**Arizona State Board for Charter Schools**

**Curriculum Sample Instructions and Template**

**Who needs to use this form?**

Charter holders with one or more schools that did not receive an Overall Rating of “Exceeds Standard” or “Above Standard” for the most recent fiscal year in which State achievement profiles are available.

**Why?**

Curriculum samples provide a representation of a program of instruction aligned to Arizona’s College and Career Ready Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the Charter Holder to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

**Directions:**

For each grade level being added, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If requesting 4th and/or 8th grade, provide a Science curriculum sample.

**How many pages can a curriculum sample have?**

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

**Which standards may be used?**

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

**Reading**—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10.

**Writing**—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**).

**Mathematics**—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter Holder will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

**Science—**A Science curriculum sample must be submitted for charters requesting addition of 4th and/or 8th grade. Each Science curriculum sample must identify one performance objective (PO) from a Science strand (Strands 3–6 only). Strands 1 and 2 (Inquiry Process and History and Nature of Science) may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities.

**What about standards with several components?**

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all** **components**.

(**M**) 3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.

1. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.
2. Represent the fraction *a/b* on a number line by marking off a lengths 1/*b* from 0. Recognize the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line.

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the Charter Holder is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

 (**M**) 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to
support the writer’s purpose.
2. (**M**) Provide reasons that are supported by facts and details.
3. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
4. (**M**) Provide a concluding statement or section related to the opinion presented.

**What is rigor?**

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level** **rigor** is the expectation set by Arizona’s College and Career Ready Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by Arizona’s College and Career Ready Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

### Administrative Completeness Checklist

An administratively complete curriculum sample includes the following:

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| --- | --- |
|  | Page Limits* Each curriculum sample must be no more than **8 pages total**. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.
 |
|  | Template* The attached Curriculum Sample Template must be used for all curriculum sample submissions.
 |
|  | Fonts* Fonts must be no less than **10 point**.
 |
|  | Grade Level* The curriculum sample must identify the grade level of that sample.
 |
|  | Content Area* The curriculum sample must identify the content area of that sample.
 |
|  | Course Title (if requesting any grade(s) between 9–12)* The course title must be provided.
 |
|  | Alignment to Program of Instruction* Describe how the instructional methods found in the lesson(s) align to the Program of Instruction described in the charter contract and as amended.
 |
|  | Standard identified to be the focus of review* Include Standard number.
* If lesson(s) address(es) more than one standard or standard includes multiple components, refer to **What standards may be used?** or **What about standards with several components**? above.
* The focus of review is designated with the bolded **(M)**.
* **Reading**: one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10.
* **Writing**: one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**).
* **Mathematics**: one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter Holder will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).
* **Science:** one performance objective (PO) from a Science strand (Strands 3–6 only)
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|  | Full description of standard identified as the focus of review  |
|  | List of Materials and Resources required |
|  | Description of Instructional Strategies and Student Activities by lesson |
|  | A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable) |
|  | The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded  |
|  | An acceptable score indicating mastery of the standard for review |

### Substantive Completeness Checklist

### A substantively complete curriculum sample template will do the following:

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| --- | --- |
|  | Instructional Strategies* Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in 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 the grade-level rigor, defined in the standard identified as the focus of review.
 |
|  | Summative Assessment Items* Provide an 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.
 |
|  | Summative Assessment Items* Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable)
* 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 taken 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.
 |
|  | Program of Instruction* Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Program of Instruction outlined in the charter contract and as amended.
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### Curriculum Sample Template - 8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** |  | **Content Area** |  |
| **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.* |  |
| **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.*  |  |
| **Materials/Resources Needed***List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).* |  |

|  |  |  |
| --- | --- | --- |
| **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** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
|  |  |  |
| **S.A.** | *Provide an 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.* |  |

**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.*