



JUNE 12, 2017

Grade Level Change to Charter Amendment Report

Educational Impact, Inc.

AGENDA ITEM: Grade Level Change to Charter Amendment Request – Educational Impact, Inc.

Request and Eligibility

Educational Impact, Inc. (“Charter Holder”) submitted a Grade Level Change to Charter Amendment Request on May 1, 2017 to increase the grade levels the Charter Holder is approved to serve, from grades K–5 to grades K–8, beginning in FY 2018.

The Charter Holder currently operates two schools, Academy Adventures Elementary School and Adventure School. Neither of the schools that the Charter Holder operates has been designated for school improvement in FY 2017. As a result, the Charter Holder is eligible to submit an expansion request.

As stated in Board policy, prior to an expansion request being considered by the Board, staff conducts a compliance check. On May 16, 2017, the Arizona Department of Education (“ADE”) Office of English Language Acquisition Services notified the Charter Holder of its requirement to submit a Corrective Action Plan as the result of on-site monitoring of state education programs for English Language Learners. The Charter Holder is required to submit the Corrective Action Plan to ADE within 60 days of the letter.

Staff Recommendation

At its August 8, 2016 meeting, the Board approved staff recommendation criteria for all expansion requests. A charter holder must meet all criteria for the request to receive a staff recommendation for expansion.

The Grade Level Change to Charter Amendment Request submitted by the Charter Holder **meets 3 of the 6 criteria** required to receive a staff recommendation. Details regarding criterion met are provided in Appendix A. Staff Recommendation Criteria Chart.

Staff Recommendation Criteria Not Met	Analysis
Ratings of “Meets Financial Performance Standard” in the most recent Fiscal Year	The Charter Holder did not meet the Board's financial performance standard for FY 2016. The Board's financial performance framework does not require the Charter Holder to submit a financial performance response for a Grade Level Change to Charter Amendment Request. Financial Performance Dashboard is included in Appendix B.
ADM is within 85% of current enrollment cap	The Charter Holder currently serves 167.101 students, according to ADE School Finance. The current enrollment cap is 400. The Charter Holder is within 42% of its current enrollment cap.
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five mile radius of the school's location OR Each school offers a unique program of instruction within a five mile radius from the school's location	Academy Adventures Elementary School does not meet the criteria because 41 of the 44 schools (93%) within a five-mile radius had a greater percentage of students receiving passing scores in ELA on the FY 2016 AzMERIT. Additionally, 36 of the 44 schools (82%) within a five-mile radius had a greater percentage of students receiving passing scores in Mathematics on the FY 2016 AzMERIT. Adventure School meets the criteria because only 13 of 41 schools (32%) within a five-mile radius had a greater percentage of students receiving passing scores in ELA on the FY 2016 AzMERIT. Additionally, only 7 of 41 schools (17%) within a five-mile radius had a greater percentage of students receiving passing scores in Mathematics on the FY 2016 AzMERIT.

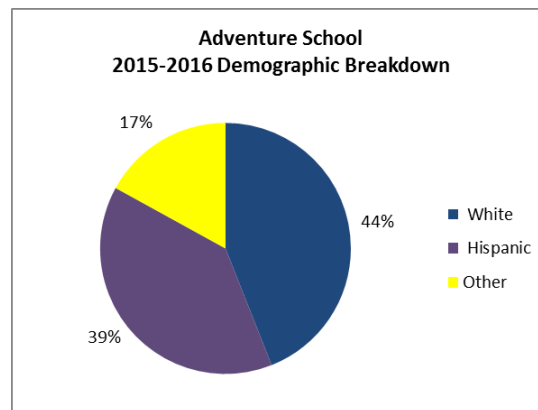
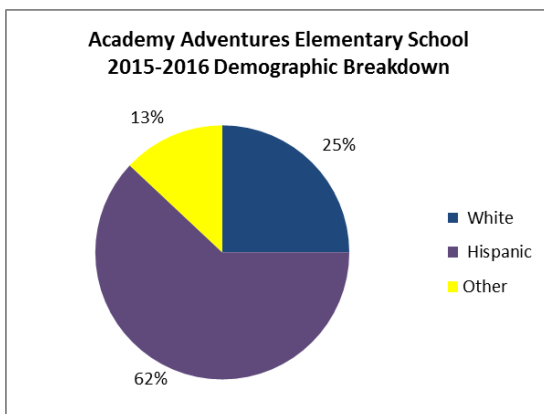
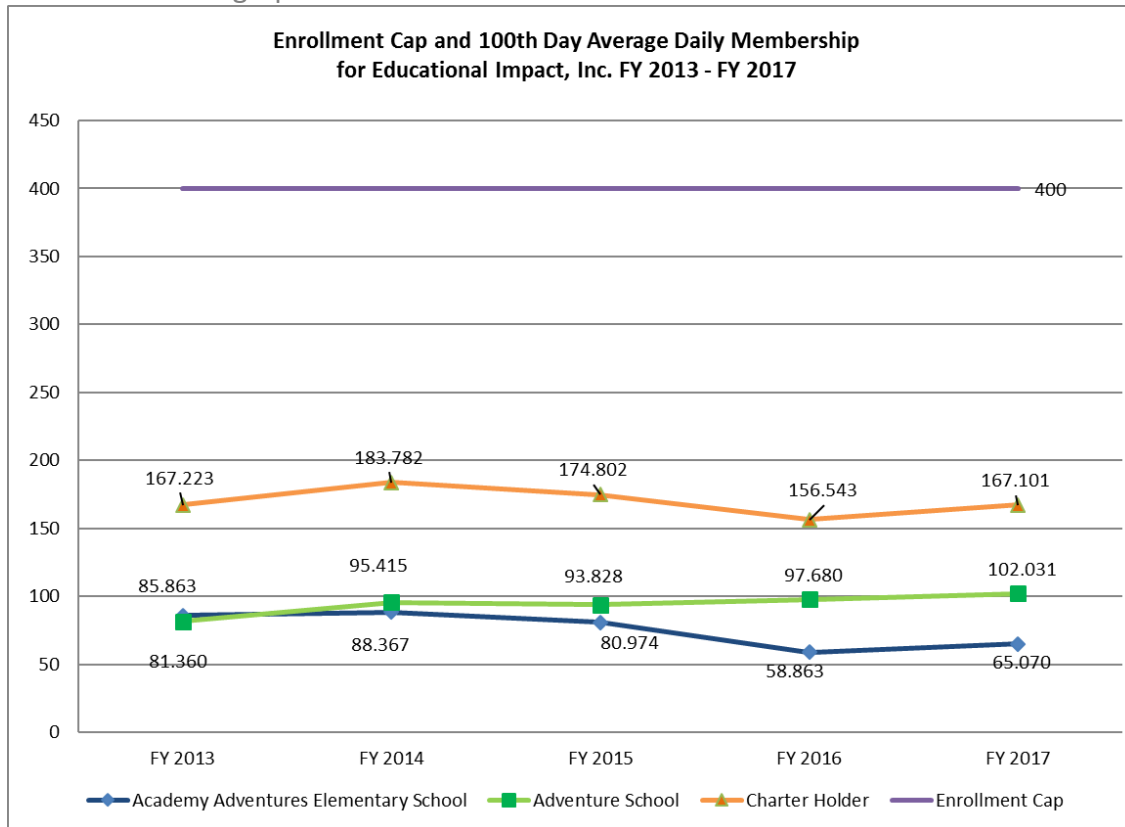
The school does not offer a unique program of instruction within a five-mile radius from the school's location.

Profile

The Charter Holder was granted a charter in 2003. The Charter Holder currently serves students in Tucson in grades K–5, with an enrollment cap of 400.

On May 26, 2017, the Charter Holder submitted a School Closure Notification Request to close Academy Adventures Elementary School effective May 24, 2018. On June 2, 2017, the Executive Director approved the closure of Academy Adventures Elementary School.

Enrollment and Demographic Data



School Name	Category		
	Free and Reduced Lunch	English Language Learners	Special Education
Academy Adventures Elementary School	*	17%	*
Adventure School	*	*	14%

**If the percentage of students is 0% or 100% or the group includes less than 10 students, the percentage for that group is redacted.*

Governance

The Charter Holder is governed by a corporate board. The corporate principals identified in the charter contract are aligned with the Arizona Corporation Commission. The corporate principals also act as the governing body and are responsible for the policy decisions of the school.

Corporate Board Member	Position
Gary Best	Director
John "Jack" Penczar	Director
Virgil "Earl" Doran	Director
Mary Ann Penczar	Director

Associated Schools

School Associated with Academy Adventures Elementary School and Adventure School				
School operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common.				
School	Charter Holder	FY 2016 AzMERIT		
		ELA	Math	
Academy Adventures Midtown	Ed Ahead	21%	8%	

Request Summary

Summaries of the documentation and narrative provided by the Charter Holder are provided below. Amendment request materials submitted by the Charter Holder are provided in Appendix C.

Rationale

The narrative provided states that the Charter Holder is making the request because "students and parents have requested adding these grade levels" due to a "lack of middle school choices" near the Adventure School campus. Letters of support from parents were included with the request.

Board Minutes

The submitted board minutes indicate that on December 1, 2016, the Charter Holder's Board of Directors unanimously approved the motion to "submit an amendment request adding sixth through eighth grades to the Educational Impact, Inc. charter contract".

Staffing Plan

The staffing plan provided by the Charter Holder indicates a plan to recruit, hire and train new staff members. The staffing plan in the narrative states that the "sixth grade and the seventh grade will both require a teacher" in the Fall of 2017. The request indicates that the "administration will remain the same". Recruitment will occur through referrals, and advertising through ADE and Craigslist. The request states that "the two teachers hired will spend time with existing faculty to assimilate the school's culture and climate" and that the new hires "will work with [the] existing leadership team to develop the pacing guide for the curriculum".

The completed Staffing Chart submitted with the request can be found in Appendix C. Amendment Request Materials.

Enrollment Targets

The enrollment targets, as described in the narrative, are consistent with the enrollment tables provided below. The Charter Holder has demonstrated a plan for meeting these targets. The narrative provided states that marketing will consist of banners hung at the existing Adventure School site, as well as the new member campus building, which will be the location for the added middle school grades. Additionally, the school will “host open houses and distribute information” to “current Adventure School families” and distribute flyers via direct mail. The Charter Holder anticipates having 10-15 fifth grade students return as sixth grade students. The request cites a “great retention track record” to meet the following year’s enrollment as students move “from the elementary school into the middle school and the current students [matriculate] through the grade”.

Current and Target Student Enrollment by Year for Adventure School				
Grade Level	Number of Students			
	FY17 – as of date of request	Target—FY18	Target—FY19	Target—FY20
Kindergarten	23	25	25	25
1 st	20	20	20	20
2 nd	19	20	20	20
3 rd	18	20	20	20
4 th	20	20	20	20
5 th	15	20	20	20
6 th	0	20	25	40
7 th	0	20	25	40
8 th	0	0	25	40
Total Enrollment	115	165	200	245

Current and Target Student Enrollment by Year for Academy Adventures Elementary School				
Grade Level	Number of Students			
	FY17- as of date of request	Target—FY18	Target—FY19	Target—FY20
Kindergarten	13	17	18	18
1 st	11	14	17	17
2 nd	11	13	14	15
3 rd	11	13	13	15
4 th	13	13	13	15
5 th	15	14	15	15
Total Enrollment	74	84	90	95

Although the Charter Holder provided enrollment projections for Academy Adventures Elementary School in this request, on June 2, 2017, the closure of this school was approved effective May 24, 2018.

Concrete Resources

The narrative demonstrates that the Charter Holder has considered the resource needs for implementing the request. Identified resources are consistent with information contained in all applicable narrative prompts and accompanying attachments. The narrative indicates that resources “will be provided to each student at their appropriate grade level” and that “each student will be assigned their own computer”. Galileo will be used for Benchmark assessments in the requested middle school grades, as implemented currently in grades K-5.

Promotion Criteria

The promotion criteria narrative describes the level of proficiency students must obtain to demonstrate mastery of academic core content. The narrative states that “promotion from year to year is based upon the mastery of curriculum standards in reading, written communication, mathematics, science, social studies, and other required areas adopted by the State Board of Education”. The primary consideration in the promotion and retention decision will be based on “assessment of daily work, tests, quizzes, classroom assessments, performance on benchmark assessments, and report card grades”. The narrative defines mastery as determined by achieving minimal acceptable scores on summative assessments. Mastery level is identified as “60% or better in each of the core areas [Mathematics, Language Arts, Social Studies and Science] on those summative tests”.

Curriculum Samples

The Charter Holder provided curriculum samples for the requested increase in grades 6-8. The curriculum samples described the instructional strategies and 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. Three summative assessment items were provided for each content area and accurately measured student mastery of the content and skills defined by grade-level rigor. The instruction, student activities, and summative assessments provided are clearly consistent with the program of instruction outlined in the charter contract and as amended. An example of alignment with the program of instruction includes sixth and seventh grade students receiving direct instruction in mathematics, followed by both small group and individual work. Additionally, reading curriculum samples indicate students receiving direct instruction and working independently on tasks with teacher direction. Finally, writing samples for all three grade levels demonstrate student activities that involve students working in pairs to engage with content. The curriculum samples submitted with the request can be found in Appendix C. Amendment Request Materials.

Additional School Choices

Academy Adventures Elementary School

Academy Adventures Elementary School received a letter grade of “F” and an Overall Rating of “Falls Far Below” the Board’s academic performance standard for FY 2014. The school is located in Tucson near North Flowing Wells Road and West Roger Road. The following information identifies additional schools within a five-mile radius of the school and the academic performance of those schools. **Based on 2016 AzMERIT data, Academy Adventures Elementary School received the following passing scores:**

- **18% for ELA**
- **21% for Math**

Schools serving grades K-5 that received an A-F letter grade in FY 2014						
2014 Letter Grade	Within 5 miles of the school	Schools Above State Average ELA (35%)	Schools Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	Charter Schools
A	16	15	15	16	15	10
B	13	7	5	12	11	3
C	14	2	4	13	10	1
D	1	0	0	0	0	1

Adventure School

Adventure School received a letter grade of “A” and an Overall Rating of “Meets” the Board’s academic performance standard for FY 2014. The school is located in Tucson near North Sahuara Avenue and East Pima Street. The following information identifies additional schools within a five-mile radius of the school and the academic performance of those schools. **Based on 2016 AzMERIT data, Adventure School received the following passing scores:**

- **52% for ELA**
- **60% for Math**

Schools serving grades K-5 that received an A-F letter grade in FY 2014						
2014 Letter Grade	Within 5 miles	Schools Above State Average ELA (35%)	Schools Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	Charter Schools
A	13	13	13	11	6	8
B	11	6	6	2	1	3
C	15	3	5	0	0	3
D	2	0	0	0	0	0

Board Options

Option 1: The Board may approve the Grade Level Change to Charter Amendment Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to add grades 6 through 8 to the charter contract of Educational Impact, Inc., beginning in FY 2018.

Option 2: The Board may deny the Grade Level Change to Charter Amendment Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to add grades 6 through 8 to the charter contract of Educational Impact, Inc., for the reasons of: (Board member must specify reasons the Board found during its consideration).

APPENDIX A

STAFF RECOMMENDATION

CRITERIA CHART

Staff Recommendation Criteria Chart

Grade Level Change to Charter Amendment Request

Staff Recommendation Criteria	Satisfies Criteria	Justification/Summary
Charter Holder has been in operation for three years	<input checked="" type="checkbox"/>	The Charter Holder has been in operation for 14 years.
Rating of “Meets Operational Standard” in the most recent Fiscal Year	<input checked="" type="checkbox"/>	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2016.
Rating of “Meets Financial Performance Standard” in the most recent Fiscal Year	<input type="checkbox"/>	<p>The Charter Holder did not meet the Board's financial performance standard for FY 2016. The Board’s financial performance framework does not require the Charter Holder to submit a financial performance response for an Enrollment Cap Amendment Request.</p> <p>Financial Performance Dashboard is included in Appendix B.</p>
Previous grade level cohort(s) is/are at capacity and/or could fill enrollment for new grade(s) requested	<input checked="" type="checkbox"/>	<p>According to the Enrollment Matrix and Narrative submitted by the Charter Holder, Academy Adventure Elementary School will not serve the new grades requested by this amendment.</p> <p>According to the Enrollment Matrix submitted by the Charter Holder, Adventure School aims for class sizes of approximately 20 students. The third, fourth, and fifth grade cohorts are currently enrolled at 18, 20, and 15, respectively. Moving forward, these cohorts are sufficient to fill enrollment for the new grades requested.</p>
ADM is within 85% of current enrollment cap	<input type="checkbox"/>	The Charter Holder currently serves 167.101 students, according to ADE school finance. The current enrollment cap is 400. The Charter Holder is within 42% of its current enrollment cap.

<p>Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five-mile radius of the school's location; <u>or</u> the proposed school offers a unique program of instruction within a five-mile radius of the target area.</p>	<input type="checkbox"/>	<p>Academy Adventures Elementary School does not meet the criteria because 41 of the 44 schools (93%) within a five-mile radius had a greater percentage of students receiving passing scores in ELA on the FY 2016 AzMERIT. Additionally, 36 of the 44 schools (82%) within a five-mile radius had a greater percentage of students receiving passing scores in Mathematics on the FY 2016 AzMERIT.</p> <p>Adventure School meets the criteria because only 13 of 41 schools (32%) within a five-mile radius had a greater percentage of students receiving passing scores in ELA on the FY 2016 AzMERIT. Additionally, only 7 of 41 schools (17%) within a five-mile radius had a greater percentage of students receiving passing scores in Mathematics on the FY 2016 AzMERIT.</p> <p>The school does not offer a unique program of instruction within a five-mile radius from the school's location.</p>
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APPENDIX B

FINANCIAL PERFORMANCE DASHBOARD

Financial Performance

Educational Impact, Inc.

Interpreting the Financial Performance Dashboard

Fiscal Year 2015 Fiscal Year 2016
Near-Term Measures

Going Concern	No	Meets	No	Meets
Unrestricted Days Liquidity <30, but ≥15: Does Not Meet <15: Falls Far Below	43.77	Meets	30.50	Meets
Default	No	Meets	No	Meets

Sustainability Measures*

Net Income ≤0: Does Not Meet	(\$9,002)	Does Not Meet	(\$41,791)	Does Not Meet
Fixed Charge Coverage Ratio <1.10: Does Not Meet	1.03	Does Not Meet	0.90	Does Not Meet
Cash Flow (3-Year Cumulative) Negative: Does Not Meet**	\$157,343	Meets	\$13,541	Meets

Cash Flow Detail by FY	FY 2015	FY 2014	FY 2013	FY 2016	FY 2015	FY 2014
	\$51,534	\$14,811	\$90,998	(\$52,804)	\$51,534	\$14,811

Does Not Meet Board's Financial Performance Expectations

* Negative numbers indicated by parentheses.
** Target effective beginning with FY16 audits.

APPENDIX C


AMENDMENT REQUEST MATERIALS

Grade Level Change to Charter Amendment Request

Charterholder Info

Charter Holder	Representative
Name: Educational Impact, Inc.	Name: MaryAnn Penczar
CTDS: 10-87-17-000	Phone Number: 520-407-1200
Mailing Address: 1950 East Placita Sin Nombre Tucson, AZ 85718 > View detailed info	Fax Number: 520-721-4472

Downloads

 [Download all files](#)

Current Grade Levels

Current Grade Levels Served

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th 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

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade


5th Grade


6th Grade


7th Grade


8th Grade


Curriculum Samples


 [Download File](#) — 6th Grade Curriculum - Math


 [Download File](#) — 6th Grade Curriculum - Reading


 [Download File](#) — 6th Grade Curriculum - Writing


 [Download File](#) — 7th Grade Curriculum - Math


 [Download File](#) — 7th Grade Curriculum - Reading

 [Download File](#) — 7th Grade Curriculum - Writing

 [Download File](#) — 8th Grade Curriculum - Reading

 [Download File](#) — 8th Grade Curriculum - Writing

 [Download File](#) — 8th Grade Curriculum - Math

 [Download File](#) — 8th Grade Curriculum - Science

Effective Date

08/02/2017

Attachments

Board Minutes



[Download File](#) — Board Meeting Minutes



[Download File](#) — Board Meeting Agenda

Narrative —  [Download File](#)

Additional Information



[Download File](#) — Enrollment Matrix - Academy Adventures Elementary School



[Download File](#) — Enrollment Matrix - Adventure School



[Download File](#) — Staffing Chart - Academy Adventures Elementary School



[Download File](#) — Staffing Chart - Adventure School



[Download File](#) — Parent Support Letters for Middle School

Signature

Charter Representative Signature
MaryAnn Penczar 05/01/2017

**Notice of Public Meeting
Of the
Educational Impact, Inc.**

Location: Adventure Schools
6074 E. Pima Street
Tucson, AZ 85712

Date: Thursday, December 1, 2016

Time: 3:00pm

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the Board of Educational Impact, Inc. and the general public that Educational Impact, Inc. will hold a regular board meeting, open to the public on Thursday, December 1, 2011, 3:00 at 6074 E. Pima Street, Tucson, AZ 85712

The Board may vote to go into executive session, which will not be open to the public, for any item listed on the agenda, for the purpose of discussing personnel matters (A.R.S. § 38-431.03 (A)(1)), consulting with Board attorneys, regarding pending or contemplated litigation (A.R.S. § 38-431.03 (A)(4)), or obtaining legal advice (A.R.S. § 38-431.03 (A)(3)).

All matters on the agenda may be discussed, considered and are subject to action by the Board.

The Agenda items for the meeting are as follows.

- I. Call to Order
- II. Presentation of the FY16 Audit findings
- III. Request the addition of the member site located at 6074 E. Pima Street
- IV. Discussion and approval of property leases
- V. Discussion and approval to request the addition of sixth, seventh and eighth grades to the charter contract with ASBCS
- VI. Discussion and approval to request a name change of the AAPS site
- VII. Adjournment

**MINUTES OF PUBLIC MEETING
Of the
Educational Impact Board of Directors**

Location: Adventure Schools
6074 E. Pima Street
Tucson, AZ 85712

Date: Thursday, December 1, 2016

Time: 3:00pm

A meeting of the Educational Impact Board was convened at three o'clock on Thursday, December 1, 2016 at Adventure Schools at 6074 E. Pima Street, Tucson, AZ 85712.

Members Present: MaryAnn Penczar
Gary Best
Jack Penczar

Member Absent: None

Telephonically Present: Earl Doran

- I. Call to Order 3:08pm
- II. Call to the public – No public comments were made.
- III. Motion was made by Jack Penczar to approve the minutes of the July 14, 2016 board meeting minutes. The motion was seconded by Gary Best and subsequently passed unanimously.
- IV. Fiscal Year 2016 audited financial statements and compliance questionnaire were presented to the board.
- V. Gary Best motioned to approve the addition of a member site for Adventure Schools at 6074 E. Pima Street. The motion was seconded by Earl Doran and subsequently passed unanimously.
- VI. Gary Best made the motion to approve the current property leases for the same terms for two additionally years. Earl Doran seconded the motion and it passed unanimously.
- VII. Jack Penczar made the motion to submit an amendment to request adding sixth through eighth grades to the Educational Impact, Inc. charter

contract. The motion was seconded by Gary Best and the motion passed unanimously.

VIII. Gary Best made the motion to change the name of the Academy Adventure Primary School site to Academy Adventures Elementary School. The motion was seconded by MaryAnn Penczar and subsequently passed unanimously.

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IX. Motion to adjourn the board meeting at 4:15pm.

The purpose of this request is to increase our grade levels at our Adventure School campus by adding grades Six, Seven & Eight. Students and parents have requested adding these grade levels since they appreciate our program and cite a lack of middle school choices in our area (see enclosed letters). There is also only one "A" rated middle school in the area. The Adventure School campus currently serves Kindergarten through Fifth Grade and is an "A" rated school.

The Staffing Chart for the existing grade levels is included. The Sixth, Seventh and Eighth grades will be self-contained and will start with Sixth and Seventh grade in Fall 2017. The Sixth grade and the Seventh grade will both require a teacher. Our existing Special Education program will also serve these additional grade levels. The administration will remain the same. Instructional and non-instructional staff will be recruited in the same way that our existing positions are filled. Our vacancies are few and generally filled by referrals, although we do advertise with ADE and Craigslist. Staff retention and recruitment for the Adventure School campus has always been very successful. We will begin our hiring process in March, as soon as the Board approves the request. The two teachers hired will spend time with existing faculty to assimilate the school's culture and climate. These new hires will work with our existing leadership team to develop the pacing guide for the curriculum.

Our enrollment targets are based on what we have built in the neighborhood over the years and current feedback from existing parents. Targets are as stated in our Enrollment Matrix. In SY2018 our projected enrollment for Sixth grade is 20 students and our projected enrollment for Seventh grade is 20 students. In SY2019, we will add Eighth grade and project 25 students in each of the three (3) grades. In SY2020, we project 40 students in each of the three (3) grades. Our current fifth grade students and their families are requesting the addition of a middle school which will yield 10-15 sixth grade students for FY18. We have Adventure School alumni students that are seeking to return to Adventure School as seventh grade students. Once the amendment is approved, we will begin our marketing campaign which will consist of banners being hung at the existing Adventure School site as well as the new middle school location down the street. We will host open houses and distribute information to all our current Adventure School families. Flyers about the new middle school will be distributed via direct mail to the 85712 zip code. With this plan, we anticipate that we can meet our target enrollment of 40 students in FY18. We have a great retention track record so meeting the following year's enrollment should be met with the students moving from the elementary school into the middle school and the current students matriculating through the grade. We have the space to accommodate the projected growth, as well as the furniture. Textbooks and/or class materials will be provided to each student at their appropriate grade level. Each student will be assigned their own computer. Assignments may be completed on paper or electronically as directed by each teacher. We are going to continue to use Galileo for Benchmark assessments as we continue to add the middle school grades. The instructional program will be an extension of the current program as stated in our charter application with any gaps to be determined and filled by Spring 2017.

Educational Impact Inc. is committed to providing each student the opportunity to achieve curriculum standards and successfully meet and exceed the Arizona Academic Standards. Criteria have been developed to provide each student with maximum opportunity to succeed in school. Promotion is based on students demonstrating the competency skills necessary for success at each succeeding level.

Promotion from year to year is based upon the mastery of curriculum standards in reading, written communication, mathematics, science, social studies, and other required areas adopted by the State Board of Education. While each classroom teacher of record is responsible for the final decision of promotion and retention, students, parents and those supporting professionals in the school share the responsibility for academic achievement and regular advancement through the educational process.

Student performance on the following items that are known to objectively measure student mastery of the Arizona Standards will receive primary consideration in the promotion and retention decision:

- Assessment of daily work, tests, quizzes, classroom assessments
- Performance on benchmark assessments (Galileo)
- Report card grades

Other factors to consider are attendance, motivation, conduct, and/or maturity. The final decision to promote or retain will be made on objective data. The minimal acceptable scores to determine student mastery is defined objectively on summative tests in each core subject area (Mathematics, Language Arts, Social Studies and Science). Students must score at 60% or better in each of the core areas on those summative tests. Should a student not meet the above criteria, there are two classes of retention. Conditional Retention which means the student has failed two core classes in two quarters with one of them being Language Arts or Mathematics. These classes can be made up in summer school. The other class of retention is Full Retention in which a student has failed three cores classes for three quarters, one of which is Mathematics or Language Arts.



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: Academy Adventure Elementary School				
	Number of Students			
Grade Level	Current—FY17__	Target—FY18__	Target—FY_19__	Target—FY20__
Kindergarten	13	17	18	18
1 st	11	14	17	17
2 nd	11	13	14	15
3 rd	11	13	13	15
4 th	13	13	13	15
5 th	15	14	15	15
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				
Total Enrollment	74	84	90	95

*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

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: Adventure School				
	Number of Students			
Grade Level	Current—FY17	Target—FY18	Target—FY19	Target—FY20
Kindergarten	23	25	25	25
1 st	20	20	20	20
2 nd	19	20	20	20
3 rd	18	20	20	20
4 th	20	20	20	20
5 th	15	20	20	20
6 th	0	20	25	40
7 th	0	20	25	40
8 th	0	0	25	40
9 th				
10 th				
11 th				
12 th				
Total Enrollment	115	165	200	245

*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: Academy Adventures Elementary School				
Position	Number of Staff Members			
	Current—FY17__	Anticipated— FY_18__	Anticipated— FY_19__	Anticipated— FY20__
Administration	1	1	1	1
Teachers/Instructional Staff				
Kindergarten	1	1	1	1
1 st	1	1	1	1
2 nd	1	1	1	1
3 rd	1	1	1	1
4 th	1	1	1	1
5 th	1	1	1	1
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				
Specialty Staff (Music, Art, PE, etc.)	3	3	3	3
Special Education	4	4	4	5
Paraprofessional	2	3	3	4
Additional Staff				
List title: _____				
List title: _____				
List title: _____				
List title: _____				
Total Number of Staff Members	15	16	16	18

*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: Academy Adventure Elementary School				
	Leadership Team			
Title	Current—FY_17_	Anticipated— FY_18_	Anticipated— FY_19_	Anticipated— FY_20_
Principal	Dayna Arnold	Dayna Arnold	Dayna Arnold	Dayna Arnold
Instructional Coach				
Lead teachers	TBA	TBA	TBA	TBA



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: Adventure School				
Position	Number of Staff Members			
	Current—FY17	Anticipated—FY18	Anticipated—FY19	Anticipated—FY20
Administration	1	1	1	1
Teachers/Instructional Staff				
Kindergarten	1	1	1	1
1 st	1	1	1	1
2 nd	1	1	1	1
3 rd	1	1	1	1
4 th	1	1	1	1
5 th	1	1	1	1
6 th	0	1	1	2
7 th	0	1	1	2
8 th	0	0	1	2
9 th				
10 th				
11 th				
12 th				
Specialty Staff (Music, Art, PE, etc.)	3	3	3	3
Special Education	4	4	5	5
Paraprofessional	2	3	4	5
Additional Staff				
List title:				
List title:				
List title:				
List title:				
Total Number of Staff Members	15	18	21	25

*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:

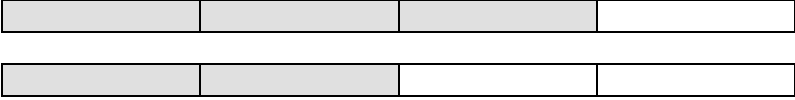
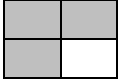
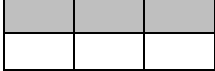
- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold 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: Adventure School				
	Leadership Team			
Title	Current—FY17	Anticipated—FY18	Anticipated—FY19	Anticipated—FY20
Principal	Stacey Martinez	Stacey Martinez	Stacey Martinez	Stacey Martinez
Instructional Coach				
Lead Teacher		TBD	TBD	TBD
Asst. Principal	n/a	n/a	TBA	TBA

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

Grade Level		6	Content Area	Math
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>		Standards are introduced to students through direct instruction in a classroom small group learning center setting or in an indirect instruction self-paced learning setting. A broad importance across multiple sciences or engineering disciplines is emphasized in an effort to provide key tools for understanding or investigating more complex ideas and solving real world problems that relate to the societal or personal life concerns that require scientific or technological knowledge. Students practice these newly introduced skills/standards in teacher monitored/guided small group learning centers or independently in self-paced learning centers until evidence of mastery is provided through various assessments.		
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>(M) 6.RP.A.3 Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p> <ul style="list-style-type: none"> a. (R) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. (M) Solve unit rate problems including those involving unit pricing and constant speed. c. (M) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation. d. (R) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. 		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>		MATERIALS AND TECHNOLOGY Thinking Blocks website for practice with Tape Diagrams: http://www.thinkingblocks.com/tb_ratios/ratios.html		
Lesson <small>(add as needed)</small>	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. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>		

1	Session 1: Tape Diagrams or ratio tables(6.RP.A.3)	Students will work to solve several ratio problems independently using tape diagrams or ratio tables. Then they will work in small groups to become experts in how to solve just one of the assigned problems. Groups will then be mixed up for a jigsaw share. Each student will present to the others in their small group how to solve their expert problem using one of the tools. They will listen to others' presentations so that they can be sure they have the correct answers and have used the tools properly. Then they will solve a last exit ticket problem on their own using the tool of their choice.((M) 6.RP.A.3; 6.MP3)
2	Session 2: Using ratio reasoning to solve real world problems(6.RP.A.3)	<p>Discussion</p> <p>Direct students:</p> <ol style="list-style-type: none"> 1. Find the ratio of boys to girls in our class. Raise your hand when you know: What is the ratio of boys to girls in our class? 2. How can we say this as a multiplicative comparison without using ratios? Raise your hand when you know. <p>Allow for choral response when all hands are raised.</p> <ol style="list-style-type: none"> 1. Write the ratio of number of boys to number of girls in your student materials under Example 2. Compare your answer with your neighbor's answer. Does everyone's ratio look exactly the same? <p>Allow for discussion of differences in what students wrote.</p> <p>Communicate the following in the discussions:</p> <ol style="list-style-type: none"> 1. It is ok to use either the colon symbol or the word "to" between the two numbers of the ratio. 2. The ratio itself does not have units or descriptive words attached. <p>Raise your hand when you know: What is the ratio of number of girls to number of boys in our class?</p> <ul style="list-style-type: none"> • Write the ratio in your student materials under Example 2. • Is the ratio of number of girls to number of boys the same as the ratio of number of boys to number of girls? • Unless in this case there happens to be an equal number of boys and girls, then no, the ratios are not the same. Indicate that order matters. • Is this an interesting multiplicative comparison for this class? Is it worth commenting on in our class? If our class had 15 boys and 5 girls, might it be a more interesting observation? ((M) 6.RP.A.3; 6.MP2) • For the exercise below, choose a way for students to indicate that they identify with the first statement (e.g., standing up or raising a hand). After each pair of statements below, have students create a ratio of the number of students who answered yes to the first statement to the number of students who answered yes to the second statement verbally, in writing, or both. Consider following each pair of statements with a discussion of whether it seems like an interesting ratio to discuss. • Students record a ratio for each of the following examples: <ol style="list-style-type: none"> 1. You traveled out of state this summer. 2. You did not travel out of state this summer. 3. You have at least one sibling. 4. You are an only child. 5. Your favorite class is math.

3	Session 3: (6.RP.A.3) Using ratio reasoning to solve real world problems	<p>Students will individually complete numbers 1 – 3 and will then review the answers to compare and contrast the various answers. ((M) 6.RP.A.3; 6.MP3)</p> <p>1. Which is another way of expressing $\frac{4}{3}$?</p> <p>A. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$</p> <p>B. $\frac{2}{3} + \frac{2}{3}$</p> <p>C. $1\frac{1}{3}$</p> <p>D. All of the above</p> <p>2. What is the value for the shaded part of the fraction bars below?</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p>Answer: $\frac{3}{4} + \frac{2}{4} = \frac{5}{4}$ or $1\frac{1}{4}$</p> <p>3. What are all the possible ways of expressing the model given in #2?</p>
4	Session 4: (6.RP.A.3) Using ratio reasoning to solve real world problems	<ul style="list-style-type: none"> • <u>Principle I: Representation</u> is present in the activity. Prior knowledge about fractions is activated through the tasks and visual diagrams and pictures of balls in the Warm-up and Motivation. This technique sets the stage for new learning about ratios. In addition, the colors of the rainbow cubes emphasize various comparisons among ratios. • <u>Principle II: Expression</u> is present in the activity. It encourages students to stop and think before choosing the correct category, and the activity prompts students to categorize. • <u>Principle III: Engagement</u> is present in the activity. Students work with a partner or in a small collaborative group to engage in this task. Students are given immediate feedback, which is aimed at supporting them in their progress in a timely and understandable manner. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Directions: Display the above models and ask students to write the fraction of the shaded region. Then ask them to describe what the numerator and denominator represent.</p> <ul style="list-style-type: none"> • Discuss with students that a fraction represents a part-to-whole relationship. ((M) 6.RP.A.3; 6.MP7) <p>Divide class into pairs or small groups; Give each group a scoop of rainbow cubes.</p> <ul style="list-style-type: none"> • Use the cubes to write fractions that compare each color to the total cubes. (Examples: red to total; blue to total; etc.; all comparing color/part to total/whole.) Use labels when writing these fractions. Students should understand terminology: “part-to-whole.” • How many red cubes do you have? Have many yellow cubes do you have? Compare red cubes to yellow cubes by writing a fraction? (This is a part to part relationship, which we will refer to below.)

		<ul style="list-style-type: none"> With your partner, continue to write other ratios with the rainbow cubes. (Students should include part-to-part and part-to-whole.) Define ratio (a comparison of two quantities or measures) & the 3 ways to write it. (Example: $\frac{2}{3}$, 2:3, 2 to 3). (SMP#1, #4) <p>Practice writing ratios, including part-to-part and part-to-whole and use of all 3 methods to write a ratio (Example: $\frac{2}{3}$, 2:3, 2 to 3). Practice using ratio language. Ask students to write ratios using objects in the classroom. Sample responses could include, but are not limited to:</p> <ul style="list-style-type: none"> Males to females Chairs to desks (Note: This may be a 1:1 relationship) <p>Group students and have each student (1) share their ratios and (2) explain the type of relationship represented in those ratios. Students should be able to defend their thinking. ((M) 6.RP.A.3; 6.MP7)</p>
5	Session 5: (6.RP.A.3): Experience in reasoning with equivalent ratios and unit rates including those involving unit pricing and constant speed.	<p>Direct a discussion by asking these two questions:</p> <ul style="list-style-type: none"> Example 1: A runner ran at 150 miles for 20 minutes. If she runs at that speed, how long would it take her to run 6 miles? Example 2: Jim has a 6 oz chocolate bar that costs \$2.00 and you have a 24 oz chocolate bar that costs \$7.25. You need 54 Oz of chocolate for a recipe and you want to get the best value. How many of each should you buy? <p>Allow for students to communicate within small groups, and after each group has one or more ideas, have students share.</p> <p>Communicate the following in the discussion on Example 1:</p> <ol style="list-style-type: none"> The concept of unit rate is another form of ratio. <ul style="list-style-type: none"> Write the unit rate in your notebooks using the number from example 1. Will this give you the final answer you are looking for? The unit rate is 150 miles/ 20 minutes. <ul style="list-style-type: none"> How fast is the runner going per minute? How can we use the unit rate to solve the problem? By dividing 150/20, we get a unit rate of 7.5 miles per minute. Lead the class to use this number to answer the question by multiplying 7.5 miles/min * 6 miles. <ul style="list-style-type: none"> How long would it take the runner to go 6 miles? This is a ratio relationship. The runner is going 150 miles for every 20 minutes or 7.5 miles per hour, this is her unit rate. This new quantity is her rate. Now we will apply the same process to solve Example 2. <p>Have students work to solve two more group assigned problems, and check for correct answers and equation processes. Have each group share one problem and solution with the class. Students will solve one additional exit slip unit rate and ratio problem individually. They will be required to address:</p> <ul style="list-style-type: none"> How the unit rate or constant rate applies to another quantity Both units used in the practice problem What the values of the ratios are indicating <ul style="list-style-type: none"> Correct application of basic division and multiplication to achieve a correct answer, with correct units.
6	Session 6: Fractions and decimals as percent's of 100. Solve percent	<p>Show students an image of 3 green race cars next to two blue trucks. Direct students:</p> <ol style="list-style-type: none"> Discuss these images in your groups. Create two ratios that describe the image. <i>Answers may include part-to-whole or part-to-part ratios.</i> Raise your hand when your group has two ratios.

	<p>problems with the unknown in all positions of the equation.</p>	<p>Have students share one of their answers and describe why they chose that ratio to represent the image. Then, use the variety of student answers to discuss and communicate that:</p> <ol style="list-style-type: none"> 1) A part-to-whole ratio can often be more powerful when describing something that has a percent. 2) Remember, a percent is a comparison when the whole is 100%. <p>Have students solve the following in their groups:</p> <ul style="list-style-type: none"> • Sam says that 50% of the vehicles are cars. Provide two models or reasons that prove or disprove Sam's claim. You may use tape diagrams, 10x10 grids, double number lines etc. • Is Sam correct? Why or why not? <p>Bring the class back together and allow groups to share their answers with their reasons AND diagrams. Mold the discussion to emphasize the idea that percentages are a representation of a part to a whole. In groups and then as a whole, have the class explore the following questions:</p> <ul style="list-style-type: none"> • How is the fraction of cars related to the percent? • What other fractions or decimals can we use to represent the answer? • Use a model to prove that the fraction and the percent are equal. <p>Allow the class to work through additional example problems while circulating and making clarifications as necessary. As an exit ticket, have students choose different pairs or small groups and explain to each other how each model is a visual representation of the relationship between fractions, decimals and percent. Have each student pick their favorite and write down why.</p> <p>Teacher will place several percent problems with the unknown with all the positions of the equation on the white board for students to solve in teams. The process will be discussed and reviewed with the class, using student work as examples.</p>
S.A.	<p><i>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.</i></p>	<p>The following test items require students to provide a relevant rationale when answering questions specifically assessing their understanding of using ratio reasoning to solve real world problems. 6.RP.A.3</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.

Mastery is demonstrated by students earning a total of fourteen points on all their assessments.

Assessment Item #1:

The table shows the relationship between the amounts of ginger ale and fruit juice needed to make punch.

Fill in the missing values to complete the table.

Ginger Ale (L)	Fruit Juice (oz)
	12
3	18
5	30
9	

Score: (2 point) The student enters both correct values into the table. (1 Point) The student enters only one correct value into the table.
(Successful Students will fill in both 2 and 54 earning 2 points.)

Assessment Item #2: Use the recipe shown in the table to answer the questions below. Use pictures, tables or number sentences to solve the task:

Grandma's Recipe for Sugar Cookies
1 $\frac{1}{2}$ cups butter
2 cups sugar
4 eggs
$\frac{3}{4}$ teaspoon baking powder
1 $\frac{1}{4}$ cups flour
$\frac{1}{4}$ teaspoon salt

- a) How many cups of sugar are needed for each egg? How do you know?
- b) Your sister notices that she needs three times as much baking powder as salt in this recipe. What is the ratio of baking powder to salt? Explain how you know.

a) One half cup is needed for each egg.



b) there is a 3:1 ratio baking powder to salt. She said she needs three times as much $\frac{3}{4}$ teaspoon baking powder is three times as much as $\frac{1}{4}$ teaspoon salt.

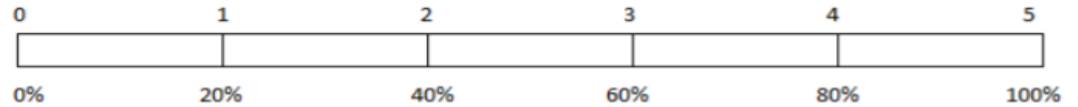
Scoring Rubric: (Students who have shown mastery of assessment will earn 2 points.)

Responses to this item will receive 0-2 points, based on the following:

2 points: The student demonstrates a thorough understanding of how to apply mathematics to solve problems involving ratio and rate reasoning and computation with fractions and decimals. The student explains in words in addition to drawing a model to explain how many cups of sugar were needed for each egg. Additionally, the student correctly computes the amount of baking soda needed is 3:1 or $\frac{3}{4}$ teaspoons.

1 point: The student demonstrates a partial understanding of how to apply mathematics to solve problems involving ratio and rate reasoning and computation with fractions. The student provides only an illustration to explain how many cups of sugar were needed for each egg, but does not provide a written explanation. The student correctly computes the amount of baking soda needed which is 3:1 or $\frac{3}{4}$ teaspoons.

0 points: The student shows inconsistent or no understanding of how to apply mathematics to solve problems involving ratio and rate reasoning and computation with fractions.



Assessment Item #3:

Part A: Alia wants to buy pizza for a party. Alia wants to buy enough pizza so that people will not be hungry, and wants to have the least amount of pizza left over.

How many large pizzas should Alia buy?

- 40 to 50 people will be coming to the party.
- A large pizza from Paolo's Pizza Place serves 3 to 4 people.

Each large pizza from Paolo's Pizza Place costs \$11.50,

Part B: If Alia buys the number of large pizzas that you determined in Part A, how much will it cost?

Answer

Part A: 13 pizzas

Part B: \$149.50

Scoring Rubric (Students who have shown mastery of assessment will earn 2 points):

Responses to this item will receive 0-2 points, based on the following:

2 points: The student demonstrates a thorough understanding of how to apply mathematics to solve problems involving ratio and rate reasoning and computation with multi-digit decimals. The student provides an estimate of 12-15 pizzas and correctly computes the cost for that number of pizzas at \$149.50.

1 point: The student demonstrates a partial understanding of how to apply mathematics to solve problems involving ratio and rate reasoning and computation with multi-digit decimals. The student provides an low or high estimate of 9-11 or 16-18 pizzas, but correctly computes the cost for that number of pizzas OR the student provides an estimate of 12-15 pizzas but does not correctly compute the cost for that number of pizzas.

0 points: The student shows inconsistent or no understanding of how to apply mathematics to solve problems involving ratio and rate reasoning and computation with multi-digit decimals.

Assessment Item #4:

Lauren took 12 hours to read a 360 page book. At this rate, how long will it take her to read a 400 page book?

Scoring Rubric (Students who have shown mastery of assessment will earn 2 points):

(2 points) The student needs to find the correct final solution with the correct unit to obtain full credit.

360 pages/ 12 hours= 30 pages per hour

400 pages/ 30 pages per hour= $13 \frac{1}{3}$ hours

(1 point) if student only supplies the unit rate 30 pages per hour and **not** the final answer OR has incorrect units i.e. $13 \frac{1}{3}$ pages per hour.

(0 point) incorrect, unrelated to prompt response, or no attempt to respond.

Assessment Item #5:

Use the diagram to the right to answer the following questions:

- a) 80 % is what fraction of the whole quantity?
- b) $\frac{1}{5}$ is what percent of the whole quantity?
- c) 50 % is what fraction of the whole quantity?
- d) 1 is what percent of the whole quantity?

Scoring Rubric (Students who have shown mastery of assessment will earn 3 points):

(4 points): Students will get 4 points if they answer each question correctly, with the correct format:

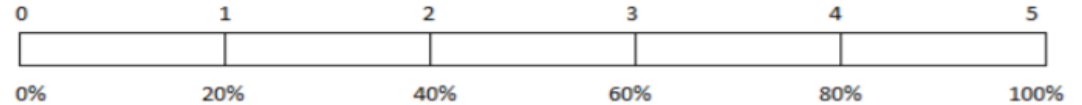
- a) $\frac{4}{5}$ b) 20% c) $2.5/5=25/50$ d) $1=5/5$ this is 100%

(3 points): three correct responses with correct format;

(2 points): Two correct responses with correct format;

(1 point): Only one correct answer with correct format;

(0 points): All answers are incorrect or no attempt to answer made



Assessment Item #6:

Present and solve a number sentence for the following three scenarios:

1. 60% of Mr. B's 35 student class went to the zoo. How many students went to the zoo?

Correct Answer is: 21 students went to the zoo

2. If 15 elephants were 50% of the herd of elephants that crossed the river, how many elephants were in the herd?

Correct Answer is: 30 elephants were in the herd

3. 50 of the 500 spinners that were shipped to the school were bad. What percentage of the spinners were bad?

Correct Answer is: 10% of the spinners were bad

Scoring Rubric (Students who have shown mastery of assessment will earn 5 points): 2 points for each item (1 point for each number sentence and 1 point for the correct answer)

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

Grade Level	6	Content Area	ELA
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>	Standards are introduced to students through direct instruction in a classroom small group learning centered setting or in an indirect instruction self-paced learning setting. A broad importance across multiple sciences or engineering disciplines is emphasized in an effort to provide key tools for understanding or investigating more complex ideas and solving real world problems that relate to the societal or personal life concerns that require scientific or technological knowledge. Students practice these newly introduced skills/standards in teacher monitored/guided small group learning centers or independently in self-paced learning centers until evidence of mastery is provided through various assessments.		
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>	<u>Reading Standards</u> (M) 6.RI.1. Cite textual evidence to support 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>	<ul style="list-style-type: none"> • Steve Jobs’ Stanford University 2005 Commencement Speech text • Evidence Based Claims Checklist • Forming an Evidence Based Claim Handout • Reading Journal 		

Lesson <small>(add as needed)</small>	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</i>
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		<i>identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	Session 1: Instructional Strategies: Brainstorming, think-pair-share, note taking and looking for evidence	Teacher introduces the first characteristic of an evidence-based claim: “States a conclusion you have come to... and that you want others to think about.” Teacher asks the students to use evidence about how they feel (what claims) about school lunches. Students make note of this first characteristic in their EBC checklist. Students brainstorm some claim statements they might make about school lunches with a partner, and write down these examples in the EBC checklist. Students later share these examples with the class, while the teacher provides feedback as to whether or not these examples align with the first characteristic of an EBC.
2	Session 2: Instructional Strategies: Close reading, note taking, discussion analyzing exactly what the evidence says and making inferences (claims)	<p>Students independently read the first paragraph of the 2005 Steve Jobs Commencement Speech at Harvard University and answer the following questions in their reading journals: “What important detail do we learn about the speaker as he begins his commencement address? What sentence(s) in the paragraph tell you this information?”</p> <p>The teacher leads a brief discussion in which students volunteer some facts they learned about the speaker. The teacher lists their answers on the board, checking those that are repeated and with each response referring to the question: “What words or sentences in the paragraph tell you this information?” having students read the “evidence” that led them to their answer. “What inferences can we make from the evidence?”</p>
3	Session 3: Instructional Strategies: Close reading, Socratic Seminar, note taking	<p>Once students have had the chance to read the entire Steve Jobs speech (homework from the previous night), and to take notes of the key themes along with evidence from the text that supports those themes, the teacher leads a Socratic Seminar with students using the following questions:</p> <p>1- In line 16 we learn that Steve Jobs’ mother “refused to sign the adoption papers.” Why did she do this, and why did she “relent” a few months later?</p> <p>2- What were the reasons why Steve Jobs “decided to drop out” of college? Why was doing so “one of the best decisions I ever made”?</p>

		<p>3- What are the “dots” that Steve Jobs connected between his post-college experiences and his designing of the first Mac computer?</p> <p>4- What do you think he means when he says “you can’t connect the dots looking forward; you can only connect them looking backwards”?</p> <p>During the discussion students are to support their claims with evidence from the text that lead them to their conclusion (claims). Students are encouraged to make notes of the seminar in their reading journals.</p>
4	Session 4: Instructional Strategies: Close reading, Teacher modeling, note taking, use of Forming EBC Handout graphic organizer.	<p>Based on the class discussion of the text, the teacher models a critical reading and thinking process for forming EBCs: from comprehension of textual details that stand out, to an inference that arises from examining the details, to a basic EBC that is supported by specific references back to the text.</p> <p>Students use the Forming EBC Handout, which introduces a three-step process for making a claim that arises from the text. These steps include:</p> <ol style="list-style-type: none"> 1 - I find interesting details that are related and that stand out to me from reading the text closely. 2 - I re-read and think about the details, and explain the connections I find among them. 3 - I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely. <p>Students work on making their EBC independently and submit to their teacher for review.</p>
S.A.	<i>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.</i>	<p>The following test items require students to provide a relevant response to questions specifically assessing their understanding of citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI.1</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.

Mastery is demonstrated by students earning a total of six points on all three assessments.

Assessment #1

Select the two sentences from the text that best support the inference that extra-vehicular space explorations would not have been possible without spacesuits.

- A. ☐ "A spacesuit is much more than a set of clothes astronauts wear on spacewalks."
- B. ☐ "Space suits also supply astronauts with oxygen to breathe while they are in the vacuum of space."
- C. ☐ "The layers perform different functions, from keeping oxygen within the spacesuit to protecting from space dust impacts."
- D. ☐ "These simple suits were based on pressure suits worn by U.S. Navy pilots."
- E. ☐ "The Advanced Crew Escape Suit is the orange suit that astronauts wear during launch and landing of the space shuttle."

Scoring: (2 point) The student selects both correct answers. (1 Point) The student only selects one correct answer. **(Successful Students will select both B and C earning 2 points.)**

Assessment Item #2

A student is analyzing an informational paragraph from a peer's science notebook. Read the draft of the paragraph and complete the task that follows.

My partner and I wondered what would happen to the speed of a model car. I was curious about the speed of roller coasters too because I think they will go slower on wood tracks. We wondered if we put the car on different surfaces, what would happen to the speed of the car. I predict that the speed of the car would be slower on carpet than on cardboard. We used the same weight on the car for each test and we measured how long it took the car to travel six feet using a stopwatch. We wrote the time for each test in a data table to keep track of our work and we did the test five times on cardboard and five times on carpet. We figured out the average speed of all five trials. We did five tests and my prediction was right. The average speed on the carpet was 2.3 seconds slower than the test we did on the cardboard.

- a. If you were the student analyzing this paragraph, which sentence would you select as evidence to support the prediction that the car was slower on carpet. Write the sentence below.

Answer: The average speed on the carpet was 2.3 seconds slower than the test we did on the cardboard.

Scoring: (1 point) The student writes the correct sentence. Successful Students will earn 1 Point.

Assessment item #3

Using the *Steve Jobs Commencement Speech text from 2005*, students will respond to the following question:

Based on the Commencement Speech that Steve Jobs gave in 2005, do you have a good opinion of him? Why or why not? Cite at least three examples from the text to support your answer. Answer in a complete sentence quoting directly from the text. Each example is worth one point.

Scoring: There are 3 Points possible, 1 point for each example given using a complete sentence quoted directly from the text. Successful students will earn 3 Points.

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

Grade Level	6	Content Area	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>	Standards are introduced to students through direct instruction in a classroom small group learning centered setting or in an indirect instruction self-paced learning setting. A broad importance across multiple sciences or engineering disciplines is emphasized in an effort to provide key tools for understanding or investigating more complex ideas and solving real world problems that relate to the societal or personal life concerns that require scientific or technological knowledge. Students practice these newly introduced skills/standards in teacher monitored/guided small group learning centers or independently in self-paced learning centers until evidence of mastery is provided through various assessments.		
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>Writing Standards 6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Ma. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Mc. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</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><u>MATERIALS AND TECHNOLOGY</u></p> <ul style="list-style-type: none"> • A Hero’s Journey Text • Narrative Story Lines – Hero’s Journey • Percy Jackson & The Olympian’s: The Lightning Thief • Model Narrative: The Golden Key, By George McDonald (online text, Google) • Narrative Story Lines – Hero’s Journey Graphic Organizer 		

Lesson <small>(add as needed)</small>	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</i>
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		<i>identified as the focus of review and specific Standard(s) of Writing Practice.</i>
1	Session 1: Think-pair-share, note taking, whole group discussion, close reading using a text to illustrate relevant descriptive details, well-structured event sequences, and transition words, phrases and clauses	<p>Students would have read the from “The Lightning Thief” for homework.</p> <p>Invite students to pair up. Ask them to share the evidence they collected from The Lightning Thief related to the homework questions: “How did the author engage you in “The Lightning Thief?” “What is the <u>context</u> of this story?” “Who is the <u>narrator</u>?” “Name three of the <u>characters</u>.” Students share their ideas with the rest of the group.</p> <p>Ask students to remain in their pairs and to take out “The Hero’s Journey” text. Ask them to silently reread “Act 1: Separation.”</p> <ul style="list-style-type: none"> • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “What is the call to the adventure of Percy Jackson?” * “What unknown does Percy enter into?” * “What supernatural gift is Percy given before he begins his adventure?” * List (from the text) the sequence of events in the story from beginning to end. * Use student examples, in a teacher lead discussion, to list, on the board, engagement, logical sequence and transitions that signal shifts from one time frame/setting to another. <p>• Invite the class to silently reread “Act 2: Initiation and Transformation.” • Invite students to Think-Pair-Share:</p> <ul style="list-style-type: none"> * “Name the characters that Percy has as helpers.” * “List, in logical order, the obstacles that Percy faces on his road of trials.” * “What words, phrases or clauses show the sequence between those obstacles?” <p>• Invite the class to silently reread “Act 3: The Return.” • Invite students to Think-Pair-Share:</p> <ul style="list-style-type: none"> * “What trials does Percy face on the way home?” * “Who does Percy have to face who has incredible power?” * “How does being a hero change Percy’s life when he returns?”

2	Session 2: Compare and Contrast, think-pair-share, graphic organizer	<p>Display and distribute the Narrative Story Line—Hero’s Journey graphic organizer. Ask students to Think-Pair-Share:</p> <ul style="list-style-type: none"> * “What do you notice?” * “What do you wonder?” * “Make note of sequence and signal shifts from one time frame to another.” * “Make a list of transition words, phrases, clauses.” <p>Invite students to compare “The Hero’s Journey” to the Narrative Story Line—Hero’s Journey graphic organizer. Ask students to Think-Pair-Share:</p> <ul style="list-style-type: none"> * “What are the similarities and the differences between “The Hero’s Journey” and the Narrative Story Line – Hero’s Journey Graphic Organizer?” <p>Students work with a partner to complete the rest of the graphic organizer, discussing and mapping out the narrative story line of Percy Jackson’s hero’s journey. They are to make notes on the organizer about Percy Jackson’s hero’s journey.</p>
3	Session 3: Think-pair-share, graphic organizer, note taking	<p>Distribute a new Narrative Story Line—Hero’s Journey graphic organizer to each student. Invite students to spend about 7 minutes independently thinking and making notes about ideas for their own hero’s journey story. Be sure students know that they are just brainstorming and planning; they are not to begin actually writing a story yet. Circulate to ask questions to guide students regarding context and events sequence:</p> <ul style="list-style-type: none"> * “Who are your characters/narrator?” * “What is the call to adventure for your hero? How does your hero find out that he or she needs to go on a quest?” * “What is the quest? What has he or she been asked to do?” * “Who does your hero go on the journey with?” * “Where do they go?” * “What obstacles do they encounter?” * “What is the supreme ordeal? What is the big obstacle that your hero has to overcome at the end of the journey?” * “What happens at the end? How is peace restored?”

		<p>Invite students to pair up to share their initial ideas for a hero's journey. Next, students complete their "Hero Profile" which has students outline various features and details about their hero.</p>
4	Session 4: Think-Pair-Share, read aloud, note taking, graphic organizer	<p>Display and distribute Model Narrative: "The Golden Key." Invite students to read silently in their heads as you read it aloud.</p> <ul style="list-style-type: none"> • Ask students to consider the content. Invite them to Think-Pair-Share each of these questions: <ul style="list-style-type: none"> * "Who was the hero in this story?" * "What did she have to do? Why?" * "What happened at the end?" <p>Ask students to take out "The Hero's Journey" (which they used in the previous lesson). Direct their attention to "Act 1: Separation." Ask them to Think-Pair-Share:</p> <ul style="list-style-type: none"> * "What is the call to adventure for this hero?" * "What unknown does the hero enter into?" <p>Ask students to refer to "Act 2: Initiation and Transformation" and Think-Pair-Share:</p> <ul style="list-style-type: none"> * "Who are the hero's helpers?" * "What is the supreme ordeal that she faces?" <p>Ask students to refer to "Act 3: The Return" and Think-Pair-Share: *</p> <ul style="list-style-type: none"> * "How does being a hero change her life when she returns?" <p>Tell students that now that they have analyzed a model narrative, they are going to spend time updating their notes and ideas on their organizer for their hero's journey stories based on any new thinking and learning. Remind students that this is time for them to continue thinking about ideas and taking notes for their hero's journey story. Circulate to ask questions to guide students:</p> <ul style="list-style-type: none"> * "Be sure that your event sequence unfolds naturally and logically." * "Who is your character?" * "What is the call to adventure for your hero? How does your hero find out that he or she needs to go on a quest?" * "What is the quest? What has he or she been asked to do?" * "Who does your hero go on the journey with?" * "Where do they go?" * "What obstacles do they encounter?"

		<ul style="list-style-type: none"> * “What is the supreme ordeal? What is the big obstacle that your hero has to overcome at the end of the journey?” * “What happens at the end? How is peace restored?” * “What are the elements of myth you might include in your story?” * “What will the theme of your story be?” * “What words, phrases or clauses can you use to show sequence and shifts from one time frame or setting to another.” <p>As time permits, invite students to pair up to share their revised ideas for a hero’s journey story. Students write a rough draft of their Hero’s Journey Narrative for homework.</p>
5	Session 5: Think-pair-share	Students work with a partner to revise and edit one another’s work. Students will specifically be targeting those points dealing with the rigor of the sixth grade standard 6.w.3, which will be listed on the board as a reference for all students.
S.A.	Assessment focuses on students’ ability to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	The following test items require students to provide written responses to questions specifically assessing their understanding of narrative pieces. 6.W.3.a.c

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.

Students must earn a total of eleven points from the three assessments to demonstrate mastery

Assessment Item #1

Think about a time when you were embarrassed. Tell the story of your embarrassing moment. • Include the time and place of the story. • Tell a story that has a beginning, middle, and end. • Show the time/event sequence. Be sure to name the narrator and characters and describe them. • Use strategies to maintain the reader's interest, such as dialogue or description. • Write in complete sentences. • Write well-developed paragraphs with topic sentences. • Use a variety of transition words, phrases or clauses to convey sequence and signal shifts from one time frame to another. • Be sure your narrative includes relevant descriptive details and well-structured event sequences, which engage and orient the reader by establishing a context and introducing a narrator and characters in an event sequence that unfolds naturally and logically. • Use correct grammar, spelling, punctuation, and capitalization.

Assessment Item #2

Recreate or imagine a time in your life when you were frightened. Tell the story of what happened to frighten you. • Include the time and place of the story. • Tell a story that has a beginning, middle, and end. • Show the time/event sequence. Be sure to name the narrator and characters and describe them. • Use strategies to maintain the reader's interest, such as dialogue or description. • Write in complete sentences. • Write well-developed paragraphs with topic sentences. • Use a variety of transition words, phrases or clauses to convey sequence and signal shifts from one time frame to another. • Be sure your narrative includes relevant descriptive details and well-structured event sequences, which engage and orient the reader by establishing a context and introducing a narrator and characters in an event sequence that unfolds naturally and logically. • Use correct grammar, spelling, punctuation, and capitalization.

Assessment Item #3

Name a person you know who did something kind for you or for someone else. Write a story about this person's act of kindness. • Name the person and describe his or her act of kindness. • Include the time and place of the story. • Tell a story that has a beginning, middle, and end. • Show the time/event sequence. Be sure to name the narrator and characters and describe them. • Use strategies to maintain the reader's interest, such as dialogue or description. • Write in complete sentences. • Write well-developed paragraphs with topic sentences. • Use a variety of transition words, phrases or clauses to convey sequence and signal shifts from one time frame to another. • Be sure your narrative includes relevant descriptive details and well-structured event sequences, which engage and orient the reader by establishing a context and introducing a narrator and characters in an event sequence that unfolds naturally and logically. • Use correct grammar, spelling, punctuation, and capitalization.

The following rubric is used for all three assessment items:

All three assessment items use the following rubric. Each assessment must earn a minimum of four points to show mastery for that assessment. A total of eleven points for all three assessments demonstrates mastery of the standards identified.

SCORE POINT 4 Writer's narrative includes relevant descriptive details and well-structured event sequences. The piece is engaging and orients the reader by establishing a context; introducing a narrator and/or characters and presenting an event sequence that is organized, unfolds naturally and is logical. A variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another are included in piece.

SCORE POINT 3 Writer's narrative uses effective technique, descriptive details and clear event sequences. The reader is oriented to the topic and introduces the narrator and characters. The event sequence unfolds naturally while lacking logic. Transition words, phrases and clauses, while used, are limited to managing a sequence of events and do not convey sequence or signal shifts from one time frame or setting to another.

SCORE POINT 2 Writer's narrative uses some effective techniques, descriptive details and clear event sequences in the piece. There is a limited introduction of a narrator and/or characters. There is an event sequence which may be supported by some transitional words or phrases.

SCORE POINT 1 Writer demonstrates an attempt to write a narrative by naming characters and/or a narrator in a time-based event order.

SCORE POINT 0 No evidence is presented which shows an attempt to respond to the prompt.

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	Math
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>		Standards are introduced to students through direct instruction in a classroom small group learning centered setting or in an indirect instruction self-paced learning setting. A broad importance across multiple sciences or engineering disciplines is emphasized in an effort to provide key tools for understanding or investigating more complex ideas and solving real world problems that relate to the societal or personal life concerns that require scientific or technological knowledge. Students practice these newly introduced skills/standards in teacher monitored/guided small group learning centers or independently in self-paced learning centers until evidence of mastery is provided through various assessments.		
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) 7.NS.A.3. Solve mathematical problems and problems in real-world context involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions where $a/b \div c/d$ when a,b,c,and d are all integers and b,c, and d $\neq 0$.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>		<p><u>MATERIALS AND TECHNOLOGY</u></p> <ul style="list-style-type: none"> • Equations ▪ Expressions ▪ Integer Game (See example) ▪ Number Line ▪ Tape Diagram <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin: 0 5px;">-2</div> <div style="border: 1px solid black; padding: 5px; margin: 0 5px;">-4</div> <div style="border: 1px solid black; padding: 5px; margin: 0 5px;">1</div> </div> <p style="text-align: center;">The cards -2, -4, and 1 total -5.</p>		
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. <i>Indicate alignment of Student Activities to the standard/component</i>	

		<i>identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	Session 1: (7.NS.A.3) Using properties of arithmetic, Multiplication of Integers, Generate real-world situations that can be modeled by each of the following multiplication problems.	<p>Teacher guides students to verify their conjecture that the product of two negative integers is positive using the distributive property and the additive inverse property.</p> <ul style="list-style-type: none"> • Question: We have been adding a number multiple times has the same effect as removing the opposite value the same number of times. What is $(-1) \times (-1)$? • Removing a -1 card is the same as adding a 1 card. So $(-1) \times (-1) = 1$ • Question: Why are 1 and -1 called additive inverses? Write an equation that shows this property. • The sum of 1 and -1 is 0; $1 + (-1) = 0$ <p>We are now going to show $-1 \times (-1) = 1$ using properties of arithmetic.</p> <ul style="list-style-type: none"> • We know $1 + (-1) = 0$ is true. • We will show that $(-1) \times (-1)$ is the additive inverse of -1 which is 1. <p>If $-1 \times 0 = 0$ by the zero product property, Then $-1 \times (1 + (-1)) = 0$ by substitution of $(1 + (-1))$ for 0. $(-1 \times 1) + (-1 \times (-1)) = 0$ Distributive Property $-1 + (-1 \times (-1)) = 0$ Multiplication by 1</p> <ul style="list-style-type: none"> • Since -1 and $(-1 \times (-1))$ have a sum of zero, they are additive inverses of each other; but the additive inverse of -1 is 1. • Because $(-1 \times (-1))$ is the additive inverse of -1, we conclude that $(-1) \times (-1) = 1$. This fact can be used to show that $-1 \times a = -a$ for any integer and that $-a \times b = -(a \times b)$ for any integers a and b. <p>Exercise 1 (8 minutes): Multiplication of Integers in the Real-World Students create real-world scenarios for expressions given in the student materials. Students may use an Integer Game scenario as a reference. (m)7.NS.A.3; 7.MP.1)</p> <p>Exercise 1: Multiplication of Integers in the Real-World Generate real-world situations that can be modeled by each of the following multiplication problems. Use the Integer Game as a resource.</p> <p>a. -3×5 I lost three \$5 bills, and now I have $-\\$15$.</p> <p>b. $-6 \times (-3)$ I removed six -3's from my hand in the Integer Game, and my score increased 18 points.</p> <p>c. $4 \times (-7)$ If I lose 7 pounds per month for 4 months, my weight will change $-\mathbf{28}$ pounds total.</p> <p>Scaffolding: ELL Learners</p>

		<ul style="list-style-type: none"> Create teacher/student T-chart on which the teacher writes a real -world situation that corresponds with a product, and students write similar situations using different numbers.
2	Session 2: (7.NS.A.3) Expanding upon the four related math facts to use for solving real world problems	<p>The real world requires that we represent rational numbers in different ways depending on the context of a situation.</p> <p>The teacher gives each student a card with a whole number multiplication or division math fact on it. Students move around the room in search of other students who have related math facts. Four cards will make a “match” (e.g., $6 \times 4 = 24$, $4 \times 6 = 24$, $24 \div 6 = 4$, and $24 \div 4 = 6$). After four students locate each other, they sit down together and record the equations from their cards into their student materials as indicated below. The teacher circulates among students as a facilitator, guiding those who are having trouble. Once all groups are formed and each group has shared its related facts with the class, the teacher collects the fact cards and directs students back to their original seats. (M)7.NS.A.3</p> <p>Students make an “integer multiplication facts bubble” by expanding upon the four related math facts they wrote down.</p> <p>Step 1: Students construct 3 similar integer multiplication problems, two problems using one negative number as a factor, and one with both negative numbers as factors. Students may use the commutative property to extend their 3 equations to 6.</p> <p>Step 2: Students use the integer multiplication facts in their integer bubble to create 6 related integer division facts. Group members should discuss the inverse relationship and the resulting division fact that must be true based on each multiplication equation.</p> <p>Step 3: Students use the equations in their integer bubble and the patterns they observed to answer the following questions.</p> <p>Step 4: Whole-group discussion. Students share answers from Step 3 with the class. The class comes to a consensus and realizes that since multiplication and division are related* (inverse operations), the integer rules for these operations are related. Students summarize the rules for division, which are stated in the Lesson Summary of the student materials. (*Reminder: The rules apply to all situations except dividing by zero.) (M)7.NS.A.3)</p>
3	Session 3: (7.NS.A.3) Representations of Rational Numbers in the Real World	<ul style="list-style-type: none"> Following the opening activity and class discussion, describe why we need to know how to represent rational numbers in different ways. <p>Different situations in the real world require different representations of rational numbers. Because of common usage in life outside of the classroom, we may automatically know that a quarter of a dollar is the same as 25-cents, or a “quarter,” but for people who are used to measuring money in only decimals, a quarter of a dollar might not make much sense.</p> <ul style="list-style-type: none"> Using Rational Number Conversions in Problem Solving (The real world requires that we represent rational numbers in different ways depending on the context of a situation. All rational numbers can be represented as either

		<p>terminating decimals or repeating decimals using the long division algorithm. We represent repeating decimals by placing a bar over the shortest sequence of repeating digits.)</p> <p>a. Eric and four of his friends are taking a trip across the New York State Thruway. They decide to split the cost of tolls equally. If the total cost of tolls is \$8, how much will each person have to pay? There are five people taking the trip. The friends will each be responsible for \$1.60 of the tolls due.</p> <p>b. Just before leaving on the trip, two of Eric's friends have a family emergency and cannot go. What is each person's Share of the \$8 tolls now? There are now three people taking the trip. The resulting quotient is a repeating decimal because the remainders repeat as 2's. The resulting quotient is $83 \div 2 = 2.6666\ldots = 2.6\overline{6}$. If each friend pays \$2.66, they will be \$0.02 shy of \$8; so, the amount must be rounded up to \$2.67 per person. (M)7.NS.A.3; 7.MP.2)</p>									
4	Session 4: (7.NS.A.3) Applying Operations with Rational Numbers to solve real world problems	<p>Divide students into seven groups. Each group is responsible for 1 of the 7 specific expense scenarios. In these groups, students write algebraic equations and solve by modeling (tape diagram) the problem. Then have student groups collaborate to arrive at the sequence of operations used to find the solution. Lastly, challenge the students to show an algebraic solution to the same problem. Once groups work on their individual scenario, mix up the groups so that each group now has 7 students (i.e., one student representing each of the 7 expenses). Within each group, students present their specific scenario to the other members of the group: the solution and model used to find the solution, the sequence of operations used, and a possible algebraic solution. After all scenarios have been shared and each student completes the summary sheet, have students answer the questions regarding total cost for several different combinations. (M)7.NS.A.3; 7.MP.2)</p> <p>Example : Expenses on Your Family Vacation John and Ag are summarizing some of the expenses of their family vacation for themselves and their three children, Louie, Missy, and Bonnie. Create a model to determine how much each item will cost, using all of the given information. Then, answer the questions that follow.</p> <table border="1"> <tr> <td>Expenses: Car & insurance fees \$400</td> <td>Airfare & insurance fees \$875</td> <td>Motel & tax \$400</td> </tr> <tr> <td>Baseball Game and Hats: \$103.83</td> <td>Movies for one day \$75</td> <td>Soda & Pizza \$37.95</td> </tr> <tr> <td>Sandals & T-Shirts \$120</td> <td></td> <td></td> </tr> </table>	Expenses: Car & insurance fees \$400	Airfare & insurance fees \$875	Motel & tax \$400	Baseball Game and Hats: \$103.83	Movies for one day \$75	Soda & Pizza \$37.95	Sandals & T-Shirts \$120		
Expenses: Car & insurance fees \$400	Airfare & insurance fees \$875	Motel & tax \$400									
Baseball Game and Hats: \$103.83	Movies for one day \$75	Soda & Pizza \$37.95									
Sandals & T-Shirts \$120											
5	Session 5: (7.NS.A.3) Real world rate problems and reasoning	Pose the following question:									

		<p>A water well drilling rig has dug to a height of -60 feet after one full day of continuous use. Assuming the rig drilled at a constant rate, what was the height of the drill after 15 hours?</p> <p>Allow for small group discussion on how to solve the problem. Answers will vary and should be discussed as a whole class.</p> <p>Encourage the students to use a number line to visualize the problem where 0 is the Earth's surface, and negative numbers are depth below the surface. Allow time for them to create a visual representation of the problem and share. Then guide students through various means to solve the problem:</p> <ol style="list-style-type: none"> 1) There are 24 hours in a day and so 15 hours is $15 \div 24 = 58$ of a day. Since the rig drills 60 feet underground in a day, in 58 of a day it will drill $(58 \text{ days}) \times (60 \text{ feet/day}) = 3008 \text{ feet.}$ <i>(Answer: The rig will have drilled 3008=37.5 feet underground in 15 hours.)</i> 2) We know that the rig drills at a constant rate, so there is a proportional relationship between the two quantities d, the height to which the drill has dug, and t, the number of days the drill runs. It drills at -60 feet per day, so we can represent this relationship with the equation: $-60t = d$ Since 15 hours is $15 \div 24 = 58$ days, we can use the equation to find d: $-60 \cdot 58 = d$ Since the depth is the same whether we think of it as a positive depth below the surface or a negative height above the surface, we can find this value by multiplying $60 \cdot 58 = 37.5$ and then noting that the sign must be negative. <i>(Answer: So $d = -37.5$ and the drill will be at height -37.5 feet after 15 hours.)</i> <p>Have students discuss why both of these equations gave us the same answers, and how they work. Circulate to assess for correct understanding, and then allow students to share with the class. Have students work in their small groups to solve part b using both methods:</p> <p>b) If the rig has been running constantly and is currently at a height of -143.6 feet, for how long has the rig been running? Bring the class back together and discuss both methods of finding the answer <i>(2.4 days)</i></p>
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6	Session 6: (7.NS.A.3) Real world mathematical problems using the four operations	<p>Have students examine this real world problem: The three seventh grade classes at Sunview Middle School collected the most boxtops for a school fundraiser, and so they won a \$600 prize to share among them. Mr. Aceves' class collected 3,760 box tops, Mrs. Baca's class collected 2,301, and Mr. Canyon's class collected 1,855. How should they divide the money so that each class gets the same fraction of the prize money in comparison to how many box tops they collected?</p> <p>Allow students to discuss potential ways to solve the problem. Have different ideas shared and discussed.</p> <p>Communicate the following considerations:</p> <ol style="list-style-type: none"> 1) Visual fraction mode is not realistic for solving this problem. 2) This is not an easy enough problem to be drawn out <p>Break down the problem with the students by asking and answering the following questions one at a time as a class:</p> <ul style="list-style-type: none"> • What was the total number of boxtops collected? <i>Answer: 7, 916.</i> • What would the ratio of boxtops collected per class in relation to the total? <p style="margin-left: 40px;"><i>Answer: Mr. A 3760/7, 916</i> <i>Mr. C 1, 855/7, 916</i> <i>Mrs. B 2, 301/7, 916</i></p> <p>Have the students discuss what they think should be done next. When the ideas calm down, have students share. They should realize that because the total money earned was 600\$, that each ratio needs to be multiplied by 600/1. Have them do these calculations. Once everyone in the class has the same numbers, have the students discuss amongst each other the following:</p> <ul style="list-style-type: none"> • Why does Mr. A get two times more money than Mr. C? • Could we have determined the winner without multiplying by 600? <p>Bring the students back and discuss the answers. Provide each small group with 2-3 different additional problems to solve and discuss. If there is time, have students present one of their problems to the class.</p> <p>Introduce and practice (solving problems in a real world context) rules for manipulating fractions to complex fractions.</p>
S.A.	<i>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.</i>	<p>The following test items require students to provide relevant responses to questions specifically assessing their understanding of solving real-world and mathematical problems involving the four operations with rational numbers.</p> <p>7.NS.A.3</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.

Students must earn a total of eight points from the three assessments to demonstrate mastery.

Assessment Item #1:

Jill is doing a little woodwork for a school project. She had a piece of wood 4 feet long. She cut off a piece that was $2\frac{5}{8}$ feet long. She needs to determine how long the piece of wood was that she has left in order to see if she has enough to complete her project. How much does she have left? If she needs 5 more pieces that are each $\frac{3}{10}$ of a foot long, does she need more wood?

First, convert the mixed number into an improper fraction.

$$\begin{aligned} 2\frac{5}{8} &= \frac{(8 \times 2) + 5}{8} \\ 2\frac{5}{8} &= \frac{21}{8} \end{aligned}$$

Next, find out how much wood is left after Jill finished cutting her first piece.

$$\begin{aligned} x &= 4 - \frac{21}{8} \\ x &= \frac{32}{8} - \frac{21}{8} \\ x &= \frac{11}{8} \end{aligned}$$

needs 5 more pieces that are $\frac{3}{10}$ of a foot long, does she need more wood?

a) How much wood does she have left?

b) If she

Then, compare the numbers $\frac{11}{8}$ (how much she has) and $\frac{15}{10}$ (how much she needs) to see which one is bigger. To do this, you need to get a common denominator. The common denominator for 8 and 10 is 40.

$$\begin{aligned} \frac{11}{8} \times \frac{5}{5} &= \frac{55}{40} \\ \frac{15}{10} \times \frac{4}{4} &= \frac{60}{40} \\ \frac{60}{40} &> \frac{55}{40} \\ \frac{15}{10} &> \frac{11}{8} \end{aligned}$$

The answer is no, Jill does not have enough wood to cut 5 more pieces after she cuts off the first piece.

Score: Successful students will show mastery of the assessment by earning 3 points for their responses to part a and b

(3 Points) For the full 3 points, students must show full mastery of the concept by showing step-by-step conversion, and obtaining correct answers to parts **a** and **b**.

(2 points): Students are able to obtain the first answer and set up part of the second, but do not provide a conclusion to part b of the question OR conversions and steps are missing even if both answers are present.

(1 point): Student only provides a correct answer to part a.

(0 points): No correct answers

Assessment Item #2: part a) Carol has two cats, Rover and Bobo.

Rover eats $\frac{3}{4}$ of a can of cat food each day and Bobo eats $\frac{1}{2}$ of a can of cat food each day. Cat food costs \$5.00 for three cans. **It is only sold in 3 can packs.**

How much does it cost Carol for a 60-day supply of cat food for her two cats? \$ _____

Find the cost of cat food for a 29-day supply, a 30-day supply, and a 31-day supply.

b)

\$ _____ \$ _____ \$ _____

Scoring Rubric: (*Successful students will show mastery of the assessment by earning 3 points for part a) and 2 points for part b); see scoring rubric below*)

Part a)

(3 points): Gives correct answer of 125\$ for part a with corresponding work such as:

- $\frac{3}{4} + \frac{1}{4} = 1 \frac{1}{4}$
- $60 \times 1.25 = 75$

(2 points): Gives correct answer of 125\$ but is missing work.

(1 point): Either gives wrong answer with some correct work OR gives correct answer with no work.

(0 points): Both work and answer are incorrect or missing.

Part b)

(2 points): Gives correct answer of 65\$, 65\$, 65\$ with corresponding work such as:

- number of cans = 29 $29 \times 1.25 = 36.25$
 (round to 39) cost in \$ = $39 \div 3 = \$13$ $13 \times 5 =$
 number of cans = 30 $30 \times 1.25 = 37.5$
 (round to 39) cost in \$ = $39 \div 3 = \$13$ $13 \times 5 =$
 number of cans = 31 $31 \times 1.25 = 38.75$
 (round to 39) cost in \$ = $39 \div 3 = \$13$ $13 \times 5 =$

(1 points): Students have either wrong answers with some correct work OR gives correct answer with no work.

(0 points): Both work and answers are incorrect or missing

Assessment Item #3

Scoring: (*Successful students will show mastery of the assessment by earning 2pts for their response.*)

(2 points): Gives correct response of 2ft long with corresponding work (see work shown in solution to the right)

(1 point) Student gives correct response of 2ft long without showing work.

(0 points): Both work and answer are incorrect or missing.

Henry is making a bookcase and has a total of 16 ft. of lumber. The left and right sides of the bookcase are each 4 ft. high. The top, bottom and two shelves are all the same length. How long is each shelf?

Algebraic Equation & Solution

Shelves: s ft.

Sides: 8 ft.

$$4s + 8 = 16$$

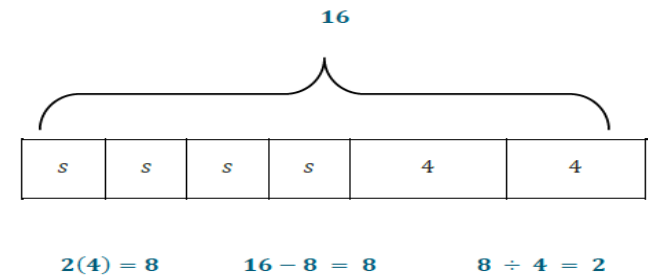
$$4s + 8 - 8 = 16 - 8$$

$$4s + 0 = 8$$

$$\left(\frac{1}{4}\right) 4s = 8 \left(\frac{1}{4}\right)$$

$$1s = 2$$

Tape Diagram



Each shelf is 2 ft. long.

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>	Standards are introduced to students through direct instruction in a classroom small group learning centered setting or in an indirect instruction self-paced learning setting. A broad importance across multiple sciences or engineering disciplines is emphasized in an effort to provide key tools for understanding or investigating more complex ideas and solving real world problems that relate to the societal or personal life concerns that require scientific or technological knowledge. Students practice these newly introduced skills/standards in teacher monitored/guided small group learning centers or independently in self-paced learning centers until evidence of mastery is provided through various assessments.		
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>	<u>Reading Standards</u> (M) 7.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<u>MATERIALS AND TECHNOLOGY</u> <ul style="list-style-type: none"> • GQ Text #2 is an excerpt from early in R. F. Scott's "Last Expedition," his journal documenting the 1911 exploration of the South Pole. It allows for introduction of the narrative journal form used in many of the unit's texts, and sets up a comparison with later Scott entries. In this excerpt, Scott's "Impressions" read almost like images in a prose poem, and allow for close attention to details, words, and phrases. • Narrative of the Life of Frederick Douglass, Chapter 1, Paragraphs 1–5 and 8 (Session 2 & 3) • Books: The People Could Fly: The Picture Book and Frederick Douglass: The Last Day of Slavery. You will need one copy of each book per classroom. While you do not need Frederick Douglass: The Last Day of Slavery 		

Lesson <small>(add as needed)</small>	Instructional Strategies— <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide</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>
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	<i>students with opportunities to engage in 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	Session 1: Students will read, record and share in a classroom setting using the GQ handout with emphasis on analyzing the impact of specific word choice on meanings (figurative, connotative and technical) and tone.	<p>READ GQ TEXT #2 ALOUD</p> <ul style="list-style-type: none"> • Direct students to the questions listed under “Topic, Information, and Ideas” in the Questioning Texts row of the GQ Handout. • Present definitions of figurative, connotative and technical meanings. • As you read the passage aloud, students think about the question: “What word or phrases does this text use that stand out to you?” • Ask students to record/share their responses to the question with attention to the specific words, making sure that students refer to the text to support their responses. <p>INDEPENDENT READING</p> <ul style="list-style-type: none"> • Before students re-read the passage independently, direct students to be thinking about the impact of the authors word choice on meaning and tone. • Students think about the question: “What words or phrases stand out to me as I read?” While reading independently, students mark details they notice (electronically or with a pencil/highlighter). <ul style="list-style-type: none"> ○ They review what impact did these words or phrases have. The connotative meaning/language-words that create a positive or negative experience or emotion for the reader will also be examined. ○ Figurative meaning/language-when comparisons are made to establish clarity or establish meaning (i.e. With the use of metaphors) ○ Technical meaning/language- relating to or characteristic of a particular field of activity. <p>CLASS REVIEW & PARAPHRASING</p> <p>As a class, students: Compare the details they have noticed and marked.</p> <ul style="list-style-type: none"> • Discuss what the details suggest to them. • Identify any new questions they have after examining and discussing the details. • Introduce the concept of a “paraphrase, “and model paraphrasing a sentence from the passage. • Individually, students draft a paraphrase of one of the details that stood out to them.
2	Session 2: The purpose of this lesson is for students to begin to use tools and routines that will help them navigate the complex text. This includes using context and roots to figure out key vocabulary, determining literal meaning, paraphrasing difficult sentences, rereading, and	<p>Students will practice the skill of using roots, suffixes, and prefixes to determine the meaning of vocabulary words was introduced in Module 1. In this module, students track the words that contain key roots, prefixes, and suffixes on a reference sheet. They should use this reference sheet to assist them as they read Narrative of the Life of Frederick Douglass throughout Units 1 and 2.</p> <ul style="list-style-type: none"> • Students encounter each of the five excerpts from the text at least three different times. The multiple reads occur over the course of several lessons and are done by the teacher, in pairs, and independently. The first reading is when the teacher reads the text aloud as students read it silently. The second reading is focused on vocabulary and more literal comprehension questions. The third reading includes text-dependent questions that require students to analyze purpose and craft and meaning and tone.

	<p>analyzing the impact of specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> • In this and the following lesson, students hold their thinking for the second and third readings on the Excerpt 1: Text and Questions handout. Periodic debriefs of the second and third reads focus on the most important words, sentences, and paragraphs. <p>Chapter 1, Paragraphs 1–5 and Think aloud about second read words and questions in Paragraph 1; distribute Reference Sheet: Roots, Prefixes, and Suffixes</p> <p>* Students work in pairs to do the rest of the second read vocabulary and questions, except 5, 7, and 14</p> <p>Text</p> <p>5. Called thus suddenly away, she [my mother] left me without the slightest intimation of who my father was. The <i>whisper that my master</i> was my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable;</p> <ul style="list-style-type: none"> • Intimation—<i>hint</i> • Who did people think Douglass’s father was? <i>His master</i> • The suffix of odiousness is -ness. What does ness mean? <i>State of...Based on the meaning of the suffix -ness,</i> • what does odiousness: mean? <i>Hateful</i> • Ordained—<i>ordered</i> • Condition— <i>situation or position continue to exist</i> • Are the children of slave mothers free or slaves? <i>Slaves</i> • The root of gratification is grat-What does grat- mean? <i>Pleasing</i> <ul style="list-style-type: none"> ○ Based on the root grat-, what does the word gratification mean? <i>Satisfying a need or wish</i>
3	<p>Session 3: In this lesson, students continue to analyze the impact of words and/or phrases that will help them navigate the complex text using context to determine literal meaning, paraphrasing difficult sentences to build their stamina and ability to make meaning of the Narrative through the process of reading.</p>	<p>Students read Narrative of the Life of Frederick Douglass, Chapter 1, Paragraphs 1–5 and 8</p> <ul style="list-style-type: none"> • Students answer the following questions in pairs <ul style="list-style-type: none"> • What do these words mean: “to blunt and destroy the natural affection of the mother for the child”? How do they add to the overall point of the paragraph? They mean to lessen and ruin the relationship between mother and child. They show the harshness of slavery because Frederick Douglass and his mother are not allowed to have a relationship • “What words does Douglass use to paint a vivid picture of the whipping? How does he make the reader feel sympathetic for his aunt?” What scene does Douglass vividly describe? Why do you think he describes it in such detail? How does this serve his purpose? Douglass describes how his master used to tie his aunt to a beam and beat her until she was bloody. He describes it in great detail because he wants the reader to understand how terrible the whippings were that the slaves received. This helps support his position that slavery was terrible, not just unpleasant, for slaves.

		<ul style="list-style-type: none"> Teacher leads a debriefing discussion with the whole class. <p>Previewing Homework</p> <ul style="list-style-type: none"> Remind students that they need to be reading their independent reading book each night for homework. Remind them of the expectations you set (<i>Underline six words that they will explain in their reading journal the meaning and impact it has on the reader's understanding of the text</i>, number of pages read? book chosen?) and that they will need to bring their books to class with them for the next class
4	<p>Session 4: When reading a complex text, paraphrasing challenging sentences is a way for readers to analyze meaning, adding to the skills they have been learning to determine meaning and word choice of complex text.</p>	<p>Matching Game, Excerpt 2</p> <ul style="list-style-type: none"> Tell students that they are going to participate in a movement activity to help them think about the work they have been doing with paraphrasing some of Douglass's complex sentences. Distribute the Excerpt 2: Sentence/Paraphrase cards so each pair of students has one card, and so that both parts of a set of cards are distributed. You will distribute several of each card. You may need to give some cards to a single student instead of to a pair of students. It is better to give the paraphrase card to a single student. Give students the following directions: <ol style="list-style-type: none"> Carefully read your card, which is either a sentence or a paraphrase of a sentence from Excerpt 2. At my signal, stand up and move around the room to try to find your "match." Every sentence card has a paraphrase match. When you find your match, sit down together and discuss the posted questions: <ul style="list-style-type: none"> "Which card has more sentences on it? Why?" "Which card has more words that you know? Why?" <p>Debriefing The Game</p> <ul style="list-style-type: none"> Quickly debrief the game, helping students notice that analyzing by paraphrasing a complex sentence from a text written more than 150 years ago is like translating: taking the meaning and expressing it in words and sentences that are more easily understood today.
S.A.		<p>The following test items require students to provide a relevant responses to questions specifically assessing their understanding of determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone RI.7.4.</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.

Students must earn a total of six points from the three assessments to demonstrate mastery.

Assessment Item# 1:

3

They are, in the language of the slave's
poet, Whittier,—
“Gone, gone, sold and gone
To the rice swamp dank and lone,
Where the slave-whip ceaseless swings,
Where the noisome insect stings,
Where the fever-demon strews
Poison with the falling dews,
Where the sickly sunbeams glare
Through the hot and misty air:—
Gone, gone, sold and gone
To the rice swamp dank and lone,
From Virginia hills and waters—
Woe is me, my stolen daughters!”

Read Paragraph 3. Describe the tone that these phrases create.

Scoring : (Students who have shown mastery will earn 2 points.)

Score Point 3 Sample: These phrases make the tone of the hut where Douglass's grandmother lived seem lonely and isolating. The hut is also dangerous for the grandmother; it is “poison” for her and it is where the “fever demon strews” because she is forced to be all alone in her fragile state. (Cites specific language as evidence to support mood stated in addition to including a rationale for tone stated.)

Score Point 2 Sample: *These phrases make the tone of the hut where Douglass's grandmother lived seem lonely and isolating. The hut is also dangerous for the grandmother; and she is lonely because she is forced to be all alone in her fragile state.* (Includes a rationale for tone stated, but does not cite specific language as evidence)

Score Point 1 Sample: *These phrases make the tone of the hut where Douglass's grandmother lived seem lonely and isolating.* (Simply states the tone without providing any rationale or specific language as evidence)

Score Point 0 Sample: No attempt or answer is not related to question.

Assessment Item #2

Read the following passage:

But, alas! this kind heart had but a short time to remain such. The fatal poison of irresponsible power was already in her hands, and soon commenced its infernal work. That cheerful eye, under the influence of slavery, soon became red with rage; that voice, made all of sweet accord, changed to one of harsh and horrid discord; and that angelic face gave place to that of a demon.

How is the use of figurative language/meaning used to convey the author's idea of slavery in the passage above?

Scoring : (Students who have shown mastery will earn 2 points.)

Score Point 2 Sample The author compares slavery to poison to show how much damage it does. (Sites the specific metaphore used in addition to including a rationale for using the comparison.)

Score Point 1 Sample The author compares slavery to poison (Sites the specific metaphore used but does not attempt to rationalize the impact of making the comparison.)

Score Point 0 Sample: No attempt or answer is not related to question.

Assessment Item #3

Read the following passage:

She was entirely unlike any other white woman I had ever seen. I could not approach her as I was accustomed to approach other white ladies. My early instruction was all out of place. The crouching servility, usually so acceptable a quality in a slave, did not answer when manifested toward her. Her favor was not gained by it; she seemed to be disturbed by it. She did not deem it impudent or unmannerly for a slave to look her in the face. The meanest slave was put fully at ease in her presence, and none left without feeling better for having seen her. Her face was made of heavenly smiles, and her voice of tranquil music.

What word meaning/language tool does the author use in this passage to help the reader understand what kind of character the white woman in the passage is (good or bad) and also how she was perceived by the slaves? Analyze the impact using that word meaning/language tool.

Scoring : (Students who have shown mastery will earn 2 points.)

Score Point 2 Sample The author uses connotative meaning/language to help the reader understand that the white woman in the passage is good. His use of the adjective “heavenly” helps the reader understand how good she is. By using figurative language and comparing her voice to peaceful music, the author helps the reader understand the way slaves felt around her. *(Sites specific tools used to help the reader infer the nature of the white woman’s character and determining the slaves perception of her in addition to stating the rationale or impact of using such tools.)*

Score Point 1 Sample The author uses connotative meaning/language to help the reader understand that the white woman in the passage is good. *(Sites specific tools used to help the reader infer the nature of the white woman’s character and determining the slaves perception of her but does not state the rationale or impact of using such tools.)*

Score Point 0 Sample: No attempt or answer is not related to question.

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 -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>		Standards are introduced to students through direct instruction in a classroom small group learning centered setting or in an indirect instruction self-paced learning setting. A broad importance across multiple sciences or engineering disciplines is emphasized in an effort to provide key tools for understanding or investigating more complex ideas and solving real world problems that relate to the societal or personal life concerns that require scientific or technological knowledge. Students practice these newly introduced skills/standards in teacher monitored/guided small group learning centers or independently in self-paced learning centers until evidence of mastery is provided through various assessments.		
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) 7.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a.(M) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b.(R) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c.(M) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d.(R) Use precise language and domain-specific vocabulary to inform about or explain the topic. e.(R) Establish and maintain a formal style. f. (R) Provide a concluding statement or section that follows from and supports the information or explanation presented.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>		<u>MATERIALS AND TECHNOLOGY</u> <ul style="list-style-type: none"> Anchor Charts Essay on “Long Walk to Water” by Linda Sue Park (Challenges Facing A Lost Boy of Sudan) 		
Lesson <small>(add as needed)</small>	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. 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>Session 1: In this lesson, students are introduced to a model essay on A Long Walk to Water. Using a model essay is a way for to demonstrate what is expected of the students when writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Students will look for examples of how the author previews what is to follow and what words create cohesion.</p>	<ul style="list-style-type: none"> • In this lesson, students are introduced to a model essay on A Long Walk to Water. Using a model essay is a way for to demonstrate what is expected of the students. Models are crucial for students who are learning a new skill such as writing a literary analysis essay. • The model essay is about the challenges that Salva faces but not the factors that enable him to survive. The model essay is intentionally about the book that students also will write about. Students will be familiar with the context. The model, however, will not use exactly the same examples and information that the student essays on factors will use.1. Examining a Model Essay: First Read and Partner Discussion (15 minutes) Examining a Model Essay: First Read and Partner Discussion (15 minutes) <ul style="list-style-type: none"> • Be sure students are sitting with the Discussion Appointment partner you chose for this lesson. • Remind students that yesterday they spent time thinking about a prompt for an essay they will be writing. Tell them that in order to help them with this writing task, you are going to read a model essay similar to what they will be writing and that, over the next few lessons, they will use this essay to discuss what makes a good essay. Having a model will support all students by giving them a concrete example of what is expected. They will be creating an anchor chart on what makes a literary analysis essay effective. • Distribute the Model Essay: “Challenges Facing a Lost Boy of Sudan” to each student. Tell them that you are going to read this essay aloud and would like them to read along silently. As they read, you would like them to listen and circle that part of the text that previews what is to follow and any words that they feel create cohesion. (Teacher may point some of these out while reading.) • Read the essay aloud. • Then invite students to share any items that they circled. List these words on the board. Likely words include those identified above as vocabulary: <ul style="list-style-type: none"> * despite = in spite of; notwithstanding * hostile = a person or thing that is antagonistic or unfriendly * brutality = brutal; savage; cruel; inhuman: a brutal attack on the village fend = to resist or make defense * daunting = to lessen the courage of; dishearten: Don’t be daunted by the amount of work still to be done. * parched = to make dry, hot, or thirsty: Walking in the sun parched his throat. • If students do not mention these words, all of which are strong academic vocabulary, check to see that students do understand the meanings. • When going over these words, point specifically to those words or phrases that connect to thoughts. Consider paraphrasing the sentence in the model to demonstrate how the word is a connector word that shows the relationship between two things—Salva’s survival “in spite of” the challenges. Point out how words like this make it easier for a reader to understand a writer’s thoughts, which will be important for students to do when they write their own essays (through connectors and transition words). • If you get other words, ask students to supply meanings or give brief explanations to the class. • Students will write examples of transitions which create cohesion using the vocabulary discussed above.
		<p>1. Tell students: “Now you are going to examine the essay to determine at what points the author previews what is to follow and how the author uses words to create cohesion.”</p> <p>* “What one sentence in this essay states the main point the writer is trying to make?”</p> <ul style="list-style-type: none"> • Ask them to highlight this sentence in the expository essay.

2	<p>Session 2: Students look at the use of quotes in the model essay to learn how to incorporate quotes as evidence to support ideas in an expository essay as well as punctuate and cite them correctly. The lesson has students notice uses of quotes that are sometimes more complex than what students will be expected to do in their essays. In this way, students are exposed to more sophisticated uses of quotes, and, if they wish, they can expand their own use of quotes beyond the minimal requirements of using correct punctuation and page citations.</p>	<ul style="list-style-type: none"> • What specific transitions can we identify in the piece that create cohesion and clarify the relationship among ideas and topics. • Refocus students whole group. Tell them that the sentence that states the main point is in effect the author's purpose for writing the essay. It is the essay author's claim, focus statement, or main point about Salva's challenges. Ask several pairs to share their opinion of what the author of the essay wanted them to know about Salva's story • Post the chart paper for the new What Makes a Literary Analysis Essay Effective? anchor chart. Ask students: <ul style="list-style-type: none"> * "Was the author's message clear to you?" • Ask for a thumbs-up/-down for a quick show of their understanding of the essay. Tell them that if they could understand the author's ideas, the essay was an effective literary analysis essay. In other words, the essay achieved the author's goal. • Invite students to discuss with their partner: <ul style="list-style-type: none"> * "What is one thing you think helped make the essay clear to you?" • Invite a few pairs to share their thinking with the class. Add their ideas to the new What Makes a Literary Analysis Essay Effective? anchor chart. You might get responses such as: "The author's main idea was in the beginning," or "The author gave examples of challenges." • At this point, it is fine if students do not have many items listed. If they are giving good, solid elements of a clear essay, add what they offer. Tell them they will be adding more items to this chart as they talk about how to write a clear essay over the next several lessons. • Ask students to thank their discussion partners for good thinking and return to their own seats. • Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas. • Tell students that one thing that makes a literary essay effective is using quotes from the book to support your ideas. Say: "There are rules for how to use quotes, and writers have to pay attention to those rules to make their work clear and correct. To see some good ways to use quotes, we will look at the model essay again and focus on the quotes and how the author of the essay used them." • Point out that looking at the essay for using quotes is the beginning of working on learning targets 2 and 3. Ask students to reread the model essay and complete the following analysis of the text: <ol style="list-style-type: none"> 1. Underline quotes in the text. 2. Discuss the following with a partner: <ul style="list-style-type: none"> * "How did you identify the quotes?" * "In which paragraphs did you find quotes, and why do you think the author used these quotes from the novel in these places?" • Be sure to distinguish that in this context, quotes means any words taken directly from the novel, not just what a character says out loud. Give students 5 minutes to reread, annotate, and discuss with their partner. • Cold call a student or two for responses to each of these items. List their responses on the new Using Quotes in Essays anchor chart. Be sure the class notices the following: <ul style="list-style-type: none"> – All quotes are words taken directly from the text. – All quotes begin and end with quotation marks. – The quotes give details to support the ideas in a paragraph. – Quotes are followed by a number in parentheses indicating the page number in the book from which the quote was drawn. – If a character said the quote, that character is named. – Every quote has some thinking (analysis/explanation) around it.
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		<ul style="list-style-type: none"> Some students may notice other things such as that some of the quotes are things someone said and some are what the author described, and some quotes are not complete sentences but are part of the essay's sentence. List these items on the anchor chart as well; however, these things will not be an expectation for use of quotes in their own essays at this time.
3	<p>Session 3: In this lesson, students have an opportunity to practice using appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> Given that there are numerous categories of transitions and transition words, this activity has narrowed the focus to six types of transitions. You know your students best, so if you feel they can handle a lengthier (or shorter) list, give it to them. Feel free to add your favorites to the Tree Map. Before you start the lesson, ensure that each student has a copy of the —Transitions: Example Sentences and a box of colored pencils that includes black, red, green, blue, orange, purple, pink, and brown (or any 7 colors to your choosing). While students can readily access a list of transition words from various —how to writing handouts, through this lesson the students should take ownership of their list by creating it as modeled by the teacher. The hope is that the students will refer to their own lists when needed more regularly than a prefabricated resource. Explain that each of the six types of transitions has a specific purpose, and that we will build a Tree Map on the back of the handout to list the types, their purpose, and commonly used transitions of that type: adding information – giving more information, giving examples/clarifying – stating an example, showing a contrast – how something is different, showing a comparison/similarity – how something is the same, showing time sequence – stating what time order something occurs/happens (chronology), showing cause and effect – the result of some action Remind the students that writers use different types of transitions to make their meaning clear and cohesive. Make the Tree Map with your students as part of your instruction. De-pending on the time allotted, build the map in your own writing, thinking aloud as you go. Guiding your students through examples for each type of transition can be done in one of two ways. First, the teacher and students can build the Tree Map and then turn it over to record the examples. The second way would be to flip from one side to the next, writing the examples right after learning the transition. Teaching style and student population will determine which method is beneficial for each class. You may also allow students to independently or collaboratively to add to the list, again depending on population, style, and preference. <p>After the map and examples have been completed, have students take out their Circle Map from the first activity. Students should review the map and look at their responses. Most students will find that they tend to use the same transitions over and over and produced a fairly limited list.</p> <ul style="list-style-type: none"> Have students look over their Tree Maps and choose one new transition from each of the six categories and write it in green (or another second color) on their Circle Map. This is their ongoing, yearlong commitment to practice using new transitions in their writing. At this point have students tell a partner which new transitions they commit to using. Finish the activity by completing a Quick-write. Have students respond to the prompt, —Think and write of at least three scenarios in which you can use the new transitions to which you've committed.

		<ul style="list-style-type: none"> ○ When this activity is completed, a suggestion would be to collect the Tree Maps with examples and laminate them for the students so that they are still intact by the end of the school year. <p>TRANSITION WORDS: Transition words are used to link sentences and ideas. If you use them correctly, your writing will be easier to understand and more mature. Look for transitions when you are reading the newspaper, a magazine, or a book. Notice how other writers have used these words then try to use them yourself in your own writing. Directions: For practice, use the transitions at the right in the sentences at the left. In each group, use a transition only once. Read each sentence carefully so that you can choose an appropriate transition. Capitalize when necessary.</p> <p>Word Bank: for example, finally, but, so, to the left, beyond, still</p> <ol style="list-style-type: none"> 1. I would like to see you tomorrow, _____ let's have lunch together. 2. My sister loves to eat, _____ I don't care much about food. 3. When you begin an exercise program, you must be careful not to overdo it. My father, _____, hurt his back by exercising too hard without warming up first. 4. She had looked everywhere for a job; _____, she was called for an interview.
S.A.		<p>The following test items require students to provide a relevant responses to questions specifically assessing their understanding of writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 7.W.2.a.c</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.

Students need a total of nine points from the three assessments to demonstrate mastery.

Assessment #1

New Debate: Password Protected- Do schools have the right to monitor students' online activity?

When you post a message on a social networking site, you probably don't expect your teacher or principal to read it. Neither did a 12-year-old girl in Minnesota who wrote an angry message about a fellow student on her Facebook page. When school authorities read that note and other inappropriate messages written by the student, they demanded that she give them her password. That incident, which led the American Civil Liberties Union to file a lawsuit, is one of several recent cases in which schools have disciplined students for bad online behavior outside of school. Many people believe schools have the right to punish students if their Internet activity leads to bullying or class disruptions. Others think that punishing students for what they do on the Web is the responsibility of parents, not schools.

Do schools have the right to monitor students' online activity? Current Events student reporters Joseph Maneen and Akash Bagaria each posted a side. Watch What You Type

I believe schools have the right to monitor students' online activity. Young people need to learn that when you post something on the Internet, there are consequences. Kids should not be misbehaving on social networking sites in the first place. Second, inappropriate online activity often comes in the form of cyberbullying. Fourteen states have passed anti-cyberbullying laws, and other states are considering them. If a school catches a student bullying someone online before the police do, the student is less likely to end up in legal trouble. Lastly, schools should have the right to punish students for online activity because doing so might save lives. If a student is bothering another student, the school could address the problem before the dispute gets physical. Peter Ivancic, a teacher from Haverhill, Mass., agrees. "If the students have done something worth taking the [social networking site] password, of course the school should take it," he says. Freedom Comes First Schools do not have the right to monitor what students do online outside of school. Monitoring students' online activity is an invasion of privacy and a violation of freedom of speech. Imagine teachers checking students' cell phones or spying on their after-school conversations. Tracking students on the Internet is essentially the same thing. There should be a level of trust between teachers and students. Trust strengthens people's values of commitment and responsibility. Teachers should have faith that their students will follow the honor code and not partake in anything immoral online. Finally, the role of educators is to teach, not to monitor kids outside the classroom. Parents should oversee their children's actions and guide them in the right direction. Maria Shepard, a teacher at Princeton Day School in New Jersey, agrees. "If the device is not school-owned and is not being used on school campus, schools [should not] monitor [a] student's online activity. ... If an issue arises, the student's parents could manage it."

Complete the following:

1. Write a new introductory sentence for this piece that clearly presents both sides of the issue. (1 point value)

An Acceptable Answer may be:

Some people believe schools can punish students if their words on the internet lead to bullying or class disruption, while other things it is the responsibility of the parents.

2. Choose two transitional words from the piece that create cohesion and clarify the relationship among ideas and relationships. Use these words in completing the following: (1 point value)

- a. I believe students should be paid to learn...
- b. Some people think that students should not have cell phones at school

Acceptable Answers may include:

Use of a transitional word from the piece (ie. second, lastly, finally, agrees) and either completing the existing statement or adding additional sentences.

Assessment #2

In 50 words or more, provide a summary of the two arguments presented in the article (used in Assessment #1) and explain your point of view using supporting evidence from the article and/or your own valid reasons.

Scoring Rubric: Successful mastery of the assessment would be achieved by students earning 3 Points

Writer addresses the topic and provides a clear statement previewing what is to follow further enhanced by consistent and clear transitions which create cohesion in the piece and clarify the relationships among ideas and concepts. Clear use of supporting evidence and the writer's own opinion. (4 Points)	Write clearly states the purpose of this piece and provides a preview of what is to follow. Transitions, while used, to provide cohesion to the piece are used and generally clarify the relationship among ideas and concepts. Some attempt at supporting evidence along with the writer's opinion. (3 Points)	Writer addresses the topic by providing a limited preview. Transitions may create cohesion from paragraph to paragraph but need to be searched out. The writer's point of view may be noted, but there is little to no supporting evidence from the piece. (2 Points)	Writer is on topic. There is some attempt at providing a preview, there is little cohesion to the piece. Some evidence is noted from the piece, but there is no analysis. (1 Points)	Writer is not on topic and there are no attempts to respond to the assessment. (0 Points)
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Assessment Item 3:

Demonstrate the use of transitional words we have studied that create cohesion and clarify the relationship between ideas and concepts by using four transitional words in a short essay on the topic "I like to do math but not 20 problems for homework." Limit your essay to less than 100 words. Each transitional word or phrase is worth one point.

Acceptable Answers may include the following transitional words or phrases:

ie. So, for example, finally, but, to the left, beyond, still

Scoring Rubric: Successful mastery of the assessment would be achieved by students earning 4 Points

Grade Level		8	Content Area	Math
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>		Standards are introduced to students through direct instruction in a classroom small group learning centered setting or in an indirect instruction self-paced learning setting. A broad importance across multiple sciences or engineering disciplines is emphasized in an effort to provide key tools for understanding or investigating more complex ideas and solving real world problems that relate to the societal or personal life concerns that require scientific or technological knowledge. Students practice these newly introduced skills/standards in teacher monitored/guided small group learning centers or independently in self-paced learning centers until evidence of mastery is provided through various assessments.		
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) 8.EE.C.7. Fluently solve linear equations and inequalities in one variable. a.(M) Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. 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). b. (M) Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the distributive property and collecting like terms.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>		<u>MATERIALS AND TECHNOLOGY</u> Scientific calculator Online graphing calculator (for example: https://www.desmos.com/calculator) Graph paper Straight-edge		
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>		
		Students begin using properties of equality to rewrite linear expressions, specifically using the distributive property to “combine like terms.” Further, students practice substituting numbers into equations to determine if a true number sentence is produced: The teacher will give students the equation: $4+1=7-2$ and ask them the following questions. (Whole group discussion and small group collaboration) 1. Is this equation true? 2. Perform each of the following operations, and state whether or not the equation is still true: a. Add three to both sides of the equal sign. b. Add three to the left side of the equal sign, and add two to the right side of the equal sign. c. Subtract six from both sides of the equal sign. d. Subtract three from one side of the equal sign and subtract three from the other side. e. Multiply both sides of the equal sign by ten. f. Multiply the left side of the equation by ten and the right side by four. g. Divide both sides of the equation by two.		

1	Session 1: 8.EE.C.7. Using properties of equality to rewrite linear expressions, specifically using the distributive property to “combine like terms.”	<p>h. Divide the left side of the equation by two and the right side of the equation by five.</p> <p>3. What do you notice? Describe any patterns you see.</p> <p>There are four properties of equality that will allow us to transform an equation into the form we want. If A, B, and C are any rational numbers, then</p> <ul style="list-style-type: none"> • If $A=B$, then $A+C=B+C$. • If $A=B$, then $A-C=B-C$. • If $A=B$, then $A \cdot C=B \cdot C$. • If $A=B$, then $\frac{A}{C}=\frac{B}{C}$, where C is not equal to zero. <p>All four of the properties require us to start off with $A=B$. That is, we have to assume that a given equation has an expression on the left side that is equal to the expression on the right side. Working under that assumption, each time we use one of the properties of equality, we are transforming the equation into another equation that is also true, i.e., left side equals right side.</p> <p>Example (3 minutes)</p> <ul style="list-style-type: none"> • Solve the linear equation $2x-3=4x$ for the number x. • Examine the properties of equality. Choose “something” to add, subtract, multiply, or divide on both sides of the equation. <p>Validate the use of the properties of equality by having students share their thoughts. Then, discuss the “best” choice for the first step in solving the equation with the points below. Be sure to remind students throughout this and the other examples that our goal is to get x equal to a constant; therefore, the “best” choice is one that gets us to that goal most efficiently.</p> <ul style="list-style-type: none"> • First, we must assume that there is a number x that makes the equation true. Working under that assumption, when we use the property, If $A=B$, then $A-C=B-C$, we get an equation that is also true: $2x-3=4x$ $2x-2x-3=4x-2x$ Now, using the distributive property, we get another set of equations that is also true: $(2-2)x-3=(4-2)x$ $0x-3=2x$ $-3=2x$ Using another property, If $A=B$, then $AC=BC$, we get another true equation: $-3=2x$ After simplifying the fraction $\frac{-3}{2}$, we have $-\frac{3}{2}=x$ is also true. <ul style="list-style-type: none"> • The last step is to check to see if $x=-\frac{3}{2}$ satisfies the equation $2x-3=4x$. The left side of the equation is equal to $2 \cdot (-\frac{3}{2}) - 3 = -3 - 3 = -6$. The right side of the equation is equal to $4 \cdot (-\frac{3}{2}) = 2 \cdot (-3) = -6$. Since the left side equals the right side, we know we have found the correct number x that solves the equation $2x-3=4x$.
2	Session 2: 8.EE.C.7. Transcribe written statements about angles and triangles into symbolic language and use properties of equality to begin solving equations	<p>Solve the following:</p> <p>Example 1</p> <p>One angle is five less than three times the size of another angle. Together they have a sum of 143°. What are the sizes of each angle?</p> <p>Provide students with time to make sense of the problem and persevere in solving it. They could begin their work by guessing and checking, drawing a diagram, or other methods as appropriate. Then move to the algebraic method shown below.</p> <ul style="list-style-type: none"> • What do we need to do first to solve this problem? <ul style="list-style-type: none"> ○ First we need to define our variable (symbol). Let x be the size of the first angle.

		<ul style="list-style-type: none"> • If x is the size of the first angle, how do you represent the size of the second angle? <ul style="list-style-type: none"> ○ The second angle is $3x-5$. ○ What is the equation that represents this situation? ○ The equation is: $x+3x-5=143$. • The equation that represents this situation is: $x+3x-5=143$. Solve for x, then determine the size of each angle. As students share their solutions for this and subsequent problems, ask them a variety of questions to reinforce the learning of the last few lessons. For example, you can ask students whether or not this is a linear equation and how they know, to justify their steps and explain why they chose their particular first step, what the solution means, or how they know their answer is correct. Compare the method you tried at the beginning of the problem with the algebraic method. What advantage does writing and solving an equation have? <p>Writing and solving an equation is a more direct method than the one I tried before. It allows me to find the answer more quickly.</p> <ul style="list-style-type: none"> • Could we have defined x to be the size of the second angle? If so, what, if anything, would change? If we let x be the size of the second angle, then the equation would change, but the answers for the sizes of the angles should remain the same. • If x is the size of the second angle, how would we write the size of the first angle? The first angle would be $x+53$. • The equation that represents the situation is $x+x+53=143$. How should we solve this equation? We could add the fractions together, then solve for x. We could multiply every term by 3 to change the fraction to a whole number. Using either method, solve the equation. Verify that the sizes of the angles are the same as before. <p>Whether we let x represent the first angle or the second angle does not change our answers. Whether we solve the equation using the first or second method does not change our answers. What matters is that we accurately write the information in the problem and correctly use the properties of equality. You may solve a problem differently than your classmates or teachers. Again, what matters most is that what you do is accurate and correct.</p> <p>Solve the following: Given a right triangle, find the size of the angles if one angle is ten more than four times the other angle and the third angle is the right angle.</p> <p>Give students time to work. As they work, walk around and identify students who are writing and solving the problem in different ways. The instructional goal of this example is to make clear that there are different ways to solve a linear equation as opposed to one “right way”. Select students to share their work with the class. If students don’t come up with different ways of solving the equation, talk them through the following student work samples.</p> <p>Again, as students share their solutions, ask them a variety of questions to reinforce the learning of the last few lessons. For example, you can ask students whether or not this is a linear equation and how they know, or to justify their steps and explain why they chose their particular first step, what the solution means, or how they know their answer is correct.</p> <p>Students complete Exercises 1–6 independently or in pairs.</p>
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		<p>Exercises 1–6: For each of problems, write an equation and solve.</p> <p>Example #1. A pair of congruent angles are described as follows: the measure of one angle is three more than twice a number and the other angle’s measure is 54.5 less than three times the number. Determine the size of the angles.</p> <p>Let x be the number. Then the measure of one angle is $3+2x$ and the measure of the other angle is $3x-54.5$. Because the angles are congruent, their measures are equal. Therefore, $3+2x=3x-54.5$ $3+2x-2x=3x-2x-54.5$ $3=x-54.5$ $3+54.5=x-54.5+54.5$ $57.5=x$ Then each angle is $3+(57.5)=3+115=118^\circ$.</p>
3	<p>Session 3: 8.EE.C.7. Determining if linear equations either have a unique solution, no solution, or infinitely many solutions. Students will be able to give examples of linear equations which have a unique solution, no solution, or infinitely many solutions.</p>	<p>Students learn and will demonstrate by example that linear equations either have a unique solution, no solution, or infinitely many solutions (8.EE.C.7a).</p> <p>The distributive property can be used to both expand and simplify expressions. Students have already used the distributive Property to “collect like terms.” For example, $2x+6x=(2+6)x=8x$. Students have also used the distributive property to expand expressions. For example, $2(x+5)=2x+10$. In this lesson students continue to use the distributive property to solve more complicated equations. Also highlighted in this lesson is a common error that students make when using the distributive property, which is multiplying a factor to terms that are not part of the group. For example, in the expression $3(x+1)-5$, students should know that they do not distribute the factor 3 to the term -5 because it is not in the group $(x+1)$.</p> <p>Classwork</p> <p>Example 1 (4 minutes)</p> <ul style="list-style-type: none"> What value of x would make the linear equation $4x+3(4x+7)=4(7x+3)-3$ true? What is the “best” first step and why? Have a discussion with students about what the “best” first step is and why. Make clear that the distributive property will allow us to better see and work with the terms of the linear equation. Proceed with the following discussion. <ul style="list-style-type: none"> In order to find out what that solution might be, we must use the distributive property. The left side of the equation has the following expression: $4x+3(4x+7)$ Where and how will the distributive property be used? <ul style="list-style-type: none"> <i>We will need to use the distributive property to expand $3(4x+7)$ and then again to collect like terms.</i> Our work for now is just on the left side of the equation, the right side will remain unchanged for the moment. $4x+3(4x+7)=4(7x+3)-3$ $4x+12x+21=4(7x+3)-3$ $(4+12)x+21=4(7x+3)-3$ $16x+21=4(7x+3)-3$ Now we need to rewrite the right side. Use the distributive property. The left side of the equation will remain unchanged. $16x+21=4(7x+3)-3$ $16x+21=28x+12-3$ Notice that we did not apply the distributive property to the term -3. Since it was not part of the group $(7x+3)$, it is not multiplied by 4. $16x+21=28x+9$ Now we have the transformed the given equation into the following form: $16x+21=28x+9$. Solve the equation. <p>Student work: $16x+21=28x+9$ $16x-16x+21=28x-16x+9$ $21=12x+9$ $21-9=12x+9-9$ $12=12x$ $x=1$</p>

		<ul style="list-style-type: none"> ○ Is $x=1$ really a solution to the equation $4x+3(4x+7)=4(7x+3)-3$? How do you know? ○ Yes, $x=1$ is a solution because $4+3(11)=37$ and $4(10)-3=37$. Since both expressions are equal to 37, then $x=1$ is a solution to the equation. <p>Homework: Students will write an examples of linear equations and one variable with one solution, infinitely many solutions, or no solutions and be prepared to discuss their examples.</p>
4	Session 4: 8.EE.C.7. 8.EE.C.7. Rewrite equations that are not obviously linear equations then solve them	<p>Students rewrite equations that are not obviously linear equations then solve them (8.EE.C.7b). In this lesson, students learn that some equations that may not look like linear equations are, in fact, linear. This lesson on solving rational equations is included because of the types of equations students will see in later topics of this module related to slope. Students will recognize these equations as proportions. It is not necessary to refer to these types of equations as equations that contain rational expressions. They can be referred to simply as proportions since students are familiar with this terminology. Expressions of this type will be treated carefully in algebra as they involve a discussion about why the denominator of such expressions cannot be equal to zero. That discussion is not included in this lesson.</p> <p>Classwork</p> <p>Concept Development (3 minutes)</p> <ul style="list-style-type: none"> ○ Some linear equations may not look like linear equations upon first glance. A simple example that you should recognize is $x5=612$ ○ What do we call this kind of problem and how do we solve it? ○ This is a proportion. We can solve this by multiplying both sides of the equation by 5. We can also solve it by multiplying each numerator with the other fraction's denominator. <p>Can we solve the following equation? Explain. $15-x7=2x+93$</p> <ul style="list-style-type: none"> ○ We need to multiply each numerator with the other fraction's denominator. <ul style="list-style-type: none"> ▪ So, $15-x7=2x+93$ $7(2x+9)=3(15-x)$ ▪ What would be the next step? ▪ Use the distributive property. Now we have $7(2x+9)=3(15-x)$ $14x+63=35-3x$ ○ Is this a linear equation? How do you know? <p>Yes, this is a linear equation because the left and right side are linear expressions. Students complete the following exercise independently.</p> <div style="border: 1px solid black; padding: 10px;"> <p>Exercises 1–4</p> <p>Solve the following equations of rational expressions, if possible.</p> <p>1. $\frac{2x+1}{9} = \frac{1-x}{6}$</p> <p>Sample student work:</p> $\begin{aligned} \frac{2x+1}{9} &= \frac{1-x}{6} \\ 9(1-x) &= (2x+1)6 \\ 9-9x &= 12x+6 \\ 9-9x+9x &= 12x+9x+6 \\ 9 &= 21x+6 \\ 9-6 &= 21x+6-6 \\ 3 &= 21x \\ \frac{3}{21} &= \frac{21}{21}x \\ \frac{1}{7} &= x \end{aligned}$ </div>

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.	The following test items require students to provide relevant responses to questions specifically assessing their understanding of solving linear equations in one variable. 8.EE.C.7
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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.

Students must earn a total of twelve points from the three assessments to demonstrate mastery.

Assessment Item#1

Solve the linear equation: $x + 4 + 3x = 72$. State the property that justifies your first step and why you chose it.

I used the commutative and distributive properties on the left side of the equal sign to simplify the expression to fewer terms. $x + 4 + 3x = 72$ $4x + 4 = 72$ $4x + 4 - 4 = 72 - 4$ $4x = 68$ $4x = 68$ $x = 17$ The left side is equal to $17 + 4 + (17) = 21 + 51 = 72$, which is what the right side is. Therefore, $x = 17$ is a solution to the equation $x + 4 + 3x = 72$.

Ofelia has a certain amount of money. If she spends 12 dollars, then she has $\frac{1}{5}$ of the original amount left. How much money did Ofelia have originally?

LET x BE THE AMOUNT OF MONEY OFELIA HAD

$$\begin{aligned} x - 12 &= \frac{1}{5}x \\ x - \frac{1}{5}x - 12 + 12 &= \frac{1}{5}x - \frac{1}{5}x + 12 \\ \frac{4}{5}x &= 12 \\ x &= 12 \cdot \frac{5}{4} = \frac{60}{4} \end{aligned}$$

OFELIA HAD \$15.00 ORIGINALLY.

Scoring Rubric (Students who have shown mastery of the assessment will earn 2 points):

2 points: The student demonstrates a thorough understanding of how to apply mathematics to solve problems involving solving linear equations in one variable. The student solves the problem correctly and explains which property used that justifies their first step and why they chose it.

1 point: The student demonstrates a partial understanding of how to apply mathematics to solve problems involving solving linear equations in one variable. The student solves the problem correctly but does not explain which property used that justifies their first step and why they chose it.

0 points: The student shows inconsistent or no understanding of how to apply mathematics involving solving linear equations in one variable. The student's solution is incorrect or no attempt made to solve the problem and the student does not provide an explanation of which property was used that justifies their first step and why they chose it.

Assessment Item #2

Given a right triangle, find the measures of all of the angles if one angle is a right angle and the measure of a second angle is six less than seven times the measure of the third angle. Write an equation and solve:

Let x represent the measure of the third angle. Then $7x - 6$ can represent the measure of the second angle. The sum of the two angles in the right triangles will be 90° . $7x - 6 + x = 90$ $8x - 6 = 90$ $8x - 6 + 6 = 90 + 6$ $8x = 96$ $8x = 96$ $x = 12$ The measure of the third angle is 12° and the measure of the second angle is $(7 \cdot 12) - 6 = 84 - 6 = 78^\circ$,

$$\begin{aligned} & \frac{1}{3}(3j + 6) \\ &= \frac{1}{3}(3j) + \frac{1}{3}(6) \\ &= j + 2 \end{aligned}$$

. The measure of the third angle is 90° .

Scoring Rubric (Students who have shown mastery of the assessment will earn 2 points):

2 points: The student demonstrates a thorough understanding of how to apply mathematics to solve problems involving solving linear equations in one variable. The student writes the correct equation and correctly solves the problem.

1 point: The student demonstrates a thorough understanding of how to apply mathematics to solve problems involving solving linear equations in one variable. The student writes the correct equation, but does not compute the correct solution to the problem or vice versa, computes the correct solution to the problem but does not write out the equation used to solve the problem.

0 points: The student shows inconsistent or no understanding of how to apply mathematics involving solving linear equations in one variable. The student's solution is incorrect or no attempt made to solve the problem and the student does not write out an equation to be used to solve the stated problem.

Assessment Item #3

Write and solve the following linear equation. Ofelia has a certain amount of money. If she spends \$12, then she has $\frac{1}{5}$ of the original amount left. How much money did Ofelia have originally? Rewrite this linear equation to show many solutions or no solution (needed to earn the three points on the scoring rubric).

Scoring Rubric (Students who have shown mastery of the assessment will earn 3 points):

0 points:	1 point:	2points:	3points:	
Student made no attempt to solve the problem or left the problem blank. Student may or may not have identified the variable.	Student did not set up an equation (i.e., guessed the answer). Student may or may not have identified the variable.	Student may or may not have set up correct equation. Student may or may not have identified the variable. Student may have made calculation errors.	Student identified the variable as "Let x be the amount of money Ofelia had" or something similar. <u>AND</u> Student set up a correct equation $x - 12 = \frac{1}{5}x$ or other equivalent version. <u>AND</u> Solved for the variable correctly, $x = 15$.	<p>3point Addendum:</p> <p>Include these correct responses with the 3points section of the scoring rubric.</p> <p>Acceptable Answer for No Solution Linear Equation: $x+12=x-12$</p> <p>Acceptable Answer for Many Solutions Linear Equation: $\frac{1}{5}x = \frac{1}{5}x$</p>

Assessment #4: (Students who have shown mastery of standard will earn 2 points for each of the following problems)

Solve the following problems:

- a) Apply the distributive property to expand the expression.
- b) Apply the distributive property to expand the expression.

$$6(3c - 5d + 6) = \boxed{}$$

$$\frac{1}{3}(3j + 6) = \boxed{}$$

Scores:

a) (2 points): Students show complete steps of expanding and distribution. The final answer should show $=18c-30d+36$.

(1 point): Some correct work, but final answer does not show fully expanded expression

(0 points): All distributions and expansions are incorrect or missing

$$\begin{aligned} & 6(3c - 5d + 6) \\ &= 6(3c) - 6(5d) + 6(6) \\ &= 18c - 30d + 36 \end{aligned}$$

b) (2 points): Students show complete steps of expanding and distribution. The final answer should show $= j+2$

(1 point): Some correct work, but final answer does not show fully expanded expression

(0 points): All distributions and expansions are incorrect or missing

Assessment #5:

Use the distributive property to expand each group package
and factor each bulk package.

Group Packages	Bulk Packages
$-9(3g + 5r)$	
$16(\frac{3}{4}b - 3g)$	
	$11b - 22r$
	$-24g - 32b$

Solution:

Group Packages	Bulk Packages
$-9(3g + 5r)$	$-27g - 45r$
$16(\frac{3}{4}b - 3g)$	$12b - 48g$
$11(b - 2r)$	$11b - 22r$
$-8(3g + 4b)^*$	$-24g - 32b$

**This is the factored expression using the GCF, other equivalent solutions with common factors are valid and accepted, i.e. $4(-6g - 8b)$.*

(Students who have shown mastery of the assessment will earn 3 points)

(4 points): Students will get 1 point each for having the correct expansion for each blank box. The correct values are shown above:

(3 points): Only 3 correct answers; **(2 points):** Only 2 correct answers; **(1 point):** Only 1 correct answer **(0 points):** No correct answers

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 -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>	Standards are introduced to students through direct instruction in a classroom small group learning centered setting or in an indirect instruction self-paced learning setting. A broad importance across multiple sciences or engineering disciplines is emphasized in an effort to provide key tools for understanding or investigating more complex ideas and solving real world problems that relate to the societal or personal life concerns that require scientific or technological knowledge. Students practice these newly introduced skills/standards in teacher monitored/guided small group learning centers or independently in self-paced learning centers until evidence of mastery is provided through various assessments.		
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>	<u>Reading Standards</u> (M) RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<u>MATERIALS AND TECHNOLOGY</u> <ul style="list-style-type: none"> Text One: National Geographic March 2011 Issue. “Circling Alaska in 176 Days” by Dan Koeppel Text Two: “The Story of My Life” by Helen Keller Worksheets from www.englishworksheetsland.com 		

Lesson <small>(add as needed)</small>	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. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
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1	<p>Session 1: Students will have the opportunity to think about how the individuals, ideas, and events within the Helen Keller and Dan Koeppel texts cause them to be connected and/or distinct.</p>	<p>Pass out the two texts: Text One: “Circling Alaska in 176 Days” by Dan Koeppel Text Two: “The Story of My Life” by Helen Keller These texts will be used through the next several class sessions to aid students in analyzing how a text makes connections among and distinctions between individuals, ideas and events (e.g. through comparisons, analogies or categories). RI.8.3</p> <p>Students will begin by reading silently the article “Circling Alaska in 176 Days”, and the introduction and first chapter in “The Story of My Life”. Instructions will be given to annotate (underline, make margin notes) information as we proceed through the texts. Students will begin their annotations by noting and answering:</p> <ul style="list-style-type: none"> • Who are the significant individuals? • What is the significant events are mentioned? • What are the big ideas? <p>Students, with teacher support, will do “think-pair-share” how the individuals, ideas, and events within the Helen Keller and Dan Koeppel texts are similar and different.</p>
2	<p>Session 2: Students work independently and in reading teams to continue to explore connections and distinctions between the texts.</p>	<ul style="list-style-type: none"> · Students continue to read the texts independently, annotating and making notes on how they relate. · The teacher introduces one or more text-based activities to drive a closer reading of the text. <ul style="list-style-type: none"> • Cite a significant connection statement and a significant distinction statement about each text. • Cite text evidence to support the connections and distinctions you uncovered. • Discuss and explain how the evidence you collected supports your connections and distinctions. · In reading teams, students discuss the text-based questions and search for relevant details, highlighting and annotating them in their text (and might use a Forming EBC tool to record their thinking). · For Homework, students will complete handouts from www.englishworksheetsland.com on connections and distinctions.
3	<p>Session 3: Through class discussion and continued independent reading, students will continue to explore their connections and distinctions.</p>	<ul style="list-style-type: none"> · Students through “think-pair-share” will directly quote text evidence that supports their “connections and distinctions” regarding individuals, ideas, and events in the two texts. · Whole class discussion will follow. · For Homework, students will complete handouts from www.englishworksheetsland.com on analogies.
4	<p>Session 4: Analogies used as a tool to help connect or reveal distinctions among ideas, people, or events.</p>	<ul style="list-style-type: none"> · Teacher introduces the idea that analogies are used to make connections among ideas, people, or events when the pairs of words share a meaning or show a distinction among people, ideas, or events when the pairs of words have opposite .

		<p>· Student will practice writing analogies and identifying whether the analogy is used to make connections or to show distinctions.</p> <ol style="list-style-type: none"> 1. Weary is to tired as shaky is to <u>tremulous (the student would identify this analogy as a connection).</u> 2. Hit is to Miss as aware is to <u>oblivious (the student would identify the analogy to be used to show a distinction).</u> <p>· Students will read a passage and identify analogy and determine if there is a connection or a distinction among people, ideas, or events.</p> <p>· Students may continue to read and examine the two texts on their own.</p>
S.A.	<p><i>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.</i></p>	<p>The following test items require students to provide a relevant rationale when answering questions specifically assessing their understanding of analyzing how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</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.

Mastery is demonstrated by students earning a total of ten points on all their assessments.

Assessment Item #1

Read the following text and respond to the questions below.

THE NORTH AND THE SOUTH

An underlying reason for the Civil War was that the first hundred or so years of America's existence, the North and the South developed along different lines both socially, politically and agriculturally. The American South in the 1800s was characterized by fertile soil and warm weather, which was well-suited to the production of crops like tobacco and cotton. While the North was focused on industry, agriculture in the South was so profitable that Southerners had little interest in industrial development. New Orleans was the only large city, and all other densely populated areas were located along the rivers and coasts. Eighty percent of working people in the South worked on farms. Few Southerners lived in urban areas, and transportation between two cities was challenging, with the quickest and most reliable routes being by water. Southerners were slightly less literate than Northerners, and their children spent less time in school. Southern men tended towards affiliation with the Democratic party, and gravitated towards careers in either military or agriculture, while Northerners favored the Republicans. Additionally, while the North had abolished slavery one state at a time, slavery was inextricably tied to the South's culture and economy. Although relatively few Southerners actually owned slaves, slavery was part of the economic equation in the South, where they were used to maintain the large plantations. They were also a form of currency; they could be rented or traded or sold to pay debts. Owning slaves was also a sign of belonging to a higher class of people. Slaves often constituted the bulk of an individual's personal and corporate wealth. Thus, different social cultures and political beliefs developed between these two areas of the country, and these conflicting beliefs eventually culminated in disagreements about taxes, tariffs, internal improvements, the issue of state versus federal rights, and the future of slavery.

1. Cite a connection (comparison) the author is making among individuals, among ideas, and among events.

Acceptable Answers:

Among Individuals: Southerners were slightly less literate than Northerners

Among Ideas: Additionally, while the North had abolished slavery one state at a time, slavery was inextricably tied to the South's culture and economy.

Among Events: While the North was focused on industry, agriculture in the South was so profitable that Southerners had little interest in industrial development.

2. Choose one of the comparisons (connection) to suggest the author's purpose?

Acceptable Answer: While the North was focused on industry, agriculture in the South was so profitable that Southerners had little interest in industrial development.

3. What does the text cite as the categories of major distinction between the North and the South?

Acceptable Answer:

Thus, different social cultures and political beliefs developed between these two areas of the country, and these conflicting beliefs eventually culminated in disagreements about taxes, tariffs, internal improvements, the issue of state versus federal rights, and the future of slavery.

Scoring Rubric: Successful mastery of this assessment will be to correctly respond to all three questions. 1 Point per question.

Assessment Item #2

For this assessment, you will need a copy of the article we used in class "Circling Alaska in 176 Days". Reread the article and answer the following questions:

1. What event established Skurka's reputation as a superman among trekkers?

Acceptable Answer:

Hiking from the Atlantic to the Pacific at 33 miles a day.

2. What is the major distinction between ordinary hiking and the "fast and light movement"?

Acceptable Answer:

Half the standard weight pack and speed.

3. What are some differences between Alaska's back country men and Andrew Skurka?

Acceptable Answer:

Back country men, grizzled mountain men and a few granola types. Skurka is neither, is all American, friendly, and often clean shaven.

4. What does the term postholing mean?

Acceptable Answer:

Hiking through crusted chunks of snow that is unable to support a hiker, so with every step the hiker can sink up to their knees.

Scoring Rubric: Successful mastery of this assessment will be to correctly answer three of the four questions scoring 1 Point per question.

Assessment Item #3

Read the following passage and answer the questions that follow.

Willa Cather's 1910 novel, *O! Pioneers*, follows a Swedish family of farmers in Nebraska. In this passage, John Bergson is dying and worries about what will become of his wife and young children. Alexandra is the oldest Bergson child.

Alexandra, her father often said to himself, was like her grandfather; which was his way of saying that she was intelligent. John Bergson's father had been a shipbuilder, a man of considerable force and of some fortune. Late in life he married a second time, a Stockholm woman of questionable character, much younger than he, who goaded him into every sort of extravagance. On the shipbuilder's part, this marriage was an infatuation, the despairing folly of a powerful man who cannot bear to grow old. In a few years his unprincipled wife warped the probity of a lifetime. He speculated, lost his own fortune and funds entrusted to him by poor seafaring men, and died disgraced, leaving his children nothing. But when all was said, he had come up from the sea himself, had built up a proud little business with no capital but his own skill and foresight, and had proved himself a man. In his daughter, John Bergson recognized the strength of will, and the simple direct way of thinking things out, that had characterized his father in his better days. He would much rather, of course, have seen this likeness in one of his sons, but it was not a question of choice. As he lay there day after day he had to accept the situation as it was, and to be thankful that there was one among his children to whom he could entrust the future of his family and the possibilities of his hard-won land.

1. Alexandra shares personal qualities with her grandfather. What are these qualities. Cite text examples to support your ideas.

Acceptable Answer:

Like her grandfather, Alexandra is intelligent, possesses a strong will and has “the simple direct way of thinking things out”.

2. How will those qualities help the Bergson family survive after her father dies? Cite text examples to support your ideas.

Acceptable Answer:

Alexandra’s grandfather built a “proud little business with no capital”. She will have to rely on the trades he shares with her grandfather, her intelligences and “strenght of will” to keep the farm after her father dies.

3. A quote from this passage: “the despairing folly of a powerful man cannot bear to grow old”, refers to who?

Acceptable Answer:

The quote refers to Alexandra’s grandfather.

4. How was Alexandra’s grandfather different as an old man? Cite text examples to support your ideas.

Acceptable Answer:

“He speculated, lost his own fortune and funds entrusted to him by poor seafaring men.”

Scoring Rubric: Successful mastery of this assessment will be to correctly answer the four items, and earn 1 Point for each.

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	<p><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> <p>Standards are introduced to students through direct instruction in a classroom small group learning centered setting or in an indirect instruction self-paced learning setting. A broad importance across multiple sciences or engineering disciplines is emphasized in an effort to provide key tools for understanding or investigating more complex ideas and solving real world problems that relate to the societal or personal life concerns that require scientific or technological knowledge. Students practice these newly introduced skills/standards in teacher monitored/guided small group learning centers or independently in self-paced learning centers until evidence of mastery is provided through various assessments.</p>		
Standard Number and Description	<p>(M) 8.W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>(M) a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>(R) 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>(M) c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>(R) d. Establish and maintain a formal style.</p> <p>(R) e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
Materials/Resources Needed	<p>MATERIALS AND TECHNOLOGY</p> <ul style="list-style-type: none"> • “HISTORICAL OVERVIEW OF IMMIGRATION” (Author/Source/Publisher: Center for Immigration Studies. CIS identifies itself as: “an independent, nonpartisan, non-profit research organization founded in 1985. It is the nation’s only think tank devoted exclusively to research and policy analysis of the economic, social, demographic, racial, and other impacts of immigration on the United States”; Date: NA) • “THE GREAT IMMIGRATION DEBATE”(Author: Patricia Smith; Source/Publisher: NY Times Upfront; Date: September 6, 2010) • “IMMIGRATION, ILLEGAL”(Author: Lawrence H. Fuchs; Source/Publisher: Grolier Multimedia Encyclopedia - Grolier Online; Date: July 2013) • “I DON’T THINK SO – WRITING EFFECTIVE COUNTERARGUMENTS” (HTTPS://LEARNING.BLOGS.NYTIMES.COM/2015/I-DON-T-THINK-SO-WRITING-EFFECTIVE-COUNTERARGUMENTS/1?_R=0) • COUNTER ARGUMENT (HTTP://WRITINGCENTER.FAS.HARVARD.EDU/PAGES/COUNTER-ARUGMENT) • THINKMAP A VISUAL THESARUS, STUDENT WORKBOOK 		

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	<p>Session 1: Introduce students to the standards to be covered in pairs and class discussions. The central purpose of the unit: to develop, practice, and apply the skills of argumentation in the context of a societal issue by:</p> <ol style="list-style-type: none"> 1) Understanding the nature of a challenging issue for which there are various perspectives and positions. 2) Understanding and comparing perspectives and arguments on the issue. 3) Developing an evidence-based position on the issue. 4) Developing, sequencing and linking claims and counter claims as premises in an evidence-based argument for one’s position. 5) Supporting one’s premises with logical reasoning and relevant evidence. 6) Developing an argumentative essay through a series of guided editorial processes. 	<p>A Warm Up: Students divide into pairs and select a scenario from a list (e.g. Two friends outside a movie theater both want to see a different movie.) Students will brainstorm possible arguments for both sides and use what they come up with to create a script of the ensuing conversation. The students practice and perform and classmates take notes either at their seats or on the white board, pointing out the arguments for and against their movie choices or whatever scenario they chose.</p> <ul style="list-style-type: none"> · Students read the text, “Historical Overview of Immigration” independently, annotating and making notes on how it relates to the unit’s problem-based question. · The teacher introduces one or more text-based questions to drive a closer reading of the text. Students then follow along as the text is presented to them. · In reading teams, students discuss the text-based questions and search for relevant details, highlighting and annotating them in their text (and might use a Forming EBC tool to record their thinking). · The teacher models the development and writing of an explanatory claim that addresses something the text has presented about the unit’s issue. The claim is explanatory not argumentative at this point. · Students individually develop explanatory claims about the text’s presentation of the issue (a Forming EBC tool can be used). · In reading teams, students compare claims and the evidence they have found to derive and support them. <p>Students write a short claim-based synopsis of the text and the information it presents about the nature of the issue or problem, citing specific details and evidence to support their explanatory claim. [NOTE: Emphasize that at this point in the process, student claims should focus on interpreting what the text says about the nature of the issue, not on the validity of the text’s perspective or position and not on articulating the student’s own, still developing position. Those sorts of claims will come later.]</p>
2	<p>Session 2: Students now apply skills they have developed in a Reading Closely for Textual Details unit to frame their own, more focused questions</p>	<ul style="list-style-type: none"> · Students work in reading teams to develop a set of more focused questions examining claims and counter claims through excerpts from Student Editorial Contest Winners listed in “I Don’t Think So: Writing Effective Counterarguments”. · Students examine the language used to present these claims and counter claims as reference for the argumentative essay which is to follow.

	about the issue and texts. They use these questions to drive a deeper reading of the previous texts, or of additional texts providing background and perspectives on the topic.	·Students then begin to discuss, think about, and write aspects of the Immigration Debate and make a claim supported by clear reasons and relevant evidence while also noting alternate or opposing claims. (Immigration Texts cited in resources needed may be used at this time) While the topic is immigration, the focus of this paper is to be on the words, phrases and clauses used to create cohesion and clarify the relationships among claims and counter claims.
3	Session 3 (W.8.2): Students now develop a synthesis claim about the nature of the issue that they will expand and revise when drafting their 8nal argument. Before they can take a position and make their case for a response, they must be able to use evidence to explain their understanding of the issue or problem.	<ul style="list-style-type: none"> · Students brainstorm alternative ways of viewing or understanding the problem, based on evidence from the background texts. · Individually, students develop a multi-part claim that synthesizes how they have come (so far) to view and understand the nature of the issue and its components. (An Organizing EBC tool can be used). · If teachers and students are familiar with the Evidence-Based Claims Criteria Checklist and the Text-Centered Discussion Checklist from work in previous units, students can use them as criteria for evaluating their claims and counter claims as they continue writing their argumentative papers.
S.A.	<i>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.</i>	The following test items require students to provide a relevant rationale when answering questions specifically assessing their understanding of analyzing and writing informational texts. W.8.1

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.*

Students need a total of nine points from the three assessments to demonstrate mastery.

Assessment Item #1

Write a minimum of six sentences acknowledging and distinguishing a claim from an alternate or opposing claim from the following topic: ***“The length of the school day.”*** An acceptable answer will contain, in order, the following:

1. A clear claim
2. At least one reason or piece of evidence to support the claim
3. Transitional word or phrase
4. An alternate or opposing claim
5. At least one reason or piece of evidence to support the alternate or opposing claim

Scoring Rubric: Successful students will show mastery of this assessment by containing all five parts. Points earned 1 .

Assessment Item #2

Read the following passage is adapted from the novel White Fang by Jack London (©1905 by Jack London)

he was coming to learn his world quite well. His world was gloomy: but he did not know that, for he knew no other world. It was dim-lighted; but his eyes had never had to adjust themselves to any other light. His world was very small. Its limits were the walls of the lair; but as he had no knowledge of the wide world outside, he was never oppressed by the narrow confines of his existence.

But he had early discovery that one wall of his world was different from the rest. This was the mouth of the cave and the source of light. He had discovered that it was different from the other walls long before he had any thoughts of his own, any conscious volitions. It had been an irresistible attraction before ever his eyes opened and looked upon it. The light from it had beat upon his sealed lids, and the eyes and the optic nerves had pulsated to little, sparklike flashes, warm colored and strangely pleasing. The life of his body, and of every fibre of his body, the life that was the very substance of his body and that was apart from his own personal life, had yearned toward this light and urged his body toward it in the same way that the cunning chemistry of a plant urges it toward the sun.

Write an augmentative essay (250 words or less) making the claim that the writer of this passage is presenting a message about the meaning life to the reading. Be sure to include alternate and/or opposing claims and use reason and/or evidence from this selection along with your personal opinions.

<p>Writer introduces the claim and supports it with clear reasons and relevant evidence. The claim is distinguished from alternative or opposing claims with reasons and evidence logically organized. Words, phrases and clauses create cohesion and clarify relationships particularly among counter claims.</p> <p>(4 Points)</p>	<p>Write introduces the claim and counter claim and provides a preview of what is to follow. Transitions, while used, to provide cohesion to the piece are used and generally clarify the relationship among ideas and concepts. Some attempt at supporting evidence along with the writer's opinion.</p> <p>(3 Points)</p>	<p>Writer addresses the topic by providing a limited preview. Transitions may create cohesion from paragraph to paragraph but need to be searched out. The writer's point of view may be noted, but there is little to no supporting evidence from the piece.</p> <p>(2 Points)</p>	<p>Writer is on topic. There is some attempt at providing a preview, there is little cohesion to the piece. Some evidence is noted from the piece, but there is no analysis.</p> <p>(1 Points)</p>	<p>Writer is not on topic and there are no attempts to respond to the assessment.</p> <p>(0 Points)</p>
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Scoring Rubric: Successful students will show mastery of this assessment by scoring 4 Points.

Assessment Item #3

Write a short (100 words or less) argumentative essay with a focus on distinguishing the claim(s) from alternate or opposing claims. Your essay should clearly state at least 4 alternative or opposing claims. using the following prompt:

“Dogs make the best pets.”

Be sure to consider:

1. Are you stating your claims?
2. Have you acknowledge and distinguished your claim(s) from alternate or opposing claims?
3. Are both your claim(s) and counter claim(s) supported by evidence?
4. Have you used words, phrases and clauses to create cohesion and clarify the relationships among the claim(s) and counter claim(s)?

Scoring Rubric: Successful students will show mastery of the assessment by considering all 4 Points above and presenting at least 4 clear alternate or opposing claims. 3 points if you correctly answer three of the issues being considered. 2 points if you state a claim and a counter claim in a logical manner, and 1 point if you write anything having to do with the topic.

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	Science
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>	Standards are introduced to students through direct instruction in a classroom small group learning centered setting or in an indirect instruction self-paced learning setting. A broad importance across multiple sciences or engineering disciplines is emphasized in an effort to provide key tools for understanding or investigating more complex ideas and solving real world problems that relate to the societal or personal life concerns that require scientific or technological knowledge. Students practice these newly introduced skills/standards in teacher monitored/guided small group learning centers or independently in self-paced learning centers until evidence of mastery is provided through various assessments.		
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) S5C1PO1: Identify different kinds of matter based on the following physical properties: <ul style="list-style-type: none"> • states • density • boiling point • melting point • solubility 		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	MATERIALS AND TECHNOLOGY <ul style="list-style-type: none"> • Power point presentation • Computer and LCD projector equipment • Prentice Hall Science Explorer Text Book Series: Chemical Building Blocks • Various Science Lab Equipment: Balance, Beaker, Test Tubes, Test Tube Rack, Metric Ruler 		

Lesson <small>(add as needed)</small>	Instructional Strategies— <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level</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. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
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	<i>rigor defined by the Standard identified as the focus of review.</i>	
1	Session 1: Introduce Main Concepts of Matter and Physical Properties (S5C1PO1)	<ul style="list-style-type: none"> • Introduction of Matter and Physical properties will be presented via PowerPoint with closed notes as a guided instruction. • Students, working independently, will collect information from Prentice Hall Science Explorer Text Book Series: Chemical Building Blocks to answer a series of questions introducing vocabulary and new content related to physical properties: <ul style="list-style-type: none"> ○ states ○ density ○ boiling point ○ melting point ○ solubility
2	Session 2: Defining States of Matter (S5C1PO1)	<ul style="list-style-type: none"> • The teacher will review, with the students, the terms matter, physical change and chemical change. • The teacher will conduct a discussion about the answers provided by the students, which will lead into a discussion about states of matter as a physical change. The teacher will use water as an example of matter that changes phase. The teacher will lead students in a discussion about how water, when it freezes is still water (no change in its chemical composition), it is just water in a solid phase, or when the water melts, it changes from its solid phase to its liquid phase, but again the matter chemical composition remains the same making any change in phase a physical change. The teacher will introduce that different matter have different melting points, freezing points, evaporation points (the temperature at which matter changes to its gaseous phase) and how these are physical properties of matter. That when these properties change, it leads to a physical change in the matter only and not a chemical change. • The teacher will conduct a lecture about the four states of matter: Plasma, Solid, Liquid, and Gas. For this lesson, only slides 20-26 will be used. • The students will take notes throughout the lecture as new terms are introduced. • The teacher will explain that they are about to go outside to participate in an activity. • The teacher will explain that when they are outside, they will be given a state of matter and they must move like the molecules would move during that particular state of matter. For example, the teacher will say solid and the students should vibrate in place. If the teacher says liquid, the students will move rapidly and randomly. If the teacher says gas, the students will move more rapidly and more randomly than they did as a liquid. • At the end of the activity, the teacher will pull the students together and review with them why the molecules move the way they do. • The teacher will explain to the students that they will be applying what they have learned about physical and chemical changes and states of matter in a lab activity. • Purpose: To find the boiling point of water at our elevation (1640 m, or 4790 ft) as compared to sea level. And

		<p>to understand the graph that phase changes make.</p> <ul style="list-style-type: none"> • Materials: 250 mL beaker, ice, thermometer, thermometer clamp, ring stand, Bunsen burner, tubing. • Procedure: • Set up apparatus as demonstrated • Add ~100 mL of water (fill with ice to top of beaker & a tbs of rock salt) • Record the temperature to 3 minutes (6 - 30 second intervals). • Light the Bunsen burner. • Record the temperature for every 30 seconds continuously!!! • Indicate on your data table when the water is boiling (as close as possible) • Let it boil for 3 minutes • Graph your results
3	Session 3: Density (S5C1PO1)	<ul style="list-style-type: none"> • The teacher will have students respond to the “Bellwork” prompt: What do you think of when you hear the word dense or density? Teacher will have students share with class their responses. • The teacher will use responses to Bellwork prompt to lead into a demonstration using backpacks to help students visualize the definition of density. • The teacher will ask students to focus their attention on the two boxes on their Lab worksheet. • Students will be expected to illustrate how an object that is more dense will look when compared to a less dense object by filling the boxes with matter. • Using the measurement PowerPoint, the teacher will review volume and mass with the students and then explain how they are related to the density of an object. Then students will copy the definition of volume, mass, and density onto their Mass lab worksheet. • The teacher will then explain the formula for calculating the density of a substance. ($\text{Density} = \text{Mass} / \text{Volume}$) • The teacher will also explain to the students how to divide their units so they will end up with the correct density unit in their results. • Students will be expected to measure the volume and mass of a solid block and use that data to measure the Density of the block. • The teacher will explain that before they conduct their measurements, they will need to set up a graphic organizer that will help them organize the data they collect and ultimately help them with their data analysis and presenting their results. • Students will, in a group of 3 to four students, measure the volume and mass of a solid block. They will record their results into the datatable they will have created and written on their Mass Lab worksheet. • Students will use the density formula to calculate the density of the solid block.
4	Session 4: Solubility (S5C1PO1)	<ul style="list-style-type: none"> • Teacher will use the Guiding Questions to engage students and gather information about their background knowledge. • ◦Have you ever made a drink using a powdered drink mix (such as Kool-Aid or Gatorade)? (answers will vary, share examples)

		<ul style="list-style-type: none"> • °Did the powder dissolve completely? (answers will vary) • °Did you need to do anything to help the powder dissolve? (answers will vary) • °Do you think that all powders will mix as evenly or as quickly as others? Why or why not? (answers may include the water temperature is different, differing amounts of water or powder, density of powder, etc) <ul style="list-style-type: none"> ○ A mixture is when two or more substances have been combined and can be easily separated. A solution is a mixture of substances that cannot be easily separated. Solubility is the ability of a certain type of matter to dissolve in a liquid. Because so many things can be dissolved in water, water is considered to be a universal solvent. • Students will conduct a lab in which they will compare the solubility of 3 substances (salt, sugar and sand): Will salt, sugar and sand dissolve in water at the same rate? • Procedure: (See attached lab procedure sheet). You may choose to print these, display them or have students record them on the Lab Inquiry Sheet • 1.Gather materials. • 2.Pour 200 milliliters of water into each of 9 containers. • 3.Measure 60 grams of salt on a digital scale. • 4.Pour 60 grams of salt into one container. Once salt is poured in, you should use a popsicle stick to stir the salt. Stir 10 gentle strokes. (It is difficult to keep this constant. Discuss with students the importance of stirring with the same object at the same rate.) • 5.Begin timer when the salt is poured into the plastic cup. Stop timer when the salt has dissolved or at the end of 5 minutes. • 6.Record results as to the amount of time it took each substance to dissolve on data sheet. • 7.Repeat steps 3 - 6 with salt and new water a minimum of two more times • 8.Measure 60 grams of sugar on a digital scale. • 9.Pour 60 grams of sugar into one container. Once sugar is poured in, you should use a popsicle stick to stir the sugar. Stir 10 gentle strokes. • 10.Begin timer when the sugar is poured into the plastic cup. Stop timer when the sugar has dissolved or at the end of 5 minutes. • 11.Record results on data sheet. • 12.Repeat steps 8 - 11 a minimum of two more times. • 13.Measure 60 grams of sand on a digital scale. • 14.Pour 60 grams of sand into one container. Once sand is poured in, you should use a popsicle stick to stir the sand. Stir 10 gentle strokes. • 15.Begin timer when the sand is poured into the plastic cup. Stop timer when the sand has dissolved or at the end of 5 minutes. • 16.Record data on data sheet. • 17.Repeat steps 13 - 16 a minimum of two more times. • After students have materials but before they begin the experiment, have students fill make a hypothesis on
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		<p>the lab inquiry sheet. The hypothesis should be stated as When I _____, then I think _____ because_____.</p> <ul style="list-style-type: none"> • Explain: What will the students and teacher do so students have opportunities to clarify their ideas, reach a conclusion or generalization, and communicate what they know to others? • Analyze data: • Students will need to find the averages of their 3 (or more) trials for each substance. Remind them to add the seconds together and divide by three. If they used in minutes and seconds, they will need to convert to seconds. • Allow students to discuss their findings with their partner(s). Also, allow students to move around and look at the results of other groups. Were they similar? • Students will complete the remaining section of the inquiry lab sheet. • 1.What happened when we... (mixed the substances with water). • 2.Why did this happen? (answers will vary) • 3.What is our answer to our investigation? (No, different substances will dissolve in water at different rates.)
5	Session 5: Identifying physical properties (S5C1PO1)	<ul style="list-style-type: none"> • Copy and cut out sorting strips for the number of class sets needed. Place the cards in baggies or envelopes • Place students into groups of 2-3 • Give each group a set of Physical and Chemical Properties Sorting Cards • Groups should sort the cards into two groups: Physical Property or Chemical Property • Some of the examples were not specifically stated in the lesson. However, tell students to apply what they know about physical and chemical properties to make their best guess. <p>Go over the answers with the class. You may want to have students switch groups to compare their answers before going over the correct ones with the class. A way to incorporate technology would be to allow students to take a picture of their two groups to then share with another person to compare their responses.</p>
6	Session 6: Using our senses to identify physical properties (S5C1PO1)	<p>Conduct the following lab to practicing using our senses to identify physical properties:</p> <p>Step 1: Blindfold your partner.</p> <p>Step 2: Non-Blind person record the color and then hand your partner item #1 without telling them what it is!</p> <p>Step 3: Have them describe each of the properties listed below, and record their observations. (If they can't provide a description for one of the columns record N/A or none.) Before moving on to the next item, have the blindfolded partner guess the identity of the matter and record their guess in the last column.</p> <p>Step 4: Repeat steps 2 and 3 for the next two items. Remove the blindfold when finished with items 1-3 and wait for teacher permission to switch the blindfold to the other partner and repeat the procedure steps 2 and 3 with items 4 – 6.</p>
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative</i>	<p>The following test items require students to provide a relevant rationale when answering questions specifically assessing their understanding of using physical properties to identify matter. S5C1PO1</p>

	<p><i>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>	
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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.

Students need a total of nine points from the three assessments to demonstrate mastery.

Assessment Item #1:

Explain why the ability to melt is a physical property of matter?

When matter melts the molecules remain the same. The physical property that changes is the phase of matter from solid to liquid. There is a change in how the molecules are moving, but no change in the composition of the molecules. The substance before it melts is in the solid phase, once melted the substance is in the liquid phase where the molecules, remaining the same, simply begin to move more rapidly and randomly but maintain the same composition.

Scoring:(Students who have shown mastery of the assessment will earn 3 points.)

Score Point 3 Sample: When matter melts the molecules remain the same. The physical property that changes is the phase of matter from solid to liquid. There is a change in how the molecules are moving, but no change in the composition of the molecules. The substance before it melts is in the solid phase, once melted the substance is in the liquid phase where the molecules, remaining the same, simply begin to move more rapidly and randomly but maintain the same

composition. (Student sites the specific physical property that is changed as a result of melting ; that the molecules the substance is made of simply increase in speed, but the actual composition of the molecules involved remains unchanged.)

Score Point 2 Sample: When matter melts the molecules remain the same. The physical property that changes is the phase of matter from solid to liquid. (Student sites the specific physical property that is changed as a result of melting and states the composition of the molecules involved remains unchanged, but does not explain what it is about the matter has changed if not the composition of the matter.)

Score Point 1 Sample: The physical property that changes is the phase of matter from solid to liquid. (Student simply sites the specific physical property that is changed as a result of melting without any further explanation to support claim.)

Score Point 0 Sample: No attempt to answer the question or the answer is not related to question.

Assessment Item #2:

Use the following data table to identify the metal with the following properties:

Metal	Density	Color	Melting Point	Corrosion Resistance
Aluminum	2.7 g/cm ³	Silver Gray	933.0 °C	Very High
Mercury	13.5g/cm ³	Silvery White	-38.83 °C	High
Iron	7.9 g/cm ³	Silver Gray	1540 °C	Low
Copper	3.9 g/cm ³	Orange	1083.0 °C	High

Color: Silver Gray

Melting Point: Approximately 1530°C

Corrosion Resistance: Low

A) Mercury

B) Copper

C) Aluminum

D) Iron

Scoring: (1 point) The student selects the correct answer D. **(0 points)** The student selects an incorrect response, A, B, or C or no attempt is made to answer question. Successful Students showing mastery of the assessment will select the correct answer earning 1 Point.

Assessment Item #3:

What evidence do you have that dissolving a substance in water is a physical change? **The matter is only changing in size, not the composition of the sugar. The sugar and water do not combine to form a new type of matter; Sugar remains sugar and the water remains water. If you were to allow the water to evaporate, the solid sugar would remain in the container.**

Scoring: (Students who have shown mastery of the assessment will earn 2 points.)

Score Point 3 Sample: *The matter is only changing in size, not the composition of the sugar. The sugar and water do not combine to form a new type of matter; Sugar remains sugar and the water remains water. If you were to allow the water to evaporate, the solid sugar would remain in the container.* (Student sites the specific physical property that is changed as a result of dissolving and states that each substance involved remains unchanged. Additionally, the student suggests how to test their rationale presented through evaporation as evidence to support their response/rationale.

Score Point 2 Sample: *The matter is only changing in size, not the composition of the sugar. The sugar and water do not combine to form a new type of matter; Sugar remains sugar and the water remains water. (Student sites the specific physical property that is changed as a result of dissolving and states that each substance involved remains unchanged as evidence support claim. The student does not suggest how to test their rationale presented through evaporation as evidence to support their rationale).*

Score Point 1 Sample: *The matter is only changing in size, not the composition of the sugar. (Student sites simply states the specific physical property that changes as evidence that it is a physical change. The student does not site that each substance involved remains unchanged as evidence to support claim, nor suggests how to test their rationale presented through evaporation as evidence to support their rationale).*

Score Point 0 Sample: No attempt or answer is not related to question.

Assessment Item #4:

Explain how boiling point is a physical property of matter?

When matter boils the molecules remain the same. The physical property that changes is the phase of matter from liquid to gas. There is a change in how the molecules are moving, but no change in the composition of the molecules. The substance before it boils is in the liquid phase, once boiled the substance is in the gas phase where the molecules, remaining the same, simply begin to move more rapidly and more randomly but maintain the same chemical composition.

Scoring:(Students who have shown mastery of the assessment will earn 3 points.)

Score Point 3 Sample: *When matter boils the molecules remain the same. The physical property that changes is the phase of matter from liquid to gas. There is a change in how the molecules are moving, but no change in the composition of the molecules. The substance before it boils is in the liquid phase, once boiled the substance is in the gas phase where the molecules, remaining the same, simply begin to move more rapidly and more randomly but maintain the same chemical composition. (Student sites the specific physical property that is changed as a result of boiling ; that the molecules the substance is made of simply increase in speed and random movement, but the actual composition of the molecules involved remains unchanged.)*

Score Point 2 Sample: *When matter boils the molecules remain the same. The physical property that changes is the phase of matter from liquid to gas. (Student sites the specific physical property that is changed as a result of boiling and states the composition of the molecules involved remains unchanged, but does not explain what it is about the matter has changed if not the composition of the matter.)*

Score Point 1 Sample: *The physical property that changes is the phase of matter from liquid to gas. (Student simply sites the specific physical property that is changed as a result of boiling without any further explanation to support claim.)*

Score Point 0 Sample: No attempt to answer the question or the answer is not related to question.

[REDACTED]

Dear Ms. Pensar:

My daughter [REDACTED] has been attending Adventure School since 3rd grade and will be graduating from 5th grade in May. I just wanted to take this opportunity to tell you how glad I am to hear that Adventure School is opening a Middle School.

We moved [REDACTED] to Adventure School after she attended our neighborhood public school for 2nd grade. [REDACTED] attended preschool through Grade 1 in private schools overseas; so it was distressing to us at the lack of attention to real academics in our local public school upon our return. [REDACTED] had always been a good student in [REDACTED], but seemed to be falling behind at the public school. Once we moved her to Adventure School she again flourished and we are so happy with her progress.

Last year we realized that we were going to have to make a decision regarding where [REDACTED] would attend Middle School and we were dreading it; but now we are so glad to know that we will be able to place her at Adventure School MS. The School's attention to academia and encouragement to be your best and to go onto higher learning is something that we have enjoyed sharing with [REDACTED] and our entire family.

I am confident that Adventure School MS will fill the void that currently exists for a safe, and academically challenging middle school experience; one that encourages kids to succeed and grow.

Gratefully yours,

[REDACTED]

Friday, December 9, 2016

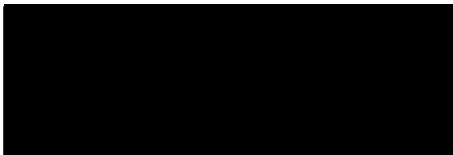
To Whom it May Concern:

As a former parent of an Adventure School child, the opportunity to have a middle school for children to transition into would be an amazing advantage. My child attended Adventure School from age 3 through 5th grade. My husband and I were at a loss when my daughter was being promoted into middle school because we knew the challenges that children face in large districts. After carefully looking at the ratings of TUSD schools and entering lotteries to higher-rated schools, my child was not selected and again we were at a loss. We chose to put her in a private school where she would be able to continue having the opportunities and standards that a small school offers.

While at Adventure School, my daughter was challenged and excelled academically. With smaller classrooms, the teachers were able to meet the individual needs of all children whether they were at grade level or above. Due to the excellence and high expectations of Adventure School and the continuity of keeping her in a smaller school setting, I can proudly say that my daughter was recently awarded first place in the Southern Arizona Math Competition.

I do not feel that parents should have to pay or seek scholarships to have their children enrolled in smaller classes and higher rated schools. I wish that at the time my daughter entered middle school, Adventure School would have had a middle school in place to have the continuousness of an excellent program.

Respectfully,



To Whom It May Concern,

My son will be a 5th Grader at Adventure School next year. I think it would be great to have a middle school for him to transfer into that provides the same curriculum based setting. Adventure school provides such a great energetic caring atmosphere for my child. It also provides a wonderful curriculum that not just meets but goes above some of the larger districts, in my opinion. Having a middle school for my son to go into with some of these same great qualities would be beneficial for him and myself as a parent. My son has struggled in larger district schools but, has improved greatly since attending adventure school. He looks forward to learning and coming home to share his experiences from class. I feel that having a middle school would continue to help him achieve and reach for his goals.

Sincerely,

