



August 14, 2017

Grade Level Change to Charter Amendment Report

Compass Points International, Inc.

AGENDA ITEM EXECUTIVE SUMMARY: Grade Level Change to Charter Amendment Request

Request

Compass Points International, Inc. (“Charter Holder”) submitted an expansion request to increase the grade levels the Charter Holder is approved to serve, from grades 9-12 to grades 7-12, beginning in FY 2019 and starting school on August 6, 2018.

See Appendix A: Amendment Request Materials.

According to the Charter Holder’s rationale, the Charter Holder will be able to acculturate students to the educational model, increase high school math scores, and develop a feeder school that will increase high school enrollment by adding 7th and 8th grade. The Charter Holder will support the additional grades by adding an administrator, four teachers in the additional grade levels, one .5 facilities manager, and one bus driver. The narrative describes a plan to add twenty-five 7th and twenty-five 8th grade students from the estimated 1,900 students from charter and district schools in the quad-city area. The Charter Holder will also offer transportation to families who live outside of the local community. The Charter Holder plans to have 90% of eighth graders return for ninth grade. Promotion criteria provided indicates that students must perform at 80% or higher in their core content classes to move to the next grade level.

Staff Recommendation

The Charter Holder has not met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
In operation for three years	The Charter Holder was granted a new charter in 2010 and has been in operation for 7 years.
“Meets Operational Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2017.
“Meets Financial Performance Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Financial Performance Dashboard in FY 2016.
Grade level cohorts are at capacity and/ or could fill enrollment for new grades requested	Not Applicable - The Charter Holder is requesting to expand to lower grade levels by adding 7 th and 8 th grade.
ADM is within 85% of current enrollment cap	According to ADE School Finance, the Charter Holder’s 100 th day average daily membership in FY 2017 was 173.903 students. This number is within 70% of the current enrollment cap of 250. See the enrollment chart below.
Each school performs at or above the average performance of a majority of schools within a five-mile radius of the school’s location	The school operated by the Charter Holder does not perform at or above the average performance, for both ELA and Math for FY 2016 AzMERIT, of the majority of schools within a five-mile radius. See the school choice chart below.

Additional Information

Governance

Corporate Board Members
Kim Belli
William Makela
Charles Mentken

School Profile

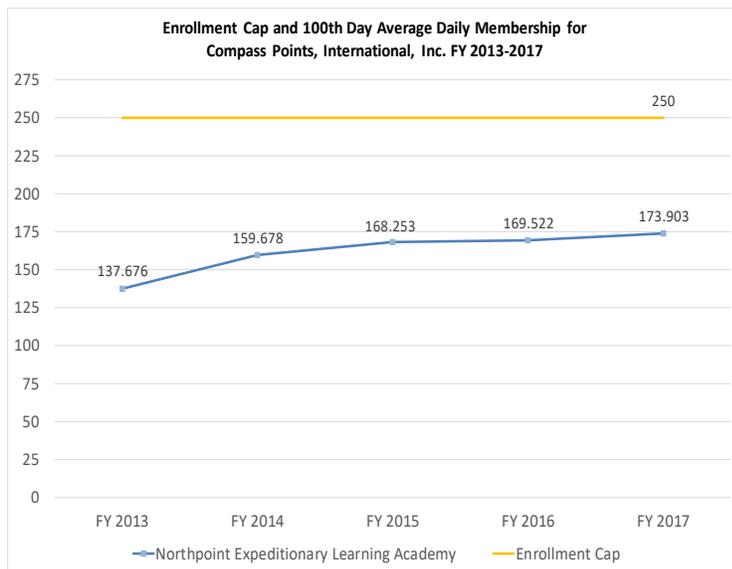
School Name	FY 2014 Letter Grade	Month/ Year Open	Location	Grade Levels Served	FY 2016 AzMERIT Passing	
					ELA	Math
Northpoint Expeditionary Learning Academy	B	August 2010	Prescott	9-12	22%	13%

Additional School Choices Serving Grades 7 – 12 within 5 Miles

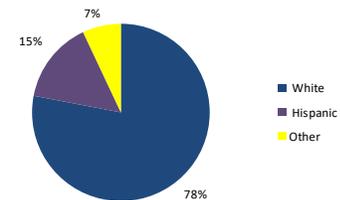
Total Schools	Number of Charter Schools	FY 2014 Letter Grade	FY 2016 AzMERIT Greater than State Average of 35%		Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>35%)	Math (>35%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
2	2	A	1	1	1	*	1
7	2	B	4	3	4	*	3

* Because the percentage of ELL students is not available for the Charter Holder, comparison to nearby schools is not possible.

Enrollment and Demographic Data



**Northpoint Expeditionary Learning Academy
2015-2016 Demographic Breakdown**



2015-2016 Subgroup Data

Category	Charter School(s)
Free and Reduced Lunch	42%
English Language Learners	*
Special Education	16%

**If the percentage of students is 0% or the group includes less than 10 students, the percentage for that group is redacted*



APPENDIX A

AMENDMENT REQUEST MATERIALS

Grade Level Change to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
Compass Points International,
Inc.

CTDS:
13-85-01-000

Mailing Address:

551 First Street
Prescott, AZ 86301

> [View detailed info](#)

Representative

Name:
Charles Mentken

Phone Number:
928-717-3272

Downloads

 [Download all files](#)

Current Grade Levels

Current Grade Levels Served

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

New Grade Levels

Identify the total grades to be served which include the current grades served and the new grades that are requested.

New Grade Levels Served

7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade

Curriculum Samples

-  [Download File](#) — 8th Grade Science
-  [Download File](#) — 8th Grade Math
-  [Download File](#) — 8th Grade Reading
-  [Download File](#) — 8th Grade Writing
-  [Download File](#) — 7th Grade Math
-  [Download File](#) — 7th Grade Writing
-  [Download File](#) — 7th Grade Reading

Effective Date
08/06/2018

Attachments

Board Minutes

 [Download File](#) — March school board minutes approving grade level change to charter

Narrative —  [Download File](#)

Additional Information

 [Download File — Enrollment Matrix](#)

 [Download File — Staffing Chart](#)

Signature

Charter Representative Signature
Charles Mentken 07/11/2017

Narrative for Charter Amendment

Grade Level Change Rationale

There are three reasons why we want to amend our charter to include a 7th and 8th grade.

The first and most important reason for our needing to expand our 9-12 high school program to include grades seven and eight is to increase our high school math proficiency levels, which have been consistently low and not meeting Charter Board proficiency levels. In the city of Prescott there are three charter schools and one district school that serve 7th and 8th grade, which account for 900 students. The surrounding communities of Chino Valley, Prescott Valley and Dewey have another 1000 students in grades seven and eight. All of our students entering 9th grade come from these schools.

The 2015-16 AzMerit math scores show that none of these schools who are serving 7th and 8th grade met proficiency levels above fifty percent. Most of these schools proficiency levels were in the twentieth to thirtieth percentile range.

We believe that the EL model that we have been implementing for the last eleven years and still currently are, will allow us to effectively differentiate and remediate students who are not meeting state grade level math proficiencies as required by AzCCR standards. Supporting these students in mastering 7th and 8th grade level math standards will support our ability to meet Charter Board and state proficiency expectations.

The second reason we want to expand our program is to increase our high school enrollment. Having twenty-five students (our anticipated enrollment target) from grade eight moving into the 9th grade will guarantee that we will have a waiting list for our 9th grade, seeing that we will only have to enroll twenty-five students from other middle schools in the area. Having a full cohort of fifty 9th grade students will support an increased enrollment as they move through the upper grades.

The third reason we want to expand our program is that by adding 7th and 8th grades we would have the ability to acculturate them into our model. The EL model is committed to supporting high academic achievement and character development. Our curricular model, which demands high levels of academic rigor and employs a Project Based Learning approach, expects students to develop highly refined analytical, collaborative, and communication skills. The potential that we could support the development of these important skills would support students in acclimating to our high school program. The EL model is also explicit in supporting the social and emotional capacities of our students. These skills are critical in middle school aged students and having the opportunity to support their growth in these areas would increase their academic success, and their social and emotional development.

Staffing Plan

Adding 7th and 8th grade will increase our staff by four teachers, and one assistant administrator. Two teachers will teach each grade and the assistant administrator will oversee the academic, operational and fiscal requirements of the 7th and 8th grades. We will also be hiring through the Yavapai County Education Services Agency (YCESA) a half-time special education teacher in support of IEP/504 documentation and one full-time special education aide/paraprofessional to meet SPED student needs in the classroom. Other new hires will include a half-time facilities support person, a bus driver and a specialty staff person who will teach a number of electives, such as dance, art, and computer skills.

With an estimated 1,900 students to draw from, we are confident that we will meet our enrollment target of fifty students; giving us the fiscal ability to hire the additional staff needed. If we do not meet our enrollment targets (fifty students) by July 1, we will not pursue adding the 7th and 8th grades until the following school year.

Recruiting: We will advertise for new staff using the Arizona Education Jobs website, the Yavapai County Education Association website, and our employment page on the Northpoint website.

Hiring: The process below will be used to hire administrative and instructional staff. Teachers will be notified by July 1st, 2017 if they have been hired based on meeting our enrollment targets.

1. Collect and identify resumes that are the best fit for our school.
2. Set up interviews with candidates identified by director, instructional coach and academic counselor that represent the greatest potential to meet our needs.
3. Identified candidates will be interviewed by the director, instructional coach, academic counselor, a teacher and a 7th/8th grade parent.
4. Potential candidates will be asked to participate in a second interview.
5. Director, instructional coach and academic counselor conducts a second interview with candidates.
6. Director conducts reference checks of candidates.
7. Director, instructional coach and academic counselor make final decision on the candidate to hire.
8. Offer position to candidate.

Training: New staff will attend the week long end-of-year professional development attended by all staff. Instructional and administrative staff will be sent to an EL professional development week in the summer, and will be further trained by the director and instructional coach.

Justification of Enrollment Targets

For the upcoming 2018 FY we expect to have 180 students enrolled. Over the past four years we have averaged 175 students. In general, looking at the last three years of enrollment trends, our average return rate is 95% of students. 5% of our students each year are transfers from other high schools. Some identified reasons that our students choose not to return are: mental health issues, trauma, a need to work full time, and online school options. If we were full we would have 200 students, but we consistently struggle to meet this number because of the transient nature of our community and our high FRL percentages.

We are confident that the development of a 7th and 8th grade middle school will support the overall student population of our high school by increasing our 9th grade cohort in our second year of implementation. By adding these grades we are developing a feeder school that will increase our enrollment numbers which will increase our communities interest in our high school and heighten their motivation to submit an application early in hopes of securing a spot for their child.

We plan to meet our 7th and 8th grade enrollment targets for each year by attracting a minimum of twenty-five 7th graders and twenty-five 8th graders from the estimated 1,900 students from charter and district schools in the quad-city area.

We hope to attract these students by word of mouth, through promotion on local radio stations, local newspaper ads, and social media outlets to reach the maximum number of families possible.

We will also offer transportation in support of families who live outside of our local community to make attendance of our program more accessible.

We plan on having ninety-percent of our 7th grade students return and enter our 8th grade class, as it will be the only way to guarantee the opportunity to enter the 9th grade, which will become competitive as the program develops. As well, we plan to have ninety-percent of our 8th grade students return and enter our 9th grade class.

Resources for Implementation

The educational model we will be using for the 7th and 8th grades is the same we have been utilizing for the last eleven years in our 9 -12 EL high school program. We will be modifying the curriculum, assessments and instructional strategies to fit grade level standards.

Curriculum Resources

Curricular resources such as fiction and nonfiction books, magazine subscriptions, videos, etc., will be identified and purchased when teachers and instructional coach develop the curriculum focus for each grade. One curricular resource that will be purchased are fifty Chromebook computers in support of our one-to-one computer program. We will be also purchasing wall maps, projectors, screens and audio equipment in support of teachers facilitating their curriculum.

Assessment Resources:

Assessment resources will be created by individual teachers including; rubrics, tests, quizzes etc. We will also purchase Galileo for benchmark testing. The student computers will used for benchmark and AzMerit testing.

Instructional Resources:

The instructional resources for each grade level will be gathered from the extensive EL network of researched based instructional strategies and curriculum modules. We will identify and develop the necessary resources when teachers and the instructional coach begin to develop the grade level curriculum focus for the year. Potential instructional resources include instructional guides, teacher textbooks, relevant course worksheets, readings, relevant activities to expand student understanding and engagement.

Criteria For Promotion

7th grade students will be promoted to the 8th grade, when they demonstrate a level of mastery of eighty-percent or higher in their core-content classes which include, Math, Social Studies, Science and Language Arts.

8th grade students will be promoted to the 9th grade, when they demonstrate a level of mastery of eighty-percent or higher in their core-content classes which include, Math, Social Studies, Science and Language Arts.

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	7	Content Area	ELA; Reading
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>As an EL School our approach supports methods of instruction that blends hands-on learning, active pedagogy, and standards based grading to support student mastery of AZCCRS reading standards.</p> <p>The lessons identified in this curriculum template are a blend of our programs overarching instruction. The methods of instruction including; Modeling, Think-Pair-Share, and Close-Reading inherently are linked to hands-on learning and active pedagogy by guiding students through the experience of learning as outlined in our charter.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Text Coding Document (symbols for students to use during text coding)</p> <p>Copies of:</p> <p>“What You Should Know about Your Brain,” Judy Willi Psychologist: Social Media Causing A ‘Distancing Phenomena’ To Take Place Regina F. Graham</p> <p>Article: “Teens and Decision Making: What Brain Science Reveals,” Scholastic Inc. and National Institute on Drug Abuse (RI, 1060L)</p> <p>Article: “Attached to Technology and Paying a Price,” Matt Richtel (RI, 980L)</p> <p>Summative Assessment: Think, Pair Share Growing Up Digital Document</p> <p>Summative Assessment: Close Reading Worksheet</p>		

	Summative Assessment: Informational Text Assessment: The Teenage Brain
--	--

Lesson (add as needed)	Instructional Strategies— <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>	Student Activities— <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	<p>Learning Target: I can effectively use text coding strategies to identify an author’s claims. (Learning Targets are standards rewritten in student friendly language with active verbs that communicate what the student will be able to do or understand at the end of a lesson.)</p> <p>Instructional Method: Teacher Modeling Text Coding: Text coding supports students ability to comprehend the information in a text by allowing them to identify textual evidence that can support their ability to cite textual evidence.</p> <p>The teacher will direct instruct and model an example of text coding using the first two paragraphs of “Teens and Decision Making: What Brain Science Reveals.” The teacher will ask clarifying questions about comprehension and the practice of text coding.</p>	<p>Students use a simple coding system to mark the text and record what they are thinking either in the margins or on post-it notes. As students make connections, self-question, and respond to what they are reading, they are self-monitoring their comprehension and enhancing long term understanding. The codes help students name and remember a particular thinking strategy and track the thinking throughout the text.</p> <p>After individually reading the text, the teacher will lead a discussion using guiding questions with student participation.</p> <p>The teacher will provide an Exit Ticket question asking students for their opinion about how their brain functions.</p>
2	<p>Learning Targets: I can identify 3 pieces of evidence that support the claims made in an informational text.</p> <p>Instructional Method: Close Reading and Identifying Supporting Citations of Evidence</p>	<p>Students will use a teacher created worksheet to answer text dependent questions. Students will cite 3 pieces of textual evidence from the reading to answer the questions.</p> <p>The teacher will be the time manager while students read. The teacher will provide sufficient time for all students to read and text code. Once the students are done the teacher will have the students re-read the paragraph to build upon their</p>

	<p>Students will be given 3 excerpts from the reading, “What You Should Know about Your Brain,” by Judy Willi.</p> <p>Students are asked to use text-coding strategies to identify the evidence the text makes about the teenage brain.</p> <p>Students will be asked to identify three pieces of evidence from the excerpts that support what the text claims.</p>	<p>understanding of that section.</p> <p>After the students have read the excerpts, the teacher will check for understanding and debrief the article asking students for a claim in each paragraph and the supportive evidence that supports the claim.</p>
<p>3</p>	<p>Learning Target: I can make inferences from claims of evidence from an informational text.</p> <p>Instructional Method:</p> <p>Think, Pair, Share: Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.</p> <p>TPS activities give the students the opportunity to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1.)</p> <p>Teacher will split class into groups and hand out reading instructing what to do with the reading listed in the Student Activities.</p>	<p>Students will be split into heterogeneous groupings of four students to support various levels of learning. Students will read, “ Psychologist: Social Media Causing A ‘Distancing Phenomena’ To Take Place” Regina F. Graham</p> <p>Students will cite six claims the author makes about the teenage brain and the digital world. Students will then make three inferences from their six identified claims.</p> <p>Students will share these inferences to the other group members via TPS activity. Students will then ask clarifying questions of the student’s inferences.</p>

S.A.		<p>Summative Assessment: Students will be assessed by verifying their completion of the six claims and three inferences worksheet below.</p> <p>Summative Assessment: Students will complete Close Reading worksheet, identifying author's claims and supporting the claim with textual evidence.</p> <p>Summative Assessment: The final Summative Assessment for this standard will ask students to read an article and cite six pieces of textual evidence that supports the author's claims. This is an individual assessment asking students to comprehend an article, identifying the author's claim, identifying textual evidence and creating inferences based on the reading.</p>
------	--	--

Summative Assessment Items and Scoring:

Summative Assessment + Sample Answer Key 1:

Assignment:

Read the following excerpts from “What You Should Know About Your Brain,” by Judy Willi. You will need to identify an inference for each excerpt and cite several pieces of textual evidence that support the claim through explicit details. After providing the information summarize what you just read into an analysis. You must use complete sentences and correct grammar.

Paragraph #1:

Inference:

The brain cannot process all of the information that it takes in throughout the day. This is because of filters protecting it from overloading.

Textual Evidence:

“it’s not equipped to process the billions of bits of information that bombard it every second. Filters in your brain protect it from becoming overloaded.”

-Students would include two or more pieces of textual evidence.

Paragraph #2:

Inference:

When you are relaxed and calm you can control what information your brain processes.

Textual Evidence:

“When you are not stressed by negative emotions, you can control what information makes it into your brain. By calming your brain, you can control which sensory data from your environment your brain lets in or keeps out—and influence which information gets admitted to your prefrontal cortex.”

-Students would include two or more pieces of textual evidence.

Paragraph #3:

Inference:

When you are stressed with negative emotions your brain tends to ignore sensory information.

Textual Evidence:

“When you are anxious, sad, frustrated, or bored, brain filters conduct sensory information from the world around you into your reactive brain. These reactive brain systems do one of three things with the information: ignore it; fight against it as a negative experience (sending signals that may cause you to act inappropriately); or avoid it (causing you to daydream).”

-Students would include two or more pieces of textual evidence.

Summary/Analysis:

The article excerpts from “What You Should Know About Your Brain.” discussed how our brains react and process information based on the emotions we are feeling. Our perspectives shape the way we react to situations as well as the emotions we feel play a role in how we interact with our surroundings and other human beings. Our brains can process information better when we are calm and stress-free.

Assessment Grading Description: *Students will be assessed on the accuracy of each claim and providing the textual evidence that supports the claim. An acceptable score for mastery would be an 80% or higher. Using the rubric below students will be assessed, each piece of criteria is worth 50% of the student's final grade.*

Assessment 1 Rubric:

Score	4	3	2	1
Explicit Details	Student correctly identifies the explicit meaning of the details in the text to support the overall analysis of the text.	Student most often accurately identifies the explicit meaning of the details in the text to support the overall analysis of the text.	Student sometimes identifies the explicit meaning of the details in the text to support the overall analysis of the text.	Student does not identify the explicit meaning of the details in the text to support the overall analysis of the text.
Textual Evidence and inferences	Student cited several pieces of textual evidence. The evidence is valid and accurate based from the reading. The textual evidence is quoted correctly. Textual evidence supports analysis of what text says explicitly. Student has all three inferences filled out and they are accurate and related to article.	Student has no more than 2 pieces of textual evidence. The evidence is valid and accurate. Evidence supports inferences and analysis of reading. Student has no more than two inferences filled out. Inferences are accurate.	Student has no more than one piece of of textual evidence. The evidence is valid and formatted correctly. Student has no more than one inference filled out. Inference may or may not be accurate.	Student does not have any pieces of textual evidence. Or the students evidence is not valid and accurate from the reading. Student filled out an inference but it is not accurate.

Summative Assessment + Answer Key 2:

Assignment:

Read the article “Attached to Technology and Paying a Price” and answer the following questions. You will write a summary/analysis of the article, identify the author’s claim, cite 4 pieces of textual evidence that supports the claim and create 3 inferences based off of the article. Remember to use the text coding and close reading strategies we have developed in class. Write your answers in complete sentences and correct grammar.

Analysis of the Article:

The article *Attached to Technology and Paying a Price* makes a compelling argument that the use of technology has slowly been changing the way the human brain is wired. We have become addicted to the use of technology and its use actually releases dopamine chemicals in our brain which create an addictive personality around the use of technology. These impacts of using technology are affecting people's personal lives and interactions with other people.

Author’s Claim:

People are overstimulated by technology and it is having a negative effect on our wellbeing.

Textual Evidence:

1. “We are exposing our brains to an environment and asking them to do things we weren’t necessarily evolved to do,” he said. “We know already there are consequences.”
2. “Recently, she was baking peanut butter cookies for Teacher Appreciation Day when her phone chimed in the living room. She answered a text, then became lost in Facebook, forgot about the cookies and burned them.”
3. “Lily, a second-grader, is allowed only an hour a day of unstructured time, which she often spends with her devices. The laptop can consume her. “When she’s on it, you can holler her name all day and she won’t hear,” Mrs. Campbell said.”
4. “Major spats have arisen because Mr. Campbell escapes into video games during tough emotional stretches. On family vacations, he has trouble putting down his devices. When he rides the subway to San Francisco, he knows he will be offline 221 seconds as the train goes through a tunnel.”

Inferences based off the Article:

1. A rapidly changing environment and fast paced world doesn’t help the brain's processing and focus.
2. People have begun to use technology to escape the hecticness of our daily lives.
3. Technology has become a negative distraction for people and it is leading to people losing focus.

Summative Assessment Grading Description: *Students will be assessed on their ability to accurately summarize the article, identify the author’s claim, providing 4 pieces of textual evidence and create 3 inferences. An acceptable score for mastery would be an 80% or higher. Using the rubric below students will be assessed. Each piece of criteria worth 50% of the student's final grade.*

Assessment 2 Rubric:

Score	4	3	2	1
Textual Evidence	Student cited several pieces of textual evidence, which supports analysis of inferences and author claims.	Student cited several pieces of textual evidence, which could support analysis and inferences better.	Student cited no more than 2 accurate and valid pieces of textual evidence attempting to support analysis.	Student cited no more than 1 piece of accurate and valid piece of textual evidence.
Inferences	Student provided 3 accurate and appropriate inferences, which are supported by the textual evidence listed.	Student provided accurate at least 3 inferences but inferences are lacking description. Inferences have a connection to textual evidence.	Student provided no more than 2 inferences. The inferences may or may not have been accurate and or connected to textual evidence.	Student provided no more than 1 inference. The inference may have also been lacking accuracy and textual connection.

Summative Assessment + Answer Key 3:

Growing Up Digital Assessment

Assignment Description: On your own read and identify six claims that the author makes about the teenage brain and the digital world. Based on the identified claims make three inferences about the author’s claim; support your inferences by citing several pieces of textual evidence.

Claims:

1. The developing brain can be more easily habituated than the adult brain.
2. Young adults brains are rewarded not for staying on task but jumping to the next task.
3. We are raising a generation of kids whose brains are going to be wired different.
4. Young people are using home computers for entertainment and not learning purposes.
5. Playing interactive video games has a greater negative effect on our brain and sleep patterns than watching tv.
6. Some people believe that instead of getting rid of technology, we should embrace it in our lives as it will improve the future.

Inferences:

1. The young mind should be limited with its exposure to technology.
2. Playing video games will lead to sleep deprivation and lower energy levels.
3. Embracing technology as the future is a counter argument to the common belief.

Textual Evidence for supporting inferences:

- 1A. “The risk, researchers say, is that developing brains can get too used to constantly switching tasks--and become less able to stay focused on anything.”
- 1B. “Neuroscientists...suggest that the brain needs periods of rest in order to absorb information and make connections between ideas.”
- 2A. “But he also plays video games for 10 hours per night and routinely posts Facebook status updates at 2a.m., even on school nights...’I’ll realize...I forgot to do my homework’.”
- 2B. “Downtime is to the brain what sleep is to the body...But kids are in a constant state of stimulation.”

- 3A. “We are raising a generations of kids in front of screens whose brains are going to be wired differently.”
- 3B. Parents and educators are intensifying efforts to use technology at home and in the classroom, seeking to give young people the skills they’ll need to get ahead.”

Summative Assessment Grading Description: *Students will be assessed on their ability to identify claims and to develop accurate inferences based on the author's claims. An acceptable score for mastery would be an 80% or higher. Using the rubric below students will be assessed, each criteria section is worth 50% of their final grade.*

Assessment Rubric:

Score	4	3	2	1
Claims	Student wrote all 6 claims and they are accurate and valid based on the article. The claims are directly related to the author's writing.	Student wrote a minimum of 5 claims. The claims are valid, descriptive and accurately related to the article.	Students claims are not accurate or valid. They made an effort but did not meet expectations. Missing more than 4 claims.	Student did not write any claims.
Textual Evidence and Inferences	Student cited several pieces of textual evidence that support their inference of the author's text. Student accurately described no less than 3 inferences. Inferences are valid and accurate.	Student cited a few pieces of textual evidence that support their inference of the author's text. Student accurately described 2 inferences but no more. Inferences are valid and accurate.	Student did not cite several pieces of evidence. 1-2 pieces were cited. Student described no more than 1 inference. Students inference could be more accurate in relation to the author's writing.	Student cited no textual evidence. Student did not make any inferences.

Grade Level	7	Content Area	ELA; Writing
Alignment to Program of Instruction	<p>As an EL School our approach supports methods of instruction that blend hands-on learning, active pedagogy, and standards based grading to support student mastery of AZCCRS standards. The methods of instruction found in this sequence of lessons aligns with our program of instruction because of the building of community that this approach offers.</p> <p>The methods of instruction also build on our foundational principles of collaboration and competition, the having of wonderful ideas, and the responsibility of learning. The methods of instructions including: Direct Instruction, Individual Research, Identifying credible sources, MLA formatting Jigsaw, Praise, Question Suggest (Peer Edit) and Gallery Walk will help build background knowledge and skills for the student's final 1 page expository essay inherently are linked to hands-on learning and active pedagogy by guiding students through the experience of learning as outlined in our charter.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(7.W.1) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>(M) a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>(M) b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
Materials/Resources Needed	<p>Readings & Articles</p> <p>Evidence Citing Assessment</p> <p>Argumentative Essay Rubric</p> <p>Links</p> <p>http://literatureguides.weebly.com/how-to-write-a-thesis-statement.html</p> <p>https://owl.english.purdue.edu/owl/resource/747/01/</p>		

Lesson	Instructional Strategies	Student Activities
1	<p>(7.W.1a) Write arguments to support claims with clear reasons and relevant evidence; Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Learning Target 1: I can write a thesis statement that supports a well crafted claim.</p> <p>Learning Target 2: I can identify alternative and opposing claims to my thesis.</p> <p>This lesson seeks to introduce students on how to write a thesis, and identify alternative claims to their thesis.</p> <p>This lesson will accomplish this through the use of internet resources, small group activities, peer-feedback using the PQS model, direct instruction, brainstorming, and a jigsaw.</p> <p>Instructional Method:</p> <p>Jigsaw, PQS, Gallery Walk, Direct Instruction; As this lesson has multiple learning targets, we found it appropriate to include multiple instructional strategies. A jigsaw activity is when you split up a reading into sections and each student reads a section, each student “masters” their section then each student shares their portion of the reading with the group so everyone can learn about the entire reading. A Gallery Walk is a strategy where students walk around examining other students work so that they can get a sense of what the entire class has worked on, combined with PQS (praise, question and suggest) allows students to practice giving constructive feedback to each other. Ultimately allowing students to collaborate on how to better accomplish the learning target.</p> <p>This lesson will take place over 2 class periods.</p>	<p>Day 1: Students will begin learning how to write a thesis statement by reading this simple guide. http://literatureguides.weebly.com/how-to-write-a-thesis-statement.html</p> <p>Students will be put into small heterogeneous groups of four and the article will be split up into four different sections. Each student will paraphrase their section to the group.</p> <p>Students will present each section to each other, asking clarifying questions of the presenting student if necessary.</p> <p>The teacher will give a brief overview of the article student just read and clarify any questions student may have.</p> <p>After teacher has gone over article, students will begin brainstorming their thesis statements. When student have completed their brainstorming they will begin writing their first draft. When first draft of thesis statement is complete students will “PQS”(praise, question and suggest) each others first thesis statement drafts. After the PQS, students will write their second draft of their thesis statement. Students will hand in their thesis statement to the teacher to be given some feedback. After students receive feedback from teacher, students will work on their third draft. They will then print and post their third drafts on the walls in class. Students will then rotate around the class reading a minimum of six statements. For each statement they read, each student will post a sticky note with another “PQS.” After this last peer feedback activity, student will write their final draft to hand into the teacher for final feedback.</p> <p>Day 2: Students will research the internet to identify alternative or opposing claims to their thesis. They will collect a minimum of three resources. They will read each resource and write a summary of each. Students will then find a partner, read their thesis and then read each of the three summaries of their opposing research. Students will ask clarifying questions of each other if needed. Students will hand in opposing research to teacher for grading.</p>

<p>2</p>	<p>(7.W.1b) Write arguments to support claims with clear reasons and relevant evidence; Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Learning Target: I can conduct research to gather evidence that supports my thesis with logical reasoning.</p> <p>Learning Target 2: I can provide proper MLA citations.</p> <p>Learning Target 3: I can compare different sources to determine what accurate and credible sources are in order to support my claims.</p> <p>Instructional Method: This lesson will be a combination of direct instruction and individual research. This lesson will take place over 2 class periods.</p> <p>The students will be able to identify accurate and credible resources and learn MLA formatting. They will use their thesis statements to guide their research.</p> <p>This research will be apart of their summative assessment, which is the 5 paragraph expository essay.</p> <p>Students will conduct Individual Research to find accurate and credible resources that will consist of evidence that supports their thesis statement.</p>	<p>Day 1: The teacher will begin the lesson by reviewing accurate and credible news sources. The teacher will show students what credible sources look like (CNN, Fox News, Library of Congress, Science Journals, University Websites). The students will take notes in their journals comparing credible and noncredible sources.</p> <p>Once the students gain an understanding of credible sources, they will conduct individual research to find sources that support their thesis statements with logical reasoning. They will use a graphic organizer to record their findings. The students must find 3 pieces of evidence that support their claims They will write the title of the source and save the website they visited.</p> <p>Day 2: After students are done researching, the teacher will direct instruct a lesson on MLA formatting using examples from the student sources using Purdue OWL: https://owl.english.purdue.edu/owl/resource/747/01/</p> <p>When the students have an understanding on MLA format , the students will go back to their sources and fill out the “Citation” section of their graphic organizer.</p> <p>The students will turn in their graphic organizer completed for a grade. The teacher will be looking at the sources, citations, pieces of evidence and how the evidence directly relates to the thesis statement. This graphic organizer will help them formulate their papers in a clear and logical manner.</p>
----------	--	---

<p>3</p>	<p>(7.W.1d) Write arguments to support claims with clear reasons and relevant evidence; Establish and maintain a formal style.</p> <p>Learning Target 1: I can format my writing into formal english and a formal essay.</p> <p>Learning Target 2: I can identify the difference between informal and formal writing in essays</p> <p>Instructional Method:</p> <p>Direct Instruction (DI) is a general term for the explicit teaching of a skill-set using lectures or demonstrations of the material to students.</p> <p>Teacher will introduce formal formatting of an argumentative essay (7.W.1.D). Writing a list of Formal Writing Rules on the whiteboard, and presenting examples of formal and informal writing for the students to see.</p>	<p>Students will follow teacher instructions on how to correctly format their essays: Introduction Paragraph, 3 Body Paragraphs, Clear Coherent Conventions and Sentence Structure. Students will use Rules of Formal Writing Checklist to check theirs and a peer's essays that have been previously written.</p> <p>Independent Work:</p> <p>Students will follow the same formatting as the teacher instructed. Students edit their papers to fit the formal criteria making sure they have an introduction, body paragraphs and conclusion as well as formal english structure throughout the entire paper.</p> <p>Students will have to peer review a partner's essay. Students mark and identify informal essay and english formatting.</p> <p>Students will go through a peer-review editing process to make sure their papers are formatted in formal english as well as showcase that they can identify the difference between formal and non-formal writing by marking incorrect formatting in their peers papers. Students use the Rules List of Formal writing to assess if their papers meet the correct formating. Students will hand in papers to teacher and the teacher will assess their papers using rules of formal writing checklist.</p>
<p>4.</p>	<p>W.7.1e. Write arguments to support claims with clear reasons and relevant evidence; Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Learning Target: I can write a well written conclusion that ties the ideas expressed in the essay with the thesis.</p> <p>Method of Instruction:</p> <p>Direct Instruction:</p> <p>Students will learn how to write a concluding statement that support their thesis statement through direct instruction, application and peer critique.</p>	<p>The students have already wrote their introductory and body paragraphs before this lesson. The students also had a peer critique of their papers.</p> <p>The teacher will start the class off with direct instruction on how to write a concluding paragraph.</p> <p>The teacher will instruct the students to refer back to their thesis, but don't simply restate it. Use some of the following questions to guide their writing:</p> <ul style="list-style-type: none"> • Did you propose any solutions? • Are there solutions yet to be discovered? •What is the larger significance of the topic you chose to write about? • What should the reader do or think after reading your paper? <p>Once the teacher is done explaining, the students will write their conclusion that will be turned in with their final draft of the essay.</p>
		<p>Summative Assessment 1: Students will write a quiz to assess their ability to support claims with relevant textual evidence.</p>

		<p>Summative Assessment 2: Students will write a 5 paragraph argumentative essay on “My Developing Brain” using 3 pieces of evidence from credible resources. Students are evaluated through a rubric.</p> <p>Summative Assessment 3: Students will be assessed on their ability to introduce claims and acknowledge alternate and opposing facts.</p>
--	--	--

Summative Assessment 1 + Answer Key:

For this assessment students will be asked to write a paragraph which supports the supplied claim, using textual evidence from the article. Choose the relevant pieces of textual evidence that support the argumentative claim(thesis) and to develop and argument with logical reasoning. All statements and textual evidence come from the article “Attached to Technology and Paying the Price.” By Matt Richtel.

Write an argumentative statement that leads the reader to see the support from the text in making the claim supplied in bold. Use the italicized evidence to support the bolded claim statement. You may choose additional textual support from the article.

1. **Claim: Technology use decreases people's focus and ability to concentrate because it makes the brain rapidly change tasks and thought patterns, which negatively affects their school performance and attention span.**

Potential Evidence: *“Researchers worry that constant digital stimulation like this creates attention problems for children with brains that are still developing, who already struggle to set priorities and resist impulses.”*

Potential Evidence: *“Scientists say juggling e-mail, phone calls and other incoming information can change how people think and behave. They say our ability to focus is being undermined by bursts of information.”*

2. **Counterclaim: People should embrace the use of technology because its use is a growing skill that has benefits to our efficiency.**

Potential Evidence: *“Technology use can benefit the brain in some ways, researchers say. Imaging studies show the brains of Internet users become more efficient at finding information. And players of some video games develop better visual acuity.”*

Grading Description Summative Assessment 1: This assessment will be used to assess the student's ability to support claim(s) with logical reasoning and relevant evidence, using precise and specific language. Each component will be 50% of the overall grade, and each claim and support pairing will be assessed individually. An acceptable score for Mastery would be 80% or above.

Argumentative Essay Rubric Summative Assessment 1:

Category	4	3	2	1
Claims	Student introduced a claim, and argued the claim with logical, reasonable supportive textual evidence, both that that is supplied and at least one additional piece of textual support..	Student introduced a claim and attempted to argue the claim with logical and supportive textual evidence that was supplied, but textual evidence could be related in a more relevant and logical manner.	Student introduced claim but the textual support offered is not strong enough or the argument is underdeveloped.	Student did not introduce a claim or support claim with textual evidence.
Organization	Paragraph presents the claim, opposing claim and textual evidence for each in a clear, logical and relevant way.	Paragraph has most of the required information: the claim, opposing claim, and textual evidence, but argument is not always clear, logical and relevant..	The paragraph has some of the required information: the claim, opposing claim, or textual evidence. Information is not presented in a logical and relevant way.	The students graphic organizer is missing some or all components. No information provided.

Argumentative Essay Rubric Summative Assessment 2:

Students will write a 5 paragraph argumentative essay on “My Developing Brain” using 3 pieces of evidence from credible resources. Students are evaluated through a rubric.

Category	4	3	2	1
Development of Ideas	<p>The writer uses specific details and examples to fully develop the ideas in the essay.</p> <p>The writer introduces claims, acknowledges alternate or opposing claims, and organizes the reasons and evidence logically.</p> <p>The writer supports claims with logical reasoning and relevant evidence, using accurate, credible sources</p>	<p>The writer uses specific details and examples to make the essay interesting.</p> <p>The essay shows some thoughtfulness because the writer is expressing his/her own original ideas and not following a particular formula for the writing.</p> <p>The writer introduces claims, acknowledges an opposing claim, and organizes the reasons and evidence</p>	<p>The writer uses details and examples that are not always complete or well connected to the other ideas.</p> <p>The writer attempts to introduce claims,</p>	<p>The writer uses details and examples that are not explained or are not connected to the other ideas. Does not mention a claim or opposing evidence.</p>

	and demonstrating an understanding of the topic or text.	logically.	acknowledge opposing claim.	
Citations for textual evidence support	The author included all 3 citations with correct MLA formatting. The author uses accurate, credible sources.	The author included all 3 citations with 1-3 errors in MLA formatting. The author uses accurate, credible sources.	The author included 1-2 citations with the correct MLA formatting.	The author did not include MLA citations and/or did not have the right formatting.

Grading Description Summative Assessment 2: *This assessment will be used to assess the student's ability to support claim(s) with logical reasoning and relevant evidence, using precise and specific language. Each component will be 50% of the overall grade, and each claim and support pairing will be assessed individually. An acceptable score for Mastery would be 80% or above.*

Summative Assessment 3 Claims & Opposing Claims:

For this assignment reread the article, “Attached to Technology and Paying the Price” by Matt Richtel. Introduce a claim from the author and support it with relevant evidence. Then read “How Technology Helps Us In Our Daily Lives” by Amy Williams. Introduce and acknowledge the opposing claim in this article and support it with relevant textual evidence. Fill out the graphic organizer below to organize your evidence and reasons logically.

Claim:

Textual Evidence:

Opposing Claim:

Textual Evidence:

Summative Assessment 3 Rubric:

Category	4	3	2	1
-----------------	----------	----------	----------	----------

Claims (X2)	Student introduced a claim from both articles as well as introduced and acknowledged opposing/alternate claim. The claims chosen are the most relevant from the articles.	Student introduced a claim from both articles and acknowledged opposing/alternate claims. The claims are not the strongest in support of the article.	Student introduced one claim but did not acknowledge an opposing claim. Claim may not be relevant.	Student did not introduce a claim or acknowledge an opposing claim.
Textual Evidence	The textual evidence supports both claims logically and reasonably.	The textual evidence supports both claims. Student found textual evidence for both claims, but textual evidence could be more relevant and logical.	The student provided textual evidence for one claim but not both or textual evidence could be more relevant and logical.	The student did not provide textual evidence for either claim.
Organization	Graphic organizer presents the claim, opposing claim and textual evidence for each in a clear, logical and relevant way.	The students graphic organizer has two of three components: the claim, opposing claim, or textual evidence. Graphic organizer is missing a single component.	The students graphic organizer has one of three components: the claim, opposing claim, and textual evidence. Information is not presented in a logical and relevant way.	The students graphic organizer is missing some or all components. No information provided.

Grading Description: *The Claims are worth 50% of final grade, Textual Evidence and Organization are worth 25% each. An acceptable score for Mastery would be a 80% or above.*

Grade Level	7th	Content Area	7th Grade Mathematics
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.	As an EL School our approach supports methods of instruction that blends inquiry-based math, active pedagogy, and standards based grading to support student mastery of AZCCRS mathematics standards.		
Standard Number and Description The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.	<p>7.NS.A.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>(M) a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p> <p>(M) b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p>		
Materials/Resources Needed List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).	<p>Direct Instruction- teacher delivers information in front of the classroom as students take notes.</p> <p>Teacher “Think-aloud” - Teacher demonstrates and explains his/her thinking and what he/her is looking for to solve the given problem.</p> <p>Student “Think-aloud”- Student demonstrates his/her thinking to the class in front of the class and explains his/her steps in solving the problem.</p> <p>Think-Pair-Share- students work together to solve a problem or answer a question about the process.</p> <p>Manipulatives- any concrete objects that allow students to explore an idea in an active, hands-on approach. (blocks, shapes, spinners or even paper that is cut or folded).</p> <p>The Three Read Protocol - is a protocol to comprehend complex math word problem or task. This strategy includes reading a math scenario three times with a different goal each time. The first read is to understand the context. The second read is to understand the mathematics. The third read is to elicit inquiry questions based on the scenario.</p>		

Lesson (add as	Instructional Strategies —Describe the Instructional Strategies, lesson by lesson, that would clearly provide	Student Activities —Describe the Student Activities, lesson by lesson, that would clearly provide students with
--------------------------	--	--

needed)	students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>7.NS.A.1. Adding/Subtracting rational numbers (including fractions)</p> <p>Learning Target: “I can add and subtract rational numbers.”</p> <p>Teacher will present information through the usage of direct instruction and “think-pair-share.</p> <p>Example: 14 is a distance of 5 from 9, and 4 is also a distance of 5 from 9, but in the opposite direction. Using distance and direction on the number line, we can understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$.</p> <p>The relationship between addition and subtraction (i.e., if $a + b = c$, then $c - b = a$ and $c - a = b$) holds for the set of rational numbers, and this relationship can be used to derive "rules" for operating with positive and negative numbers.</p>	<p>In this lesson students deepen and extend their understanding of addition and subtraction with rational numbers, as they operate with both positive and negative numbers.</p> <p>Students will read the Learning Target. Students will discuss with their peers through Think-Pair-Share about what “rational numbers” mean. Then students will engage in a group discussion of what “rational numbers” means facilitated by teacher.</p> <p>Teacher will then instruct students on:</p> <ul style="list-style-type: none"> - Rational numbers (including fractions) - The number line - Rules for positive & negative number <p>Students will follow along and take notes in their math journals during the direct instruction period.</p> <p>Students will apply their knowledge on practice problems after direct instruction.</p>
2	<p>7.NS.A.1.a Adding & Subtracting Negative Rational Numbers (Including Fractions) to Zero.</p> <p>Learning Target: I can describe situations in which opposite quantities combine to make 0.</p> <p>Learning Target: I can interpret sums of rational numbers by describing real- world contexts.</p> <p>Teacher will present information through the usage of direct instruction and student “think-alouds”.</p> <p>Example: -9 is the inverse of 9 & 9 is the inverse of -9. Using distance and direction on the number line, we can understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$.</p> <p>The relationship between addition and subtraction (i.e., if $a + b = c$, then $c - b = a$ and $c - a = b$) holds for the set of rational numbers, and this relationship can be used to derive "rules" for operating with positive and negative numbers.</p> <p>Teacher example: If the temperature outside is 10 below. And we want the temperature to be zero, how much does the temperature have to change? During a football game, Kevin gained five yards on the first play. Then he lost seven yards on the second play. How</p>	<p>In this lesson students apply their understanding of addition and subtraction with rational numbers, as they operate with both positive and negative numbers to obtain zero.</p> <p>Students will read the Learning Target. Teacher will clarify any confusion on the L.T.</p> <p>Teacher will then instruct students on:</p> <ul style="list-style-type: none"> - Adding & subtracting numbers to zero - Distance on the number line (Absolute Value) - Examples of getting to Zero. - Importance of “negative symbol” in computations. <p>Students will follow along and take notes in their math journals during the direct instruction period.</p> <p>Students will apply their knowledge on practice problems after direct instruction and share their thinking through a “think-aloud”.</p> <p>Student will be asked to create some real world examples of adding and subtracting negative rational numbers that combine to zero. The teacher will present a class example to assist students in developing their own.</p> <p>Students will also complete the football game example as another way to demonstrate the “real-world” applications of absolute value and combining values to get to zero.</p>

	many yards does Kevin need on the next play to get the team back to where they were when they started? Show your work.	
3	<p>7.NS.A.1.b. Adding & Subtracting Negative Rational Numbers Word Problems.</p> <p>Learning Target: “I can apply my understanding of interpreting the sums of rational numbers by describing real-world contexts”.</p> <p>Teacher will present information through the usage of direct instruction, Think-Pair-Share, and “The Three Read Protocol”.</p> <p>In the real-world, we add rational numbers all the time. Such as combining costs from shopping, or finding distances. What are some of the activities in our lives that we can describe with mathematics?</p>	<p>In this lesson students deepen their understanding of addition and subtraction with rational numbers through exploring applications.</p> <p>Students will read the Learning Target for the day.</p> <p>Teacher will then instruct students on:</p> <ul style="list-style-type: none"> - Adding & subtracting numbers on a number line - Modeling positive & negative rational numbers - Word problems/Applications <p>Students will follow along and take notes in their journals during the direct instruction period.</p> <p>Students will apply their knowledge on practice problems after direct instruction and share their thinking through a “think aloud”.</p>
S.A.		<p>Word Problems (Checking for conceptual understanding)</p> <p>Equations (Checking for operational understanding)</p> <p>Check Error Problem(s) (deeper learning)</p>

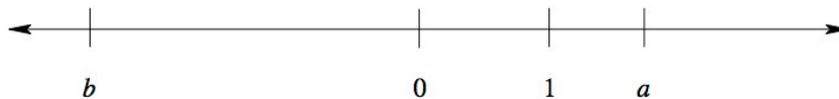
Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative Assessment #1

This assessment demonstrates mastery of abstract reasoning of rational numbers on a number line and the ability to describe situations in which opposite quantities combine to make 0. To demonstrate mastery students must obtain 70% or higher on the summative assessments. The first six questions ask address adding and subtracting rational numbers as variables on the number line. The seventh and eighth questions address the conceptual understanding of situations in which opposite quantities combine to make 0 through a long-answer response. Each question (1-6) is worth 1 point, with questions 7 and 8 being worth 4 points each, totalling in 14 points maximum.

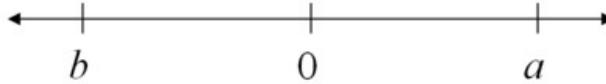
A number line is shown below. The numbers 0 and 1 are marked on the line, as are two other numbers a and b.



Which of the following numbers is negative? Choose all that apply. Explain your reasoning.

1. $a-1$
2. $a-2$
3. $-b$

4. $a+b$
5. $a-b$
6. $ab+1$



7. On the number line above, the numbers a and b are the same distance from 0. What is $a+b$? Explain how you know.
8. Describe a money related situation in which opposite quantities combine to equal 0.

Solutions to Assessment # 1

1. a is greater than 1, so $a-1$ is positive.
2. The distance between a and 1 appears to be less than the distance between 1 and 0, so it looks like a is less than 2. Thus $a-2$ is negative.
3. b is negative, so $-b$ is positive.
4. The distance between a and 0 appears to be less than the distance between b and 0, so it looks like $|a|$ is less than $|b|$. Since b is negative and a is positive, $a+b$ is negative.
5. $a-b = a+(-b)$. Since b is negative, $-b$ is positive. a is also positive. Thus, $a-b$ is positive.
6. Since $|a|$ and $|b|$ are both greater than 1, $|ab|$ is also greater than 1 (this builds on the intuition students gained in fifth grade as in 5.NF.5). ab is negative since a is positive and b is negative. Thus, $ab+1$ is negative.
7. (Long answer response) We are given that a and b are the same distance from zero. However, from the above number line we can see that a and b are on different sides of zero. We can visualize this by representing a and b as directed distances on the number line:



If we start at zero and move a units to the right, and then move the same number of units to the left, we will be back at 0. We can also represent this symbolically. Since a and b are the same distance from zero but are on opposite sides of zero, we know that they are opposites, so $b=-a$. The sum of a number and its opposite is always zero. $a+b = a + (-a) = a - a = 0$

8. Any situation in which dollar amounts of pay and debt equal 0. Example: Johnny is paid \$10 per hour he works. He owes his father \$100 for insurance this month. He will need to work 10 hours to pay that debt, and have a 0 balance in his account.

Summative Assessment #2 (Conceptual Understanding)

This assessment demonstrates mastery of abstract reasoning and modeling with the usage of rational numbers on a number line. As well demonstrates mastery of interpreting sums of rational numbers by describing real- world contexts. To demonstrate mastery students must obtain 70% or higher on the summative assessments. 1st question is worth 1 point for creating the number line. 2nd question is worth 6 points as there are 6 parts to the answer. 3rd question is worth 3 points, 1 point stating if Donna is correct or not, 2 points for the number distance amount.

Aakash, Bao Ying, Chris, and Donna all live on the same street as their school. The street runs from east to west. .

- Aakash lives $5\frac{1}{2}$ blocks to the west of the school.
- Bao Ying lives $4\frac{1}{4}$ blocks to the east of the school
- Chris lives $2\frac{3}{4}$ blocks to the west of the school.
- Donna lives $6\frac{1}{2}$ blocks to the east of the school.

Use this information to complete the following.

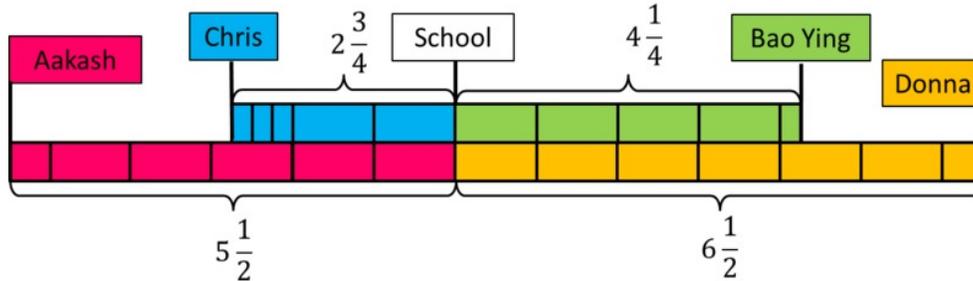
1. Represent the relative position of the houses on a number line with the school at zero, points to the west represented by negative numbers, and points to the east represented by positive numbers.
2. How far does Bao Ying live from Aakash? Show how you arrived at your answer using sums or differences.

3. Donna says she lives $3\frac{3}{4}$ blocks away from Chris. Is she correct? Explain your reasoning using the number line or by using sums or differences.

Assessment #2 Exemplar Response

Aakash, Bao Ying, Chris, and Donna all live on the same street as their school. The street runs from east to west.

- 1) Represent the relative position of the houses on a number line with the school at zero, points to the west represented by negative numbers, and points to the east represented by positive numbers.



- 2) $4\frac{1}{4} - (-5\frac{1}{2}) = 9\frac{3}{4}$. Bao Ying lives $9\frac{3}{4}$ blocks from Aakash. Chris lives $2\frac{3}{4}$ blocks from Aakash. Donna lives 12 blocks from Aakash. Chris lives 7 blocks from Bao Ying. Donna lives $2\frac{1}{4}$ blocks from Bao Ying. Donna lives $9\frac{1}{4}$ blocks from Chris.
- 3) Donna is not correct. Donna lives $9\frac{1}{4}$ blocks from Chris. To find the distance between two points on the number line, you can find the absolute value of the difference between the values of the two points.
 $|6\frac{1}{2} - (-2\frac{3}{4})| = |6\frac{1}{2} + 2\frac{3}{4}| = 9\frac{1}{4}$. Other valid explanations may also be accepted.

Summative Assessment #3

This assessment demonstrates mastery in abstract reasoning of rational numbers on a number line as well as understanding the structure of positive and negative numbers. Students will interpret sums of rational numbers by describing real- world contexts. To demonstrate mastery students must obtain 70% or higher on the summative assessments. Assessment #3 has a blend of multiple choice and short answer worth 1 point each and the short essay questions at the end are worth 5 points each, with a total possible of 22 points.

- Will the result of $-23 + 19$ be positive or negative?
 A. Positive B. Negative
- Will the solution of $-13 + -12$ be positive or negative?
 A. Negative B. Positive
- $-20 - 14 = ?$
- $200 - (-125) = ?$
- The sum of -8 plus the absolute value of $-8 =$
 A. 8 B. 16 C. -16 D. 0
- If the high temperature for the day was 19 degrees and the low temperature was -5 degrees, what is the change in the temperatures? _____
- What is the result of adding $(-2.9 + 6.8)$ and $(4.4 - 7.3)$? _____
- Yesterday, Matt's bank account balance was $-\$55.00$. Today, it is $\$65.00$. What was the change in Matt's

balance?

- A. \$120 B. \$10 C. - \$120 D. - \$10

9. Carly is opening a new savings account with an initial deposit of \$250. Which combination of a deposit and a withdrawal will result in a zero balance in Carly's account ?

- A. Deposit \$20 in the first week and withdraw \$270 in the second week.
B. Deposit \$270 in the first week and withdraw \$20 in the second week.
C. Deposit \$20 in the first week and withdraw \$250 in the second week.
D. Deposit \$250 in the first week and withdraw \$20 in the second week.

10. The temperature at 7 a.m. was -9 degrees. At lunch, it had risen 12 degrees. By 3 p.m. it had risen 6 more degrees. What was the temperature at 3 p.m.?

- A. 27 degrees B. 18 degrees C. -9 degrees D. 9 degrees

11. A deep sea diver is 10 meters below sea level. He descends another 15 meters. What is his new depth?

- A. -25 meters B. - 5 meters C. 25 meters D. 5 meters

12. The elevation of the surface of the Dead Sea is -424 meters. The height of Mt. Everest is 8,844 meters. How much higher is the summit of Mt. Everest?

- A. 8420 meters B. 9268 meters C. - 8420 meters D. - 9268 meters

13A and 13B. Choose 2 situations to fully describe 2 separate situations in which opposite quantities combine to make 0. Hint: Go back through this assessment for ideas about situations that you could describe. (depth, temperature, distance, money, etc.)

Answer key to Assessment #3: #1: B #2: A. #3: -34 #4: +325 #5: D. #6: change of 24 degrees #7: 1. #8: A. #9: A. #10: D. #11: A. #12: B. #13A and 13B Any answer which fully describes the situation and ends with a 0 sum is appropriate.

Grade Level	8	Content Area	ELA; Reading
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>As an EL School our approach supports methods of instruction that blends hands-on learning, active pedagogy, and standards based grading to support student mastery of AZCCRS reading standards.</p> <p>The lessons identified in this curriculum template are a blend of our programs overarching instruction. The methods of instruction including; Group Read, Jigsaw, Text-Coding and Direct Instruction with Modeling inherently are linked to hands-on learning and active pedagogy by guiding students through the experience of learning as outlined in our charter.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	(M) RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Copies of text's:</p> <p><i>The Vietnam Wars</i>, Tod Olson (RI, 1120L)</p> <p><i>Inside Out & Back Again</i>, Thanhha Lai (RL, NL)</p> <p><i>Bosnia: The Children of War</i>, Colin Woodard (RI, 820L)</p> <p><i>Refugees: Who, Where, and Why</i>, Catherine Gevert (RI, 1020L)</p> <p>Assessment Pieces.</p>		

Lesson (add as needed)	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	<p>Learning Target: I can identify the main claim of a text during a group-read supporting my claim with evidence from the text.</p> <p>Instructional Method: Group Reading allows for the students to split the reading up amongst each student in the group, one student reads a portion and the rest listen and write down the gist of the section. They then pass along the reading so each group member reads a section of the text.</p>	<p>Student Activity: The teacher will give students a worksheet where students will write gist statements of the reading as well as the guiding questions, which will be answered in a class discussion afterwards.</p> <p>Students will use “Bosnia: The Children of War,” Colin Woodard (RI, 820L) during the group read.</p> <p>Students will engage in a group read, while reading students are asked to pay attention to the main claim within the article. The students who are listening will write gist statements for each section that is being read.</p> <p>Students then in a whole group setting, answer the questions: “What was Bosnia’s war about? What are Bosnia’s ethnic groups? What was the author’s goal in writing this piece?”</p>
2	<p>Learning Target: I am able to support inferences through citing a piece of textual evidence that best supports my inferences.</p> <p>Instructional Method: Jigsaw; Jigsaw is an instructional method that splits a reading into portions that then gets assigned to a student or student grouping to learn and “master” that portion before teaching the rest of the class about their portion.</p> <p>In this lesson the students will read excerpts from <i>The Vietnam Wars</i>, Tod Olson (RI, 1120L). With predetermined sections split up for each group, the students will have to cite the strongest singular piece of evidence from their section of</p>	<p>Students will be split into heterogeneous groups and given a section of <i>The Vietnam Wars</i> by Tod Olson to read. They then will make an inference about their section of reading collaborating with each other to find and cite the strongest piece of evidence from the text to support their inference.</p> <p>Students will then share with the entire class verbally their groups inference and piece of supporting evidence from the text about the inference.</p>

	<p>the reading that supports an inference they make from the text.</p>	
<p>3</p>	<p>Learning Target: I can identify specific & explicit evidence from the text using text coding to prove a claim.</p> <p>Instructional Method: Direct Instruction + Modeling: Direct Instruction will be used to explain to the students how to use Text Coding, the teacher will Model the use of text coding as well. Modeling allows students to see exactly what the teacher is asking them to do, giving them an accurate representation of what is expected of them. Text Coding; Text coding supports students ability to comprehend the information in a text by allowing them to identify textual evidence that can support their ability to cite textual evidence.</p> <p>In this lesson the teacher will model how to use text coding in the beginning of the lesson, students will then read the assigned portion of <i>Inside Out & Back Again</i>, Thanhha Lai (RL, NL) and use text coding to cite evidence of character characteristics.</p>	<p>The teacher will select the first paragraph of the reading to model text coding. The students will receive the same paragraph and a text coding reference sheet. The teacher will walk through the paragraph to identify claims, underline evidence that supports the claim and other text coding symbols for characteristics of the main character and vocabulary words.</p> <p>Students will read an assigned section of <i>Inside Out & Back Again</i>, Thanhha Lai (RL, NL). While reading students will use Text Coding to identify pieces of explicit evidence within the text identifying characteristics of the main characters in the text.</p> <p>After the students read, the teacher will lead a debrief of the reading to ask for the specific and explicit evidence of the characteristics of the main character from the text.</p>
<p>S.A.</p>	<p><i>opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Summative Assessment: Written 1 page response to a guided question that is aligned with the tasks of the standard.</p> <p>Summative Assessment: Reading an article and writing claims and evidence of claims that are the strongest pieces of evidence. Aligned with the objective outcome of the standard.</p> <p>Summative Assessment: Read an excerpt from a book and make inferences based on a single piece of textual evidence. Aligned with the desired outcome of the standard.</p>

--	--	--

Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative Assessment 1 Description: Write a 1 page short-answer response answering the question; *What details in the text help us understand Ha’s character and personality?* (the main character in the text) You must cite the piece of textual evidence that most strongly helps us create our understanding of Ha.

This assessment would be given after the student has read the book; *Inside Out & Back Again* by Thanhha Lai. The student would have the book in front of them to pull details from the text.

Grading Description: See scoring rubric for point values. An acceptable score for mastery would be an 80% or higher

Short Answer Rubric

Score	4	3	2	1
Textual Evidence	Student cited the strongest piece of textual evidence that supports the analysis of both the explicit message of and the inferences from the text.	Student cited a strong piece of evidence from the text that supports analysis of both the explicit message of and the inferences from the text.	Student cited some textual evidence but did not the support the explicit message of and the inferences from the text.	Student did not cite any textual evidence.

Summative Assessment 2 Description: Read the article *Refugees: Who, Where, and Why* by Catherine Gevert. While reading, identify three explicit claims from the author, and write in the appropriate space below. For each claim you identify support it with the strongest piece of evidence from the text. When completed, write a final analysis of what you just read.

1. Claim:

1a. Textual Evidence (explicit):

1b. Inference:

2. Claim:

2a. Textual Evidence (explicit):

2b. Inference:

3. Claim:

3a. Textual Evidence (explicit):

3b. Inference:

4. Analysis of Reading (include analysis of the strength of each claim):

Grading Description: *Students will be assessed on the accuracy of each claim and providing the textual evidence that supports the claim. 50% for each section of the rubric will be entered into students final grade. Acceptable score for mastery would be an 80% or higher.*

Reading and Writing Rubric for Summative Assessment 2

Score	4	3	2	1
Accurate Claims	Student has 3 accurate claims.	Student has 2 accurate claims.	Student has 1 accurate claim.	Student attempted to make claims but they are inaccurate.
Cited Textual Evidence and Analysis	Student cited the textual evidence that most strongly supports the analysis. The analysis is supported by explicit details from the text AND student draws inferences from text.	Student cited some of evidence that strongly supports the analysis. Could add additional explicit details to help reader understand the analysis of the text.	Student cited relevant evidence that is not strong enough to support the analysis. Analysis could use additional details to help reader understand.	Student did not cite the strongest piece of evidence from the text. Students cited evidence is not relevant or accurate. Student may have not written an analysis.

Summative Assessment 3 Description: Read the following excerpt from *The Vietnam Wars*, by Tod Olson. When finished reading, plan an oral presentation you will give to the class about your inference on the author's attitude towards and opinion on the Vietnam War. In your presentation you must point out the piece of textual evidence that most strongly supports your inference of the author's opinion on the Vietnam War, and his attitude towards it. You may use the lines below to organize your thoughts.

Author's opinion on Vietnam War:

Evidence to support your inference on the author's opinion:

Author's attitude towards the Vietnam War:

Evidence to support your inference on author's attitude towards the Vietnam War:

Grading Description: *The student will be graded based on the accuracy and ability to provide textual evidence. 50% for each section on the rubric will be added into students final grade. An acceptable score for mastery would be an 80% or higher.*

Rubric for short answer response Summative Assessment 3:

Score	4	3	2	1
Attitude and Opinion Accuracy	The students inference of the author's attitude and opinion on the Vietnam War is accurate and descriptive. Both are clearly explained and understood by the reader.	The students inference of the author's attitude and opinion on the Vietnam War is accurate and some what descriptive. One or the other may be needing a bit more detail in the writing.	The students inference of the author's attitude and opinion of the Vietnam War are written, but the student is missing one or the other. Only one, attitude or opinion is filled in.	The student is completely missing one attitude writing or opinion. No attempt was made by the student to fill in an answer.
Textual Evidence of Inference	The student's textual evidence most strongly supports their inferences of the author's opinion and attitude. The textual evidence used most strongly supports the analysis of the inference. The evidence is descriptive and valid.	The student's textual evidence strongly supports their inference of the author's opinion and attitude. The evidence is valid and accurate, but could be more descriptive and/or use a stronger piece of evidence.	The student's textual evidence does not support their inference of the author's opinion and attitude. The writing is incoherent and the evidence is not valid and accurate.	The student writes little to no textual evidence to support his/her inference of the author's opinion and attitude.

Grade Level	8	Content Area	Science
Alignment to Program of Instruction	As an EL School our approach supports methods of instruction that blends hands-on learning, active pedagogy, and standards based grading to support student engagement, and direct instruction to support student mastery of AZCCRS Science standards.		
Standard Number and Description	Strand 4: Life Science. Concept 2: Reproduction and Heredity PO 1. Explain the purposes of cell division: • growth and repair • reproduction		
Materials/Resources Needed	Lesson 1: small whiteboards, dry erase markers, computers, internet access Lesson 2: microscopes, prepared slides of the stages of meiosis and mitosis, diagram of cell cycle Lesson 3: Playdough, I-pads		

Lesson	Instructional Strategies	Student Activities—
1	<p><u>Mitosis Lesson plans</u></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> - I can explain describe why cells divide - I can describe mitosis and meiosis - I can list the individual stages of mitosis and meiosis <p>Direct instruction:</p> <ul style="list-style-type: none"> - Teacher will begin the lesson to provide students with the vocabulary and concepts needed to understand the purpose of cell division and how it relates to heredity, growth, reproduction and repair. - will be used during PowerPoint presentation using verbal and visual representations of concepts - will close lesson during vocabulary Review <p>Active pedagogy will be promoted through heterogeneous group work during Think/Pair/Share and Concept Map construction. The inclusion of these activities also promote active practice for deeper understanding and teamwork to complete classwork.</p> <p>Differentiated Instruction will be incorporated during think/pair/share and during closing review. Differentiation described within student activity description.</p> <p>Summative Assessment Labeled Mitosis Diagram</p>	<p><u>Mitosis Lesson plans</u></p> <p>i. Introduction: Think/Pair/Share - The students begin with a think/pair/share regarding any prior information they may have about cell division. Students then are invited to brainstorm what they know about cells with their peer. They record their responses on their individual whiteboard when finished. Prompt questions:</p> <ul style="list-style-type: none"> • What are cells? • How do cells carry out life functions? • Why do cells need to divide? <p><i>Differentiation</i> - For students that have a good amount of prior knowledge on cell division ask what the phases of cell division are and invite them to share their prior knowledge with the rest of the class. Teacher reviews responses and leads discussion to connect prior knowledge to the learning targets to start the lesson.</p> <p>ii. Mitosis: Splitting up is Complicated – In pairs students watch a movie and play a game about the phases of the cell cycle. (https://www.khanacademy.org/science/biology/crash-course-bio-ecology/crash-course-biology-science/v/crash-course-biology-112a)</p> <p>ii.a. Concept Map - students complete a concept map in which they record the four steps of mitosis and describe what happens in each step. Students are invited to re-watch the movie and pause where needed to complete their maps. Students then share their concept map with another pair/small group to ensure that their order is correct, and that they understand the concepts.</p> <p>iii. PowerPoint – Teacher presentation of content through a Powerpoint reinforces learning through the presentation of deeper content while working to fill in any missing pieces for the students.</p> <p>iv. Vocabulary - The students create flashcards with the vocabulary to help further understanding of the concepts. They research and look up definitions. Words covered: anaphase, chromosome, metaphase, mitosis, parent cell, prophase, sister chromatids, spindle, spindle fibers, telophase, nucleolus, centromeres <i>Differentiation</i> – teacher encourages pictures and drawing on flashcards to help with visual information processing. Allow students extra time if needed. Provide links and classroom resources with extra information. Teacher to do constant check-ins with students.</p> <p>v. Summative Assessment: Students complete lesson 1 by demonstrating their knowledge of mitosis through an individually completing and labeling a diagram.</p>

Cell Cycle Lesson Plans**Learning Targets**

- I can explain the cell cycle
- I can apply scientific processes to investigate the biological process of cell division.
- I can explain the different outcomes of healthy cell division versus flawed cell division

Direct Instruction

- will begin the lesson after reviewing learning targets and concept maps to redirect any misconceptions constructed from lesson 1.
- will introduce the cell cycle

Active Pedagogy

- during lab investigation reinforce concepts from Lesson 1
- through group collaboration to check for understanding of phases of mitosis
- group discussion of 'why cells need to divide'
- individual completion of Control of the Cell Cycle Game
- knowledge developed through group work and representation of knowledge visually

Differentiated Instruction - will be incorporated during student work on the Cell Cycle Game. Differentiation described within Student Activities.

Summative Assessment

Vocabulary quiz

Cell Cycle Lesson Plans

i. **Review** - lesson 2 begins with teacher and students reviewing Concept Maps and Mitosis Diagrams created. In addition L.1 learning targets are reviewed. Teacher corrects any misconceptions identified through the class discussion.

ii. **Mitosis Investigative Lab** – Requires teacher prep beforehand. Teacher sets up slides in different stages of mitosis. Paired students then work together to identify each phase and draw and label each cell. Students scaffold on prior knowledge of the scientific process along with the information learned in class to interpret and identify the different phases they see under the microscope. Students have 5 minutes at each station. Upon completion students work with another group to check for understanding of phases of mitosis. Worksheets are turned in for grading at the end of class.

iii. **Introduction to The Cell Cycle** – Teacher reintroduces the question “*Why do cells need to divide?*” Students discuss with their shoulder partner and develop a response. Students share out their answers while teacher guides discussion. Connect discussion to new learning targets for this lesson.

iii.a. Teacher provides direct instruction to students for an overview of the cell cycle. A handout with diagram of the cell cycle is provided to students that outlines the cell cycle. Students take notes on the handout as teacher draws and explains the cell cycle, its purpose and the steps. Teacher points out where mitosis fits in.

iv. **Control of the Cell Cycle Game** -

(<https://www.brainpop.com/games/controlofthecellcycle>) Student directions: *The "Cell Division Supervisor", inside the cell nucleus, has the job to control cell division so that the stages of the cell cycle happen in the correct order, and that the cell has successfully replicated its genetic material at specific checkpoints in the cell cycle. The challenge is to complete the game and to make sure that the cell divided correctly.* Teacher points out that if they make the wrong choice, they have 10 seconds to choose another option before the cell is destroyed. If they make more than three mistakes during one cell division, the energy level in the cell becomes too low to proceed and they have to start again.

Teacher circulate as students play and help as needed. Then ensures that all students reach the end of the game, where they can choose to watch a short film featuring the final stage of the cell cycle, or see photographs. Teacher checks for understanding through reviewing learning targets and what the students have learned. Students give a measure of their understanding of the learning target by using their body. Standing up means that they fully understand, sitting down is partial understanding and if they sit on the floor, the student needs extra instruction.

Differentiation: To help students succeed, particularly if they are not already familiar with the phases of the cell cycle, teacher encourages printing out of the concept maps they created of the stages of the four steps of mitosis, or use the their completed flowcharts.

v. **A Flawed Cell Cycle** – Teacher places students into groups of 4 for their discussion. They will be assigned a phase of mitosis. The students have to quickly place themselves in groups that have all 4 phases of mitosis. Students find a table to sit at with their groups. Individuals read an article on cancer (<http://kidshealth.org/en/kids/cancer.html>) then they work in their groups to answer the following questions based on their reading.

- What is cancer?
- What causes cancer?
- What happens in the cell cycle to allow cancer to grow and spread in

		<p>the body?</p> <p>vi. Visual Representations - Once students answer the questions in their groups they are to create a comic strip that covers healthy cell division and flawed cell division that causes cancer. Comic strip will be one poster page to be displayed.</p> <p>vii. Vocabulary - The students create new flashcards with the additional vocabulary to help further understanding of the concepts. Teacher encourages that they research and look up the definitions to the words in this lesson. Vocabulary Covered: cell cycle, interphase, cytokinesis, daughter cell</p> <p>Summative Assessment: Students individually complete a vocabulary quiz of the vocabulary presented through lessons 1 and 2.</p>
3	<p><u>Meiosis Lesson Plans</u></p> <p>Learning Targets I can use the process of science to make inferences about the steps of meiosis I can describe the process of meiosis and identify the differences between meiosis and mitosis</p> <p>Direct Instruction will be used during the PowerPoint to present complete concepts of meiosis</p> <p>Active Pedagogy -during group organizing the stages of meiosis as a group while making inferences about the purpose of meiosis while identifying differences between meiosis and mitosis. -during the creation of stop motion animation movie</p>	<p><u>Meiosis Lesson Plans</u></p> <p>i. Introduction of Meiosis. Teacher provides students an unlabeled diagrams that show the steps of meiosis. Students work in heterogeneous groups of 3 to label the diagrams based on their own inferences and background information on mitosis. Each group then writes a short paragraph describing what they think happens during the process of meiosis. Teacher makes sure they include all of the following information: What is the purpose of meiosis? How is meiosis different than mitosis? How do the resulting cells differ from the original cell?</p> <p>Groups then share their inferences with the class. Discuss the similarities and differences between their conclusions, and decide which inferences seem most probable. Students are then given a short description of meiosis to read through in their groups. The students check the facts in the description against their own conclusions. Teacher has them highlight the parts of their summaries that were correct in one color, and the parts that were incorrect in another color. Then have them share the results with the class.</p> <p>ii. Vocabulary - The students create new flashcards with the additional vocabulary to help further understanding of the concepts. Teacher encourages them to conduct research and look up the definitions to the words in this lesson. Vocabulary Covered: Diploid cell, Haploid cell, Gamete, Homologous chromosome, Zygote, Crossing over</p> <p>iii. Meiosis PowerPoint - to fill in gaps and provide deeper understanding of the concept of meiosis, why meiosis occurs and what purpose it serves in the process of reproduction.</p> <p>iv. Final Project - to deepen the understanding of meiosis, teacher asks students to create stop motion animation movie with playdough that represents the stages of meiosis. This project includes information on each stage as a slide in the movie along with the animation piece to demonstrate understanding of the process of meiosis.</p>
S.A.	<p>Summative Assessment 1 (end of Lesson 1) (see appendix for assessment and answer sheet) Labeled Mitosis Diagram</p> <p>Summative Assessment 2 (end of Lesson 2) (see appendix for answer sheet) Vocabulary quiz</p>	

Final Summative Assessment (see appendix for assessment and answer sheet)

Appendix B – Lesson 1: Summative Assessment – Answer Sheet

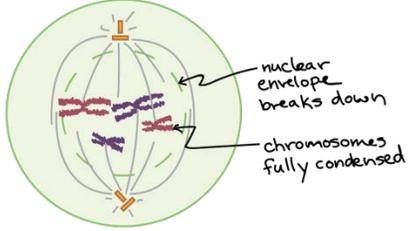
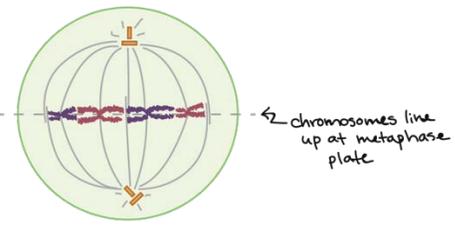
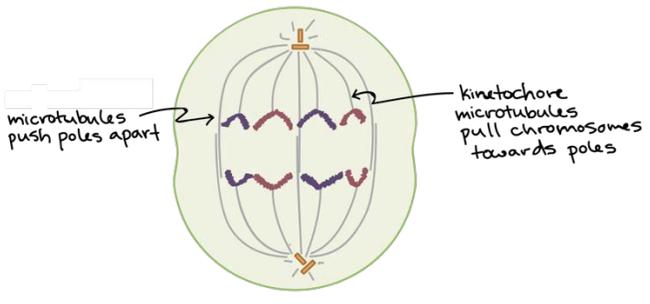
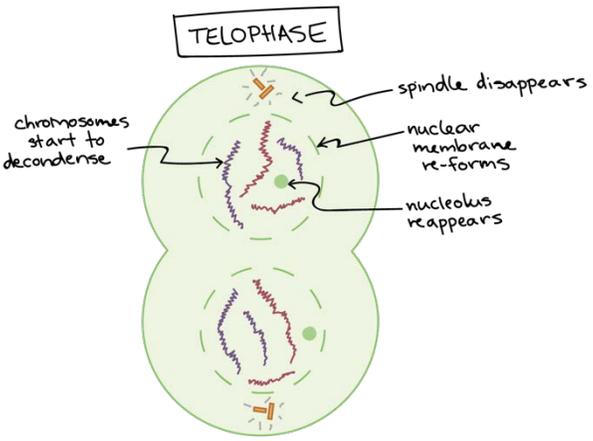
Mitosis Assessment

Name: Answer Key

30 point total. Point Breakdown: Each phase is worth 5 points, 1 point a step and 2 points per drawing. 10 points for correctly answered essay question. An acceptable score for Mastery would be an 80% or higher.

Directions: In this lesson you have learned the stages of mitosis and what occurs in each stage. Identify the 4 stages of mitosis in order. Using the vocabulary words label the stages and the important structures in each stage.

Vocab: prophase, spindle, spindle fibers, sister chromatids, centromere, cytokinesis, anaphase, metaphase, chromosome, nucleus, telophase

<p>1. Prophase</p> <ol style="list-style-type: none">The chromosomes condenseThe spindle begins to form and begin to capture chromosomesThe nucleus begins to breakdown and the nuclear envelope breaks down <p>LATE PROPHASE (PROMETAPHASE)</p> 	<p>2. Metaphase</p> <ol style="list-style-type: none">Spindles align chromosomes in center of cellTwo centromere of each chromosome attach to spindle fibers at opposite sides of cellCell checks chromosome alignment and centromere attachment <p>METAPHASE</p> 
<p>3. Anaphase</p> <ol style="list-style-type: none">Sister chromatids separate into single chromosomesChromosomes are pulled to opposite sides of the cellCell becomes longer <p>ANAPHASE</p> 	<p>4. Telophase</p> <ol style="list-style-type: none">Two new nuclei are formedNormal structures are re-establishedCytokinesis takes place <p>TELOPHASE</p> 

Essay Question: In your own words explain growth and repair in the context of Mitosis? -10 points

-Mitosis is the type of cell division used for growth, repair and asexual reproduction. Mitosis occurs wherever new cells are needed. It produces two cells that are identical to each other, and the parent cell. Growth and repair is essential to healing and continuation of life.

Appendix E – Lesson 2: Vocabulary Assessment – Answer Key

Each answer is worth one point. The quiz is worth 26 points total and is graded using this answer sheet. The grade is determined by how many points correct out of 16 the student receives on the matching and 10 points for correct essay answer. An acceptable score for Mastery would be an 80% or higher.

Name: _____ **Date:** _____

Cell Cycle

Interphase

Cytokinesis

daughter cell

anaphase

chromosome

metaphase

mitosis

parent cell

prophase

sister

chromatids

Spindle

Spindle fibers

telophase

nucleolus

Centromere

Directions: Fill in the blank using the words above. Each word is used only one time.

1. The process of cell division is called mitosis.
2. This structure holds all of your genetic information chromosome.
3. When a parent cell gets too big it has to divide.
4. When the cell completes the process of division there are 2 daughter cells as a result.
5. In the process of division the stage where the genetic information is lined up in the center of the cell is called metaphase.
6. The spindle fibers attach to the centromere.
7. The job of the spindle fibers is to pull apart the chromosomes in the phase called anaphase.
8. The phase known as interphase is where the cell goes through a regulation process to perform checks to make sure the genetic information is copied correctly.
9. In telophase the chromosomes move to opposite sides of the cell.
10. The Spindle is necessary to equally divide the chromosomes in a parental cell into two daughter cells during both types of nuclear division: mitosis and meiosis.
11. It creates spindle fibers which attach to the centromere of a chromosome.
12. The first stage of cell division, before metaphase, during which the chromosomes become visible as paired chromatids and the nuclear envelope disappears is called prophase.
13. The nucleolus is a small dense spherical structure in the nucleus of a cell during interphase.
14. The sister chromatids are identical copies of DNA that are closely associated with one another and held together by a centromere.
15. The whole process of a cell growing, dividing and splitting into 2 daughter cells is called the cell cycle.
16. The final stage in the cell cycle before the cycle starts again is called cytokinesis.

Essay Question: Explain in your own words the purpose of reproduction in the context of meiosis?-10points

- **Meiosis is the essential process of reproduction, and reproduction continues the passing of genes, causes variation in the cell that could create new, beneficial adaptations. In this way, meiotic reproduction aids in natural selection.**

Grading Description: An acceptable score for Mastery would be an 80% or higher.

Appendix C – All Lessons: Final Summative Assessment - 52 points total – score will be assessed by how many points correct the student receives over the total score. The percentage will equal their letter grade.

Section 1 - Short answer - In the first section answer each question as completely as possible. Short answer questions are worth the amount of points identified in each question. 16 points total

1. Define Meiosis: 2 pts

- a type of cell division that results in four daughter cells each with half the number of chromosomes of the parent cell, as in the production of gametes and plant spores.

2. What is your understanding of crossing over and why it happens? 4 pts
- also known as genetic recombination is the process where homologous chromosomes pair up with each other and exchange different segments of genetic material to form recombinant chromosomes. It occurs between prophase 1 and metaphase 1 of meiosis. This happens to promote more genetic diversity.
3. What are 3 similarities between mitosis and meiosis? 3 pts
- Could be any of the following answers:
 - o Both have the 4 phases (prophase, metaphase, anaphase and telophase)
 - o The DNA is replicated.
 - o Daughter cells are created
 - o Diploid parent cell
 - o Ends with cytokinesis
4. What are 3 differences between mitosis and meiosis? 3 pts
- Could be any of the following answers
 - o Meiosis results in haploid cells where mitosis results in diploid cells
 - o Meiosis creates 4 daughter cells, mitosis creates 2.
 - o Meiosis involves 2 cell divisions where mitosis involves 2.
 - o Meiosis involves crossing over, mitosis does not.
 - o Prophase is longer in meiosis.
5. How many viable gametes are at the end of the oogenesis cycle? 1 pt
One
6. How many chromosomes do gametes have? 1 pt
23, gametes are haploids
7. Why do cells reproduce? 2 pts
Cells reproduce when old cells die or when cells get too big and can no longer get the nutrients they need.

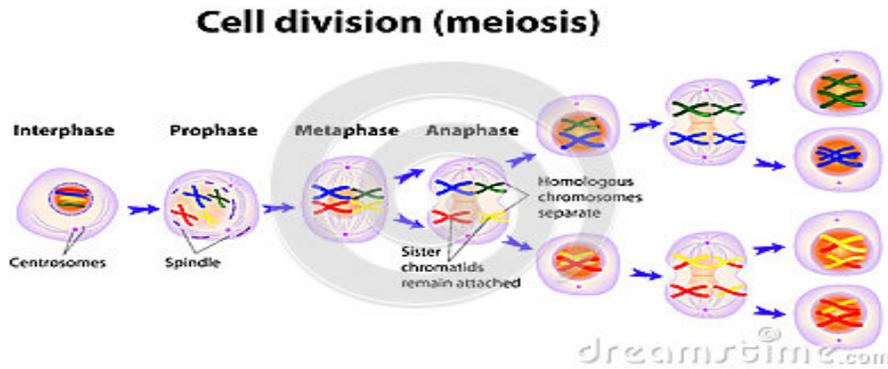
Section 2: Fill in the blank using the vocab words at the top. 1 point per blank (10 points total)

1. A cell goes through a cell cycle. Those 5 stages are: 1. G1
2. S 3. G2
4. mitosis 5. Cytokinesis

(hint: these are NOT the phases of mitosis)

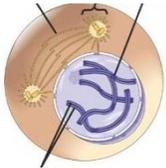
2. The first 3 phases above are combined into a process called interphase
3. The phase where the chromosomes line up in the middle is metaphase.
4. A zygote is a diploid cell resulting from the fusion of two haploid gametes; a fertilized ovum.
5. Cancer occurs because of an error in interphase.

Section 3: Directions: Draw the meiosis cycle from start to finish: 10 pts total

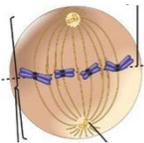


Directions: Answer the following questions as directed. Points are indicated next to the question. 6 pts total

1. What phase is the cell below in? 1 pt - Prophase



2. For the above cell: What are 2 things happening in this phase? 2 pts. The chromosomes are condensing and the centrioles are starting to move to the sides of the cell. The nucleolus is starting to disappear.
3. What phase is the cell below in? 1 pt - Metaphase



4. For the above cell: What are 2 things happening in this phase? 2 pts— Chromosomes are lining up in the middle of the cell. Spindle fibers are attaching to the centromeres.

Essay Question: Please answer the question as fully as possible, including as much information of possible. 10 pts

Explain in your own words the purposes of cell division? In your answer consider reproduction and growth.

-Cell division is an essential process for organism creation, growth, and repair.

Grading Description: See answer keys and answers. An acceptable score for Mastery would be an 80% or higher.

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	8	Content Area	ELA; Writing
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>As an EL School our approach supports methods of instruction that blends hands-on learning, active pedagogy, and standards based grading to support student mastery of AZCCRS reading standards.</p> <p>The methods of instruction also build on our foundational principles of collaboration and competition, the having of wonderful ideas, and the responsibility of learning. The methods of instructions including: Direct Instruction, Modeling, Praise, Question Suggestion (Peer Edit) and building writing skills for the student’s summative assessment of an analytical essay, inherently are linked to hands-on learning and active pedagogy by guiding students through the experience of learning as outlined in our charter.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(W.8.2) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>(M) a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>(M) b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		
Materials/Resources Needed	Assessment Items		

<p>Lesson (add as needed)</p>	<p>Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</p>	<p>Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</p> <p>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</p>
<p>1</p>	<p>Learning Target: I can write a well organized thesis paragraph introducing the topics analyzed in my paper. (W.8.2a)</p> <p>Learning Target: I can organize ideas, concepts, and information into broader categories.</p> <p>Instructional Method: Direct Instruction + Modeling: In this lesson the teacher will use direct instruction to show students the key components of a thesis paragraph for an analytical essay. The teacher will also use modeling, to show the students what is expected of them. The students will be writing their thesis paragraph for the beginning of their analytical essay.</p>	<p>Student Activity: Students will work independently to write and develop their introductory thesis paragraph of an analytical essay.</p> <p>The teacher will model the appropriate ways of writing an analytical paper. The teacher will model the key components and organization of the paper: the heading, the thesis statement and supporting evidence.</p> <p>The student will follow the modeling to make sure to include the correct organizing of the thesis statement, heading, concepts and information into broader categories and to include how they will be proving their thesis in the paper.</p> <p>Students will hand in their Introductory Paragraph at the end of class to be evaluated by the teacher.</p>
<p>2</p>	<p>Learning Target: I can integrate definitions, quotations and well-defined facts into my supporting paragraphs of an analytical essay. (W.8.2b)</p> <p>Instructional Method: Modeling: In this lesson the teacher will demonstrate how to properly write and integrate quotations into an analytical essay. The teacher will also model integrating well-chosen facts and definitions into the essay.</p> <p>Students will then work independently to do the same with their paper.</p>	<p>The teacher will model how to properly write and integrate quotations to the class.</p> <p>Following the teacher's demonstration the students begin to pull facts, quotations, and other information from their reading resources to further develop their topic claims for their analytical essay.</p> <p>Students work independently to build upon their previous work on their analytical essay.</p> <p>Students fill out the supporting worksheet with their topic claim, correctly formatted quote, and definitions to be used in their essay. The students will hand in their worksheet at the end of class to</p>

		<p>be evaluated. When students receive worksheet back with approved formatting, they can integrate it into their essay body paragraphs.</p>
<p>3</p>	<p>Learning Target: I can write a concluding statement that supports the information presented in my analysis. (W.8.2f)</p> <p>Instructional Method: Direct Instruction + Peer Critique (PQS) Students will learn how to write a concluding statement that supports the information presented in their analytical essay through direct instruction and a peer critique for feedback.</p>	<p>Students follow the direct instructions on how to write a concluding statement that ties together the evidence or information they provided in their essay to leave the reader with a unified conclusion of their paper.</p> <p>After students write their own conclusion, they will then switch papers with another student and that student will read and critique their paper using the PQS model. PQS(praise, question, suggestion) is a model for giving positive constructive feedback that the student can then begin to question for themselves what they may need to change based on the suggestions of a reader.</p> <p>The teacher will also present the students at the end of the lesson reflective guiding questions to answer such as:</p> <ul style="list-style-type: none"> -Did you tie together all topics that are presented in the paper? -Did you connect it back to the thesis? -Did you propose any solutions? <p>Students will incorporate this conclusion into their final essay.</p>

S.A		<p>Summative Assessment: This summative assessment has the students demonstrate their mastery of (W.8.2a) through writing an introductory paragraph for an analytical essay that includes a thesis statement, how they are going to prove the thesis, and is written in formal correct format.</p> <p>Summative Assessment: This summative assessment has the student demonstrate their mastery of (W.8.2b) through writing a topic sentence for each body paragraph for an analytical essay as well it has them writing out quotations and definitions of well-chosen facts that will be included in the topic of the paragraphs.</p> <p>Summative Assessment: This summative assessment has the student demonstrate their mastery of (W.8.2) through writing a final analytical essay that includes 5 paragraphs of topics that are introduced and developed throughout the paper utilizing well-chosen facts, quotations, and definitions to support a topic driven thesis ultimately ending with a concluding statement that supports the information presented in the analytical essay.</p>
-----	--	--

Summative Assessment 1:

Informative Essay Introductory Paragraph: On the lines below, write your introductory paragraph to your informative essay on the novel of *Inside Out & Back Again* By Tod Olson. Introduce your topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories. Be sure to include a clear thesis statement, introduce the topics you will be writing about, and format it correctly.

Grading Description: *Students will be assessed on the ability to complete assignment. Each rubric category is worth 50% of the overall score. An acceptable score for Mastery would be an 80% or higher.*

Grading Rubric For Summative Assessment 1:

Score	4	3	2	1
-------	---	---	---	---

Thesis Statement	The student's thesis is informative and coherent. Students thesis is not missing any components.	The student's thesis is clear and coherent. Could be slightly clearer or is missing half a component.	The student's thesis is not complete, clear and/or coherent. The student showed effort but the thesis is missing several components.	The student's thesis is not complete.
Formatting and Organizational Structure	Student introduced their topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories. Student uses 5 or more sentences.	Student includes how they will connect thesis to topics in paper. Student could provide a bit more detail. Student uses 5 sentences.	Student does not connect thesis to topics in paper well, but shows an effort to do so. Student does not meet 5 sentence minimum.	Student does not connect thesis to topics in paper. Paper is genuinely disorganized. Student does not write 5 sentences.

Summative Assessment 2:

Quotes-Facts-Definitions Worksheet:

Assignment Description: On the following worksheet fill in your claim and/or topic sentence for each of your body paragraphs. Then below each topic correctly write out how you would integrate one quote and one definition of a vocabulary word for each topic paragraph.

Topic Sentence 1:

Quote:

Vocabulary Definition:

Topic Sentence 2:

Quote:

Vocabulary Definition:

Topic Sentence 3:

Quote:

Vocabulary Definition:

Grading Description: An acceptable score for Mastery would be an 80% or higher. Students will be graded based on the rubric below. 50% of the final grade can be awarded in the Topic Sentence category, 25% of the final grade can be awarded in the Vocabulary Definition section, and 25% of the final grade can be awarded in the relevant quotations section.

Summative Assessment 2 Scoring Rubric:

Score	4	3	2	1
Topic Sentence x2	All 3 topic sentences are introduced clearly and formatted correctly.	Writing contains 3 topic sentences but may be introduced without clarity or formatted incorrectly.	Writing may contain 2 or fewer topic sentences which may be introduced without clarity or formatted incorrectly.	The topic sentences are not introduced clearly, and or formatted correctly.
Vocabulary Definition	All 3 vocabulary definitions are well-chosen, relevant, and formatted correctly. Definitions are correct. Definitions use precise-language and domain-specific language that help explain the topic. Definitions develop the topic well.	All 3 vocabulary definitions are well-chosen, relevant, and formatted correctly. Definitions are correct. Definitions do not use precise-language or domain-specific language that help explain the topic. Definitions may develop the topic well.	Vocabulary definitions are not well-chosen, relevant, or formatted correctly. Vocabulary definitions does not help develop the topic.	Student did not write definitions.
Relevant Quotations	Quotations are well-chosen, relevant, and formatted correctly. Quotations used clearly and directly support the topic sentences.	Quotations are relevant and formatted correctly. Quotations used directly support the topic sentences.	Quotations are haphazardly chosen and may be formatted incorrectly, but do lend support to the topic sentences.	Quotations are not used to support the topic sentences.

Summative Assessment 3:

Informational Essay:

Assignment Description: Compose a well organized essay, which includes a well developed thesis, strong evidence in support and a solid conclusion.

Summative Assessment 3: Informational Essay Rubric

Category	4	3	2	1
Ideas and Development	<p>Paper includes a clear thesis sentence. Topics are introduced clearly, previewing what is to follow; well organized ideas, concepts. Each claim is supported with 3 well chosen pieces of evidence. Topics are developed with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Paper includes a clear thesis sentence. Paragraphs have clearly focused topics with details that support that topic.</p> <p>Each claim is supported with 3 or more well-chosen facts, definitions, concrete details, quotations, or other information.</p>	<p>A thesis sentence is apparent but doesn't directly answer the prompt and/or does not preview the topics for the following paragraphs. Paragraphs have clear but ineffective topics that support the thesis.</p> <p>Each claim is supported with 3 pieces of relevant on topic support.</p>	<p>No thesis sentence is apparent or does not answer the prompt.</p> <p>Paragraphs have vague or non-existent topics and details do not always support topics.</p> <p>Each claim is supported with less than 3 relevant pieces of support and/or the claims are not explained with relevant on topic support.</p>
Organization	<p>Student has organized ideas, concepts, and information into broader categories.</p> <p>Appropriate and varied transitions are used to create cohesion and clarify the relationships among ideas and concepts.</p> <p>The conclusion includes a statement that summarizes the thesis, and finishes the essay in a skillful and thought provoking way.</p>	<p>Paragraphs are introduced with a transition word as well as contain varied transition words throughout the paragraphs to create cohesion among ideas. The conclusion includes a statement that summarizes the thesis sentence and finishes the essay in a skillful way.</p>	<p>Each paragraph is introduced with varied transition words</p> <p>The essay is ended by a statement that summarizes the thesis sentence and finishes the essay in a logical way.</p>	<p>Paragraphs are introduced with repetitive transitions words or do not include transition words.</p> <p>The essay is not ended by a statement that summarizes the thesis sentence or does not finish the essay in a logical way.</p>

Analytical Essay Rubric Grading Description: *The students final essays will be evaluated as follows. Each section is 50% of the student's final grade for the assignment. An acceptable score for Mastery would be an 80% or higher.*

Grade Level	8th	Content Area	8th Grade Mathematics
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.	As an EL School our approach supports methods of instruction that blends inquiry-based active pedagogy, and standards based grading to support student mastery of AZCCRS mathematics standards.		
Standard Number and Description The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.	<p>8.EE.C.7. Solve linear equations in one variable.</p> <p>(M) a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).</p> <p>(M) b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p> <p>8.MP.2. Reason abstractly and quantitatively.</p> <p>8.MP.5. Use appropriate tools strategically.</p> <p>8.MP.6. Attend to precision.</p> <p>8.MP.7. Look for and make use of structure.</p>		
Materials/Resources Needed List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).	<p>Direct Instruction- teacher delivers information in front of the classroom as students take notes.</p> <p>Teacher “Think-aloud” - Teacher demonstrates and explains his/her thinking and what he/her is looking for to solve the given problem.</p> <p>Student “Think-aloud”- Student demonstrates his/her thinking to the class in front of the class and explains his/her steps in solving the problem.</p> <p>Think-Pair-Share- students work together to solve a problem or answer a question about the process.</p> <p>Manipulatives- any concrete objects that allow students to explore an idea in an active, hands-on approach. (blocks, shapes, spinners or even paper that is cut or folded).</p> <p>The Three Read Protocol - is a protocol to comprehend complex math word problem or task. This strategy includes reading a math scenario three times with a different goal each time. The first read is to understand the context. The second read is to understand the mathematics. The third read is to elicit inquiry questions based on the scenario.</p>		

Commented [1]: I added the information about Standard b.
 added to instructional strategies, Student Activities, and changed one of the summative assessments to address standard b.
 May want to have someone else look it over?
 About 1 hour on this document as well.

Lesson (add as needed)	Instructional Strategies —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	Learning Target: “ I can give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions.	In this lesson students deepen and extend their understanding of equations and linear equation solutions.

	<p>Teacher will present information through the usage of direct instruction and “Think-alouds”</p> <p><u>One Solution:</u> $12 - 4y = 16$. Value of y must be -1</p> <p><u>No Solutions:</u> $5x - 2 = 5(x+1)$. solution appears to be two numbers that are not equal or $-2 = 1$.</p> <p><u>Infinite Solutions:</u> $7x + 14 = 7(x+2)$.variable terms cancel leaving $14 = 14$ or $0 = 0$.</p> <p>Teacher will then instruct students on:</p> <ul style="list-style-type: none"> - Linear Equations results (Infinite, One or No Solutions) - “What makes a linear equation, linear?” - How to solve for a variable in an equation 	<p>Students will read the Learning Target for the day.</p> <p>Students will follow along and take notes in their math journals during the direct instruction and “think-aloud” periods of examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Students will organize equations into three categories of Infinite, One or No solutions of the following equations: $3z + 9 + 14z = 4z + 5 -5x - x 7 = -6x 2 - 5x 13 = x + 29$ $-2x + 15 + x = -x + 7 + 9 5x - 13 = x - 13$ $5(x - 2) = 3x + 18 2(x - 6) + x = 3x - 12$ $7x + 9 - 2x = 5x - 6 + 16 2(-5x + 7) = 10x + 12$</p> <p>Then students share and explain why they placed the equations in the category they did. Students will gain valuable insight to how different equations function as well as their resulting answer.</p>
2	<p>Learning Target: “I can solve linear equations and determine the solution of the linear equation with rational number coefficients including equations whose solutions require expanding expressions, as one of the following: Infinite Solutions, No Solutions, One Solution”.</p> <p>Teacher will present information through the usage of direct instruction and “Think-alouds”.</p> <p>Based on the first lesson, the teacher will provide support students on:</p> <ul style="list-style-type: none"> - Remind them on the order of operations - Expanding numbers in parentheses. - Collecting like terms - “Balancing” Equations <p>Teacher asks students the following: a. Write expressions for the cost of each item on the lines provided above if the cost of a cookie is x. b. Chloe and her friends buy 2 sandwiches, 3 bags of chips, 4 cookies, and 2 sodas. They spend a total of \$12.25. Use this information and the expressions you wrote above to write an equation representing this situation. c. Solve your equation to determine the cost of each item.</p>	<p>In this lesson students deepen and extend their understanding of linear equations and their solutions by including rational number coefficients.</p> <p>Students will read the Learning Target for the day. Students will “unpack” the Learning Target.</p> <p>Teacher will then instruct students on:</p> <ul style="list-style-type: none"> - Simplify equations to the form $x=a$, $a=a$ or $a=b$. - Word problems - <p>Students will follow along and take notes in their math journals during the direct instruction and “think-aloud” periods. Students will apply their knowledge on practice problems after direct instruction.</p> <p>In-class example of Linear equation word problems:</p> <p>Chloe and her friends are going on a picnic. A sandwich is 6 times the cost of a cookie. A bag of chips is one and a half times the cost of a cookie. A soda is twice the cost of a cookie.</p>
3	<p>Learning Target: “I can successfully solve linear equations that have coefficients”. “I can use my algebra skills and understanding to solve linear equations”</p> <p>Teacher will present information through the usage of direct instruction and “Think-alouds”.</p> <p>Solve linear equations with rational number coefficients, including equations whose solutions require expanding</p>	<p>In this lesson students deepen and extend their operational and conceptual understanding of linear equations.</p> <p>Students will read the Learning Target for the day. Teacher will then instruct students on:</p> <ul style="list-style-type: none"> - Distributing/Division across the equation - Collecting like terms - Word Problems <p>Students will follow along and take notes in their math journals during the direct instruction and “think-aloud”</p>

	expressions using the distributive property and collecting like terms.	periods. Students will apply their knowledge on practice problems after direct instruction.
S.A.		

Summative Assessment Items and Scoring: Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Assessment # 1:

This assessment demonstrates mastery of being able to solve/give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. To demonstrate mastery students must obtain 70% or higher on the summative assessments. There are 10 questions that provide an opportunity to demonstrate the conceptual and operational understanding to solve linear equations of one variable. Each question is worth 1 point, thus totaling in 10 points.

- 1) Solve the equation $4x + 10 = 6x$.
(A) $x = 1$ (B) $x = 5$ (C) $x = 10$ (D) No solution.
- 2) Solve the equation $2x + 1 = 15$.
(A) $x = 14$ (B) $x = 8$ (C) $x = 7$ (D) x can equal all real numbers
- 3) Solve the equation $x + 5 = x + 8$.
(A) $x = 3$ (B) $x = 5$ (C) $x = 8$ (D) No solution
- 4) Solve the equation $3x + 10 = 4x + 10$.
(A) $x = 0$ (B) $x = 7$ (C) x can equal all real numbers (D) No solution
- 5) Solve the equation $4x + 8 = 7x + 8 - 3x$.
(A) $x = 4$ (B) $x = 8$ (C) x can equal all real numbers (D) No solution
- 6) Solve the equation $5x + 10 = 10x$.
(A) $x = 0$ (B) $x = 1$ (C) $x = 2$ (D) $x = 3$
- 7) For which of the following equations can x equal all real numbers?
(A) $7(2x + 3) = 11x + 3(x + 7)$ (B) $2x + 12 - x = 15$ (C) $8x + 7 = x$ (D) $3(3 + x) = 2 + 3x$
- 8) For which of the following equations can $x = 0$ only?
(A) $4x + 8 = 8 - 4x$ (B) $4x + 8 = 8 + 4x$ (C) $4x - 8 = 8 - 4x$ (D) All of the above
- 9) Which of the following equations has no solution?
(A) $3x + 2 = 2x + 3$ (B) $8x + 7 = 7x - 8$ (C) $4(x + 2) + x = 5(x + 3)$ (D) $9(x + 1) = 3x + 6(x + 2) - 3$
- 10) Which of the following equations has no solution?
(A) $4x - (6 + 3x) = 7x$ (B) $2(3x + 1) = 3(2x + 1)$ (C) $2x - 10(x + 1) = 12x + 10$ (D) $7 - 2(1 - 10x) = 5(1 + 4x)$

Solutions to Assessment #1:

- 1) **(B)** $x = 5$. Explanation: When we subtract $4x$ from both sides, we get $10 = 2x$. Dividing both sides by 2 gives us $x = 5$. Simply plugging in $x = 1$ or $x = 10$ into the equation can prove that those values don't work. (After all, $50 \neq 60$ and $14 \neq 6$, right?) If there exists a real number that works for x , then (D) must be incorrect also.
- 2) **(C)** $x = 7$. Explanation: We first need to subtract 1 from both sides, leaving $2x = 14$. Dividing both sides by 2 gives us an answer of $x = 7$. Answer choices (A) and (B) result from forgetting to divide by 2 or adding 1 instead of subtracting 1. If $x = 7$ is the only value that works, then (D) can't be true.

3) **(D)** No solution. Explanation: When we subtract x to get all the x 's together, we get $5 = 8$. There's no real value of x that will make that true, so the answer is (D). The other three answers will give incorrect equations ($8 = 11$, $10 = 13$, and $13 = 16$), so we can be sure they aren't right.

4) **(A)** $x = 0$ Explanation: When we subtract $3x$ from both sides, we get $10 = x + 10$. After subtracting 10 from both sides, we get an answer of $0 = x$. This does not mean there's no answer! It means that only $x = 0$ will make the equation a true statement.

5) **(C)** x can equal all real numbers. Explanation: First, combine the x values on the right to get $4x + 8 = 4x + 8$. It should be clear from here, but if it isn't, then continue by subtracting $4x$ from both sides to get $8 = 8$. It doesn't matter what x equals because 8 will always equal 8.

6) **(C)** $x = 2$. Explanation: Subtract $5x$ from both sides to get $10 = 5x$. If we divide both sides by 5, we should get $x = 2$ as our answer. All the other answers result from misinterpreting the equation or incorrectly combining terms.

7) **(A)** $7(2x + 3) = 11x + 3(x + 7)$ Explanation: If we try to solve each equation for x , we end up with $0 = 0$ for (A), $x = 3$ for (B), $x = -1$ for (C), and $9 = 2$ for (D). While (B) and (C) give single numbers as the answer, (D) is impossible, which means that there is no solution, and (A) is always true for any value of x . The only equation in which x can be all real numbers is (A).

8) **(A)** $4x + 8 = 8 - 4x$. Explanation: We have to reduce every single equation to see if we can solve for $x = 0$. Only in (A) does this happen because subtracting 8 from both sides gives us $4x = -4x$. Adding $4x$ gives $8x = 0$, or $x = 0$. The other answer choices give $8 = 8$ (so x can be all real numbers), or $x = 2$.

9) **(C)** $4(x + 2) + x = 5(x + 3)$. Explanation: Solving each equation one by one should give us the answer. Properly solving (A) should give us $x = 1$, (B) should be $x = -15$, while (C) gives $8 = 15$ and (D) gives $9 = 9$. Since 9 will always be equal to itself, any value of x will work for it. On the other hand, no value of x will make $8 = 15$, so (C) has no solution.

10) **(B)** $2(3x + 1) = 3(2x + 1)$ Explanation: Again, we have to solve each equation individually. Incorrectly distributing the negative signs in (A) and (C) might make it seem like there's no solution, but it's actually $x = -1$ for both of them. For (D), x can equal all real numbers, which leaves (B) as the equation with no solutions. Distributing the coefficients makes $6x + 2 = 6x + 3$, which leads to $2 = 3$.

Summative Assessment #2

This assessment demonstrates mastery of abstract reasoning of rational numbers on a number line, giving examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. To demonstrate mastery students must obtain 70% or higher on the summative assessments. There are variety of different type of problems on this assessment to ensure that students are precise with their tools and strategies to solve these linear equations. Additionally students must use their abstract thinking when creating linear equations for models. This assessment is worth 40 points, point values are shown on the assessment.

Solve for the variable in the equations. (1 point each)

- 1) Solve for n . $n - 5 = 4$ $n = ?$
- 2) Solve for k . $k/2 = 2$ $k = ?$
- 3) Solve for v . $v + 2 = 10$ $v = ?$
- 4) Solve for h . $h - 8 = 2$ $h = ?$

Given the equation, determine if the solution is "Always true", "Sometimes true", or "Never true". Show your work and explain why. (1 point for correct answer, 1 point for written explanation)

- 5) $x - 3 = 3 + x$
- 6) $10x = x$
- 7) $2x(15) = 30x$

(2 points for correct answer, 2 points for explanation of reasoning)

- 8) McKala wants to buy a pair of boots. She goes to the mall and sees that Shoe World has the boots on sale for \$25 off the original price. She is ready to purchase the boots when Jasmine informs McKala that next door at Shoe Parade the same boots are on sale for 40% off the original price. For what original price will these discounts be equal, if ever? Explain your reasoning. Let x = original price.

Store A: $x - 25$ Store B: $0.60x$

(Question 9- 19, 1 point for each correct answer)

- 9) Solve for 'x' : $x + 1 = -3$
 10) Solve for 'x' : $-2x = 12$
 11) Solve for 'x' : $\frac{1}{3}x = -2$
 12) Solve for 'x' : $2x + 1 = -17$
 13) Solve for 'x' : $3x - 9 = 27$
 14) Solve for 'x' : $7(x - 1) = 21$
 15) Solve for 'x' : $5x + 2 = 2x + 17$
 16) Solve for x in the equation below. $6(x + 4.2) = 36$
 17) Solve for x in the equation below. $-5x - 10 = -15$
 18) Solve for x in the equation below. $2.1x + 0.7 = 7$
 19) Solve for 'x' : $5(x - 4) = 3x + 2$

(Question 20, worth 4 points, 2 points per question)

- 20) A music festival charges \$54.95 per ticket sold on the day of the event. A ticket purchased before the festival costs only \$39.95. There were 20,000 tickets sold for a total of \$925,000.
- How many tickets did they sell at the music festival?
 - How many tickets did they sell before the music festival?

(Question 21, worth 6 points, 3 points per question)

- 21) Each day Toni records the height of a plant for her science lab. Her data are shown in the table below. The plant continues to grow at a constant daily rate.

a) Write an equation to represent $h(n)$, the height of the plant on the n th day.

Day (n)	1	2	3	4	5
Height (cm)	3.0	4.5	6.0	7.5	9.0

If the equations for growth rate of Plant A and Plant B are:

$$\text{Plant A: } H = 2W + 4. \quad \text{Plant B: } H = 4W + 2$$

- b) At which week will the plants have the same height?

(Question 22, worth 8 points, 2 points per question)

- 22) When your car breaks down, you may have to call a tow truck. Towing company usually charge one fee to hook up the car. They also may charge for each mile the car is towed.

$$\text{Company A: } \$34 + \$2 \text{ per mile} \quad \text{Company B: } \$28 + \$3 \text{ per mile}$$

- Suppose Company A charges you \$70. About how far was your car towed? Show your work.
- A friend tells you that Company B would have been a better bargain. Do you agree or disagree? Justify your answer by using mathematical work.
- Under what circumstances would you recommend using Company B?
- What other information would you like to know before hiring a towing company?

Solutions to Assessment #2:

- 1) $n = 9$ 2) $k = 4$ 3) $v = 8$ 4) $h = 10$
 5) $x - 3 = 3 + x$ || $x - x - 3 = 3 + x - x$ || $-3 = 3$ || not true; Never true. There is never a number that will make this equation true.
 6) $10x = x$ || $10x - x = x - x$ || $9x = 0$ || divide by 9 on both sides. Sometimes true; this equation is only true when $x = 0$. When $x =$ any other number then it isn't true!
 7) $2x(15) = 30x$ || multiply 2(15) || divide by 30 on both sides. Always true; this equation is always true for x . When $x =$ any number it is true on both sides of the equation.
 8) Setting up the equations and setting them equal to each other we find $x - 25 = 0.60x$. Like terms on like sides, we have $x - 0.60x = 25$. Simplify: $0.4x = 25$. Divide both sides by 0.40. $x = \$62.50$. There is one price for the boots when they are equal in price at both stores.
 9) Subtract 1 from both sides: $x + 1 - 1 = -3 - 1$. Simplify both sides: $x = -4$
 10) Divide both sides by -2. Simplify both sides: $x = -6$

- 11) Multiply both sides by 3. Simplify both sides: $x = -6$
- 12) Subtract 1 from both sides: $2x + 1 - 1 = -17 - 1$. Simplify both sides: $2x = -18$. Divide both sides by 2. Simplify both sides: $x = -9$
- 13) Add 9 to both sides. Simplify both sides: $3x = 36$. Divide both sides by 3. Simplify both sides: $x = 12$
- 14) Divide both sides by 7. Simplify both sides: $x - 1 = 3$. Add 1 to both sides: $x - 1 + 1 = 3 + 1$. Simplify, $x = 4$.
- 15) Subtract $2x$ from both sides: $5x + 2 - 2x = 2x + 17 - 2x$. Simplify both sides: $3x + 2 = 17$. Subtract 2 from both sides: $3x + 2 - 2 = 17 - 2$. Simplify both sides: $3x = 15$. Divide both sides by 3: Simplify both sides: $x = 5$
- 16) First, divide both sides of the equation by 6. Then, subtract 4.2 from both sides of the equation.
 $6(x + 4.2) = 36 \parallel 6(x + 4.2) \div 6 = 36 \div 6 \parallel x + 4.2 = 6 \parallel x + 4.2 - 4.2 = 6 - 4.2 \parallel x = 1.8$
- 17) First, add 10 to both sides of the equation. Then, divide both sides of the equation by -5.
 $-5x - 10 = -15 \parallel -5x - 10 + 10 = -15 + 10 \parallel -5x = -5 \parallel -5x \div -5 = -5 \div -5 \parallel x = 1$
- 18) First, subtract 0.7 from both sides of the equation. Then, divide both sides of the equation by 2.1.
 $2.1x + 0.7 = 7 \parallel 2.1x + 0.7 - 0.7 = 7 - 0.7 \parallel 2.1x = 6.3 \parallel 2.1x \div 2.1 = 6.3 \div 2.1 \parallel x = 3$
- 19) Expand brackets: $5x - 20 = 3x + 2 \parallel 5x - 20 - 3x = 3x + 2 - 3x \parallel 2x - 20 = 2 \parallel 2x - 20 + 20 = 2 + 20 \parallel 2x = 22$. Divide both sides by 2. Simplify both sides: $x = 11$.
- 20) a) 8,400 tickets were sold at the music festival; b) 11,600 tickets were sold before the music festival.
- 21) Solution $H(n) = 1.5n + 1.5$. Solution: The plants have the same height after one week.
 Plant A: $H = 2W + 4$ Plant B: $H = 4W + 2 \parallel$ Plant A: $H = 2(1) + 4$ Plant B: $H = 4(1) + 2 \parallel$ Plant A: $H = 6$ Plant B: $H = 6 \parallel$ After one week, the height of Plant A and Plant B are both 6 inches.
- 22) a) ~18 miles b) disagree, because @ 18 miles company B would charge \$82. c) Under 6 mile trips. d) How many miles you need to go.

Summative Assessment #3

This assessment demonstrates mastery of solving linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. To demonstrate mastery students must obtain 70% or higher on the summative assessments. This assessment is designed to ensure students ability to successfully solve linear equations with distribution, division, and fractions. Students will be able to look at and make use of the structure of these problems because they are very similar in nature. Each question is worth 1 point for a correct answer of the variable.

Directions: Solve each question for its variable.

- 1) $3(2 - 8N) = 3n + 6$
- 2) $3(y + 4/3) = 7/2(2 - 4y)$
- 3) $3/5 + 1/3(12 - 3X) = X + 2$
- 4) $5(y - 1) = 3(2y - 5) - (1 - 3y)$
- 5) $2(x - 1) - 6x = 10 - 2(x - 4)$
- 6) $2/3(X + 5) = 4/9$
- 7) $(x - 3)/4 + (x - 1)/5 - (x - 2)/3 = 1$
- 8) $(3y - 2)/3 + (2y + 3)/3 = (y + 7)/6$
- 9) $(8x - 5)/(7x + 1) = -4/5$

$$10) (5 - 7x)/(2 + 4x) = -8/7$$

$$11) (x - 2)/(x - 3) = (x - 1)/(x + 1)$$

$$12) (2x - 5)/(3x - 1) = (2x - 1)/(3x + 2)$$

$$13) (3 - 7x)/(15 + 2x) = 0$$

$$14) (0.4y - 3)/(1.5y + 9) = -7/5$$

$$15) 2/(3x - 1) + 3/(3x + 1) = 5/3x$$

$$16) 2/(x - 3) + 1/(x - 1) = 5/(x - 1) - 2/(x - 2)$$

$$17) 15(x - y) - 3(x - 9) + 5(x + 6) = 0$$

$$18) (y - 1)^2 = (y + 1) + 4/3$$

$$19) (0.5y - 9)/0.25 = (4y - 3) / 4$$

$$20) [17(2 - y) - 5(y + 12)]/(1 - 7y) = 8$$

Assessment #3 Answers:

- 1) 0 2) -3/11 3) 13/10 4) 11/4 5) -10 6) -13/3 7) 19 8) 5/9 9) 21/68 10) 3 11) 5/3
12) -11/6 13) 3/7 14) -96/25 15) 5/3 16) 7/3 17) -1/6 18) 13/3 19) 35.5 20) 1



Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
	Number of Students			
Grade Level	Current—FY18	Target—FY19	Target—FY20	Target—FY21
Kindergarten	0	0	0	0
1 st	0	0	0	0
2 nd	0	0	0	0
3 rd	0	0	0	0
4 th	0	0	0	0
5 th	0	0	0	0
6 th	0	0	0	0
7 th	0	25	25	25
8 th	0	25	25	25
9 th	50	50	50	50
10 th	50	50	50	50
11 th	40	40	45	50
12 th	40	40	40	40
Total Enrollment	180	230	235	240

*To view an example of a completed enrollment matrix, review page 10 of The Guide to Amending a Charter.



Arizona State Board for Charter Schools

Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Position	Number of Staff Members			
	Current—FY18	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Administration	1	2	2	2
Teachers/Instructional Staff				
Kindergarten				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th		2	2	2
8 th		2	2	2
9 th	4	4	4	4
10 th	4	4	4	4
11 th	4	4	4	4
12 th	4	4	4	4
Specialty Staff (Music, Art, PE, etc.)	2	3	3	3
Special Education	1	1.5	1.5	1.5
Paraprofessional	3	4	4	4
Additional Staff				
List title: Facilities Manager	1	1.5	1.5	1.5
List title: Academic Counselor	1	1	1	1
List title: Registrar	1	1	1	1
List title: Business Manager	1	1	1	1
List title: Bus Driver	3	4	4	4
List title:	1	1	1	1

Staffing Chart

Activities Coordinator				
List title: Instructional Coach	1	1	1	1
Total Number of Staff Members	32	41	41	41

*To view an example of a completed staffing chart, review page 14 of The Guide to Amending a Charter.

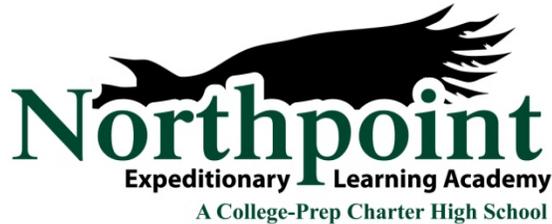
Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Northpoint Expeditionary Learning Academy				
Title	Leadership Team			
	Current—FY18	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Director	Charles Mentken	Charles Mentken	Charles Mentken	Charles Mentken
Instructional Coach	Melissa Wagoner	Melissa Wagoner	Melissa Wagoner	Melissa Wagoner
Assistant Director		TBD	TBD	TBD
Academic Counselor	Alison Zych	Alison Zych	Alison Zych	Alison Zych



NORTHPOINT EXPEDITIONARY LEARNING ACADEMY GOVERNING BOARD MEETING MINUTES

Meeting held at Northpoint Expeditionary Learning Academy in Room 111.

March 7th, 2017

Andrew Newton called the meeting to order at 5:00 PM

The following board members were present: Andrew Newton, Charles Matheus, Kim Belli and Rosemary Dixon. Northpoint Director Charles Mentken and Northpoint Business Manager Sharon Felker were also present.

A call to the public was made, with no public present.

APPROVAL OF MINUTES

- A. Approval of minutes for February 7th, 2017. Kim Belli motioned for approval of the minutes with corrections. Corrections to remove Charles Matheus from being present at the February Board meeting. This motion was seconded by Rosemary Dixon, minutes approved and accepted.

STUDY AND VOTING SESSION

- A. Discuss Middle School Progress: Our request was declined with minimal things needed. This means we will have a little less time to get things wrapped up for the Charter to Start but we continue to work on the building and all that we know will be needed for the middle to school to be a success. While working on the material and documents needed to re submit asap. We have already seen an interest and had many calls asking about our progress with hopes of enrolling students soon.
- B. Review and approve the 17-18 Calendar: Calendar was reviewed and accepted without concerns. 155 Student days and 188 staff days. Andrew Newton motioned to approve and Kim Belli seconded, all approved.
- C. Review and vote on Time and Effort policy for SPED Aides: Policy was reviewed and accepted without concerns. Kim Belli motioned to approve and Rosemary Dixon seconded, all approved.
- D. Review and approve 17-18 pay increases: Reviewed and accepted. Concerns with some staff changes were addressed and minimal. Also address an increase for Charles Mentken that optioned to not be increased this SY. Kim Belli motioned to approve with an increase for Charles Mentken, Andrew Newton seconded and all approved.
- E. Approve Grade Level Change Amendment to Charter for grades 7 and 8: School Board President Dr. Andrew Newton motioned for the Boards approval of the amendment to our

Charter. This will include the adding of a 7th and 8th middle school. Rosemay Dixon seconded this motion and the board was all in favor.

REVIEW FINANCIALS

- A. Review cash flow report: Reviewed with no concerns noted.

INFORMATIONAL REPORTS

- A. Enrollment Update: We seem to be holding close to 170 but have lost a total of 34 students this year. This is pretty normal for our school and area. Students option to finish classes online and a number of other reasons, still we do what we can to support and hold them. We hope that this Graduating Senior Class will be our highest. And are excited to hear that more will or plan to attend Universities than we have seen in the past.
- B. Second Semester Update: Getting ready for fieldwork at the end of March.
- C. Update on building upgrades: We purchased two more vans recent and phones are being updated this week as well as the speaker system throughout the facility. This will update our voicemail system that had not allowed staff to have voicemail in the past. We hope to upgrade and work on the fiber/internet this summer as well as update our lights. The board is in favor of all updates for our students and school.

ADJOURNMENT

Andrew Newton adjourned the meeting at 5:55

FUTURE MEETING DATES:

- o April 4th, 2017 – 5:00 PM Regular Board Meeting – NELA Campus Rm 111