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

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| Instructional Analysis for Algebra II | |  |
| *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-GMD.A.1 | Analyze and verify the formulas for the volume of a cylinder, pyramid, and cone. | |
| 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 10 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:  9-10.RI.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | |
| 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 10 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.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. | | |
| 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. |  | | |
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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 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: S2.C2.PO1. | Specify the requirements of a valid, scientific explanation (theory), including that it be:  • logical  • subject to peer review  • public  • respectful of rules of evidence | |
| 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. |  | |