statement and Outline	Unit Project	
Cluster 4: Range of Writing	Reading Activity: Mini-Research	Discussion Board	
Strand: Speaking and Listening Standards			
Cluster 1: Comprehension and Collaboration	Reading Activity: Citing Evidence	Discussion Board	
Cluster 2: Presentation of Knowledge and Ideas	Reading Strategy: Preparing an Interview	Unit Project	
Strand: Language Standards			
Cluster 1: Conventions of Standard English	Language Skill: Patterns of Word Changes: Adjectives	Unit exam	
Cluster 2: Knowledge of Language (Begins Grade 2)	Language Skill: Using Reference Materials	Unit Project	
Cluster 3: Vocabulary Acquisition and Use	Language Skill: Euphemism and Oxymoron	Lesson quiz	

Curriculum Planning Document – Language Arts

Content Area/Grade Level: English Language Arts 11th Grade

Course Description: In Semester 1 of this course, you will read and analyze informational and argumentative texts across a number of genres and from a number of sources, including government publications and websites, magazine articles, legal proceedings, and video presentations. Through the presentation of topics as varied as zombie insects, Mars exploration, and the need for sleep, the course demonstrates ways to understand central ideas, organizational structures, and techniques of composition. You will examine argumentative writing in seminal US documents, such as the work of John Adams and speeches by 20th-century US presidents. You will also learn how to interpret consumer documents such as government publications and financial information.

These examples will help you to evaluate use of language, determine meanings, make inferences, grasp central ideas, evaluate bias, and draw conclusions. The course also will instruct you in speaking and writing formally, and in using rhetorical devices to persuade audiences.

As you read the selections in this course, you will practice ways to analyze evidence, recognize symbolism, examine word choice, and identify figurative language in informational writing. You will also review basics in spelling, grammar and usage, and punctuation. Writing activities will give you tips and techniques as you research and organize expository and argumentative compositions.

Through the lessons provided in this course, you will master techniques that help you achieve a deeper appreciation of informational and argumentative texts.

Semester 2 is a survey course in American Literature. It involves the study of styles, techniques, philosophies, biographies, and ideas of major American writers as well as the historical events that influenced their works. The course emphasizes critical and analytical thinking, reading, and writing skills. In addition to the coursework of reading and interpreting literature, students will read novels, short stories, and poems.

	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand: Reading Standards for Literature			
Cluster 1: Key Ideas and Details	Reading Selection: Grapes of Wrath	Lesson quiz	
Cluster 2: Craft and Structure	Modernist Poetry: Reading Selections	Lesson quiz	
Cluster 3: Integration of Knowledge and Ideas	Naturalism: Reading Selections	Discussion board	
Cluster 4: Range of Reading and Level of Text Complexity	Exploring Human Nature in Fiction: Reading Selections	Unit project	
Strand: Reading Standards for Informational Text			
Cluster 1: Key Ideas and Details	Focus Skill: Analyzing Explicit and Implicit Ideas	Discussion board	
Cluster 2: Craft and Structure	Vocabulary Skill: Understanding Figurative Language	Lesson quiz	
Cluster 3: Integration of Knowledge and Ideas	Focus Skill: Analyzing Information in Different Mediums	Lesson quiz	
Cluster 4: Range of Reading and Level of Text Complexity	Reading: "Hazelwood School District v.	Discussion board	

	Kuhlmeier court decision		
Strand: Reading Standards: Foundational Skills (K-5 Only)			
Cluster 1: Print Concepts (K-1 only)			
Cluster 2: Phonological Awareness (K-1 Only)			
Cluster 3: Phonics and Word Recognition			
Cluster 4: Fluency			
Strand: Writing Standards			
Cluster 1: Text Types and Purposes	Writing Project: Acknowledging and Refuting Counterclaims	Unit Project	
Cluster 2: Production and Distribution of Writing	Writing Project: Activity – Editing and Publishing a Research Paper	Unit project	
Cluster 3: Research to Build and Present Knowledge	Language Skills Review: Unit 5	Unit Project	
Cluster 4: Range of Writing	Extended Response 1: "Why People Oppose GMOs Even Though Science Says They Are Safe"	Discussion board	
Strand: Speaking and Listening Standards			
Cluster 1: Comprehension and Collaboration	Video: For More Wonder, Rewild the World	Unit exam	
Cluster 2: Presentation of Knowledge and Ideas	Writing Project: Incorporating Technology in Writing	Unit project	
Strand: Language Standards			
Cluster 1: Conventions of Standard English			
Cluster 2: Knowledge of Language (Begins Grade 2)	Vocabulary Skill: Using Word Position, Function, and Context Clues to Determine Meaning	Unit exam	
Cluster 3: Vocabulary Acquisition and Use	Vocabulary Skill: Understanding Academic, Technical, and Domain-Specific Vocabulary	Unit project	

Curriculum Planning Document – Language Arts

Content Area/Grade Level: English Language Arts 12th Grade

Course Description: In this course, you will read and analyze informational and argumentative texts across a number of genres and from a number of sources, including magazine articles, legal proceedings, and video presentations. Through the presentation of topics as varied as plastics in the ocean, depression, and computer hacking, the course demonstrates ways to understand central ideas, organizational structures, and techniques of composition. You will examine argumentative writing in seminal US documents, such as the Bill of Rights and speeches by 20th-century US presidents. In addition, you will encounter numerous infographics and videos that enhance the instruction.

In the second half of this course, you will read and analyze a wide variety of narrative texts from British literature across different eras, from the Middle Ages through modern times, as well as poetry, prose, drama, satire, and science fiction. Reading selections include significant works from British writers who have made a lasting impact on the literary world—including Chaucer, Spenser, Donne, Shakespeare, Milton, Swift, Byron, Wilde, Tolkien, and Huxley. In addition, throughout the entire course, you will be reading the novel *Frankenstein* by Mary Shelley.

As you read the selections in this course, you will practice ways to analyze evidence, grasp central ideas, examine word choice, and identify figurative language in informational writing. You will also make inferences, evaluate bias, draw conclusions, and increase your vocabulary. In addition, you will review basics in, grammar, usage, and punctuation. You will also learn how to define, identify, and analyze narrative elements and structures. Among these elements are plot, setting, tone, character, theme, and perspective. You will also study literary devices such as imagery, symbolism, irony, understatement, and sarcasm. In addition, you will examine the impact of word choice and humor within a text as well as techniques that writers use when creating stories. You will also make inferences about literary works; increase your vocabulary; and sharpen your language skills by learning about context clues, connotation, nuance, and affixes as methods for determining word meanings.

	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand: Reading Standards for Literature			
Cluster 1: Key Ideas and Details	Reading Skill Instruction: Understanding Implicit and Explicit Meaning	Lesson quiz	
Cluster 2: Craft and Structure	Reading Skill Instruction: Interpreting Figurative Language and Literary Devices	Lesson quiz	
Cluster 3: Integration of Knowledge and Ideas	Reading Skill Instruction: Comparing Literary Representations	Workbook	Workbooks are check for understanding which follow most activities
Cluster 4: Range of Reading and Level of Text Complexity	Literature Project—Let's Respond: Frankenstein Chapter 11 – The Creature on His Own	Independent reading project	
Strand: Reading Standards for Informational Text			

Cluster 1: Key Ideas and Details	Writing Skill: Objective Summary - Style and Implied Meaning	Unit project	
Cluster 2: Craft and Structure	Video: Rhetoric and Persuasion	Unit project	
Cluster 3: Integration of Knowledge and Ideas	Reading 1: "The Federalist No. 10"	Lesson quiz	
Cluster 4: Range of Reading and Level of Text Complexity	Infographic: Reading Works of Public Advocacy	Lesson quiz	
Strand: Reading Standards: Foundational Skills (K-5 Only)			
Cluster 1: Print Concepts (K-1 only)			
Cluster 2: Phonological Awareness (K-1 Only)			
Cluster 3: Phonics and Word Recognition			
Cluster 4: Fluency			
Strand: Writing Standards			
Cluster 1: Text Types and Purposes	Writing Skill: Fictional Narrative – Drafting the Story	Unit project	
Cluster 2: Production and Distribution of Writing	Writing Skill Review: Writing and Revising Argumentative Essays	Unit project	
Cluster 3: Research to Build and Present Knowledge	Writing Skill: Researched Informative Essay – Finding Evidence	Unit project	
Cluster 4: Range of Writing	Discussion Board: Free Writing	Discussion board	
Strand: Speaking and Listening Standards			
Cluster 1: Comprehension and Collaboration	Video: Rhetoric and Persuasion	Workbook	
Cluster 2: Presentation of Knowledge and Ideas	Discussion Board: Opposite Opinion	Discussion board	
Strand: Language Standards			
Cluster 1: Conventions of Standard English	Language Skill: Using References and Selecting the Right Words	Unit project	
Cluster 2: Knowledge of Language (Begins Grade 2)	Vocabulary Skill: Understanding Patterns of Word Change with Affixes to Identify Word Meaning	Lesson quiz	
Cluster 3: Vocabulary	Language Skill	Unit project	

Acquisition and Use	Review: Reference Materials, Academic Vocabulary, and Syntax		

Curriculum Planning Document – Other			
Content Area/Grade Level: Graphic and Web Design			
Course Description: This course is an introduction to how, through design, people are able to communicate visually with one another. Each unit will cover topics such as the principles & elements of design or printing and publishing projects. By understanding the foundation of visual communication though design, this course will be a great introduction to a career path.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: ANALYZE THE MEDIA INDUSTRY, ITS BUSINESS PRACTICES, AND ITS ROLE IN THE ECONOMY			
Concept 1:	Text: History & Origins of Design	Discussion board	
Strand 2: INVESTIGATE INTELLECTUAL PROPERTY LAW AND RIGHTS MANAGEMENT			
Concept 1:	Text: Copyright Law and Licensing	Discussion board	
Strand 3: DEMONSTRATE VERBAL AND NONVERBAL COMMUNICATION SKILLS REQUIRED BY THE MEDIA INDUSTRY			
Concept 1:	Text: Principles of Design	Lesson quiz	
Strand 4: DEMONSTRATE WRITTEN COMMUNICATION SKILLS REQUIRED BY THE MEDIA INDUSTRY			
Concept 1:	Text: Research	Unit exam	
Strand 5: UTILIZE COMPUTER APPLICATIONS TO MANAGE MEDIA			
Concept 1:	Text: Web Publishing		
Strand 6: APPLY KNOWLEDGE OF DATA CAPTURE AND MANIPULATION			
Concept 1:	Text: Tools and Techniques	Lesson quiz	
Strand 7: ENGAGE IN PRE-PRODUCTION/PLANNING PHASE OF PRODUCT CREATION IN GRAPHIC/WEB DESIGN			
Concept 1:	Text: Preparing for Printing	Discussion board	
Strand 8: IMPLEMENT PLAN(S) FOR ACQUIRING OR CREATING A PRODUCT IN ACCORDANCE WITH PRODUCTION PHASE TASKS IN GRAPHIC/WEB DESIGN			
Concept 1:	Text: Color Models	Discussion board	
Strand 9: PERFORM TASKS IN POST-PRODUCTION PHASE OF PRODUCT REFINEMENT IN GRAPHIC/WEB DESIGN			
Concept 1:	Text: Finishing a Project	Discussion board	
Strand 10: DELIVER/DISTRIBUTE PRODUCT(S) USING VARIOUS MEDIA IN ACCORDANCE WITH CONSUMER EXPECTATIONS IN GRAPHIC/WEB DESIGN			
Concept 1:	Text: Web Publishing	Unit project	
Strand 11: MONITOR QUALITY ASSURANCE OF PRODUCT CREATION CONCURRENT WITH ALL PHASES OF PRODUCTION IN GRAPHIC/WEB DESIGN			
Concept 1:	**N/A**		
Strand 12: PRESENT PRODUCT(S) TO SELECTED AUDIENCE(S) USING MEDIA IN GRAPHIC/WEB DESIGN			
Concept 1:	Text in course	Unit project	

Curriculum Planning Document – Other			
Content Area/Grade Level: HS Health			
Course Description: This course provides an overview of how behavior affects health. The broad range of topics include nutrition and physical activity; growth, development; injury and safety prevention; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health. Students will explore how the choices they make about their bodies affect both their present and future. They will also be given the tools to make informed decisions to better their health.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: Comprehension of Health Promotion and Disease Prevention Concepts			
Concept 1: Understand Relationship Between Health Behaviors and Health	Text: Preventive Care	Lesson quiz	
Concept 2: Understanding Multiple Dimensions of Health	Text: Stress Management and Assistance	Discussion board	
Concept 3: Understanding Personal Health	Text: Air and Water Pollution	Unit project	
Concept 4: Understanding Prevention of Injuries and Health Problems	Text: Injuries and Causes	Discussion board	
Concept 5: Understanding Use of Health Care	Text: Energy During Exercise	Lesson quiz	
Concept 6: Understanding Healthy vs. Unhealthy Behaviors	How Alcohol Use Can Affect School, Family, and Community	Discussion board	
Strand 2: Analysis of Factors Affecting Health Behaviors			
Concept 1: External Influences on Personal Health	Text: Personal and Community Health	Lesson quiz	
Concept 2: Internal Influences on Personal Health	Text: Body Image and the Media	Discussion board	
Concept 3: Influence of Public Policy on Health	Text: Government Health Campaigns	Lesson Quiz	
Strand 3: Access to Health Information, Products, and Services to Enhance Health			
Concept 1: Knowledge of Sources of Help	Text: Body Image and the Media	Lesson quiz	
Concept 2: Accessing Help	Text: Recognizing Pathogens and Symptoms of Illness and Disease	Discussion board	
Strand 4: Use of Interpersonal Communication Skills to Enhance Health			
Concept 1: Communication to Enhance Help	Text: Positive Relationships with Family, Peers, and Community	Lesson quiz	
Concept 2: Self Protection and Dealing with Conflict	Text: Positive Romantic Relationships	Lesson quiz	
Concept 3: Asking for Help	Text: Professional	Discussion	

	Help for Mental Health	board	
Strand 5: Use of Decision-Making Skills to Enhance Health			
Concept 1: Influences on Health Decision Making	Text: Grief and Mental Health	Discussion board	
Concept 2: Application of Decision-Making Skills to Health	Text: Proper Care	Discussion board	
Use of Goal-Setting Skills to Enhance Health			
Concept 1: Assessment of Health	Text: Physical Fitness Tests	Discussion board	
Concept 2: Health-Related Goal Setting	Text: Program Design Essentials	Discussion board	
Strand 7: Ability to Practice Health-Enhancing Behaviors			
Concept 1: Personal Responsibility for Health	Text: Proper Sleep and Rest	Unit project	
Concept 2: Healthy Practices and Behaviors	Text: Exercise	Unit project	
Strand 8: Ability to Advocate for Health			
Concept 1: Personal Advocacy	Text: Self-Care and Personal Hygiene	Unit project	
Concept 2: Collective Advocacy	Text: Global and Community Health	Unit project	
Concept 3: Tailoring Advocacy Message to Audience	Text: Global and Community Health	Unit project	

Curriculum Planning Document – Other

Content Area/Grade Level: Photography Basics

Course Description: In Photography Basics, students learn how to correctly explain the setup and proper use of basic photography equipment. Through projects and research activities embedded in the course, they create and present a portfolio of work. In addition, they learn to describe professional habits, etiquette, and technology essential to creating a photograph. No access to photography equipment is needed in order to take the course; opportunities to practice with digital simulations and theory will be present throughout the course. This course is designed for any beginner interested in learning about photography and what it could take to make a career out of an interest in this exciting, dynamic field of study. Photography Basics is designed for ninth grade or higher.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
STANDARD 1.0 ANALYZE THE MEDIA INDUSTRY, ITS BUSINESS PRACTICES AND ITS ROLE IN THE ECONOMY			
Concept 1:	Text: Genres of Photography	Discussion board	
STANDARD 2.0 INVESTIGATE INTELLECTUAL PROPERTY LAW AND RIGHTS MANAGEMENT			
Concept 1:	Text: Copyrighting Photography	Discussion board	
STANDARD 3.0 DEMONSTRATE VERBAL AND NONVERBAL COMMUNICATION SKILLS REQUIRED BY THE MEDIA INDUSTRY			
Concept 1:	Equipment Used in Digital Photography: Basics	Unit exam	
STANDARD 4.0 DEMONSTRATE WRITTEN COMMUNICATION SKILLS REQUIRED BY THE MEDIA INDUSTRY			
Concept 1:			
STANDARD 5.0 UTILIZE COMPUTER APPLICATIONS TO MANAGE MEDIA			
Concept 1:	Text: The Photographer and the Computer	Lesson quiz	
STANDARD 6.0 APPLY KNOWLEDGE OF DATA CAPTURE AND MANIPULATION			
	Text: Equipment for Photo Editing	Lesson quiz	
STANDARD 7.0 ENGAGE IN PRE-PRODUCTION/PLANNING PHASE OF A PHOTOGRAPHY SHOOT			
	Text: History of Digital Photography	Unit exam	
STANDARD 8.0 IMPLEMENT PLAN(S) FOR ACQUIRING OR CREATING A PRODUCT IN ACCORDANCE WITH PRODUCTION PHASE TASKS IN DIGITAL PHOTOGRAPHY			
	Text: Types of Lighting Equipment	Discussion board	
TANDARD 9.0 PERFORM TASKS IN POST-PRODUCTION PHASE OF PRODUCT REFINEMENT IN DIGITAL PHOTOGRAPHY			
	Text: Application: Using Basic Computer Commands	Discussion board	
STANDARD 10.0 DELIVER/DISTRIBUTE PRODUCT(S) USING VARIOUS MEDIA IN ACCORDANCE WITH CONSUMER EXPECTATIONS IN DIGITAL PHOTOGRAPHY			
STANDARD 11.0 MONITOR QUALITY ASSURANCE OF PRODUCT CREATION CONCURRENT WITH ALL PHASES OF			

PRODUCTION IN DIGITAL PHOTOGRAPHY			
	Text: Maintaining Equipment	Discussion board	
STANDARD 12.0 PRESENT PRODUCT(S) TO SELECTED AUDIENCE(S) USING MEDIA IN DIGITAL PHOTOGRAPHY			

Curriculum Planning Document – Other			
Content Area/Grade Level: Spanish 1			
Course Description: In this introductory course, students will be introduced to the basics of the Spanish language through reading, writing, listening, and speaking. Students will learn how to introduce themselves and others, talk about interests and hobbies, ask for directions, and more! In addition to learning the language, students will also learn about the cultures of some Spanish-speaking countries. They will learn about daily life in Mexico, the history of Spain, cultural traditions in Argentina, and more! Students will participate in discussion boards, speaking practice, a culture project, and a speaking project. In the second semester of year one of Spanish. Students will continue with the introduction to the basics of Spanish language through reading, writing, listening, and speaking. Students will learn how to discuss school subjects, various professions, daily routines, and likes and dislikes. In addition to learning the language, students will also learn about the cultures of Venezuela, Chile, Ecuador, Guatemala, and Cuba. Students will learn about the history, traditions, and practices of each of these countries. Students will participate in discussion boards, speaking practice, a multimedia writing project, and a speaking project.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: Communication			
Concept 1: Interpersonal Communication	Text: Vocabulary: Mi Escuela	Discussion board	
Concept 2: Interpretive Listening	Audio: Application: De día a día	Unit project	
Concept 3: Interpretive Reading	Text: Application: De Compras...	Unit exam	
Concept 4: Presentational Speaking	Audio: Application: Mi Escuela	Unit project	
Concept 5: Presentational Writing	Text: Grammar: Mis Estudios	Discussion board	
Strand 2: Cultural Competencies			
Concept 1: Cultures	Text: Culture Connection: Los productos culturales de Venezuela	Workbook	Workbooks are checks for understanding that follow most instructional activities
Concept 2: Connections	Text: Culture Connection: Guatemala y los Estados Unidos	Workbook	
Concept 3: Comparisons	Text: Culture Connection: Cuban Daily Life	Workbook	
Concept 4: Communities	Text: Culture Connection: Chile y los Estados Unidos	Workbook	

Curriculum Planning Document – Other			
Content Area/Grade Level: Spanish 2			
Course Description: In Spanish 2, students continue the exploration of the Spanish language and the study of the structure in able to speak better with interesting people of other cultures. Throughout the course students see the instructions in Spanish, and then translated in English, but eventually, students will only see the directions in Spanish.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: Communication			
Concept 1: Interpersonal Communication	Text: Grammar: El presente de indicativo	Unit project	
Concept 2: Interpretive Listening	Audio: Application: El presente de indicativo	Unit project	
Concept 3: Interpretive Reading	Vocabulary: Actividades relacionadas con la música	Unit exam	
Concept 4: Presentational Speaking	Audio: Application: Números para contar y dar fechas	Unit project	
Concept 5: Presentational Writing	Text: Grammar: El imperfecto	Discussion board	
Strand 2: Cultural Competencies			
Concept 1: Cultures	Text: Culture Connection: Historia de Paraguay	Workbook	Workbooks are checks for understanding after most instructional activities
Concept 2: Connections	Culture Connection: La vida en Bolivia	Workbook	
Concept 3: Comparisons	Text: Culture Connection: Cultura compartida entre Estados Unidos y Bolivia	Workbook	
Concept 4: Communities	Text: Culture Connection: Puerto Rican Culture Around the World Content Link	Workbook	

Curriculum Planning Document – Other			
Content Area/Grade Level: Spanish 3			
Course Description: This course is intended to promote advanced language capabilities in reading and writing for the non-native Spanish speaker. Students learn more complex ways of expressing themselves and communicating in a new language. Once mastered, Spanish can open many opportunities to them in their personal and business worlds. After completing this class, students are able to read simple Spanish texts fluently. Students have multiple opportunities to read culturally relevant selections of fiction and nonfiction to help advance their understanding of the diversity of Spanish-speaking countries and the contributions those nations have made to their own lives. This class emphasizes and tests mental translation abilities. Except for the oral project instructions, the class is written entirely in Spanish. Oral project instructions remain in English to test the student's ability to recall the correct words and pronunciations. Students are challenged to critically evaluate the language at all times in order to decipher multiple meanings and select the option that fits best in context—another step toward fluency.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: Communication			
Concept 1: Interpersonal Communication	Lee y escucha (Read and listen)	Unit project	
Concept 2: Interpretive Listening	Audio: Escucha (Listen)	Unit project	
Concept 3: Interpretive Reading	Text: Lectura para el Proyecto 4	Unit project	
Concept 4: Presentational Speaking	Lectura para la Conversación 8	Unit project	
Concept 5: Presentational Writing	Escucha y escribe	Unit exam	
Strand 2: Cultural Competencies			
Concept 1: Cultures	Text: Lectura para la Conversación 15	Discussion board	
Concept 2: Connections	Lectura para la Conversación 16,	Discussion board	
Concept 3: Comparisons	Text: Lectura para la Conversación 11	Discussion board	
Concept 4: Communities	Audio: Projecto 3 - Dia 5 Audio	Unit project	

Curriculum Planning Document – Math

Content Area/Grade Level: Math/7th Grade

Course Description: In this course, students begin with adding and multiplying rational numbers by using number lines, rules, and properties. Then, they move their focus to proportional relationships given in tables, diagrams, graphs, equations, and verbal descriptions. They also learn how to solve problems by finding and comparing unit rates. Next, they rewrite expressions using properties, as well as write and solve simple linear equations by using different methods. The next area of study is probability and statistics, where they will interpret and calculate simple probabilities, as well as learn about populations and samples. Finally, they move on to geometry and learn how to solve problems about scale drawing, circles, and angle relationships, and draw some geometric shapes. The second half of seventh grade math starts by teaching different methods to simplify arithmetic operations, focusing on subtraction and division. Students learn how to use a variety of strategies such as number lines, rules, and properties. Students then study and interpret proportional relationships, expressions, equations, and inequalities to solve multi-step mathematical and real-life problems. Then, students begin working on compound events. They identify compound events and find their probabilities by using a formula, organized lists, tables, tree diagrams, or simulations. Students then continue with statistics and compare two data sets of random samples by using their center values and variability measures. From there, students make conclusions about the populations the data sets represent. As students near the end of the course, they apply their knowledge to geometry problems. They solve problems that involve area, surface area, volume, two- and three-dimensional objects, and cross sections.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Domain: Ratio and Proportion (RP)			
Cluster 1: Analyze proportional relationships and use them to solve real-world and mathematical problems.	Learn: Write Equations Using Graphs	Lesson quiz	
Domain: The Number System (NS)			
Cluster 1: Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers	Learn Video: Subtract on the Number Line	Lesson quiz	
Domain: Expressions and Equations (EE)			
Cluster 1: Use properties of operations to generate equivalent expressions..	Learn: Write Equivalent Expressions	Unit exam	
Cluster 2: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Learn: Use Equations to Solve Percent Problems	Unit project	
Domain: Geometry (G)			
Cluster 1: Draw, construct, and describe geometrical figures, and describe the relationships between them	Learn: Cross Sections of Rectangular Prisms	Unit exam	

Cluster 2: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume..	Learn: Cross Sections of Rectangular Pyramids	Discussion board	
Domain: Statistics and Probability (SP)			
Cluster 1: Use random sampling to draw inferences about a population.	Learn: What Are Populations and Samples?	Workbook	Workbooks are checks for understanding following most activities.
Cluster 2: Draw informal comparative inferences about two populations.	Learn: Is the Conclusion Reasonable?	Lesson quiz	
Cluster 3: Investigate chance processes and develop, use and evaluate probability models.	Learn: How Do Probabilities Compare?	Unit exam	

Curriculum Planning Document – Math

Content Area/Grade Level: Math/8th Grade

Course Description: In this course, students begin with the fundamentals of algebra, where they compare, order, and perform operations on rational and irrational numbers, use inverse operations to solve for a variable in one- and two-step equations, write and solve two-step equations from contextual situations, and analyze properties of functions, focusing on linear functions. The next area of study is very large and very small numbers, where they will solve expressions involving powers of a common base, convert numbers to and from scientific notation, and perform operations on numbers in scientific notation. They will then move on to geometry, where they will perform rigid transformations In the second half of course, students build on and extend the knowledge they gained in Math 8A. After reviewing how to solve one- and two-step equations, they are introduced to multi-step equations and proportions. They apply their knowledge of proportional relationships to geometry, where they perform transformations on figures and prove similarity of figures through a series of rigid transformations and dilations. Next, students extend their knowledge of linear relationships by identifying and comparing properties of lines and their equations. Then, students learn how to solve systems of linear equations using graphs, substitution, and elimination. After that, they build upon their algebraic skills by applying them to statistics, where they analyze and interpret patterns in bivariate data. Finally, students explore and analyze three-dimensional shapes including cylinders, cones, and spheres.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Domain: The Number System (NS)			
Cluster 1: Know that numbers that are not rational are called irrational, and approximate them by rational numbers	Video: Introduction to Rational Numbers	Lesson Quiz	
Domain: Expressions and Equations (EE)			
Cluster 1: Work with radicals and integer exponents	Video: Integer Exponents	Unit exam	
Cluster 2: Understand the connections between proportional relationships, lines, and linear equations	Video: Are Two Figures Similar?	Lesson quiz	
Cluster 3: Analyze and solve linear equations, inequalities, and pairs of simultaneous linear equations.	Learn: Writing Equations for Situations	Word problem investigation	
Domain: Functions (F)			
Cluster 1: Define, evaluate, and compare functions.	Video: The Concept of a Function	Lesson quiz	
Cluster 2: Use functions to model relationships between quantities.	Instruction: Increasing vs. Decreasing	Lesson quiz	
Domain: Geometry			
Cluster 1: Understand congruence and similarity using physical models, transparencies, or geometric software.	Video: Translating Figures	Unit project	

Cluster 2: Understand and apply the Pythagorean Theorem..	Video: Why Does the Pythagorean Theorem Work?	Discussion board	
Cluster 3: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres	Illustration: Using Volumes of Cylinders and Cones	Word Problem Investigation	
Domain: Statistics and Probability (SP)			
Cluster 1: Investigate patterns of association in bivariate data	Learn: Categorical versus Numerical Data	Unit exam	

Curriculum Planning Document – Math			
Content Area/Grade Level: Math/Advanced Math			
Course Description: Pre-calculus expands the student's knowledge of Algebra and Geometry. Pre-calculus covers functions and their graphs, equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, sequences and series, and analytic geometry. This course assists the student in making the transition to college level mathematics. By the time the student completes this course, the student will be prepared for Calculus!			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Domain: The Real Number System (N-RN)			
Cluster 1: Extend the properties of exponents to rational exponents.	ALG 1		
Cluster 2: Use properties of rational and irrational numbers.	ALG 1		
Domain: Quantities (N-Q)			
Cluster 1: Reason quantitatively and use units to solve problems.	ALG 1		
Domain: The Complex Number System (N –CN)			
Cluster 1: Perform arithmetic operations with complex numbers.	ALG 2		
Cluster 2: Represent complex numbers and their operations on the complex plane	ALG 2		
Cluster 3: Use complex numbers in polynomial identities and equations.	ALG 2		
Domain: Vector and Matrix Quantities			
Cluster 1: Represent and model with vector quantities			
Cluster 2: Perform operations with vectors.			
Cluster 3: Perform operations on matrices and use matrices in applications	Text: Modeling with Matrices	Unit exam	

Curriculum Planning Document – Math			
Content Area/Grade Level: Math/Algebra 1			
Course Description: In Semester 1 of Algebra 1, students build a strong foundation of traditional algebra concepts. Students will delve deeply into algebraic problems and apply their knowledge to real-life situations. In this course, students learn the properties of different forms of linear equations and inequalities, and their graphs. They also learn how to define a function and how to relate linear equations and functions. Students solve systems of equations and systems of inequalities and interpret their solutions mathematically and contextually. The course concludes with a study of statistics, which helps students to discover some of the interesting ways that math is used to describe the world. In Semester 2, students extend their algebraic skills and knowledge to five new types of functions: quadratic, exponential, absolute-value, piecewise, and step. In this course, students learn the properties and key features of nonlinear functions, including quadratic functions and exponential functions. Students identify key features and interpret functions presented as equations, graphs, tables, and verbal descriptions. Emphasis is placed on how different families of functions compare to one another. Transformations of functions are performed for all function types presented. The course concludes with an introduction of "other" functions, including absolute-value functions, piecewise functions, and step functions.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Domain: The Real Number System (N-RN)			
Cluster 1: Extend the properties of exponents to rational exponents.	Learn Video: Properties of Exponents	Lesson Quiz	
Cluster 2: Use properties of rational and irrational numbers.	Learn Text: Dividing Rational Numbers	Unit Project	
Domain: Quantities (N-Q)			
Cluster 1: Reason quantitatively and use units to solve problems.	Learn Text: Solving Multi-Step Linear Equations	Unit exam	
Domain: The Complex Number System (N –CN)			
Cluster 1: Perform arithmetic operations with complex numbers.	ALG 2		
Cluster 2: Represent complex numbers and their operations on the complex plane	ALG 2		
Cluster 3: Use complex numbers in polynomial identities and equations.	ALG 2		
Domain: Vector and Matrix Quantities			
Cluster 1: Represent and model with vector quantities	Plus		
Cluster 2: Perform operations with vectors.	Plus		
Cluster 3: Perform operations on matrices and use matrices in applications	Plus		

Curriculum Planning Document – Math			
Content Area/Grade Level: Math/Algebra 2			
Course Description: From construction to physics, the concepts in the Algebra 2 course are used in a variety of real-world situations. In Algebra 2A, you'll extend the knowledge of trigonometry that you gleaned from Geometry, as well as build upon the Algebra you learned in Algebra 1, to start modeling lots of real-world scenarios. You may not realize it right now, but the polynomials and other expressions and equations that make up Algebra 2 are the basis for things you love: from video games, to roller coasters, to the home you live in, it's all got a little Algebra in it. In Semester 2, you will expand your skills with regard to solving equations, including how to solve exponential equations with logarithms. You will also synthesize and generalize a variety of function families. Finally, you will learn how to make probability decisions, and how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Domain: The Real Number System (N-RN)			
Cluster 1: Extend the properties of exponents to rational exponents.	ALG 1		
Cluster 2: Use properties of rational and irrational numbers.	ALG 1		
Domain: Quantities (N-Q)			
Cluster 1: Reason quantitatively and use units to solve problems.	ALG 1		
Domain: The Complex Number System (N –CN)			
Cluster 1: Perform arithmetic operations with complex numbers.	Learn Text and Videos: Solve Rational Equations	Unit project	
Cluster 2: Represent complex numbers and their operations on the complex plane	Learn Text and Videos: Complex Numbers	Unit exam	
Cluster 3: Use complex numbers in polynomial identities and equations.	Learn Text and Videos: Complexity & Quadratics	Discussion board	
Domain: Vector and Matrix Quantities			
Cluster 1: Represent and model with vector quantities	Plus		
Cluster 2: Perform operations with vectors.	Plus		
Cluster 3: Perform operations on matrices and use matrices in applications	Plus		

Curriculum Planning Document – Other

Content Area/Grade Level: Geometry

Course Description: Geometry helps students build a strong foundation of traditional geometry concepts. Students delve deep into geometric problems, develop formal proofs, including coordinate proofs, and apply their knowledge to real-life situations. Students start with a basic understanding of how transformations in the plane affect geometric figures. They also learn how to determine congruent and similar triangles and their relationships with transformations. Students learn properties of triangles and quadrilaterals and use them in writing formal geometric proofs. They define sine, cosine, and tangent as ratios in a right triangle, as well as sine and cosine as coordinates on the unit circle, and apply trigonometry to general triangles. Students work with three-dimensional figures, and determine areas, volumes, cross sections, and solids of revolution. They use these concepts to model situations and problem solve. Students also use the Pythagorean Theorem, distance formula, midpoint formula, and slope formula to solve geometric problems and develop coordinate proofs. They connect the algebraic and geometric meaning of a parabola by using the distance formula. Students learn theorems about circles, find arc lengths and areas of sectors of circles, and use the distance formula to write equations of circles in the coordinate system. Students also learn about counting methods to find the number of possible combinations of a group of objects. They interpret theoretical and experimental probabilities, and use probability to analyze fairness of decisions. The course concludes with independent and dependent events, conditional probability, and mutually exclusive and inclusive events.

	Educational Delivery Methodologies	Evidence of Mastery	Comments
Strand 1: Quantities (N-Q)			
Concept 1: Reason quantitatively and use units to solve problems.	Text: Level Up: Tangent Lines of a Circle	Discussion board	
Strand 2: Congruence (G-CO)			
Concept 1: Experiment with transformations in the plane.	Video: Level Up: the Undefined	Lesson quiz	
Concept 2: Understand congruence in terms of rigid motions.	Video: Level Up: Congruence and Transformations	Unit exam	
Concept 3: Prove geometric theorems.	Video: Level Up: Perpendicular Bisectors	Discussion board	
Concept 4: Make geometric constructions.	Text: Project instruction: Tools of the Trade (Construct a Segment Bisector)	Unit Project	
Strand 3: Similarity, Right Triangles, and Trigonometry (G-SRT)			
Concept 1: Understand similarity in terms of similarity transformations.	Video: Level Up: Similarity	Lesson quiz	
Concept 2: Prove theorems involving similarity.	Video: Level Up: Similarity Postulates & Theorems	Unit project	
Concept 3: Define trigonometric ratios and solve problems involving right	Video: Level Up: Right Triangles and Similarity	Discussion board	

triangles.			
Strand 4: Expressing Geometric Properties with Equations (G-GPE)			
Concept 1: Translate between the geometric description and the equation for a conic section.	Video: Level Up: Recognizing Equations of Circles	Unit exam	
Concept 2: Explain volume formulas and use them to solve problems.	Video: Level Up: Volumes	Lesson quiz	
Concept 3: Visualize relationships between two-dimensional and three-dimensional objects.	Video: Level Up: Cross Sections and Solids of Revolution	Discussion board	
Strand 5: Modeling with Geometry (G-MG)			
Concept 1: Apply geometric concepts in modeling situations.	Level Up: Problem Solving and Modeling	Unit project	

Curriculum Planning Document – Other			
Content Area/Grade Level: 7th Grade Social Studies			
Course Description:			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: American History			
Concept 1: Research Skills for History	Text: Project 1 Instructions	Unit project	
Concept 6: Civil War and Reconstruction	Text: Union Strategy in the West	Unit exam	
Strand 2: World History			
Concept 6: Age of Revolution	Text: The Industrial Revolution in America	Discussion board	
Concept 7: Age of Imperialism	Text: Outbreak of War	Unit exam	
Strand 3: Civics/Government			
Concept 1: Foundations of Government	Text: City Life	Lesson quiz	
Concept 2: Structure of Government	Text: Reforming Society	Unit exam	
Strand 4: Geography			
Concept 1: The World in Spatial Terms	Animated Map: Unemployment 1934	Unit project	
Concept 2: Places and Regions	Textbook: The Growth of Cities	Discussion board	
Strand 5: Economics			
Concept 1: Foundations of Economics	Text: Big Business	Unit exam	
Concept 2: Microeconomics	**Video: FDR's New Deale Growth of Cities**	**Discussion board**	

Curriculum Planning Document – Other			
Content Area/Grade Level: 7th Grade Social Studies			
Course Description:			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: American History			
Concept 1: Research Skills for History	Text: Project 1 Instructions	Unit project	
Concept 6: Civil War and Reconstruction	Text: Union Strategy in the West	Unit exam	
Strand 2: World History			
Concept 6: Age of Revolution	Text: The Industrial Revolution in America	Discussion board	
Concept 7: Age of Imperialism	Text: Outbreak of War	Unit exam	
Strand 3: Civics/Government			
Concept 1: Foundations of Government	Text: City Life	Lesson quiz	
Concept 2: Structure of Government	Text: Reforming Society	Unit exam	
Strand 4: Geography			
Concept 1: The World in Spatial Terms	Animated Map: Unemployment 1934	Unit project	
Concept 2: Places and Regions	Textbook: The Growth of Cities	Discussion board	
Strand 5: Economics			
Concept 1: Foundations of Economics	Text: Big Business	Unit exam	
Concept 2: Microeconomics	**Video: FDR's New Deale Growth of Cities**	**Discussion board**	

Curriculum Planning Document – Science			
Content Area/Grade Level: Science/Grade 8			
Course Description: The first half of Science 8 focuses on life science concepts from biology, ecology, and environmental science. Science 8A also explores the nature of science and has engineering and technology practices threaded throughout the course. This course begins with an introduction to scientific processes. Then, the course explores cells, heredity, evolution, ecology, and genetic technology. The second half of the course focuses on physical science concepts from physics to chemistry. This course begins with an introduction to the history of physics. Then, the course explores the fundamentals of physics, including graphing and Newton's laws of motion. The second half of the course begins with an introduction to the history of the study of chemistry. The course then explores the different properties of matter, elements, compounds, and mixtures. Science 8B ends with a brief look at the current research that is taking place in these two areas of science.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: Inquiry Process			
Concept 1: Observations, Questions, and Hypotheses	Video: Observations and Inference	Lesson quiz	
Concept 2: Scientific Testing (Investigating and Modeling)	Project Instruction: Photosynthesis Experiment 1	Unit project	
Concept 3: Analysis and Conclusions	Text: Assumptions, Point of View, and Bias	Discussion board	
Concept 4: Communication	Text: Communication in Science	Unit project	
Strand 2: History and Nature of Science			
Concept 1: History of Science as a Human Endeavor	Video: Cell History	Lesson quiz	
Concept 2: Nature of Scientific Knowledge	Text: Ethics	Discussion board	
Strand 3: Science in Personal and Social Perspectives			
Concept 1: Changes in Environments	Interactive: Ecology: Humans and the Environment	Discussion board	
Concept 2: Science and Technology in Society	Interactive: GMO City Map	Unit exam	
Strand 4: Life Science			
Concept 1: Structure and Function in Living Systems	No performance objectives at this grade level		
Concept 2: Reproduction and Heredity	Text: Reproduction	Lesson quiz	
Concept 3: Populations of Organisms in an Ecosystem	No performance objectives at this grade level		
Concept 4: Diversity, Adaptation, and Behavior	Text: Interpretation of Darwin's Observations	Unit Project	
Strand 5: Physical Science			

Concept 1: Properties and Changes of Properties in Matter	Infographic: Trends in the Periodic Table	Lesson quiz	
Concept 2: Motion and Forces	Video: Newton's First Law	Unit project	
Concept 3: Transfer of Energy	No performance objectives at this grade level		
Strand 6: Earth and Space Science			
Concept 1: Structure of the Earth	No performance objectives at this grade level		
Concept 2: Earth's Processes and Systems	No performance objectives at this grade level		
Concept 3: Earth in the Solar System	No performance objectives at this grade level		

Curriculum Planning Document – Other			
Content Area/Grade Level: 7th Grade Social Studies			
Course Description:			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: American History			
Concept 4: Revolution and New Nation	Video: The Shot Heard Around the World	Unit exam	
Concept 8: Depression and World War II	Video: America Joins the War	Discussion board	
Strand 2: World History			
Concept 8: World at War	Text: Propaganda	Lesson quiz	
Concept 9: Contemporary World	Text: September 11, 2001: Attack on New York City	Unit project	
Strand 3: Civics/Government			
Concept 1: Foundations of Government	Video: The Articles to the Constitution	Lesson quiz	
Concept 2: Structure of Government	Text: Powers of Government	Unit exam	
Strand 4: Geography			
Concept 2: Places and Regions	Understanding a Physical Map	Lesson quiz	
Concept 4: Human Systems	Patterns of Immigration	Discussion board	
Strand 5: Economics			
Concept 1: Foundations of Economics	Text: The Entrepreneur	Unit exam	
Concept 2: Microeconomics	Text: The Function of Money and How to Acquire It	Discussion board.	

Curriculum Planning Document – Other			
Content Area/Grade Level: 7th Grade Social Studies			
Course Description:			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: American History			
Concept 4: Revolution and New Nation	Video: The Shot Heard Around the World	Unit exam	
Concept 8: Depression and World War II	Video: America Joins the War	Discussion board	
Strand 2: World History			
Concept 8: World at War	Text: Propaganda	Lesson quiz	
Concept 9: Contemporary World	Text: September 11, 2001: Attack on New York City	Unit project	
Strand 3: Civics/Government			
Concept 1: Foundations of Government	Video: The Articles to the Constitution	Lesson quiz	
Concept 2: Structure of Government	Text: Powers of Government	Unit exam	
Strand 4: Geography			
Concept 2: Places and Regions	Understanding a Physical Map	Lesson quiz	
Concept 4: Human Systems	Patterns of Immigration	Discussion board	
Strand 5: Economics			
Concept 1: Foundations of Economics	Text: The Entrepreneur	Unit exam	
Concept 2: Microeconomics	Text: The Function of Money and How to Acquire It	Discussion board.	

Curriculum Planning Document – Other			
Content Area/Grade Level: American History			
Course Description: The first semester of this course begins with the closing of the Silk Road, the European land route to Asia, prompting European exploration. It continues with how European powers came to North America and the impact they had on the lives of its native populations. Included in the course are the establishment of British colonies in North America, the founding of the United States, the War of 1812, US westward expansion, the Civil War, Reconstruction, the Indian Wars, immigration, American imperialism, the Progressive movement, and World War I. Special focus is given to the ideas that shaped the history of those living in the United States. The second semester of the course encompasses the expansive story of the United States from the beginning of the 1920s to the modern era. The course continues the story of the United States, encompassing the successes and failures of the nation in improving the human condition and espousing the unalienable rights that define the American spirit. It begins after World War I with the economic boom of the era known as the "Roaring Twenties." It then traces America's involvement in World War II and in the Cold War as well as proxy conflicts like the Vietnam War and Korean War. Students learn about pivotal events in the administrations of presidents including Kennedy, Johnson, Ford, Clinton, and Obama. The course proceeds to examine domestic and global events as the United States emerges into the 21st century, including technology innovations, global communications, and the rise of terrorism. Along the way, the course explores some of the key individuals who contributed to the events and policies that have shaped the decades discussed within these lessons. Even though the primary focus of this class is history, the areas of geography, economics, and government play a part by providing a well-rounded overview. In this American History course, students discover the significance and impact that the nation's history has on their lives. This includes pivotal events within the United States as well as the nation's increasing global interactions. Students also look at the rise of significant individuals in America's history, looking closely at the advent of certain technologies and ideas that continue to guide human society.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: American History			
Concept 1: Research Skills for History	Document Comparison: Articles of Confederation and Benjamin Franklin's Albany Plan of Union.	Lesson quiz	American History
Concept 2: Early Civilizations	Text: Native Tribes of North America	Discussion board	American History
Concept 3: Exploration and Colonization	Video: Clashing Cultures	Unit exam	American History
Concept 4: Revolution and New Nation	Graphic Novel- Citizen	Unit project	American History
Concept 5: Westward Expansion	Annotated Map: Western Trails	Discussion board	American History
Concept 6: Civil War and Reconstruction	Video: Antietam	Unit project	American History
Concept 7: Emergence of the Modern United State	Suffrage Movement	Lesson quiz	American History
Concept 8: Great Depression and World War II	Video: Early World War II, Part I	Unit project	American History
Concept 9: Postwar United States	Map Timeline: Vietnam War	Discussion board	American History
Concept 10: Contemporary	Text: Patriot Act &	Lesson Quiz	American History

United States	Homeland Security		
Strand 2: World History			
Concept 1: Research Skills for History	World History		
Concept 2: Early Civilizations	World History		
Concept 3: World in Transition	World History		
Concept 4: Renaissance and Reformation	World History		
Concept 5: Encounters and Exchange	World History		
Concept 6: Age of Revolution	World History		
Concept 7: Age of Imperialism	World History		
Concept 8: World at War	World History		
Concept 9: Contemporary World	World History		
Strand 3: Civics/Government			
Concept 1: Foundations of Government	Civics and Government		
Concept 2: Structure of Government	Civics and Government		
Concept 3: Functions of Government	Civics and Government		
Concept 4: Rights, Responsibilities, and Roles of Citizenship	Civics and Government		
Concept 5: Government Systems of the World	Civics and Government		
Strand 4: Geography			
Concept 1: The World in Spatial Terms	Map: the 13 Colonies	Discussion board	American History
Concept 2: Places and Regions	World History		
Concept 3: Physical Systems	Text: Hurricane Katrina	Lesson quiz	American History
Concept 4: Human Systems	Economics		
Concept 5: Environment and Society	World History		
Concept 6: Geographic Applications	Video: Cuban Missile Crisis	Lesson quiz	American History
Strand 5: Economics			
Concept 1: Foundations of Economics	Economics		
Concept 2: Microeconomics	Economics		
Concept 3: Macroeconomics	Economics		
Concept 4: Global Economics	Economics		
Concept 5: Personal Finance	Economics		

Curriculum Planning Document – Science			
Content Area/Grade Level: Science/Biology			
Course Description: The first semester of Biology focuses on life at the cellular level. Students begin by reviewing the scientific method so that they understand how science investigates questions and presents findings. Then, it's full speed ahead into cells! After a study of cells' chemical makeup and size, students examine cell structures and how they function together. From there, students progress to study how materials move through cells and how cells obtain and use energy to carry out their functions. One function students examine in depth is cell division, which helps them transition into a study of genetics. As students learn about DNA and RNA, they come to understand how traits are inherited and how the study of inheritance is applied today. The second semester of Biology focuses on examining the bigger picture of life. The course begins by exploring the evolution of species and moves into a presentation of how different organisms are grouped and identified. In this presentation, the major groups of organisms are described, and students examine one organism group—humans—in more detail by exploring the human body systems. Finally, students learn about ecology and human interaction with the environment. Throughout the course, they explore the historical perspectives and modern social implications of the course topics.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: Inquiry Process			
Concept 1: Observations, Questions, and Hypotheses	Integrated Science		
Concept 2: Scientific Testing (Investigating and Modeling)	Integrated Science		
Concept 3: Analysis and Conclusions and Refinements	Integrated Science		
Concept 4: Communication	Integrated Science		
Concept 1: History of Science as a Human Endeavor	Integrated Science		
Concept 2: Nature of Scientific Knowledge	Integrated Science		
Strand 3: Science in Personal and Social Perspectives			
Concept 1: Changes in Environments	Text: Humans and the Environment	Discussion board	
Concept 2: Science and Technology in Society	Ozone Layer and Climate Change	Discussion board	
Concept 1: The Cell	Annotated image: Types of Cells	Unit Project	
Concept 2: Molecular Basis of Heredity	Text: DNA and RNA	Unit Project	
Concept 3: Interdependence of Organisms	Text: Biomes	Lesson quiz	
Concept 4: Biological Evolution	Text: Natural Selection	Unit Project	
Concept 5: Matter, Energy, and Organization in Living Systems (Including Human	Text and infographic: Terrestrial Vertebrates	Discussion board	

Systems)			
Strand 5: Physical Science			
Concept 1: Structure and Properties of Matter	Integrated Science		
Concept 2: Position and Motion of Objects	Integrated Science		
Concept 3: Energy and Magnetism	Integrated Science		
Concept 4: Chemical Reactions	Integrated Science		
Concept 5: Interactions of Energy and Matter	Integrated Science		
Strand 6: Earth and Space Science			
Concept 1: Geochemical Cycles	Earth and Space		
Concept 2: Energy in the Earth System (Both Internal and External)	Earth and Space		
Concept 3: Origin and Evolution of the Earth System	Earth and Space		
Concept 4: Origin and Evolution of the Universe	Earth and Space		

Curriculum Planning Document – Other			
Content Area/Grade Level: Civics and Government			
Course Description: This course guides students in preparing to become engaged citizens within the United States government at all levels. The course is for high school students in order to fulfill the requirement for graduation. Civics and Government provides students the ability to engage the government they will soon participate in. This course provides real-world connections between democratic ideals and practical activities.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: American History			
Concept 1: Research Skills for History	American History		
Concept 2: Early Civilizations	American History		
Concept 3: Exploration and Colonization	American History		
Concept 4: Revolution and New Nation	American History		
Concept 5: Westward Expansion	American History		
Concept 6: Civil War and Reconstruction	American History		
Concept 7: Emergence of the Modern United State	American History		
Concept 8: Great Depression and World War II	American History		
Concept 9: Postwar United States	American History		
Concept 10: Contemporary United States	American History		
Concept 1: Research Skills for History	World History		
Concept 2: Early Civilizations	World History		
Concept 3: World in Transition	World History		
Concept 4: Renaissance and Reformation	World History		
Concept 5: Encounters and Exchange	World History		
Concept 6: Age of Revolution	World History		
Concept 7: Age of Imperialism	World History		
Concept 8: World at War	World History		
Concept 9: Contemporary World	World History		
Strand 3: Civics/Government			
Concept 1: Foundations of Government	Text: Greek City-States	Lesson quiz	Civics and Government
Concept 2: Structure of Government	Video: Federalism	Unit exam	Civics and Government
Concept 3: Functions of	Case Review: Dred Scott	Discussion	Civics and Government

Government	Case	board	
Concept 4: Rights, Responsibilities, and Roles of Citizenship	Video: Citizens and Their Government	Discussion board	Civics and Government
Concept 5: Government Systems of the World	Text: Spheres of Influence	Unit exam	Civics and Government
Strand 4: Geography			
Concept 1: The World in Spatial Terms	American History		
Concept 2: Places and Regions	World History		
Concept 3: Physical Systems	American History		
Concept 4: Human Systems	Economics		
Concept 5: Environment and Society	World History		
Concept 6: Geographic Applications	American History		
Concept 1: Foundations of Economics	Economics		
Concept 2: Microeconomics	Economics		
Concept 3: Macroeconomics	Economics		
Concept 4: Global Economics	Economics		
Concept 5: Personal Finance	Economics		

Curriculum Planning Document – Science			
Content Area/Grade Level: Science/ Earth and Space			
Course Description: Earth and Space Science begins with an introduction to the field of Earth science and how the scientific process works. This course covers the origins of Earth; Earth's composition; and factors that shape the planet's crust, such as weathering and erosion, the rock cycle, plate tectonics, earthquakes, and volcanoes. Students learn about Earth's resources, ecology, and Earth science's impact on society. The second half of Earth and Space Science explores the history and systems of the universe, the solar system, and the hydrosphere and atmosphere of Earth. Along the way, students use the scientific process to investigate questions and present findings. They also read about, discuss, and write on a variety of real-life applications for the content. The historical perspectives and societal impact of topics in earth and space science are incorporated into all lessons of the course.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: Inquiry Process			
Concept 1: Observations, Questions, and Hypotheses	Integrated Science		
Concept 2: Scientific Testing (Investigating and Modeling)	Integrated Science		
Concept 3: Analysis and Conclusions and Refinements	Integrated Science		
Concept 4: Communication	Integrated Science		
Concept 1: History of Science as a Human Endeavor	Integrated Science		
Concept 2: Nature of Scientific Knowledge	Integrated Science		
Concept 1: Changes in Environments	Biology		
Concept 2: Science and Technology in Society	Biology		
Concept 1: The Cell	Biology		
Concept 2: Molecular Basis of Heredity	Biology		
Concept 3: Interdependence of Organisms	Biology		
Concept 4: Biological Evolution	Biology		
Concept 5: Matter, Energy, and Organization in Living Systems (Including Human Systems)	Biology		
Concept 1: Structure and Properties of Matter	Integrated Science		

Concept 2: Position and Motion of Objects	Integrated Science		
Concept 3: Energy and Magnetism	Integrated Science		
Concept 4: Chemical Reactions	Integrated Science		
Concept 5: Interactions of Energy and Matter	Integrated Science		
Strand 6: Earth and Space Science			
Concept 1: Geochemical Cycles	Visual Concept: Vaporization and Condensation	Unit project	
Concept 2: Energy in the Earth System (Both Internal and External)	Text: Energy in the Earth System	Discussion board	
Concept 3: Origin and Evolution of the Earth System	Text: Geologic Time	Unit Project	
Concept 4: Origin and Evolution of the Universe	Text: The Big Bang Theory	Unit exam	

Curriculum Planning Document – Other			
Content Area/Grade Level: Economics			
Course Description: Economics explores principles that allow students to make informed decisions about personal finance. In this course, students develop a broader understanding of national and international economic decisions and policies. These principles will help students understand why economics impacts history, the distribution of wealth, and the quality of life for all members of society. Unit 1 begins with an overview of personal finance topics. Students begin with an analysis of basic everyday activities such as creating a budget and using debit and credit cards. They will also tackle more complex choices such as discussing taxes and saving and investing for the future. Next, students learn a general overview of economics, including information on scarcity, economic systems around the world, and how simple choices interact with and alter the economy locally, nationally and globally. The next unit examines microeconomics. Microeconomics examines the choices and decisions made by businesses and consumers and how these choices affect the economy. This unit also explores important economic principles such as the laws of supply and demand, the way prices are determined in a marketplace, and the role of unions. Finally, macroeconomics (the study of the big picture, such as governments) will be the focus of the last two units. These units explore how the government determines tax policies, overall spending, and the handling of debt. Additionally, the role of the Federal Reserve and international trade in the global economy will be explored. Throughout the course, students examines and analyze readings, biographies, videos and other materials that paint a picture of economic topics. Discussions with peers will help students to think creatively and critically about topics. The projects that span the course are designed to develop and sharpen the students' writing skills.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: American History			
Concept 1: Research Skills for History	American History		
Concept 2: Early Civilizations	American History		
Concept 3: Exploration and Colonization	American History		
Concept 4: Revolution and New Nation	American History		
Concept 5: Westward Expansion	American History		
Concept 6: Civil War and Reconstruction	American History		
Concept 7: Emergence of the Modern United State	American History		
Concept 8: Great Depression and World War II	American History		
Concept 9: Postwar United States	American History		
Concept 10: Contemporary United States	American History		
Concept 1: Research Skills for History	World History		
Concept 2: Early Civilizations	World History		
Concept 3: World in Transition	World History		
Concept 4: Renaissance and	World History		

Reformation			
Concept 5: Encounters and Exchange	World History		
Concept 6: Age of Revolution	World History		
Concept 7: Age of Imperialism	World History		
Concept 8: World at War	World History		
Concept 9: Contemporary World	World History		
Concept 1: Foundations of Government	Civics and Government		
Concept 2: Structure of Government	Civics and Government		
Concept 3: Functions of Government	Civics and Government		
Concept 4: Rights, Responsibilities, and Roles of Citizenship	Civics and Government		
Concept 5: Government Systems of the World	Civics and Government		
Concept 1: The World in Spatial Terms	American History		
Concept 2: Places and Regions	World History		
Concept 3: Physical Systems	American History		
Concept 4: Human Systems	Text: Globalization	Discussion board	Economics
Concept 5: Environment and Society	World History		
Concept 6: Geographic Applications	American History		
Strand 5: Economics			
Concept 1: Foundations of Economics	Video: Margins	Discussion board	Economics
Concept 2: Microeconomics	Video: Introduction to Supply	Unit project	Economics
Concept 3: Macroeconomics	Video: The Federal Reserve System	Discussion board	Economics
Concept 4: Global Economics	Text: Free Trade	Unit exam	Economics
Concept 5: Personal Finance	Video: Introduction to Credit	Lesson quiz	Economics

Curriculum Planning Document – Science			
Content Area/Grade Level: Science/High School – Integrated Science			
Course Description: The first semester of Integrated Science provides an introduction to the world of chemistry. The course begins by providing an introduction to science as a whole and the basic methods and tools that scientists use to produce meaningful results. Students then explore the structure and properties of matter and how matter changes in response to energy. Next, students practice reading and interpreting the information within the periodic table as well as chemical names, formulas, equations, and models. Students also discover the types and properties of reactions, mixtures, solutions, acids, and bases. Finally, students examine both the scientific principles and the human applications of nuclear reactions. Throughout the course, students explore the historical perspectives and modern social implications of the course topics. The second semester of Integrated Science provides an introduction to the world of physics. The course starts out by building a foundation of what it means to be scientific by describing the ways scientists think, communicate, and do their jobs. Next, students cover important aspects of motion and force, including the motion of fluids and how motion relates to Newton's laws. Building up from these fundamentals, students then explore the topics of thermodynamics, energy, work, and machines. The nature and properties of waves are covered next, and then the course ends by examining electricity and magnetism. Throughout the course, students parallel their investigation into the scientific method with a course project that introduces them to the field and processes of engineering.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: Inquiry Process			
Concept 1: Observations, Questions, and Hypotheses	Text: Questions and Predictions	Unit project	
Concept 2: Scientific Testing (Investigating and Modeling)	Project 5 instructions	Unit project	
Concept 3: Analysis and Conclusions and Refinements	Project 5 instructions	Unit project	
Concept 4: Communication	Text: Communication in Science	Unit project	
Strand 2: History and Nature of Science			
Concept 1: History of Science as a Human Endeavor	Text: Benefits and Risks of Nuclear Energy	Discussion board	
Concept 2: Nature of Scientific Knowledge	Text: Questions and Predictions	Workbook	Workbooks are checks for understating that follow most activities Integrated Science
Strand 3: Science in Personal and Social Perspectives			
Concept 1: Changes in Environments	Biology		
Concept 2: Science and Technology in Society	Biology		
Concept 1: The Cell	Biology		
Concept 2: Molecular Basis of Heredity	Biology		

Concept 3: Interdependence of Organisms	Biology		
Concept 4: Biological Evolution	Biology		
Concept 5: Matter, Energy, and Organization in Living Systems (Including Human Systems)	Biology		
Strand 5: Physical Science			
Concept 1: Structure and Properties of Matter	Text: Physical Properties and Changes	Unit exam	Integrated Science
Concept 2: Position and Motion of Objects	Video: Newton's Video: Newton's First Law of Motion	Unit project	Integrated Science
Concept 3: Energy and Magnetism	Animation: Temperature and Heat	Unit project	Integrated Science
Concept 4: Chemical Reactions	Reactions and Equations	Unit project	Integrated Science
Concept 5: Interactions of Energy and Matter	Text: Characteristics of Waves	Lesson quiz	Integrated Science B
Strand 6: Earth and Space Science			
Concept 1: Geochemical Cycles	Earth and Space		
Concept 2: Energy in the Earth System (Both Internal and External)	Earth and Space		
Concept 3: Origin and Evolution of the Earth System	Earth and Space		
Concept 4: Origin and Evolution of the Universe	Earth and Space		

Curriculum Planning Document – Other			
Content Area/Grade Level: World History Social Studies			
Course Description: Semester 1 of World History explores the key events and global historical developments from hunter-gatherer societies to the Industrial Revolution. It begins by analyzing early prehistoric people from the Paleolithic era up to the Agricultural Revolution. The course then follows the rise and fall of early empires, including the fall of Rome and its aftermath. Continuing through the Middle Ages, the course analyzes the Crusades, feudalism, the plague, and Asian empires. It explores the impact and effects of the Renaissance and Protestant Reformation on human culture and analyzes conflicts between the Roman Catholic Church and religious reformers. When examining the Age of Exploration, the course follows the journeys of European explorers who sought new trade routes to Asia. It goes on to discuss the discovery of the Americas, the rise of joint-stock companies, the slave trade, and the emergence of the American colonies. It analyzes important revolutions in history, including the Scientific Revolution and the Enlightenment, the American and French revolutions, Latin American revolutions, and the Industrial Revolution. Semester 2 looks at how the developments of the last 250 years shaped the modern world. It examines the building of empires through modern Western imperialism and its political impacts. From there, it explores factors that contributed to the beginning of World War I and the rise of fascism in Europe. The course also analyzes the changing, destructive nature of 20th century warfare and atrocities such as genocide. Next, students learn how the Cold War began and who the major players were. Finally, the course evaluates modern challenges and explores the increasing interconnectedness of the world.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: American History			
Concept 1: Research Skills for History	American History		
Concept 2: Early Civilizations	American History		
Concept 3: Exploration and Colonization	American History		
Concept 4: Revolution and New Nation	American History		
Concept 5: Westward Expansion	American History		
Concept 6: Civil War and Reconstruction	American History		
Concept 7: Emergence of the Modern United State	American History		
Concept 8: Great Depression and World War II	American History		
Concept 9: Postwar United States	American History		
Concept 10: Contemporary United States	American History		
Strand 2: World History			
Concept 1: Research Skills for History	Text: Introduction to Projects	Unit Project	World History
Concept 2: Early Civilizations	Primary Source: Hammurabi Code	Discussion board	World History
Concept 3: World in Transition	Annotated Image: Rise and Recognition of Islam	Discussion board	World History

Concept 4: Renaissance and Reformation	Video: Renaissance and Reformation	Discussion board	World History
Concept 5: Encounters and Exchange	Video: Age of Exploration	Unit exam	World History
Concept 6: Age of Revolution	Text: Enlightenment: Social change and Woman's Right	Lesson quiz	World History
Concept 7: Age of Imperialism	Text: Colonization to Imperialism	Unit Project	World History
Concept 8: World at War	Primary Source: Zimmerman Telegram	Discussion board	World History
Concept 9: Contemporary World	Annotated Image: Post-Cold War Power Shifts	Discussion board	World History
Strand 3: Civics/Government			
Concept 1: Foundations of Government	Civics and Government		
Concept 2: Structure of Government	Civics and Government		
Concept 3: Functions of Government	Civics and Government		
Concept 4: Rights, Responsibilities, and Roles of Citizenship	Civics and Government		
Concept 5: Government Systems of the World	Civics and Government		
Strand 4: Geography			
Concept 1: The World in Spatial Terms	American History		
Concept 2: Places and Regions	Political Borders and Social Consciousness	Discussion board	World History
Concept 3: Physical Systems	American History		
Concept 4: Human Systems	Economics		
Concept 5: Environment and Society	Video: Climate Change	Discussion board	World History
Concept 6: Geographic Applications	American History		
Strand 5: Economics			
Concept 1: Foundations of Economics	Economics		
Concept 2: Microeconomics	Economics		
Concept 3: Macroeconomics	Economics		
Concept 4: Global Economics	Economics		
Concept 5: Personal Finance	Economics		

School Name: Valor Preparatory Academy

Reviewers: Stratton, Krauss, Wilson, Hoffman, Castellano

Section 1: Introduction	Not Met	Partially Met	Met
Needs Analysis	The introduction does not provide a need or interest of the model for the selected community/population to be served. The introduction did not include a description of the community, or the target population, or an explanation of how the selected community/target population will benefit from the AOI School/Program.	On a limited basis, the introduction provides the need or interest of the model for the selected community/population to be served. The introduction included a limited description of the community or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.	The introduction fully describes the need or interest of the proposed model for the selected community/population to be served and includes a description of the community, or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.
Comments:			**Detailed information about the population that will be served by the school was included. Comprehensive research has been conducted about the community and local schools to ensure that the charter school will meet a need in the community. Not only is the target population included, but also a map with nearby schools identified. Valor's blended, flipped classroom approach is unique to its surrounding community.**
	0	0	2
Educational Philosophy	The introduction does not provide a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	On a limited basis, the introduction provides a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction fully describes the principles or concepts fundamental to the proposed school/program's instructional strategies.

Comments:			**VPA will prepare students to become responsible citizens and contribute to the community. Students will utilize high quality digital curriculum in an online setting. The StrongMInd curriculum is rigorous and engaging. With the teachers assistance students will learn how to develop grit. VPA's statement clearly states their mission, vision and values.**
	0	0	2
Summary of Instructional Program	The introduction does not provide a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	On a limited basis, the introduction provides a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction fully describes the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.

Comments:			**The introduction includes detailed information about the instructional program. This information includes instructional methodology (flipped learning, blended learning model, mastery learning), design of courses (digital curriculum, technology integration, incorporation of the Arizona Academic Standards), and course offerings (web design, photography, Spanish). The narrative also states that building traits such as grit will be emphasized.**
	0	0	2
Implementation	The introduction does not provide a description of how the AOI School/Program will/will not be integrated within the current school system.	On a limited basis, the introduction provides a description of how the AOI School/Program will/will not be integrated within the current school system.	The introduction fully describes how the AOI School/Program will/will not be integrated within the current school system.

Comments:			**The introduction states that students will work in a blended model and that every student will participate in some on-site, face-to-face instruction each week. The number of on-site hours will be determined based on the group the student was placed in after initial assessments. The goal is for the AOI school to be viewed as an additional program, but not a separate program.**
	0	0	2
Leadership	The introduction does not provide a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	On a limited basis, the introduction provides a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	The introduction fully describes the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.

Comments:		A detailed list of the leadership roles and responsibilities are included for the principal role (a list of over 15 bulleted responsibilities), however, no other leadership roles have been identified.	**During the in-person demonstration, VPA described the various leadership roles and the evolution of those roles in the 2nd year. A teacher led model will be implemented. Other than the principal and teachers, VPA will have on staff an enrollment specialist, counselor, psychologist, tech support, and special education teacher. They will add a Vice Principal in their 2nd year of operation. This earned them a maximum score on this indicator.**
	0	0	2
Accessibility	The introduction does not provide a description of the accessibility of courses and any limitations in access for the target population. The technology requirements the student will need to access courses including bandwidth requirements were not included.	On a limited basis, the introduction provides a description of the accessibility of courses and any limitations in access for the target population. A limited description of technology requirements the student will need to access courses including bandwidth requirements were included.	The introduction fully describes the accessibility of courses and any limitations in access for the target population. Specific technology requirements that the student will need to access courses including bandwidth requirements were included.
Comments:		Student's computers need access to Java and Flash players. Other specific information is included for required software/devices, etc. or recommended. Student access if they do not have the required computer, software etc. is not included. Will students that don't a computer device, have access to a computer lab or be able to check out a computer? Is this the student's issue to solve?	**During the in-person demonstration, VPA explained how students would be able to check out a laptop or use the in-person computer lab if they do not have access to a computer. Web cams and microphones are also available for check-out. This earned them a maximum score on this indicator.**

	0	0	2
Enrollment	The introduction does not provide a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included.	On a limited basis, the introduction provides a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included or addressed on a limited basis.	The introduction fully describes a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was fully described.
Comments:		Proof of residency is required and a list of what could be used was included. VPA is for full time students. Concurrent students will not be enrolled. What process is in place to ensure a student is not concurrently enrolled?	**During the in-person demonstration, VPA described how the enrollment specialist would, upon enrolling a student, cross-reference the student's enrollment with ADE Connect to ensure no more than a 1.0 apportionment. This earned them a maximum score on this indicator.**
	0	0	2
Section 1: Totals (7 items)	**0**	**0**	**14**

Section 2: Curriculum Choices	**Not Met**	**Partially Met**	**Met**
The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements (based on cohort year) for the identified student population.	The narrative does not describe a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.		The narrative fully describes a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.

Comments:			**A very detailed curriculum is showcased including a table which compares the credits that Valor required for graduation against the Arizona University Entrance Requirements. All area alighed except that Valor requires 2 additonal elective credits and 30 service learning hours.**
	0	0	1
The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only.	The narrative does not describe concurrent, dual, Honors, or AP credit.		The narrative describes a program of study for concurrent, dual, Honors, or AP credit.
Comments:			The narrative includes the honors courses offered and at least one course will be offered as a dual enrollment class.
	0	0	1
The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. Note: Required for high schools only.	The narrative does not describe how course offerings/content prepare students for post-secondary success in the world of work, technical school or college.	On a limited basis, the narrative references how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.	The narrative describes how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.

Comments:			**The narrative explains that the graduation requirements and variety of course work offered prepare students for the world of work or post secondary education. It also explains that the hours of service learning will prepare students for future volunteerism.**
	0	0	2
The AOI School/Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document must include: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative does not describe a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	On a limited basis, the narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address two or more of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document addresses all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.
Comments:			**A detailed curriculum planning document with all of this information was included as an attachment for each course offered.**
	0	0	2
Section 2: Totals (4 items)	**0**	**0**	**6**
A list of course offering with descriptions must be included as an appendix.			

Section 3: Educational Methodologies	**Not Met**	**Partially Met**	**Met**

The AOI School/Program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	The narrative does not describe any educational methodologies.	On a limited basis (four or less methods), the narrative describes educational methodologies.	The narrative fully describes five or more educational methodologies.
Comments:			**The narrative describes their educational methodology and how they would address all**
	0	0	2
Specific examples of how the needs of different learning styles (visual, auditory, and kinesthetic) will be met through online learning is identified.	The narrative does not describe how learning style needs will be met through online learning.	On a limited basis, the narrative describes how learning style needs will be met through online learning.	The narrative fully describes how learning style needs will be met through online learning.
Comments:			**The narrative describes their educational methodology and how they would address all**
	0	0	2
A detailed explanation of the types of modifications which can be made within the course management systems to support individual student needs is provided.	The narrative does not describe the modifications that are available to meet individual student needs.	On a limited basis, the narrative describes the modifications that are available to meet individual student needs.	The narrative fully describes the modifications that are available to meet individual student needs.
Comments:			**Narrative explain the type of modications they can make based on student progress.**
	0	0	2
Support through both synchronous and asynchronous methods is available to AOI students.	The narrative does not identify synchronous or asynchronous methods to support students.	On a limited basis, the narrative identifies synchronous and/or asynchronous methods to support students.	The narrative fully identified both synchronous and asynchronous methods available to support students.
Comments:			**Adobe Connect will be used..**
	0	0	2
Identify at least three "best practices" in online instruction and explain how this practice will be implemented.	The narrative does not identify implementation plans for online "best practices".	On a limited basis, the narrative identifies implementation plans for online "best practices".	The narrative fully identifies implementation plans for online "best practices".

Comments:		The narrative sligthly explains best practices but does not give specific details into what those are.	**During the in-person demonstration, VPA identified and demonstrated 5 core best practices that they designed their program around. This earned them a maximum score on this indicator.**
	0	0	2
Section 3: Totals (4 items)	**0**	**0**	**8**

Section 4: Safeguards	**Not Met**	**Partially Met**	**Met**
The provisions of the Learning Management Systems (LMS) and	The narrative does not identify password protection provisions.		The narrative identifies password protection provisions.
Comments:			**LMS is a secure system.**
	0	0	1
The processes to select, screen, and maintain Internet links within the course management system are identified whether handled at the vendor, school level, or both.	The narrative does not identify any processes to select, screen, and maintain Internal links.	On a limited basis, the narrative identifies processes to select, screen, and maintain Internal links.	The narrative fully identifies processes to select, screen, and maintain Internal links.
Comments:			**Narrative limits external links.**
	0	0	2
The process for students to report technical issues is identified.	The narrative does not identify the process for students to report technical issues.	On a limited basis, the narrative identifies the process for students to report technical issues.	The narrative fully identified the process for students to report technical issues.
Comments:			**Will handle all problems on the same day or sooner.**
	0	0	2
Section 4: Totals (3 items)	**0**	**0**	**5**

Section 5: Safe Research	**Not Met**	**Partially Met**	**Met**

The process to teach Internet Safety to students is identified and explained.	The narrative does not identify the process to teach Internet Safety.	On a limited basis, the narrative identifies the process to teach Internet Safety.	The narrative fully explains the process to teach Internet Safety.
Comments:			**Narrative explains the Internet Safety procedure and use of Digital Driver's License.**
	0	0	2
Identify the process and resources available to support any research, which requires a student to research outside of the course management system.	The narrative does not identify the process or resources available to support research.	On a limited basis, the narrative identifies the process and/or resources available to support research.	The narrative fully identifies
Comments:			**Narrative explains the process and resources available to students.**
	0	0	2
Section 5: Totals (2 Items)	0	0	4

Section 6: Confidentiality	**Not Met**	**Partially Met**	**Met**
The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	The narrative does not identify an internal email communication system.	On a limited basis, the narratives identified an internal email system.	The narrative fully identifies the provisions of an internal email system.
Comments:			**Narrative explains their process.**
	0	0	2
The school has the capacity to secure and log key communication between staff, students, and parents (such as instruction and student progress).	The narrative does not address security or logging of key communication.	On a limited basis, the school has the capacity to secure and log key communication.	The school has the full capacity to secure and log key communication.
Comments:			**Narrative explains their procedure.**
	0	0	2
Section 6: Totals (2 items)	**0**	**0**	**4**

Section 7: Teacher Selection and Training	Not Met	Partially Met	Met
The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative does not describe a system of ongoing professional development and monitoring for teachers.	On a limited basis, the narrative describes a system of ongoing professional development and monitoring for teachers.	The narrative fully describes an established a system of ongoing professional development and monitoring for teachers.
Comments:		The narrative states that teachers will meet on a daily basis with their collaborative teams using a PLC model. Teachers will also participate in peer observation. No mention was made about the monitoring of this professional development.	**During the in-person demonstration, VPA described how the daily PLC model would lend itself to professional development. Walkthroughs (in-person & online) will be conducted periodically to ensure effective use of the LMS. This earned them a maximum score on this indicator.**
	0	0	2
Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	The narrative does not describe how teachers are required to exhibit competency in the use of the LMS.	On a limited basis, the narrative describes how teachers are required to exhibit competency in the use of the LMS.	The narrative fully describes how teachers are required to exhibit competency in the use of the LMS.
Comments:			**Teachers will demonstrate competency using the MLS in a variety of ways. They will have a 2 day in person training, work with a mentor, complete an online training course and begin working in courses with a gradual release to full teaching independence.**
	0	0	2
Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders (fingerprints, AEPA, attestation, etc.).	The narrative does not identify a plan for ensuring how teachers are required to be highly qualified.	On a limited basis, the narrative identifies a plan for ensuring each teacher of record is highly qualified in the content area.	The narrative fully identifies a plan for ensuring each teacher of record is highly qualified in the content area.

Comments:		The narrative states that all teaching certificates will be verified through the Arizona Department of Education and the HOUSSE rubric will be used to verify that the the teacher meets the requirement of NCLB. No mention is made of the fingerprint clearance card. ***Do you check for the teacher's IVP fingerprint clearance card?***	**During the in-person demonstration, the VPA team confirmed that IVP Fingerprint Clearance Cards were required for teacher hire.. This earned them a maximum score on this indicator.**
	0	0	2
Section 7: Totals (3 items)	**0**	**0**	**6**

Section 8: Community Partnerships	**Not Met**	**Partially Met**	**Met**
Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, and vocational/technical schools. Note: Not required for Kindergarten through 8th grade.	The narrative does not describe any community partnerships.	On a limited basis, the narrative describes planned and established community partnerships.	The narrative fully describes planned and established community partnerships.
Comments:		A general description of community partnerships is present, including a reference to the City of Goodyear, the extent of this particular partnership and its benefit to the school is not clear. The narrative refers to the value of service learning and the importance of community partnerships as part of that learning, but limited details are provided.	**During the in-person demonstration, VPA described a variety of available partners. Besides the City of Goodyear, Estrella Community College, ASU, UofA, and GCU were identified for Dual and Concurrent Enrollment opportunties. WMEC will also be utilized. Each student is required to participate in 30 Service Learning Hours. It is the intent of VPA to align with various community businesses to serve this purpose. This earned them a maximum score on this indicator.**
	0	0	2
Community partnerships have been planned or established with private business, career track organizations, and community organizations have been established	The narrative does not describe any partnerships.	On a limited basis, the narrative describes planned and established partnerships.	The narrative fully describes planned and established partnerships.

Comments:		A general description of community partnerships is present, including a reference to the City of Goodyear, the extent of this particular partnership and its benefit to the school is not clear.	**During the in-person demonstration, VPA described a variety of available partners. Besides the City of Goodyear, Estrella Community College, ASU, UofA, and GCU were identified for Dual and Concurrent Enrollment opportunties. WMEC will also be utilized. Each student is required to participate in 30 Service Learning Hours. It is the intent of VPA to align with various community businesses to serve this purpose. This earned them a maximum score on this indicator.**
	0	0	2
Partnerships will enhance the school experience for AOI students.	The narrative does not describe how partnerships will enhance the school experience.		The narrative fully describes how partnerships will enhance the school experience.
Comments:			**Several research studies, citing the benefit of community partnerships, are highlighted and demonstrate its value with regard to the school experience (especially as it relates to the service learning hours).**
	0	0	2
Section 8: Totals (3 items)	**0**	**0**	**6**

Section 9: Disabled Services	**Not Met**	**Partially Met**	**Met**
The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA) for students with varying disability categories.	The narrative does not describe an identification process for special education students and does not describe how they meet the requirements of the Individuals with Disabilities Act (IDEA).	On a limited basis, the narrative describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA) on a limited basis.	The narrative fully describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA).

Comments:			**The narrative adresses the entire process for identifying special education students including the 45-day screening, the Student Study Team and the referral for a special education evaluation.**
	0	0	2
The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students with varying disability categories.	The narrative does not describe how the content and the content delivery system can be modified.	On a limited basis, the narrative describes how the content and the content delivery system can be modified.	The narrative fully describes how the content and the content delivery system can be modified.
Comments:			**The narrative describes a variety of ways in which the content can be modified ranging from closed captioning and transcripts to additional attempts and retakes. The narrative also mentions a variety of instructional approaches, which include co-taught classrooms, pull-out services and resource classrooms. One question for clarification - how would these services be handled for the AOI school? During the in-person group time? During the in-person demonstration, VPA described how they would group students along a continuum based on the individual needs of the student. Students have required face-to-face time on**
	0	0	2
Identified students of varying disabilities will receive onsite support when appropriate.	The narrative does not describe how students with varying disabilities are identified to receive onsite support, when appropriate, as described.	On a limited basis, the narrative describes how identified students with varying disabilities will receive limited onsite support, when appropriate.	The narrative fully describes how students with varying disabilities will receive onsite support, when appropriate.

Comments:			**The narrative sates that students will receive services during their time on-site and through contracted providers for required services (OT/PT/Speech Language).**
	0	0	2
Section 9 Totals (3 items)	**0**	**0**	**6**

Section 10: Policies and Procedures	**Not Met**	**Partially Met**	**Met**
Policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	The narrative does not describe an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	On a limited basis, the narrative describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	The narrative fully describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.
Comments:			**Valor will evaluate for at least one year's growth annually (Galileo system and LMS reports). Multi-tiered system of support and Student Study Team were also mentioned as supports.**
	0	0	2

The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative does not describe a process to ensure/monitor student progress for at least one year's growth annually.	On a limited basis, the narrative describes a process to ensure/monitor student progress for at least one year's growth annually.	The narrative fully describes a process to ensure/monitor student progress for at least one year's growth annually.
Comments:			The AOI school will use a variety of tools to monitor student progress for at least one year's growth annually. These tools include: benchmark tests, Galileo data, course passing rates, AzMerit scores, etc.
	0	0	2
Courses offered exhibit formative assessment of student competency.	The narrative does not describe how courses offered will exhibit formative assessment of student competency.	On a limited basis, the narrative describes how courses offered exhibit formative assessment of student competency.	The narrative fully describes an assessment plan that provides for formative assessment of student competency.

Comments:			**The narrative does describe a plan that provides for formative assessment of student competency. All courses offered include several forms of formative assessment. Curriculum plan includes for course evidence of mastery (discussion boards, unit exams, projects). Diagnostic and embedded end of course assessments through the Galileo assessment system is utilized.**
	0	0	2
The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative does not describe a process to ensure academic integrity for exit outcomes for each course/grade offering.	On a limited basis, the narrative describes a process to ensure academic integrity for exit outcomes for each course/grade offering.	The narrative fully describes a process to ensure academic integrity for exit outcomes for each course/grade offering.
Comments:			**The narrative states that students will have to use Turnitin to prevent plagiarism. Students' work will also be monitored by their teachers as it is turned in. Benchmark assessments along with final exams. Galileo standards mastery data report to evaluate masery of content standards per course. At the end of the year course passing rates, AZMerit achievement levels and Galileo growth will be**
	0	0	2

Demonstration 1- Learning Management System	**Not Met**	**Partially Met**	**Met**

The School demonstated this selected LMS showing: Secure login process and password protection, secure email system, tutoring (virtual of on-site), and technology help desk process.	The demonstration did not show all required components.		The demonstration showed all required components.
			VPA demonstrated the various aspects of their LMS thoughtfully and confidently. A secure login and email system, using gmail, was highlighted. Student and Teacher dashboards were explained thoroughly.
	0	0	1
The School is able to demonstrate selected items from the Curriculum Planning Document.	The demonstration did not show the selected items from the Curriculum Planning Document.	The demonstration showed some of the selected items from the Curriculum Planning Document.	The demonstration showed all selected items from the Curriculum Planning Document.
Comments:			**VPA clearly demonstrated the various curriculum options to actively engage their students in learning such as: labs, projects, wet lab on site, virtual camera, and a virtual reality component. Project and labs provide students with a step-by-step visual (video) and uses affordable materials.**
	0	0	1
The School demonstrated the types of modifications which can be made within the course management systems to support individual student needs.	The demonstration did not show how modifications are made.		The demonstration showed how modifications are made.
Comments:			**VPA demonstrated how the teachers can make accommodations for students and modify the curriculum to meet their individual needs. Closed captioning, transcripts of videos, and text to speech capabilities are conveniently accessible to instructors to meet the needs of students with disabilities.**
	0	0	1
The School demonstrated both synchronous and asynchronous methods available to support AOI students.	The demonstration did not show synchronous and asynchronous methods available to support students.		The demonstration showed both synchronous and asynchronous methods available to support students.

Comments:			**A variety of Synchronous and asynchronour methods were demonstrated and are available to support students learning. Synchronous opportunities are made available through weekly face-to-face meetings, and through one-on-one video-conferencing. The LMS provides the asynchonous experience**
	0	0	1
The School demonstrated at least three "best practices" in online instruction and explain how this practice will be implemented.	The demonstration did not show how online "best practices" will be implemented.		The demonstration showed how online "best practices" will be implemented.
Comments:			**VPA has made a sincere effort to align their school with core online teaching practices including: be present at the course site, provide informational feedback, provide both synchronous and asynchronous experiences, provide a nurturing onine environment. They team clearly demonstrated this intent.**
	0	0	1
Demonstration 1 Totals (5 items)	0	0	5

Demonstration 2 - Safe Research	**Not Met**		**Met**
The School demonstrated and explained the process by which students will be taught Internet Safety.	The demonstration did not show how students will be taught Internet Safety.		The demonstration showed how students will be taught Internet Safety.

Comments:			**Each VPA student will attend an orientation upon enrollment. They will also need to sign-off on a digitial citizenship certificate and earn their digital driver's license (self-paced module). The ISTE standards are aligned to the curriculum and kept in the forefront of instruction and operations.**
	0	0	1
The School demonstrated and identified the process and resources available to support any research, when students are required to research outside of the course management system.	The demonstration did not show the process and resources available to support research.		The demonstration showed the process and resources available to support research.
Comments:			**VPA students have a library on site for the purpose of research as well as being able to access the Digital AZ Library. VPA also utilized Turn -It-In through their LMS to ensure assignment integrity. Research instruction is embedded in each course**
	0	0	1
Demonstration 2 Totals (2 items)	**0**		**2**

Evaluation Criteria	**Not Met**	**Partially Met**	**Met**
Section 1: Introduction	0	0	14
Section 2: Curriculum Choices	0	0	6
Section 3: Educational Methodologies	0	0	8
Section 4: Safeguards	0	0	5
Section 5: Safe Research	0	0	4
Section 6: Confidentiality	0	0	4
Section 7: Teacher Selection & Training	0	0	6
Section 8: Community Partnerships	0	0	6
Section 9: Disabled Services	0	0	6
Section 10: Policies and Procedures	0	0	8
Demonstration 1- LMS	0	0	5
Demonstration 2 - Safe Research	0	0	2
Totals	**0**	**0**	**74**

Total Number of Items	**74**	

100.00%	% of critera at "Met"	*To pass, this must be 95%*

0	Sections with more than one score of "Not Met" or "Partially Met"	*To pass, this cannot be greater than 1*

0	Total number of "Not Met" scores	*To pass, this cannot be greater than 1*