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

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| Instructional Analysis for High School Science | |  |
| *Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.* | | |
| Required Standard: HS.L2U1.19 | Develop and use models that show how changes in  the transfer of matter and energy within an ecosystem  and interactions between species may affect organisms and their environment. | |
| 1. *Learning Targets*   Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. |  | |
| 1. *Prior Knowledge*   List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets*.* |  | |
| 1. *Instructional Plan*   Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. |  | |
| 1. *Instruction*   Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction. |  | |
| 1. *Formative Assessment*   List criteria for determining whether students have met each of the learning targets. |  | |
| 1. *Summative Assessment*   Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard. |  | |
| 1. *Remediation*   Describe the processes available to provide support to students that do not meet the learning targets. |  | |

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| Instructional Analysis for High School Geometry | |  |
| *Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.* | | |
| Required Standard: G.G-SRT.B.4 | Prove theorems about triangles. Theorems include: an interior line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity. | |
| 1. *Learning Targets*   Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. |  | |
| 1. *Prior Knowledge*   List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets*.* |  | |
| 1. *Instructional Plan*   Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. |  | |
| 1. *Instruction*   Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction. |  | |
| 1. *Formative Assessment*   List criteria for determining whether students have met each of the learning targets. |  | |
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| 1. *Remediation*   Describe the processes available to provide support to students that do not meet the learning targets. |  | |

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| Instructional Analysis for Grade 11 in Reading | |  |
| *Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.* | | |
| Required Standard: 11-12.RI.2 | Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary. | |
| 1. *Learning Targets*   Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. |  | |
| 1. *Prior Knowledge*   List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets*.* |  | |
| 1. *Instructional Plan*   Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. |  | |
| 1. *Instruction*   Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction. |  | |
| 1. *Formative Assessment*   List criteria for determining whether students have met each of the learning targets. |  | |
| 1. *Summative Assessment*   Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard. |  | |
| 1. *Remediation*   Describe the processes available to provide support to students that do not meet the learning targets. |  | |

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| Instructional Analysis for Grade 9 in Writing | |  |
| *Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.* | | |
| Required Standard: 9-10.W.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  b. Develop the topic with well‐chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  d. Use precise language and domain‐specific vocabulary to manage the complexity of the topic. | |
| 1. *Learning Targets*   Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. |  | |
| 1. *Prior Knowledge*   List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets*.* |  | |
| 1. *Instructional Plan*   Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. |  | |
| 1. *Instruction*   Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction. |  | |
| 1. *Formative Assessment*   List criteria for determining whether students have met each of the learning targets. |  | |
| 1. *Summative Assessment*   Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard. |  | |
| 1. *Remediation*   Describe the processes available to provide support to students that do not meet the learning targets. |  | |