

APPENDIX B
REQUIRED DOCUMENTS



Caurus Academy

Learners today. Leaders tomorrow.

Caurus Academy Interim Governing Board Meeting Minutes
42000 N. 42nd Avenue
Phoenix, AZ 85086

November 1, 2017
6:00 PM

Meeting was called to order at 6:05 PM by Dameon Blair

Pledge of Allegiance

Board Members Present via Conference Call:

Dameon Blair, President/Director
Wil Wendt, Director
Gaurav Auditya, Director
Chris Prickett, Director

Board Members Absent:

Leah Parker, Director

Other Present:

Lori Everson, Staff
Heather Campbell, Staff

No Reports

Discussion:

- Governing Board members read and discussed Transfer of High School Credit policy. Dameon Blair answered clarification questions. After the discussion, everyone agreed to move forward with said policy.
- Dameon Blair explained the need for the augmentation of the enrollment cap for the addition of the 9th and 10th grades. There were no questions for clarification.

Motions:

- Gaurav Auditya moved to approve the Transfer of High School Credit policy. Wil Wendt seconded the motion. The motion was passed unanimously.
- Gaurav Auditya moved to approve an enrollment cap increase from 480 to 730 students. Wil Wendt seconded the motion. The motion was passed unanimously.
- Wil Wendt moved to adjourn the board meeting at 6:08 pm. Chris Prickett seconded the motion. The motion was passed unanimously.



Caurus Academy

Learners today. Leaders tomorrow.

Caurus Academy Board Meeting Minutes
42000 N. 42nd Avenue
Phoenix, AZ 85086

May 25, 2017
6:00 PM

Meeting was called to order at 6:07 PM by Dameon Blair

Pledge of Allegiance

Board Members Present:

Dameon Blair, President/Director
Wil Wendt, Director
Chris Prickett, Director

Board Members present via Conference Call:

Leah Parker, Director

Board Members Absent:

Gaurav Auditya, Director

Other Present:

Adele Ferrini, Community Member
Lori Everson, Staff
Joan Miller, Staff

No Public Comment

Report from Joan Miller:

- Debt Ratio: 1.319
- Proposed budget completed prior end of June

Report from Lori Everson:

- AzMERIT results
 - All classes and section scored well above state average, with a 24% increase in math and 15% increase in ELA

Report from Adele and Lori:

- Succession Plan – anyone who would like to jump on for succession plan is welcome
 - Wil Wendt will help to finish this project
- Amendment to add grades 9 and 10 headed by Adele, Leah, Heather and Lori



Caurus Academy

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Caurus Academy Board Meeting Minutes
42000 N. 42nd Avenue
Phoenix, AZ 85086

May 25, 2017
6:00 PM

Report from Dameon Blair:

- End of the Year Bash
- 17-18 employment update
 - New hires bios
 - Sarah Watts to be employed by Caurus as Special Education teacher for 17-18 year
- Prop 301 money is performance based as intended – will be paid out to teachers in June
- Solar Update: Up and running with TV to monitor
- Gaming funds?
- Enrollment: 322, ADM 294 to finish the year
- 369 enrolled as of today's date
- Kindergarten and 8th Grade promotions were super!
- Furniture inventory from NVCA for possible purchase for new building
- Summer conference opportunities for teachers:
 - Charter Board Conference
 - Differentiation/K
 - Eureka Math
 - Responsive Classroom
- In & Out magazine article featured Caurus growth into the new middle school building
- Security guard for next year – survey went out to families
- Town Hall Meeting successful

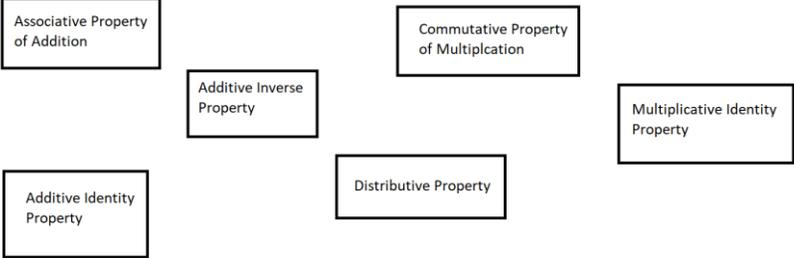
Next board meeting date: Tuesday, June 27 at 6:00 PM

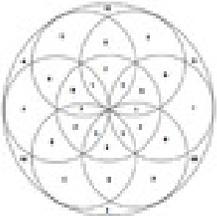
Motions:

- Wil Wendt moved to approve April 27, 2017 board minutes. Chris Prickett seconded the motion. The motion was passed unanimously.
- Dameon Blair moved to apply for a charter amendment for the addition of 9th and 10th grade for the 18-19 school year. Leah Parker seconded the motion. The motion passed unanimously.
- Dameon Blair moved to adjourn at 7:54 PM. Chris Prickett seconded the motion. The motion passed unanimously.

Grade Level	9 th grade	Content Area	Mathematics
Course Title (grades 9–12 Only)	Algebra 1		
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>	This lesson aligns to the Caurus Academy program of instruction by affording students the opportunity to work both collaboratively and independently to achieve a thorough standards based understanding. Instruction encourages accuracy, precision and problem-solving skills as students construct arguments to justify solution methods.		
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>A1.A.REI.A: Understand solving equations as a process of reasoning and explain the reasoning.</p> <p>1. Explain each step in solving linear and quadratic equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p><i>* grade-level rigor as identified in the standard is bolded in the student activities section</i></p> <p>Standards for Mathematical Practices (MP)</p> <p>MP1 Make sense of problems and persevere in solving them</p> <p>MP2 Reason abstractly and quantitatively</p> <p>MP3 Construct viable arguments and critique the reasoning of others</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>Student mathematics notebook</p> <p>Student copy of Common Core Coach workbook</p> <p>SMART Board, SMART notebook, teacher computer</p> <p>Class set of Chromebooks</p> <p>Kahoot online formative assessment</p> <p>Teacher creates and distributes the following student copies:</p> <p>Properties of Operations Foldable</p> <p>Properties of Operations Card Sort</p> <p>Property Stations activities</p> <p>Solving Quadratic Equations Using Coloring</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. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Properties of Operations Foldable: The teacher will model using page 24 of Common Core Coach creating a foldable with the definition of each property and an example of each property by completing the Associative Property of Addition.</p> <p>Properties of Operations Card Sort: The teacher will arrange students into groups of 3-4 to match. The teacher will distribute cards with the properties of operations and examples of each. After students complete the card sort, the teacher will question students on their matching selections.</p> <p>Working with Properties Connect: The teacher will model using SMART Notebook to work through the steps of Example A.</p> <p>(MP3) Working with Properties Practice: The teacher will assign number 1-12 of practice on page 28 in Common Core Coach to identify the property of real numbers and the property of equality.</p>	<p>Properties of Operations Foldable: Students will reference page 24 of Common Core Coach, to create a foldable to put in their math notebooks with the definition of each property and an example of each property.</p>  <p>Properties of Operations Card Sort: Students will collaborate in groups of 3-4 to match properties of operations with examples of each property. Students will share what they matched together and justify why they matched two cards together.</p> <p>Working with Properties Connect: Students will take notes in their math notebooks demonstrating the steps of using properties to solve equations.</p> <p>Example A: Felix wrote the steps shown below while solving the equation $\frac{1}{2}(4 + x) = -3$</p> <p>Step 1: $2 + 1/2x = -3$</p> <p>Step 2: $1/2x + 2 = -3$</p> <p>Step 3: $1/2x = -5$</p> <p>Step 4: $x = -10$</p>

		<p>Use properties of real numbers and properties of equality to justify each step in Felix’s solution.</p> <p>(MP3) Working with Properties Practice: Students will work independently to complete number 1-12 of practice on page 28 in Common Core Coach to identify the property of real numbers and the property of equality. The practice also shows students a solution with steps identified and asks them which step demonstrates various properties.</p>
<p>2</p>	<p>(MP3) Warm up: The teacher will post two solved equations on the SMART board</p> <p>The teacher will respond to student questions</p> <p>The teacher will call on students to share their responses</p> <p>(MP1, 2) Property Stations: The teacher will design and set up stations for students to practice in groups working with each property. Teacher will time students to work at each station for 15-20 minutes and then direct them to rotate.</p> 	<p>(MP3) Warm up: Students will use properties to justify steps taken to solve the following two problems:</p> <p>1. $8 + 7x - 8 = 49$</p> <p>$8 - 8 + 7x = 49$ _____</p> <p>$0 + 7x = 49$ Additive inverse property</p> <p>$7x = 49$ _____</p> <p>$x = 7$ _____</p> <p>2. $\frac{1}{4}(x-20) = -2$</p> <p>$\frac{1}{4}x - 5 = -2$ _____</p> <p>$\frac{1}{4}x = 3$ _____</p> <p>$x = 12$ _____</p> <p>Share responses when called on and defend the rationale.</p> <p>(MP1, 2) Property Stations: Students will practice identifying properties in groups. Students will work at each station for 15-20 minutes and then rotate. While working at the station students will complete online tasks, paper-pencil worksheets, and discuss with partners.</p>
<p>3</p>	<p>(MP3) Warm up: The teacher will post the warm up question on the SMART Board. Teacher challenges students to respond to the question.</p>	<p>(MP3) Warm up: Students will work individually to respond to the following: The associative property of multiplication states that $(a \times b) \times c = a \times (b \times c)$. How would you express this property in words? Students will construct a viable argument to justify their response.</p>

	<p>(MP3) Sage and Scribe: The teacher will partner students with one another and explain the roles of the Sage and the Scribe.</p> <p>Teacher will monitor student conversation and intervene when necessary</p> <p>Kahoot: The teacher will create an online Kahoot game and review properties of real numbers and facilitate the activity.</p>	<p>Students will participate in the whole class discussion.</p> <p>(MP3) Sage and Scribe: Students will work in pairs with one as the Sage (speaker) and one as the Scribe (silent writer). Students will explain their response to the warm up question. Students will also respond to one possible misconception a student may have when responding to the warm up question.</p> <p>Kahoot: Students will participate individually in the online formative assessment game Kahoot.</p>
4	<p>Warm up: The teacher will ask students to recall the four ways to solve quadratic equations. The teacher will review the four ways (factor, graph, square root, complete the square) to solve a quadratic equation that have been previously taught in the course.</p> <p>(MP1) Solving Quadratic Equations Using Coloring: The teacher will distribute the assignment which has students solve quadratic equations using all four methods.</p> <p>The teacher will answer questions and teach correct solving techniques when a student needs assistance.</p> <p>(MP3) My Favorite No: The teacher will match the students with a partner and distribute various notecards with quadratic equations on them and instruct students to include the solution strategy and justification they would use for the specific quadratic equation.</p> <p>The teacher will then collect the cards and select cards that are incorrect to share with students and discuss the correct responses.</p>	<p>Warm up: Students will write down the four ways to solve quadratic equations and share with a shoulder partner.</p> <p>(MP1) Solving Quadratic Equations Using Coloring: Students will solve quadratic equations using the factoring method, graphing, square root, and completing the square. Using the various methods, students will then color a shape with each color matching a solution.</p>  <p>(MP3) My Favorite No: Students will work in partnerships and have a notecard with a quadratic equation listed on it. On the back of the notecard, the students are to write the solution strategy they would use and a justification as to why that strategy is to be used. Students are not to solve the equation.</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>Students will complete a formative assessment in the form of a paper pencil test which includes multiple choice and short answer questions.</p> <p>To achieve mastery students will receive 24 points out of 30.</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.

Grade 9 Algebra I Mastery 24/30

Standard: A1.1-REI.A Explain each step in solving linear and quadratic equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

1. Which method represents a correct way to solve the equation? (3 pts)

<p>Method A</p> $3x - 5x + 7 = -15$ $-2x + 7 = -15$ $-2x = -8$ $x = 4$	<p>Method B</p> $3x - 5x + 7 = -15$ $-2x + 7 = -15$ $-2x = -22$ $x = 11$
<p>Method C</p> $3x - 5x + 7 = -15$ $-2x + 7 = -15$ $-2x = -22$ $x = -11$	<p>Method D</p> $3x - 5x + 7 = -15$ $2x + 7 = -15$ $2x = -8$ $x = -4$

2. Heather's solution to an equation is shown below. (5 pts)

<p>$6 + 3(x+5) = 36$</p>	
<p>Step 1: $6 + 3x + 15 = 36$</p>	<p>Which property of real numbers did Heather use for Step 1? _____ (a)</p>
<p>Step 2: $3x + 21 = 36$</p>	
<p>Step 3: $3x = 15$</p>	<p>Which property of real numbers did Heather use for Step 3? _____ (b)</p>
<p>Step 4: $x = 5$</p>	

3. Lori solved the equation $5x=4$ in the two ways shown below:

<p>Method 1</p> $5x = 4$ $5x \div 5 = 4 \div 5$ $x = \frac{4}{5}$	<p>Method 2</p> $5x = 4$ $\frac{1}{5} * 5x = 4 * \frac{1}{5}$ $x = \frac{4}{5}$
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Use properties to justify the steps in each of Lori's solution methods. What do Lori's methods tell you about the relationship between the properties she used? (5 pts)

4. Solve the problem: $x^2 + 5x + 6 = 0$. Show all work. (8 pts)

5. Larry solved the problem below:

$2(x - 10) = 4$
$2x - 10 = 4$
$2x = 14$
$x = 7$

Explain what his mistake is and list the steps to solve the problem correctly. Be sure to address the property involved in solving the equation correctly. (9 pts.)

Answer Key:

1. Method B (3 points, no partial credit)

2. a.) Distributive and b.) Subtraction Property of Equality and Additive Inverse Property (5 pts – each answer worth 2.5 points)

3. In Method 1, Lori used Division Property of Equality. In Method 2, Lori used the Multiplicative Inverse property to solve the problem. Both are correct because the properties both eliminate the coefficient. (5 points, no partial credit)

4. $x^2 + 5x + 6 = 0$ (8 points if all correct, 4 points if three steps are correct, 0 points if less than three steps are correct)

$$(x + 3)(x + 2) = 0$$

$$x + 3 = 0$$

$$x + 3 - 3 = 0 - 3$$

$$x = -3$$

$$x + 2 = 0$$

$$x + 2 - 2 = 0 - 2$$

$$x = -2$$

5. Correct solution looks like:

$$2(x - 10) = 4$$

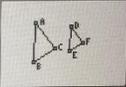
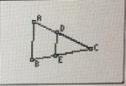
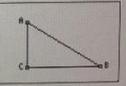
$$2x - 20 = 4 \text{ (This is where Larry made his distributive property error)}$$

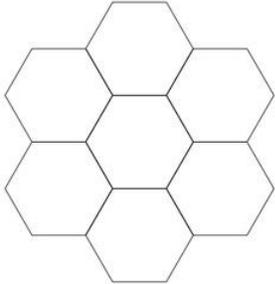
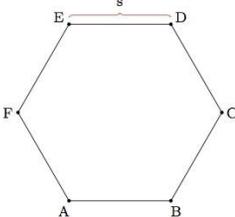
$$2x = 24$$

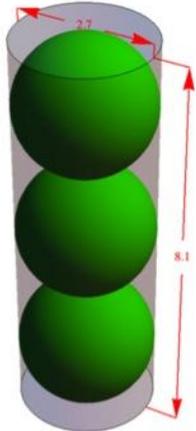
$$x = 12$$

Larry did not use distributive property correctly in step 1. Larry only distributed the 2 through to the x and not the -10. (9 points, 3 points for the property and 6 points for the explanation, no partial credits)

Grade Level	10 th grade	Content Area	Mathematics
Course Title (grades 9–12 Only)	Geometry		
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>	This lesson aligns to the Caurus Academy program of instruction by affording students the opportunity to work both collaboratively and independently to achieve a thorough standards based understanding. Students will apply mathematics knowledge to real world situations. Instruction encourages accuracy, precision and problem-solving skills as students apply the concepts of Geometry to real-world situations. Geometry affects even the most basic details of life and helps us with day-to-day analytical decision making.		
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>G.G-MG-A Apply geometric concepts in modeling situations</p> <p>(M) G.G-MG-A.1 Use geometric shapes, their measures, and their properties to describe objects utilizing real-world context.</p> <p>G.G-MG-A.2 Apply concepts of density based on area and volume in modeling situations utilizing real-world context.</p> <p>(M) G.G-MG-A.3 Apply geometric methods to solve design problems using real-world context.</p> <p><i>* grade-level rigor as identified in the standard is bolded in the student activities section</i></p> <p>Standards for Mathematical Practices (MP)</p> <p>MP3 Construct viable arguments and critique the reasoning of others</p> <p>MP4 Model with mathematics</p> <p>MP5 Use appropriate tools strategically</p> <p>MP6 Attend to precision</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>Teacher computer, SMART Notebook, SMART Board</p> <p>Video: Why do bees build hexagonal honeycombs?</p> <p>Galileo Online Formative Assessment</p> <p>Student Mathematics Notebook</p> <p>Teacher creates and distributes the following student copies:</p> <p>“What is Geometry? When Do You Use It In The Real World?”</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. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Warm up- The teacher will instruct students to brainstorm real world applications of Geometry. The teacher will facilitate a whole class discussion once students have placed their sticky notes on the board. Ask follow up questions or questions for clarification on examples that need further elaboration and to engage students in the discussion.</p> <p>Article: “What Is Geometry? When Do You Use It In The Real World?”. The teacher will distribute the article and monitor students as they read with a shoulder partner and highlight key components of the article.</p> <p>Review of Congruence and Proportions: The teacher will review with student’s congruence and proportions</p> <p>(MP4) Using Shadows: The teacher will provide directions on the Using Shadows assignment. The teacher will clarify any student questions and be available to correct misconceptions.</p>	<p>Warm up- Students will brainstorm real world applications of Geometry. Write possible real-world applications of Geometry on sticky notes and place on the white board. Participate in the whole class discussion.</p> <p>Article: “What Is Geometry? When Do You Use It In The Real World?” Read the article with a shoulder partner. As students read, they will highlight real world applications of Geometry.</p> <p>Review of Congruence and Proportions: Students will participate in a review of congruence and proportions by placing the information in their math notebook.</p> <div data-bbox="1251 621 1856 1162" style="border: 1px solid black; padding: 5px;"> <p>Discuss with Students Similar triangles are triangles with corresponding angles that are congruent and corresponding sides that are proportional.</p> <p>1. In Figure 1, $\triangle ABC \sim \triangle DEF$. Complete the proportion.</p> $\frac{AB}{DE} = \frac{BC}{?} = \frac{?}{?}$  <p style="text-align: center;">Figure 1</p> <p>2. In Figure 2, $\overline{AB} \parallel \overline{DE}$. What angles will be congruent? What triangles are similar? Complete the proportion. If desired, have students measure angles and sides to discover this relationship.</p> $\frac{AB}{DE} = \frac{BC}{?} = \frac{?}{?}$  <p style="text-align: center;">Figure 2</p> <p>3. The three trigonometric ratios <i>sine</i>, <i>cosine</i>, and <i>tangent</i> are found by taking ratios of side lengths in right triangles. If needed, review with students how to identify the <i>opposite</i>, <i>adjacent</i> and <i>hypotenuse</i> for each angle in a right triangle.</p> $\sin = \frac{\text{Opposite}}{\text{Hypotenuse}} \quad \cos = \frac{\text{Adjacent}}{\text{Hypotenuse}} \quad \tan = \frac{\text{Opposite}}{\text{Adjacent}}$ <p>4. In Figure 3, what lengths are needed to find each ratio?</p> $\sin \angle A = \frac{?}{?} \quad \cos \angle A = \frac{?}{?} \quad \cos \angle B = \frac{?}{?} \quad \tan \angle A = \frac{?}{?}$  <p style="text-align: center;">Figure 3</p> </div> <p>(MP4) Using Shadows: Students will use shadows and proportions to determine the height of various objects around campus including trees, flagpoles, and the marquee in front of the school. Students will record their observations and calculations in their math notebook</p>
2	<p>Warm-up: The teacher will post the question: “What geometric shapes are found in nature?” on the SMART Board for students to respond to in groups of 3-4. The teacher will facilitate responses from students.</p>	<p>Warm Up: Students will brainstorm geometric shapes in nature. They will share in groups of 3-4 their responses and then each group will share their responses with the whole class.</p>

	<p>Video: (Why do bees build hexagonal honeycombs? - Forces of Nature with Brian Cox: Episode 1 - BBC One) The teacher will show the video and conduct a class discussion after students write down 2-3 things they find interesting from the video.</p> <p>Hexagon Pattern of a Beehive: The teacher will post a hexagon on the SMART Board</p> <p>The teacher will present questions related to the area, perimeter, ration, and advantages of beehives being built as hexagonal cells.</p> <p>Teacher will clarify any questions students have</p> <p>(MP4) Create a Beehive Pattern: The teacher will assign students the task of creating a hexagonal beehive pattern to students using construction paper and glue as supplies.</p> 	<p>Video: (Why do bees build hexagonal honeycombs? - Forces of Nature with Brian Cox: Episode 1 - BBC One) The students to write down 2-3 things they find interesting from the video. Students will talk with a partner not seated next to them about what they found interesting in the video.</p> <p>Hexagon Pattern of a Beehive: Students will answer the following questions:</p> <ol style="list-style-type: none"> Find the area of a regular hexagon H with side length s. Is the ratio of area to perimeter for a regular hexagon greater than or smaller than the corresponding ratios for an equilateral triangle and a square? Explain your response. Based on your answer to (b), why do you think it is advantageous for beehives to be built using hexagonal cells instead of triangular or square cells?  <p>(MP4) Create a Beehive Pattern: Students will work individually to create a hexagonal beehive pattern using construction paper and glue as supplies.</p>
3	<p>Galileo Quiz: The teacher will administer a 3-question formative quiz on the Chromebooks using the Galileo testing platform. The teacher will collect and analyze the data from the quiz and determine what needs to be retaught.</p> <p>(MP3) Tennis Balls in a Can: The teacher will bring in canisters of tennis balls and place them at tables around the classroom.</p> <p>The teacher will present a real-world problem by projecting the following scenario on the board: The official diameter of a tennis ball, as defined by the International Tennis Federation, is at least 2.575 inches and at most 2.700 inches. Tennis balls are sold in cylindrical containers that contain three balls each. To model the container and the balls in it, we will assume that the balls</p>	<p>Galileo Quiz: Students will complete a 3-question formative quiz on Galileo using a Chromebook.</p> <p>(MP3) Tennis Balls in a Can: Students will work in groups of three to answer the following questions related to the scenario projected on the SMART Board:</p> <ol style="list-style-type: none"> Lying on its side, the container passes through an X-ray scanner in an airport. If the material of the container is opaque to X-rays, what outline will appear? With what dimensions? If the material of the container is partially opaque to X-rays and the material of the balls is completely opaque to X-rays, what will the outline look like (still assuming the can is lying on its side)? The <i>central axis</i> of the container is a line that passes through the centers of the top and bottom. If one cuts the container and balls by a plane passing through the central axis, what does the intersection of the plane with the

	<p>are 2.7 inches in diameter and that the container is a cylinder the interior of which measures 2.7 inches in diameter and $3 \times 2.7 = 8.1$ inches high.</p>  <p>The teacher will facilitate student responses as a whole class upon completion of the questions. The teacher will model solving misconceptions and errors in student responses.</p>	<p>container and balls look like? (The intersection is also called a <i>cross section</i>. Imagine putting the cut surface on an ink pad and then stamping a piece of paper. The stamped image is a picture of the intersection.)</p> <p>d. If the can is cut by a plane parallel to the central axis, but at a distance of 1 inch from the axis, what will the intersection of this plane with the container and balls look like?</p> <p>e. If the can is cut by a plane parallel to one end of the can—a horizontal plane—what are the possible appearances of the intersections?</p> <p>f. A cross-section by a horizontal plane at a height of $1.35 + w$ inches from the bottom is made, with $0 < w < 1.35$ (so the bottom ball is cut). What is the area of the portion of the cross section inside the container but outside the tennis ball?</p> <p>g. Suppose the can is cut by a plane parallel to the central axis but at a distance of w inches from the axis ($0 < w < 1.35$). What fractional part of the cross section of the container is inside of a tennis ball?</p> <p>Students will then participate in a whole class discussion regarding their responses.</p>
4	<p>(MP4) Ice Cream Cone Scenario: The teacher will present the following scenario to students: You have been hired by the owner of a local ice cream parlor to assist in his company's new venture. The company will soon sell its ice cream cones in the freezer section of local grocery stores. The manufacturing process requires that the ice cream cone be wrapped in a cone-shaped paper wrapper with a flat circular disc covering the top. The company wants to minimize the amount of paper that is wasted in the process of wrapping the cones. Use a real ice cream cone or the dimensions of a real ice cream cone to complete the tasks.</p> <p>The teacher will monitor student progress.</p> <p>Community Experience: The teacher will coordinate with a local ice cream shop owner to have students attend the shop and present their projects to the owner. The owner, the teacher, and a school administrator will select a winning group based off their completeness of the assignment and presentation to the ice cream shop owner.</p>	<p>(MP4) Ice Cream Cone Scenario: Students will work in groups of 4 using the scenario presented by the teacher to complete the following tasks:</p> <p>a. Sketch a wrapper like the one described in the scenario, using the actual size of your cone. Ignore any overlap required for assembly.</p> <p>b. Use your sketch to help you develop an equation the owner can use to calculate the surface area of a wrapper (including the lid) for another cone given its base had a radius of length, r, and a slant height, s.</p> <p>c. Using measurements of the radius of the base and slant height of your cone, and your equation from the previous step, find the surface area of your cone.</p> <p>d. The company has a large rectangular piece of paper that measures 100 cm by 150 cm. Estimate the maximum number of complete wrappers sized to fit your cone that could be cut from this one piece of paper. Explain your estimate.</p>

		<p>Community Experience: Students will visit a local ice cream shop and present their projects to the owner. The owner, the teacher, and a school administrator will select a winning group based off their completeness of the assignment and presentation to the ice cream shop owner.</p>
<p>S.A.</p>	<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>Geometry as Art: Students will use a 2x6 piece of wood to assemble a flower shape made from planning, measuring, and gluing diamonds together. Extra support will be added to the back of the flower to ensure that the object stays together. A stem will be added to the flower. The flower will be “planted” in an appropriate location at the school so they can show others how they were able to use their geometry skills to create a real world artistic object.</p> <p>To demonstrate mastery students will score a 24/30 on the Geometry as Art rubric</p>

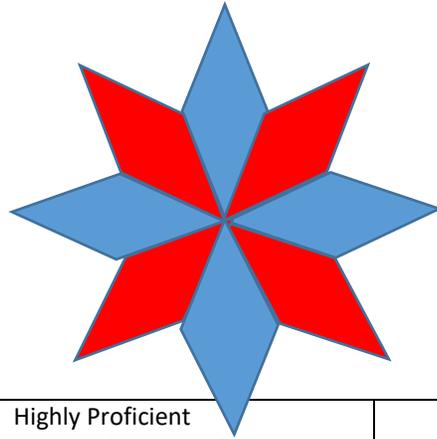
Summative Assessment Items and Scoring:

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.

“Geometry as Art”

G.G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects utilizing real-world context.

G.G-MG.A.3 Apply geometric methods to solve design problems utilizing real-world context.



Students will utilize their geometry skills to create complex geometric shapes. Students will assemble the diamonds into a flower shape and glue the diamonds together. A stem will be added to the flower. The flower will be “planted” in an appropriate location at the school so they can show others how they were able to use their geometry skills to create a real world artistic object.

Level of Mastery: Students must receive 8/10 on each assessment for a total of 24/30 points.

Concept	Highly Proficient			Developing			Minimally Proficient			
Points:	10	9	8	7	6	5	4	3	2	1

Summative Assessment 1:

Angles, Measures, Shapes, Properties	Students uses geometric shapes, their measures and their properties so all angles on design match up with little to no gaps, using equal measurements to ensure quality. Little to no waste as a result of attention to precision, accurate planning and measurement. Student uses tools strategically and appropriately.	Angles line up, but have some larger gaps, and measurements are not exact. Some waste due to measurement or planning error. Student does not always give attention to precision and at times uses tools strategically and appropriately.	Large gaps make the artwork appear sloppy, measurements are inaccurate. Large amount of waste due to inattention to precision and inaccuracies in planning and measuring. Student does not use tools strategically and appropriately.
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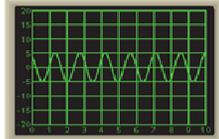
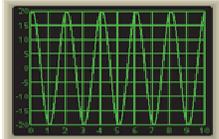
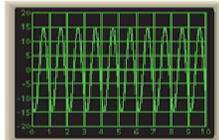
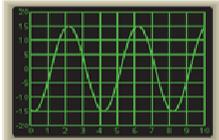
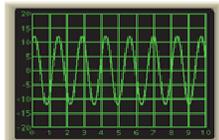
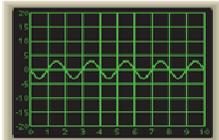
Summative Assessment 2:

Solving Design Problems	Student uses real-world application of geometric methods to solve design problems associated with the project. Extra support is added to ensure artwork stays together for display purposes.	Student needs some assistance solving design problems which arise throughout the project. Some support is added, but may not be sufficient to display purposes.	Student needs a large amount of support to solve design problems associated with the real-world project. No support is added to project for display.
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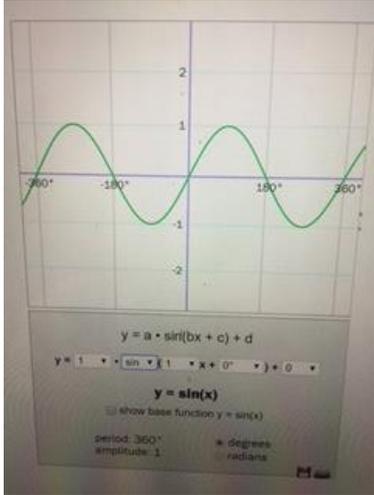
Summative Assessment 3:

Written Portion	Student has a full paragraph (6-8 sentences) explaining their process for creating their geometric artwork and how they solved design problems related to their real-world project.	Student has a partial paragraph (3-5 sentences) which address one prompt fully and one partially.	Student has less than 2 sentences and does not fully address how their artwork was created nor how design problems were solved. Does not relate to real-world context.
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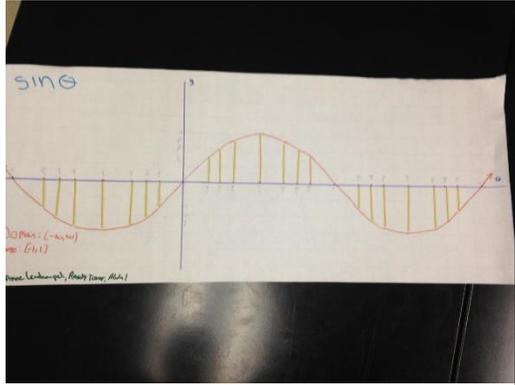
Grade Level	11	Content Area	Mathematics
Course Title (grades 9–12 Only)	Algebra 2		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	This lesson aligns to the Caurus Academy program of instruction by affording students the opportunity to work both collaboratively and independently to achieve a thorough standards based understanding. Students recognize the periodic nature of a phenomenon and look for suitable values of midline, amplitude, and frequency for it. Instruction encourages accuracy, precision and problem-solving skills as students construct graphs and models.		
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>A2. F-TF.B.5 Create and interpret sine, cosine, and tangent functions that model periodic phenomena with specified amplitude, frequency, and midline.</p> <p><i>* grade-level rigor as identified in the standard is bolded in the student activities section</i></p> <p>Standards for Mathematical Practices (MP)</p> <p>MP1 Make sense of problems and persevere in solving them</p> <p>MP4 Model with mathematics</p> <p>MP7 Look for and make use of structure</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>Student mathematics notebook</p> <p>Big Ideas Math textbook</p> <p>SMART Board, SMART notebook, teacher computer</p> <p>Class set of Chromebooks</p> <p>Rulers</p> <p>Spaghetti noodles</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. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>The teacher will project the essential question for students.</p> <p>The teacher will facilitate a whole class discussion and elicit responses from students regarding their brainstorm responses of the essential question.</p> <p>The teacher will direct students to page 505 of their math textbook and read the directions of the Exploration 1 assignment. The teacher will answer student questions regarding the directions.</p> <p>The teacher will group students in partnerships to complete the Exploration 1 assignment.</p> <p>The teacher will monitor student progress by moving about the classroom and address student errors when necessary. The teacher will re-direct and reteach when students are in need of additional assistance.</p> <p>The teacher will post each of the electric currents on butcher paper around the classroom.</p> <p>The teacher will assign each partnership one of the electric currents for response on the butcher paper.</p> <p>The teacher will coordinate student presentations of results for the electric current graphs.</p> <p>The teacher will present students with two questions to answer independently.</p>	<p>Students will brainstorm possible responses to the essential question: What are the characteristics of the real-life problems that can be modeled by trigonometric functions?</p> <p>Students will participate in teacher led whole class discussion of their brainstorm responses.</p> <p>Students will work with assigned partner to complete the Exploration 1 assignment, “Modeling Electric Currents”. The students will find a sine function that models the electric current shown in each oscilloscope screen. Students will state the amplitude and frequency of the graph. (MP1)</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;"> <p>a. </p> </div> <div style="text-align: center; margin: 5px;"> <p>b. </p> </div> <div style="text-align: center; margin: 5px;"> <p>c. </p> </div> <div style="text-align: center; margin: 5px;"> <p>d. </p> </div> <div style="text-align: center; margin: 5px;"> <p>e. </p> </div> <div style="text-align: center; margin: 5px;"> <p>f. </p> </div> </div> <p>Student partnerships will write the sine function, amplitude, and period of the graph on their assigned graph’s butcher paper. Students will present their responses to the class. (MP4)</p> <p>After presentations of graphs, students will independently answer the following questions:</p> <ol style="list-style-type: none"> 1. What are the characteristics of the real-life problems that can be

		<p>modeled by trigonometric functions?</p> <p>2. Use the internet to find examples of real life situations that can be modeled by trigonometric functions.</p>
<p>2</p>	<p>The teacher will direct students to open to page 506 of their mathematics textbook.</p> <p>The teacher will use a random name generator to select a student to read about frequency from the text while the class follows along with the reading.</p> <p>The teacher will use the random name generator to select another student to read the Example 1 “Using Frequency”.</p> <p>The teacher will model solving the “Using Frequency” example on the SMART Board with students writing the steps in their mathematics notebook.</p> <p>The teacher will pose a “what if” question for students to respond to on a notecard. Teacher will gather the notecards and sort the cards into piles of correct answers and incorrect answers. The teacher will identify incorrect answers that can be used to re-teach and then conduct “My Favorite No” with students. The teacher will address what in the problem was done correctly and also incorrect answers and student misconceptions on the notecards.</p> <p>The teacher will assign independent practice questions from the textbook page 510 #3-10. The teacher will monitor student progress and answer questions as students complete the in-class assignment. The teacher will gather student response at the end of the class period and grade the responses. The teacher will use the student responses to reteach and scaffold prior to introducing the next concept.</p>	<p>Students will turn to page 506 of their mathematics textbook.</p> <p>If student name is selected by the random name generator, the student will read aloud about frequency from the textbook.</p> <p>Students will follow along as a classmate reads aloud the information about frequency from the textbook.</p> <p>Students will follow along as a classmate reads aloud Example 1 “Using Frequency”.</p> <p>Students will document notes in their mathematics notebook and take down the steps modeled by the teacher to solve Example 1 “Using Frequency”.</p>  <p>SOLUTION</p> <p>Step 1 Find the values of a and b in the model $P = a \sin bt$. The maximum pressure is 2, so $a = 2$. Use the frequency f to find b.</p> $\text{frequency} = \frac{1}{\text{period}} \quad \text{Write relationship involving frequency and period.}$ $2000 = \frac{b}{2\pi} \quad \text{Substitute.}$ $4000\pi = b \quad \text{Multiply each side by } 2\pi.$ <p>The pressure P as a function of time t is given by $P = 2 \sin 4000\pi t$.</p> <p>Step 2 Graph the model. The amplitude is $a = 2$ and the period is</p> $\frac{1}{f} = \frac{1}{2000}$ <p>The key points are:</p> <p>Intercepts: $(0, 0); (\frac{1}{2} \cdot \frac{1}{2000}, 0) = (\frac{1}{4000}, 0); (\frac{1}{2000}, 0)$</p> <p>Maximum: $(\frac{1}{4} \cdot \frac{1}{2000}, 2) = (\frac{1}{8000}, 2)$</p> <p>Minimum: $(\frac{3}{4} \cdot \frac{1}{2000}, -2) = (\frac{3}{8000}, -2)$</p> <p>► The graph of $P = 2 \sin 4000\pi t$ is shown at the left.</p> <p>Students will ask questions for clarification as the teacher models solving Example 1 “Using Frequency”.</p> <p>Students will respond to the “what if” question on a notecard: In example 1, how would the function change when the audiometer produced a pure tone with a frequency of 1000 hertz?</p>

		<p>Students will submit their notecard to the teacher when completed.</p> <p>Students will write down the solution that the teacher projects for “My Favorite No” and identify what is done correctly in the solution. Students will identify what is done incorrectly in the solution. (MP7)</p> <p>Students will respond to teacher questions regarding the errors made on the “What if” notecards.</p> <p>Students will work independently to respond to questions #3-10 on page 510 as practice of frequency.</p> <p>Students will ask questions when assistance is needed or for clarification.</p> <p>Students will submit completed responses to page 510 #3-10</p>
<p>3</p>	<p>The teacher will distribute student assigned Chromebooks.</p> <p>The teacher will post on the SMART Board the following website: Trigonometric Graphing http://illuminations.nctm.org/Activity.aspx?id=3589</p> <p>The teacher will review directions with students and model for students how to use the pull-down menu to change the function and thus change the graph.</p> <p>The teacher will instruct students to input various values for a, b, and c prior to answering the questions in order to see the changes in the graph.</p> <p>The teacher will monitor student progress as they respond to the Exploration questions online.</p>	<p>Students will login to the Trigonometric Graphic website on their assigned Chromebook.</p> <p>Students will follow along with the teacher to change the values of a, b, and c prior to completing the Exploration portion of the assignment.</p>  <ul style="list-style-type: none"> • Using the pull-down menus, select values for a, b, c, and d. The graph of the function will be updated automatically. • Selecting the "show base function" option causes the basic function

		<p>(with $a = b = 1$ and $c = d = 0$) to be graphed in red. The function with other values for the parameters appears in green.</p> <p>Note that if the parameters of the base function are the same as the values for your function, the graphs will be superimposed.</p> <ul style="list-style-type: none"> Choose "degrees" to graph the function in degree measure, and choose "radians" to graph the function in radian measure. <p>(MP4) Students will respond to the following questions in their mathematics notebooks as they complete the Exploration portion and prediction of the assignment.</p> <p>Change the values of a, b, c and d one at a time.</p> <ul style="list-style-type: none"> What effect does changing the value of a have on the graph? What effect does changing the value of b have on the graph? What effect does changing the value of c have on the graph? What effect does changing the value of d have on the graph? <p>Given what you discovered, predict what the graph of $8 \cos(2x - 30^\circ) + 7$ would look like. What are its amplitude and period?</p>
4	<p>The teacher will organize students into groups of 3-4 and assign each group to graph the function of sine or cosine on a poster board.</p> <p>The teacher will project on the SMART Board the two equations that students will be graphing: $f(\theta) = \sin(\theta^\circ)$ and $g(\theta) = \cos(\theta^\circ)$</p> <p>The teacher will review all directions for the Exploratory Challenge to graph sine and cosine functions.</p> <p>The teacher will distribute poster board, a ruler, and yarn, glue and spaghetti to each group.</p>	<p>Students will work in groups of 3-4 to graph $f(\theta) = \sin(\theta^\circ)$ and $g(\theta) = \cos(\theta^\circ)$ using poster board, a ruler, yarn, glue, and spaghetti.</p> <p>Students will mark axes on the poster board, with a horizontal axis in the middle of the board and a vertical axis near the left edge.</p> <p>Students will measure the radius of the circle using a ruler; use the length of the radius to mark 1 and -1 on the vertical axis.</p> <p>Students will wrap the yarn around the circumference of the circle starting at 0 and mark each 15° increment on the yarn with a marker. Unwind the yarn and lay it on the horizontal axis. Transfer the marks on the yarn to corresponding increments on the horizontal axis. Label these marks as 0, 15, 30, ..., 360.</p> <p>Students will record the number of degrees of rotation θ on the horizontal axis of the graph, and record the value of either $\sin(\theta^\circ)$ or $\cos(\theta^\circ)$.</p>

		<p>(MP4) Students will glue spaghetti on the appropriate tick marks and then draw a smooth curve that connects the points at the end of each piece of spaghetti.</p> <p>Students will post their poster boards around the classroom.</p> <p>Students will determine the midline, amplitude, and frequency of their spaghetti graph.</p> 
5	<p>The teacher will distribute the Exploratory Challenge 2 worksheet to students.</p> <p>The teacher will post the function $f(\theta) = \sin(\theta^\circ)$ on the SMART Board along with the table to complete the function when θ equals degrees from 0 to 360 in various intervals.</p> <p>The teacher will assign partnerships of students to complete one portion of the chart and then include the information on the SMART Board.</p> <p>The teacher will then instruct students to use the values in the table to sketch the graph of the sine function on the interval $[0, 360]$. The teacher will monitor student progress and answer questions.</p> <p>The teacher will model for students responding to questions related to changing intervals along with their maxima and minima. The teacher will elicit responses from students regarding the end behavior of the sine function, how the function repeats, and if the sine is odd, even, or neither and discuss student responses.</p> <p>The teacher will assign student to complete the table and graph for the function $g(\theta) = \cos(\theta^\circ)$ and answer questions related to the function.</p>	<p>The student will work with a partner to complete one component of the table as assigned by the teacher and post the information on the SMART Board.</p> <p>Students will work independently to use the values from the table to graph the sine function on the interval $[0, 360]$.</p> <p>The students will respond to questions related to changing intervals along with their maxima and minima, the end behavior of the sine function, how the function repeats, and if the sine is odd, even, or neither and discuss with their table groups and then the class when called upon.</p> <p>The students will complete the table and graph for the function $g(\theta) = \cos(\theta^\circ)$ and answer questions related to the function in their mathematics notebook. (MP1)</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</i></p>	<p>Students will complete a summative assessment in the form of a paper pencil test which includes multiple choice and short answer questions.</p> <p>To achieve mastery students will receive 8/10 points</p>

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Summative Assessment Items and Scoring:

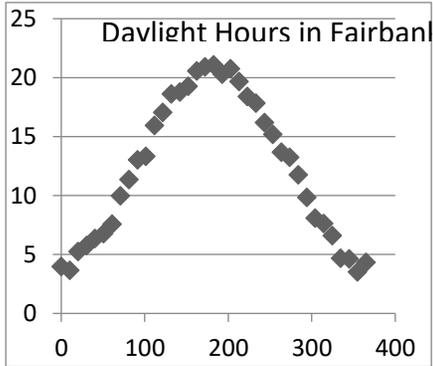
Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application 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.

Grade 11 Algebra II

Summative Assessment Level of Mastery: 8/10

Standard: A2.F.-TF.B.5 Create and interpret sine, cosine and tangent functions that model periodic phenomena with specified amplitude, frequency, and midline.

1. The graph below shows the number of daylight hours each day of the year in Fairbanks, Alaska, as a function of the day number of the year. (January 1 is day 1, January 2 is day 2, and so on.).
 - a. Find a function that models the shape of this daylight-hour curve reasonably well. Define the variables you use. (2 points)
 - b. What is the midline? What is the amplitude? (2 points)



2. The scientists who reported this data now inform us that their instruments were incorrectly calibrated; each measurement of the daylight hours is 15 minutes too long. Adjust your function from part (a) to account for this change in the data. How does your function now appear? Explain why you changed the formula as you did. (2 points)
3. Your friend claims that a function with a frequency of 2 has a greater period than a function with a frequency of $\frac{1}{2}$. Is your friend correct? Explain your reasoning. (2 points)

Answer Key:

1. a. Once we have the midline and realize that this is a periodic function, we expect the curve to be a sine or cosine function. It looks like an upside-down cosine graph, so the function will be in the form $H(d) = -A \cos(\omega d) + k$, where d is the number of days, k is the height of the midline, A is the distance between the peak (which looks to be about 21) and the midline, and $P = \frac{2\pi}{\omega}$ is the period. (2 points: 1 point for the function and 1 point for the variables).

$$A = 21 - 12\frac{1}{2} = \frac{17}{2}; \omega = \frac{2\pi}{365}; k = 12\frac{1}{2}.$$

$$H(d) = -\frac{17}{2} \cos\left(\frac{2\pi}{365} d\right) + 12\frac{1}{2}.$$

Here, the function H is the number of hours of daylight (in units of hours), and d is the day number as defined at the beginning of the question.

(NOTE: Variations of this formula such as a sine function with a phase shift are possible)

- b. The midline is the horizontal line that is halfway between a maximum and minimum value, so it corresponds to the graph of $y = 12\frac{1}{2}$. The amplitude is described by the distance from a maximum value and the midline, which corresponds to $\frac{17}{2}$. (2 points: 1 point for midline and 1 point for amplitude)
2. To correct the measurement, you need to take away $\frac{1}{4}$ hours of daylight from each measurement so that it lowers the midline by $\frac{1}{4}$ hours: $H(d) = -\frac{17}{2} \cos\left(\frac{2\pi}{365} d\right) + 12\frac{1}{4}$. (4 points: 2 points for the new function and 2 points for the explanation for the changed formula)
3. No, my friend is wrong. The Period and frequency of a function are related, but not in the way described by my friend. The larger the frequency the smaller the period, and the larger the period the smaller the frequency. They are the reciprocal of one another. (2 points: 1 if friend is correct and 1 point for the explanation)

Grade Level	12	Content Area	Mathematics
Course Title (grades 9–12 Only)	Financial Algebra		
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>	This lesson aligns to the Caurus Academy program of instruction by affording students the opportunity to work both collaboratively and independently to achieve a thorough standards based understanding. Students will use geometric series formulas to solve real world problems in situations that are applicable both inside and outside of the classroom.		
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>A2.A-SSE.B.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.</p> <p><i>* grade-level rigor as identified in the standard is bolded in the student activities section</i></p> <p>Standards for Mathematical Practices (MP)</p> <p>MP3 Construct viable arguments and critique the reasoning of others</p> <p>MP6 Attend to precision</p> <p>MP8 Look for and express regularity in repeated reasoning</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>Student Interactive Mathematics Notebook</p> <p>SMART Board, SMART notebook, teacher computer</p> <p>Class set of Chromebooks</p> <p>Class set of white boards</p> <p>Student weekly bell work sheet</p> <p>Butcher paper</p> <p>Teacher creates and distributes the following student copies:</p> <p>Savings Plan Quiz</p> <p>Mortgage Exit Ticket questions</p> <p>Path to Your Future Mortgage Activity</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. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Objective: Students use the sum of a finite geometric series formula to develop a formula to calculate a payment plan for a car loan and use that calculation to derive the present value of an annuity formula.</p> <p>Anticipatory set: the teacher will post a bell work exercise on the SMART Board for students to solve</p> <p>Teacher will facilitate a review discussion of future value function upon student completion of bell work.</p> <p>Modeling: the teacher will lead a class discussion to set up the reason for studying geometric series. The teacher will elicit responses from students regarding assumptions, interest, and geometric series.</p> <p>The teacher will work through an example on the SMART Board to establish the formula for finding the sum of a finite geometric series using a generic geometric series using letters.</p> <p>Guided practice: the teacher will distribute white boards to students. The teacher will post 3 exercises on the SMART Board for students to solve independently. If less than 80% of students responded correctly to demonstrate mastery, the teacher will model and reteach.</p> <p>Independent practice: the teacher will post 5 example problems on the SMART Board for students to solve independently. The teacher will monitor student progress and answer clarifying questions.</p> <p>Closure/ assessment: the teacher will distribute a 5-question quiz on the mathematics of a structures savings plan with recurring payment. St</p>	<p>Students will write the objective in their interactive mathematics notebook.</p> <p>Students will respond to the bell work question on their weekly bell work sheet to review future value function $F = P (1 + r)^n$</p> <p>Students will participate in the review discussion of future value functions: finding the future value of a structured savings plan.</p> <p>Students will respond to teacher questions regarding geometric series, assumptions, and interest.</p> <p>Students will ask questions for clarification.</p> <p>Students will obtain a white board and use the formula to solve each guided practice question on the white board.</p> <p>Students will complete the independent practice examples in their interactive mathematics notebook and ask clarifying questions when needed. (MP6)</p> <p>Students will complete a quiz on the mathematics of a structures savings plan with recurring payment. Students must correctly answer 4/5 questions to achieve mastery.</p> <p>Students will complete the 5-question quiz and submit to the teacher</p>
2	<p>Objective: use the sum of a finite geometric series formula to develop a formula to calculate a payment plan for a car loan and use that calculation to derive the present value of an annuity formula.</p>	<p>Students will write the objective in their interactive mathematics notebook.</p> <p>Students will respond to the teacher question regarding their ideal car on their weekly bell work sheet.</p>

	<p>Anticipatory Set: the teacher will ask students what type of car they would purchase if they could purchase any car they wish. The teacher will ask students how much they think the car will cost. The teacher will distribute student Chromebooks for students to look up the cost of their ideal car. The teacher will facilitate a class discussion regarding paying for a car outright versus purchasing a car with a loan.</p> <p>Modeling: the teacher will model for students how to use the information in a scenario to determine which quantities fulfil the equation while students write the example in the interactive mathematics notebooks.</p> <p>Guided Practice: the teacher will distribute a different sample exercise to groups of students for students to solve while working with a table group. The teacher will post butcher paper around the classroom for students to write their solutions on. The teacher will answer student questions and monitor student progress.</p> <p>Independent Practice: the teacher will post on the SMART Board a Mathematical Modeling Exercise using the cost of the student’s ideal car and explain the directions of the exercise to students.</p> <p>Closure/ assessment: the teacher will facilitate student presentations of their Mathematical Modeling Exercise</p>	<p>Students will use a Chromebook to research the cost of their ideal car.</p> <p>Students will participate in class discussion regarding purchasing a car with a loan.</p> <p>Students will respond to teacher questions and listen actively to classmate responses.</p> <p>Students will write the model scenario in their interactive mathematics notebook.</p> <p>Students will work in groups and use the formula to solve the sample car loan exercise and post the information on the butcher paper.</p> <p>Students will ask questions for clarification when necessary.</p> <p>Students will complete the Mathematical Modeling Exercise using the cost of their ideal car. (MP6)</p> <p>Students will present their Mathematical Modeling Exercise to the class.</p> <p>Students will construct viable arguments and critique the reasoning of others as they present their Mathematical Modeling Exercise (MP3)</p>
3	<p>Objective: apply the present value of annuity formula to a home mortgage</p> <p>Anticipatory Set: the teacher will provide students with a listing of possible houses to purchase ranging in price from \$15,900 to \$1,450,00 to select from. The teacher will facilitate a discussion of which house the students selected and why they made the selection.</p> <p>Modeling: the teacher will work through a 30-year mortgage with an annual interest rate of 5% on the SMART Board</p> <p>Guided Practice: the teacher will direct students to use a pre-selected career yearly income to determine mathematically if the bank will approve the 30-year mortgage on the house they have selected. The teacher will monitor student progress and answer questions for clarification.</p> <p>Independent Practice: the teacher will provide students with various scenarios that change the outcome of their mortgage payments (increased listing price,</p>	<p>Students will write the objective in their interactive mathematics notebook.</p> <p>Students will respond to the Anticipatory Set question on their weekly bell work sheet. Students will participate in class discussion regarding purchasing a car with a loan. Students will respond to teacher questions and listen actively to classmate responses.</p> <p>Students will copy the 30-year mortgage problem and solution in their interactive math notebooks. Students will ask clarifying questions.</p> <p>Students will use their pre-selected career yearly income to determine mathematically if the bank will approve the 30-year mortgage on the house they have selected.</p> <p>Students will use the scenarios provided by the teacher to solve problems using the annuity formula.</p>

	<p>lowered number of years for the mortgage, larger down payment, etc.) that students must solve using the annuity formula.</p> <p>Closure/ assessment: the teacher will distribute an Exit Ticket with reflection questions that students will answer and share with a partner</p>	<p>Students will work with a partner to respond to Exit Ticket questions. Students will share answers with a partner and submit to teacher prior to leaving class.</p> <p>(MP3)</p>
4	<p>Objective: apply finite geometric series to a real-world future mortgage situation</p> <p>Anticipatory Set: the teacher will introduce the Path to Your Future Mortgage Activity to students and answer questions for clarification.</p> <p>Modeling: the teacher will verbally model step-by-step a selection process for college, after college, job, marital status, car prior to students determining their Adjusted Monthly Income.</p> <p>Independent Practice: teacher will move about the room to monitor student progress as they make decisions regarding college, job, marital status, a car, and a home. The teacher will be available to answer questions for clarification.</p> <p>Closure/ assessment: the teacher will facilitate student presentations of the Path to Your Future Mortgage Activity.</p>	<p>Students will review directions of the Path to Your Future Mortgage Activity with the teacher and ask questions related to the project.</p> <p>Students will select whether or not they will go to college and amount of student loan they will be responsible for.</p> <p>Students will select what they will do after college in regard to more schooling or a job.</p> <p>Students will select a career.</p> <p>Students will select their marital status.</p> <p>Students will select a new or used car.</p> <p>Students will use the information they previously selected to then determine their adjusted monthly income, mortgage allowance based on adjusted monthly income.</p> <p>Students will use the present value of an annuity formula, where A_p is the present value, R is the monthly payment, i is the monthly interest rate, and n is the number of monthly payments to determine their mortgage payments.</p> <p>(MP8)</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>Students will complete a pencil paper summative assessment.</p> <p>Mastery will be demonstrated by a score of 4/5.</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.

A2.A-SSE.B.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.

Grade 12 Financial Math

Level of Mastery: 4/5

Students must show all work using appropriate formula

1. Martin attends a financial planning conference and creates a budget for himself, realizing that he can afford to put away \$200 every month in savings and that he should be able to keep this up for two years. If Martin has the choice between an account earning an interest rate of 2.3% yearly versus an account earning an annual interest rate of 2.125% compounded monthly, which account gives Martin the largest return in two years? Show your work using the appropriate formula. (1 point)
2. Fran wants to purchase a new boat. She starts looking for a boat around \$6,000. Fran creates a budget and thinks that she can afford \$250 every month for 2 years. Her bank charges her 5% interest per year, compounded monthly. (2 points)
 - a. What is the actual monthly payment for Fran's loan?
 - b. If Fran can only pay \$250 per month, what is the most expensive boat she can buy without a down payment?
3. Suppose you want to buy a \$200,000 home with a 30-year mortgage at 4.5% annual interest paying 10% down with an annual escrow payment that is 1.2% of the price of the home. (2 points)
 - a. Disregarding the payment to escrow, how much do you pay toward the loan on the house each month?
 - b. What is the total monthly payment on this house?

Answer Key: Level of Mastery 4/5 (Students must show all work using appropriate formula)

1. The account earning an interest rate of 2.125% compounded monthly returns more than the yearly account. (1 point, no partial credit)
2.
 - a. The actual monthly payment for Fran's loan would be \$263.23. (1 point, no partial credit)
 - b. Fran can afford a boat that costs about \$5,700 if she does not have a down payment. (1 point, no partial credit)
3.
 - a. The amount paid toward the loan on the house each month is \$912.03. (1 point, no partial credit)
 - b. The monthly escrow payment is $\frac{1}{12} (.012) = 200$, so the total monthly payment is \$1,112.03. (1 point, no partial credit)

Grade Level	9 th grade	Content Area	English Language Arts- Reading
Course Title (grades 9–12 Only)	English I		
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>	This lesson aligns with Caurus Academy experiential program of instruction by including projects, reflection of feelings, and conceptualization of the Holocaust as demonstrated through a first-person narrative. The use of primary text offers students first-hand knowledge of the experience while building on their critical thinking and comprehension skills. A variety of text types is accessible to all students in order to cultivate high level thinking including making inferences, comparing and contrasting, and point of view.		
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>	9-10. RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Class set of the novel <u>Night</u> by Elie Wiesel Individual Student Notebooks (ISN) Pictures from Anne Frank House and United States Holocaust Museum Teacher computer, SMART Notebook, SMART Board Video (Oprah and Elie Wiesel Interview at Auschwitz) Post- It Notes</p> <p>Teacher creates and distributes the following student copies:</p> <p>Point of View Card Sort Holocaust Introduction Scenarios Elie Wiesel: About the Author article Google Forms survey Article “Redefining “Free Words” for an Unfree World” “Tales from Auschwitz: survivor stories” Summative Assessment Independent Writing questions</p>		

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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 identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	<p>Review point of view: The teacher will distribute point of view card sort cards and instruct students to match the card sort examples to the point of view. The teacher will conduct a class discussion following the completion of the card sorts.</p> <p>Point of View Notes: The teacher will review point of view notes with emphasis on first person and third person.</p> <p>Point of View Video: The teacher will show students the Reviewing Point of View video and direct students to write down words that help identify specific points of view (example: I, they, he).</p>	<p>Review Point of View: Using the previously completed notes in their Individual Student Notebook (ISN), students will complete a card sort matching activity with a partner to match various points of view with examples. Participate in class discussion.</p> <p>Point of View Notes: Review notes in ISN with teacher instruction.</p> <p>Point of View Video: Watch the Reviewing Point of View video and have students write down words that help identify specific points of view (example: I, they, he).</p>
2	<p>Introduction: Teacher will show pictures of Anne Frank House and USHMM Teacher will ask students: “What do students know about personal experiences of the Holocaust?” and solicit responses from individual students.</p>	<p>Introduction: Students will respond to the images of Anne Frank House and the United State Holocaust Memorial Museum and what they know about the Holocaust.</p>

	<p>Mini-lesson on the Holocaust: The teacher will use SMART Notebook, present information on the Holocaust filling in gaps in student previous knowledge. Explain to students that the novel they are going to read is a first-person account of the Holocaust written by Elie Wiesel.</p> <p>Holocaust Introduction Scenarios: The teacher will split students into groups of 3-4 and explain to them that they will be given five scenarios that will require them to determine how they would respond. Direct students that they are to also provide a rationale for their responses as the class will then come together and discuss the scenarios and responses.</p> <p>Whole class discussion: The teacher will facilitate a whole class discussion on how students would respond to each of the listed scenarios.</p> <p>About the Author: Teacher will introduce the novel, <u>Night</u>, to students and distribute an about the author reading on Elie Wiesel. Instruct students that as they read they are to highlight key pieces of information, place question marks next to questions they have, and exclamation points next to information that stands out to them.</p> <p>Formative Assessment: Teacher will post the Ticket Out the Door questions and collect them as students leave the class.</p> <ol style="list-style-type: none"> 1. What was the Holocaust? 2. What questions do you still have pertaining to the Holocaust? 3. Three things that stood out to you about Elie Wiesel <p>Teacher will use the student responses to adjust further instruction.</p>	 <p>Holocaust Introduction Scenarios: Students will work in groups of 3-4 and read through scenarios related to families, Jewish citizens in Nazi controlled areas during WWII, curfew, and being taken to work camps.</p> <p>Students will offer responses to what they would do or how they would respond.</p> <p>Whole class discussion: As a class, discuss how students would respond to each of the scenarios along with their rationale for their responses.</p> <p>About the Author: As students read they are to highlight key pieces of information, place question marks next to questions they have, and exclamation points next to information that stands out to them.</p> <p>Formative Assessment: Students will answer the Ticket Out the Door questions prior to leaving class for the day.</p>
3	<p>Introduction: Teacher will address additional questions students had regarding the Holocaust. Then partner students to discuss their reading of pages 3-22 and completion of questions.</p>	<p>Introduction: Student will discuss with a partner their responses from the reading of pages 3-22 as recorded in their Interactive Student Notebooks (ISN).</p> <ol style="list-style-type: none"> 1. Why do you think Elie Wiesel begins <i>Night</i> with the story of Moshe the Beadle?

	<p>Creating Eliezer’s Identity Box: The teacher will distribute directions on the completion of Eliezer’s Identity Box.</p> <p>Teacher will provide examples of Identity Boxes.</p> <p>Teacher will respond to student questions.</p> <p>Teacher will monitor student progress.</p> <p>Gallery Walk Presentation of Eliezer’s Identity Box: Teacher will facilitate a gallery walk presentation of the Identity Boxes.</p> <p>Closure: The teacher will create a Google Forms question and administer the survey to students.</p>	<ol style="list-style-type: none"> 2. What lessons does the narrator seem to learn from Moshe’s experiences in telling his own story? 3. Why do you think Elie Wiesel tells his story in the first-person perspective? 4. If Night were written in the third person, would it be more or less believable? <p>Creating Eliezer’s Identity Box: Students will complete this assignment on a single sheet of paper and will include labels Eliezer would use to describe himself, what events or experiences seem most important to him? What books and ideas have shaped his identity? Have students write on the outside of the box the words or phrases Eliezer’s family might use to describe him. How might Moshe the Beadle speak of Eliezer? Other Jews in Sighet? The Germans?</p>  <p>Students will be given directions on what to include on their creation of Eliezer’s Identity Box and must also include pages from the text to cite their rationale for what is included in and on the box.</p> <p>Gallery Walk Presentation of Eliezer’s Identity Box: Students will post their Identity Box illustrations around the room and walk about reading other students work.</p> <p>Closure: Students will use a Chromebook to answer the Google Forms question on what they saw included in their classmates Identity Box that they thought was insightful or different from what they had included in their box.</p>
4	<p>Introduction: The teacher will instruct students to respond to questions related to the use of the term night. The teacher will monitor students as they work in groups and answer student questions.</p>	<p>Introduction: Students will individually respond to questions about the meaning of the word Night. Students will then illustrate Eliezer after his arrival at Auschwitz. Students will share with their table group of 3-4 other students their responses. Each table group will then share with the whole class what they came to agree that the word night means.</p>

	<p>Video (Oprah and Elie Wiesel Interview at Auschwitz): The teacher will show students the video and direct them to write examples of why Elie Wiesel says that he wrote <u>Night</u>.</p> <p>Small Group Activity: The teacher will divide the class into small groups and have members take turns reading aloud one scene from this section of the book. Then ask them to read a second time, this time pausing whenever they come to a word or phrase that seems to have more than a literal meaning. The teacher will ask students how they know where to pause and for how long. Discuss how those moments of silence affected their understanding of the scene.</p> <p>Closure: The teacher will instruct students to write on an index card one word that or phrase that was read in the small group activity. On the back of the notecard, what is the popular meaning and how is the word used in the book? Teacher will post words around the classroom.</p>	<p>Students will post their pictures of Eliezer around the classroom and discuss the features they chose to include with direct citations from the text.</p> <p>Video (Oprah and Elie Wiesel Interview at Auschwitz): While watching, what does Elie Wiesel share that demonstrates his reason for writing the book <u>Night</u>?</p>  <p>Small Group Activity: Reading for Meaning Elie Wiesel has said that in his writing “the unspoken is as important as the spoken.” Meaning often lies in the images he tries to convey through a single word or phrase. Perhaps that is why there are so many very short, even one-word, sentences in the book. Those sentences signal the reader that the author wants them to stop and think about the meaning of these words or phrases in this specific context. The word night is a good example. It clearly refers to more than a time of day. In the book, it symbolizes the Holocaust. Students will read take turns reading aloud one scene from this section of the book. Then ask them to read a second time, this time pausing whenever they come to a word or phrase that seems to have more than a literal meaning.</p> <p>Closure: On an index card, write one word that or phrase that was read in the small group activity. On the back of the notecard, what is the popular meaning and how is the word used in the book?</p>
5	<p>Introduction: Teacher will facilitate a discussion on the meaning of the word resistance at Auschwitz. Teacher will ask students what does the word resistance mean to you?</p>	<p>Introduction: Answer the following questions in your ISN: What does the word resistance mean to you? Discuss the meaning of the word resistance at Auschwitz.</p>

	<p>Writing Activity: A Letter to Elie Wiesel: The teacher will explain to students that over the years a number of students have written or asked Elie Wiesel questions about his experiences and their own.</p> <p>The teacher will introduce writing a letter to Elie Wiesel.</p> <p>The teacher will facilitate a brainstorm session with students regarding possible topics and possible questions to ask Elie Wiesel.</p> <p>CLOSE Read Activity: The teacher will model for students a piece of rhetoric to mark with a sticky note to demonstrate author point of view or purpose.</p> <p>The teacher will monitor student progress and use of CLOSE Reading strategies.</p>	<p>Writing Activity: A Letter to Elie Wiesel Over the years students have written or asked Elie Wiesel questions about his experiences and their own. Suppose you were asked to write him a letter. What questions would you ask him about the book so far or about the violence and hatred he describes or that you have witnessed in your own life. What would you want him to know about you as a person?</p> <p>Participate in class brainstorm of possible topics to write about.</p> <p>Write a letter that reflects these questions.</p> <p>CLOSE Read Activity: As students read the novel, they will utilize sticky notes to record their close reading strategies of annotation, questioning and analyzing text with focus on point of view techniques or rhetoric samples.</p> 
6	<p>Introduction: The teacher will direct students to work individually to respond to the questions and then instruct them to share with a clock-partner in class.</p> <p>Partner Activity: Article “Redefining “Free Words” for an Unfree World”</p> <p>The teacher will arrange students in pairs to find examples throughout the book of “free words” or phrases that lost or changed their meaning at Auschwitz. Possibilities in this section include such words or phrases as Happy New Year, selection, faith, loneliness, inheritance, and terrible. After partners have identified the words and phrases, have them choose one word and write a paragraph</p>	<p>Introduction: Answer the following questions individually and then share your responses with your clock-partner.</p> <ol style="list-style-type: none"> 1. Think about what it means to describe one’s image as a “corpse contemplating me.” In the next to the last sentence in the book, Eliezer says that when he looks in a mirror after liberation, he sees a corpse contemplating him. He ends the book by stating, “The look in his eyes as he gazed at me has never left me.” What does that sentence mean? Why is it important to Eliezer to remember? To tell you his story? How has he tried to keep you from responding to his story the way he and his father once responded to the one told by Moshe the Beadle? How successful has he been?

	<p>comparing the way it is defined in their own world with its meaning at Auschwitz. Students will cite the page numbers from the text.</p> <p>The teacher will bring the class together and invite students to share their paragraphs. Discuss how the exercise helps us understand why Levi and others believe that “our language lacks words to express this offense, the demolition of a man.” How does the exercise help us see the world from another’s perspective?</p>	<p>2. Discuss why Wiesel titled his autobiographical story <u>Night</u>. What did the word night mean to you before you read the book? How has the meaning of the word changed for you? How did it change for the author? Each night is the end of one day and the start of another. What does that suggest about the need to bear witness? To not only tell the story but also have the story be heard and acknowledged?</p> <p>Partner Activity: Article “Redefining “Free Words” for an Unfree World”</p> <p>Primo Levi, a Holocaust survivor who was also at Auschwitz, writes that his experiences in the camp altered the very meaning of everyday words: Just as our hunger is not that feeling of missing a meal, so our way of being cold has need of a new word. We say “hunger,” we say “tiredness,” “fear,” “pain,” we say “winter” and they are different things. They are free words, created and used by free men who lived in comfort and suffering in their homes. If the [camps] had lasted longer, a new, harsh language would have been born; and only this language could express what it means to toil the whole day in the wind with the temperature below freezing, and wearing only a shirt, underpants, cloth jacket and trousers, and in one’s body nothing but weakness, hunger, and knowledge of the end drawing near.</p>
<p>S.A.</p>	<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>Independent Writing Activity: Students will read “Tales from Auschwitz: survivor stories” and use their text along with annotations to respond to the following questions:</p> <ol style="list-style-type: none"> 1. How does Irene Fogel Weiss tell the story from the first person to advance her point of view? Support with textual evidence. 2. In the beginning of the text, Fogel Weiss says, “That was when our problems started... it was a difficult time.” What does she mean by these statements? Support with textual evidence. 3. If the author rewrote this from an opposing viewpoint, what statements (use of rhetoric) would need to change? Why? <p>Students will receive points based on completeness of answers. To demonstrate mastery a student must receive a 18/22.</p>

Summative Assessment Items and Scoring:

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

Summative Assessment

Grade 9

Level of Mastery 18/22

Standard: 9-10.RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

	Question	Student Expectation	Point Value
1.	How does Irene Fogel Weiss tell the story from the first person to advance her point of view? Support with textual evidence.	8 pts - Student provides two examples and supports with textual evidence 4 pts - Students provide one example of the change and supports with textual evidence or two with no evidence 0 pts - No response	/8
2.	In the beginning of the text, Fogel Weiss says, “That was when our problems started... it was a difficult time.” What does she mean by these statements? Support with textual evidence.	8 pts - Student answers prompt with strong evidence for their reasoning 4 pts - Student answers prompt, but does not give additional support for their reasoning 0 pts - no response	/8
3.	If the author rewrote this from an opposing viewpoint, what statements (use of rhetoric) would need to change? Why?	6 pts - Student addresses all two components of the question 3 pts - Student only addresses one of the two components of the question 0 pts – Student does not address components or no response	/6

Grade Level	10 th grade	Content Area	English Language Arts- Reading
Course Title (grades 9–12 Only)	English II		
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>	This lesson aligns with Caurus Academy program of instruction by offering students access to informational text in the form of primary source documents to reinforce critical thinking and comprehension skills. The seminal text is accessible to all students in order to cultivate high level thinking including making inferences, comparing and contrasting, debating, and speaking publicly. Instructional strategies encourage students to work in a cross-curricular manner to analyze the central themes and ideals of historical text.		
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>	9-10. RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Individual Student Notebooks (ISN) Teacher computer, SMART Notebook, SMART Board Enlightenment video Class Set of Chromebooks Post- It Notes Declaration of Independence Deck of playing cards</p> <p>Teacher creates and distributes the following student copies: Enlightenment Readings Investigating the Declaration of Independence Worksheet Summary Organizer</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. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Introduction: The teacher will project the word “enlighten” on the SMART Board and direct students to individually write on a sticky note what they believe the word “enlighten” means. Direct students to place the sticky note on the board.</p> <p>Teacher will go over student responses and the class will construct a working definition of the term “enlighten” to place in their Interactive Student Notebook (ISN) and explain to students that they will determine the ideals of the Enlightenment that are illustrated in the Declaration of Independence.</p> <p>Enlightenment TEDed Video (https://ed.ted.com/on/6roxY95i) The teacher will share the video with students as they take guided notes in their ISN related to the Enlightenment and ideas of Enlightened thinkers/ philosophers.</p> <p>Enlightenment Readings: The teacher will arrange students in groups of 3-4 The teacher will distribute one of five documents to each group and explain to students the components of the graphic organizer.</p> <p>The teacher will monitor group progress as well as individual student contributions.</p> <p>Teacher will then place students into groups of five with a representative from each of the five readings to share the ideas written in each document.</p> <p>Formative assessment: The teacher will disseminate the Ticket Out the Door</p>	<p>Introduction: The word “enlighten” will be projected on the SMART Board. Students will individually write on a sticky note what they believe the word “enlighten” means and place the sticky note on the board.</p> <p>Participate in class discussion to construct a working definition of the term “enlighten” and then write in Interactive Student Notebook (ISN)</p> <p>Enlightenment TEDed Video (https://ed.ted.com/on/6roxY95i) Students will take guided notes in their ISN related to the Enlightenment and ideas of Enlightened thinkers/ philosophers.</p> <p>Enlightenment Readings: Students will work in groups of 3-4 and read one of five documents that illustrate Enlightenment thinking as well as lay the foundations for the Declaration of Independence. These documents include <u>John Locke's Second Treatise on Government, Section 225, 1690</u>, <u>Massachusetts Slave Petition, May 27, 1774</u>, <u>Malden Massachusetts Statement of Independence, May 27, 1776</u>, <u>George Mason and the Virginia Declaration of Rights, June 12, 1776</u>, And the Preamble to the Declaration of Independence: <u>excerpt in separate PDF.</u>)</p> <p>While reading the document, list on a graphic organizer the beliefs that are illustrated in the writing. Students will then share with others in their class by forming a group of students who read the other four documents.</p> <p>Formative assessment: (Ticket Out the Door) Prior to leaving for the day, students will answer the question: What Enlightenment ideas were demonstrated in the five documents read in class today?</p>

<p>2</p>	<p>Introduction: Teacher will distribute a copy of the Declaration of Independence to students and instruct them read along as actors read aloud. Declaration of Independence read by actors https://www.youtube.com/watch?v=ZxTvS-kyHzs.</p> <p>Activity: The teacher will place students in partnerships. Introduce students to the textbook reading. Be available to ask clarifying questions on the text or the task.</p> <p>Prior to starting, the teacher will lead a class conversation where students define the term, inevitable.</p> <p>Speeches: Teacher will assign 3 groups of partnerships to work together to present speeches.</p> <p>The teacher will walk about the room and monitor as students present their speech with their partner in a group of six with two other partnerships</p> <p>The teacher will award points to students on a rubric and provide timely feedback</p>	<p>Introduction: Students will follow along with the reading of the Declaration of Independence.</p> <p>Activity: The student will participate in class conversation to define the term inevitable.</p> <p>Working with a partner, students will investigate the controversial nature of the Declaration of Independence. Read <u>Chapter 1</u> of the online version of <i>The Declaration of Independence: A Study on the History of Ideas</i> written in 1922 by Carl Becker.</p> <p>Students will then make a two-minute speech to the class answering the following question: “Was the writing of the Declaration of Independence an inevitable event?”</p> <p>Speeches: Students will present their speech with their partner in a group of six with two other partnerships. Partnership 1 will present first, Partnership 2 will write down the strongest argument made by Partnership 1, and Partnership 3 will write down one additional argument that Partnership 1 could have made. The Partnerships and roles will then rotate.</p>
<p>3</p>	<p>Introduction: The teacher distributes a copy of the abridged version of the Declaration of Independence to all students.</p> <p>The teacher then “share reads” the text with the students. This is done by having the students follow along silently while the teacher begins reading aloud. The teacher model’s prosody, inflection, and punctuation.</p> <p>The teacher then asks the class to join in with the reading after a few sentences while the teacher continues to read along with the students.</p> <p>The teacher provides students with “Summary Organizer” and instructs students to complete the organizer.</p> <p>The teacher arranges students in groups of 3-4 to share their responses to the “Summary Organizer”</p> <p>Student Activity Sheet- Investigating the Declaration of Independence:</p>	<p>Introduction: Students will track the text and read along while the teacher models reading aloud the abridged version of the Declaration of Independence. Students will then read aloud as the teacher calls on them to read.</p> <p>Students will complete the “Summary Organizer” answering questions such as key terms, summary of text, and the text written into their own words.</p> <p>In groups of 3-4 students will share with their group mates their responses to the “Summary Organizer”</p> <p>Student Activity Sheet- Investigating the Declaration of Independence: Students will work in groups of 3 to conduct an investigation of the Declaration of Independence.</p>

	<p>Place students in cooperative learning groups of 3. There should be a mix of different learning levels.</p> <p>Pass out Student Activity Sheet- Investigating the Declaration of Independence.</p> <p>Prompt groups to use the text of the Declaration of Independence to answer the questions on the activity sheet.</p> <p>Collect completed activity sheets</p> <p>Closure: The teacher will post on the SMART Board the closure question.</p> <p>The teacher will use student responses to determine student assignment of the summative assessment</p>	<p>Although students have already heard the full text in a prior class, they will now answer questions specific to each portion of the Declaration of Independence including the Preamble, Beliefs, Complaints/ Grievances, and Attempts to Address the Grievances.</p> <p>Students will answer questions related to those who signed the Declaration of Independence.</p> <p>Closure: Would you have pro-independence or anti-independence? Provide rationale for your response.</p>
4	<p>Advantages and Disadvantages of Declaring Independence: The teacher will pass out to students a t-chart and instruct students to write advantages on one side and disadvantages on the other side.</p> <p>The teacher will prompt students to list advantages and disadvantages of declaring independence from the British.</p> <p>The teacher will facilitate a class discussion and creation of a class t-chart.</p> <p>“All men are created equal” Mini Debate: The teacher will lead a word splash brainstorm session with students as they work with a shoulder partner and then whole class on the meaning of the word equality.</p> <p>Direct students to the phrase "all men are created equal" from the Declaration of Independence. Facilitate a class discussion about who is not represented by the statement.</p> <p>Teacher will prepare and disseminate “for” and “against” cards and utilize them to group students</p> <p>Teacher will introduce activity directions to students and answer questions.</p>	<p>Advantages and Disadvantages of Declaring Independence: Students will work independently to brainstorm advantages and disadvantages of declaring independence from the British. The student will participate in completion of the class t-chart by contributing responses.</p> <p>“All men are created equal” Mini Debate: Students will brainstorm with a shoulder partner the meaning of the word equality and then share in a whole class discussion.</p> <p>Students will return to groups to interpret what Jefferson meant by “All men are created equal” then contribute their responses to a whole class discussion.</p> <p>Next, in their groups, students will consider who is not represented by the statement and then share in the whole class discussion.</p> <p>Students will pick a card with either “for” or “against” written on it. The card will also include the group number the student is a part of for this portion of the activity.</p>

	<p>Teacher will arrange for use of computer lab or classroom computer cart to allow students to research online.</p> <p>Teacher will monitor student progress as they research information and complete the Evidence Compilation Sheet.</p> <p>Teacher will facilitate student mini-debates</p>	<p>Using the online resource, “Was it Compromise or Hypocrisy?” students will research their side and complete the Evidence Compilation Sheet.</p> <p>Each group will participate in a mini-debate against a team with the opposing viewpoint.</p>
5	<p>Brainstorm: The teacher will use a deck of playing cards to randomly assign students to groups of 4. The teacher will instruct students to brainstorm complaints they have about the way that adults treat them.</p> <p>Teacher will lead a whole class sharing of their responses to the brainstorm.</p> <p>Create your Own Declaration of Independence: The teacher will introduce students to the assignment and clarify questions.</p> <p>The teacher will set up student submitted work in a Gallery Walk style and monitor students as they examine each other’s Declaration of Independence.</p>	<p>Brainstorm: Students will work in groups of 4 to brainstorm a list of complaints they have about the way they are treated by adults.</p> <p>Create Your Own Declaration of Independence: Students will then develop their own Declaration of Independence following the rhetorical structure of the original. Students must establish a philosophical foundation for their actions, list abuses at the hands of whomever or whatever they are declaring independence from, and then state their argument for independence.</p> <p>Students should make the final product look as authentic as possible (perhaps singeing paper edges, soaking in tea, or other methods), and be prepared to share their documents with the class.</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>Students will take on the role of a newspaper editor, preparing an editorial regarding the ratification of the Bill of Rights. They will write a Federalist or anti-Federalist editorial, depending on the viewpoint of their newspaper, explaining the main ideas of the Bill of Rights, its ideological antecedents, and their approval/disapproval.</p> <p>The editorial will include an introduction, body, solution, and conclusion.</p> <p>Mastery will be demonstrated by attaining a score of 8/10 in three categories on the rubric for a total of 24/30 points.</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.

Standard: 9-10.RI.9 Analyze seminal/primary document of historical and literary significance, including how they address related themes and concepts.

Summative Assessment 1

Main Ideas in Analyzing document	Identifies opposing positions and has clear explanation for opinion. Clearly explains the main ideas of the Bill of Rights. Cites 2 pieces of textual evidence from the original document.	Clear opinion, but opposing positions are not clearly identified. Main ideas of the Bill of Rights given partially. Cites 1 or 2 weak pieces of textual evidence from original document.	Opposing positions or opinion not clearly stated. Main ideas of Bill of Rights are unclear. Only cites 1 piece of textual evidence.	Does not identify opposing positions. Does not have a clear explanation of the main ideas of the Bill of Rights. No citations included.
Points:	10 9 8	7 6	5 4 3	2 1

Summative Assessment 2

Relationship of the Bill of Rights to Ideological themes and concepts	Students argument considers at least 3 enlightenment ideas including, but not limited to: liberty, social contracts, freedom, equality, etc.	Students argument considers 2 enlightenment ideas including, but not limited to: liberty, social contracts, freedom, equality, etc.	Students argument considers only 1 enlightenment idea including, but not limited to: liberty, social contracts, freedom, equality, etc.	Students argument does not consider any enlightenment ideas.
Points:	10 9 8	7 6	5 4 3	2 1

Summative Assessment 3

Support	Purposefully provides at least 3 credible supports. All supports are relevant, accurate and correct and all relate to the theme/concept.	Provides 2 credible supports. Both are relevant, accurate and correct and relate to the theme/concept.	Provides only 1 credible support. Supports may not be relevant, accurate or correct or do not relate to the theme/concept.	Provides no supports or none are relevant, accurate or correct nor do they relate to the theme/concept.
Points:	10 9 8	7 6	5 4 3	2 1

Grade Level	9 th grade	Content Area	English Language Arts- Writing
Course Title (grades 9–12 Only)	English I		
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>	This lesson aligns with the Caurus Academy experiential program of instruction by offering students access to informational text which they evaluate, create an argument related to and then reflect upon the writing process to grow individually as writers. Students will utilize the reading and writing platform, ThinkCERCA, to access text, analyze claims and counter-claims, and construct an Argumentative Essay with valid evidence and reasoning. The learning environment includes not only text but also multimedia along with support from expert community members.		
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>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.</p> <p>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. (M)</p> <p>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. (M)</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</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>SMART Board, teacher computer with SMART Notebook to be used by teacher for in class demonstrations</p> <p>Classroom set of Chromebooks for individual student use</p> <p>ThinkCERCA Assignment from the online platform – “If Robots Drove, How Much Safer Would We Be?” (Includes text, comprehension quiz, sentence frames for summarizing, card boxes for building an argument, and written argumentative essay framework)</p> <p>Attorney to speak with class about what makes a strong argument</p> <p>Teacher creates and distributes the following student copies:</p> <p>Survey for Writer’s Workshop Self-Reflection</p> <p>Activities for Writer’s Workshop stations including claim, vocabulary, counter-claim, highlighting, evidence, structure of essay, sentence fragments and run-ons, and introducing quotes.</p>		

	<p>Writer’s Checklist Wheel</p> <p>Peer Edit/Revision checklist and feedback form</p> <p>Writing Conference feedback form</p> <p>Rubric for Argumentative Essay</p> <p>Vocabulary terms printed and cut into strips</p>
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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>Writers Workshop self-reflection and station set up: The teacher will survey the students and ask them what skills they would like to practice.</p> <p>The teacher will review student responses and based off student surveys and previous writings, group students at various stations including</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Claim</div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Highlighting</div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Vocabulary</div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Evidence</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Sentence Fragments & Run-Ons</div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Structure of Essay</div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Counter-Claim</div> </div>	<p>Writers Workshop self-reflection and station set up: Students will complete the self-reflection based off their previous writing in the course.</p> <p>Students will work with other students at their table on differentiated activities related specifically to their perceived area of needed growth.</p> <p>This is a warm up activity to ensure that students have the necessary tools to begin the writing process.</p>

<p>2</p>	<p>ThinkCERCA: Teacher will have students log on to ThinkCERCA and enter the assigned CERCA, If Robots Drove, How Much Safer Would We Be?</p> <p>Short Answer: The teacher will facilitate a class discussion and record student Responses on the SMART Board.</p> <p>Vocabulary: The teacher will assign students to a partner and explain the directions to students.</p> <p>The teacher will monitor student progress and answer student questions.</p> <p>Initial reading of text: The teacher will facilitate a round robin reading of the text</p> <p>The teacher will model reading aloud for students with a focus on announcement and punctuation.</p> <p>The teacher will call on students to read aloud.</p> <p>Check for understanding: The teacher will direct students to complete a five-question multiple choice quiz related to the text.</p> <p>The teacher will evaluate and use the results of the multiple-choice quiz to remediate for students who need remediation and address fallacies that all students experienced.</p>	<p>ThinkCERCA: Students will log into ThinkCERCA and access the assignment “If Robots Drove, How Much Safer Would We Be?”</p> <p>Short Answer: Students will answer the short answer question using the ThinkCERCA platform prior to sharing in a whole class discussion.</p> <p>Vocabulary: Students will work with a partner and match the terms with the definitions of the ThinkCERCA text.</p> <p>Initial reading of text: Students will participate in a round robin reading of the text.</p> <p>Check for understanding: Following the reading of the text complete a five-question multiple choice quiz related to the text.</p>
<p>3</p>	<p>Engage with the Text: The teacher will read the directions with students and answer questions related to the highlighting of text.</p> <p>The teacher will model for students one place where you will highlight aqua for why people get into car accidents and one example of pink to demonstrate the drawbacks of driving autonomous cars.</p> <p>The teacher will talk through why they are selecting to highlight each piece of information and talk through the notes that are being added with the highlighted portion.</p> <p>Summarize: The teacher will instruct students to complete the summarizing portion of the activity once they have completed highlighting</p>	<p>Engage with the Text: As students read they will highlight for the question “How will automated cars change the driving experience?”</p> <p>Use aqua to highlight reasons why people get into car accidents.</p> <p>Add notes about how autonomous cars would solve those problems. Use pink to highlight drawbacks of driving autonomous cars. Add notes about how these drawbacks would affect average Americans.</p>

	<p>The teacher will monitor student progress and answer questions</p>	<p>Summarize: Summarize the selection in 5-6 sentences. The sentence frames can help you.</p> <p>Most automobile accidents are caused by _____. Engineers hope that autonomous cars will _____. The studies discussed in the article suggest _____</p>
<p>4</p>	<p>Video (Robot Meets Self Driving Car): The teacher will show students the video The teacher will direct students to discuss with a shoulder partner what they found most interesting about the video and what information paralleled the text they have read.</p> <p>Build an argument: The teacher will model for students the components of building an argument on the ThinkCERCA platform. The teacher will move about the classroom and monitor student progress</p> <p>Personal Interview: The teacher will assign students to interview an adult in their life who is driving age.</p>	<p>Video: Robot Meets Self Driving Car - Sophia by Hanson & Jack by Audi Discuss with a shoulder partner what they found most interesting about the video and what information paralleled the text we have read.</p> <p>Build an argument: Students will use card boxes in ThinkCERCA to create each of the following: Add the following "cards" to support your claim: Reason Provide reasons why you believe your claim. Evidence Provide evidence from the text to support your claim. Reasoning Explain how your evidence connects back to your claim. Counterargument Include at least one good reason why others might disagree with your claim or provide a different point of view.</p> <p>Personal Interview: Interview an adult in your life who is driving age. Ask what they believe to be the pros and cons of driverless cars. Also include the possible implications outside of just driving of robotic drivers (healthcare, population, etc.).</p>
<p>5</p>	<p>Argumentative Essay: Teacher guided class discussion and group sharing of the interview results will assist students in creating a strong claim and essay introduction which will align with the topic and guide students through their writing of an argumentative essay with components of reasoning and evidence from text.</p> <p>What makes a strong claim? The teacher will arrange for an attorney will come in to speak with students about what makes a strong argument.</p>	<p>Argumentative Essay</p> <p>Use your Argument Builder to write a CERCA that answers the CERCA question:</p> <p><i>How will automated cars change the driving experience?</i></p> <p>You can start your CERCA with your summary, ideas from your personal connection writing, or an attention-getting question, fact, or quotation.</p>
<p>6</p>	<p>Writer's Checklist Wheel: Teacher will model use of the wheel and expectations of students while teacher is conferencing with individual students.</p>	<p>Writer's Checklist Wheel: Students will use their Writer's Checklist Wheel to both edit (grammar, punctuation, usage, and spelling) and</p>

	<p>Writing Conference: Teacher will meet with students individually, giving specific feedback and focusing on the student’s self-reflection target goal.</p>	<p>revise (add, move, subtract, change words or phrases) for two other students as they work in triads to peer edit.</p>  <p>Writing Conference: Students will meet with the teacher individually for specific feedback related to their current draft of the writing.</p> <p>After editing, revising, and a Writing Conference, students will write the final draft of the Argumentative Essay for submission.</p>
<p>S.A.</p>	<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>Students will write an Argumentative Essay addressing the prompt: “Would a cashless payment system change society for better or for worse?” Students will need to score 4 out of 5 points on three sections of the included rubric for a total of 12 out of 15 points to demonstrate mastery on the standards being reviewed.</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.

Prompt: “Would a cashless payment system change society for better or for worse?”

Summative Assessment 1:

Points	Mastery/Highly Proficient		Developing Proficiency		Minimally Proficient
	5	4	3	2	1
Claim (M)	<ul style="list-style-type: none"> • Writer introduces precise claim focused on discipline-specific content. • Writer distinguishes claim from alternate or opposing claims. • Writer fairly points out the strengths and limitations of claim. • Essay’s organization establishes a clear relationship among the claim, counterclaim, reasons and evidence. 		<ul style="list-style-type: none"> • Writer introduces claim focused on discipline-specific content, but they may not be precise or fully supportable. • Writer addresses alternate or opposing claims but does not clearly distinguish them from claim. • Writer is not always fair in pointing out the strengths and limitations of claim. • Writer has some organization that establishes relationships between only some of the following: claim, counterclaim, reasons and evidence. 		<ul style="list-style-type: none"> • Writer does not include a statement of a claim focused on discipline-specific content. • Writer does not distinguish claim from alternate or opposing claims. • Writer does not point out the strengths and limitations of claim fairly. • Essay does not have organization of the claim, counterclaim, reasons and evidence.

Summative Assessment 2:

Points	Mastery/Highly Proficient		Developing Proficiency		Minimally Proficient
	5	4	3	2	1
Counter Claim (M)	<ul style="list-style-type: none"> • Writer develops counter claim fairly with evidence. • Writer points out strengths and limitations of the counter claim in a manner that anticipates the audience’s knowledge level and concerns. 		<ul style="list-style-type: none"> • Writer develops counter claim fairly, but no evidence to support. • Writer points out only strengths or weaknesses of the counterclaim, but not both. 		<ul style="list-style-type: none"> • Counter claim is not developed fairly. • Writer does not point out strengths or weaknesses of the counterclaim.

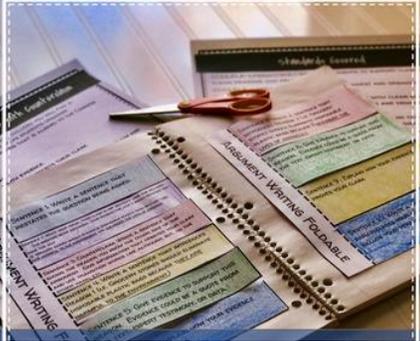
Summative Assessment 3:

Points	Mastery/Highly Proficient 5 4	Developing Proficiency 3 2	Minimally Proficient 1
Reasoning/ Evidence (M)	<ul style="list-style-type: none"> • Writer supplies evidence for both claim and counterclaim. • Provides relevant, accurate data and evidence from credible sources to support reasoning behind the claim. • Writer organizes the reason with valid, relevant and sufficient evidence clearly and logically. • Arguments demonstrate a deep understanding of the topic or text. 	<ul style="list-style-type: none"> • Writer supplies evidence for only one of the claim or counterclaim. • Writer provides data, but may not be relevant or from credible sources. • Writer organizes reasons, but may not be clear and logical. • Arguments demonstrate some understanding of the topic of text. 	<ul style="list-style-type: none"> • Writer does not supply evidence for the claim or the counter claim. • Writer does not provide relevant data and evidence from credible sources. • Writer does not organize reasons with valid, relevant and sufficient evidence clearly or logically. • No arguments or arguments do not demonstrate a deep understanding of the topic or text.

Grade Level	10 th grade	Content Area	English Language Arts- Writing
Course Title (grades 9–12 Only)	English II		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>This lesson aligns with the Caurus Academy experiential program of instruction by offering students access to various informational texts which they evaluate, create an argument related to and reflect upon the writing process to grow individually as writers.</p> <p>Students will utilize articles from the writing curriculum Engage NY to access text, analyze claims and counterclaims and construct a persuasive letter with valid evidence and reasoning. The learning environment includes not only text, but also cooperative experiences and multimedia.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>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.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (M)</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (M)</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</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>SMART Board, teacher computer with SMART Notebook to be used by teacher for in class demonstrations Cell phone, iPad, Kindle, Nintendo Switch, Wii, tv, etc. Post Its Kit Kats and Snickers fun size candy bars ISN (Interactive Student Notebooks) Letter Writing Techniques PowerPoint Presentation “How to Know if a Source is Reliable by Shmoop” video</p> <p>Teacher creates and distributes the following student copies:</p> <p>“Slip or Trip” scenario “Kids Still Getting Too Much Screen Time?” article</p>		

	<p>“Social Media as Community” article</p> <p>“Attached to Technology and Paying a Price” article</p> <p>Peer editing form</p> <p>Graphic organizer</p>
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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>Slip or Trip: The teacher will hand out the scenario, Slip or Trip, and facilitate the class reading the scenario aloud in a popcorn fashion. The teacher will then organize students into groups of 3-4 and explain the directions and monitor students as they work in groups.</p> <p>Presentation of Slip or Trip Reports: The teacher will facilitate student presentations of reports.</p> <p>Hook: The teacher will capture students interest by bringing in a large variety of ‘screens’ in their daily life (cell phone, iPad, Kindle, Nintendo Switch, Wii, tv, etc.). Teacher will lead class discussion regarding how much time people spend looking at screens and the health impact they may have on our daily lives.</p> <p>Introduce “Kids Still Getting Too Much Screen Time?” article CLOSE Read The teacher will distribute the article, “Kids Still Getting Too Much Screen Time?”</p> <p>Teacher will instruct students to number paragraphs.</p> <p>The teacher will read article aloud to students modeling fluency, expression, and punctuation.</p>	<p>Slip or Trip: Students will work in a group or 3-4. After reading the scenario, they are to write a claim, list all evidence, explain each piece of evidence, and write a report to present to the class supporting their claim. Each group will complete a graphic organizer with their information prior to writing their report.</p> <p>Presentation of Slip or Trip Reports: Each group will present before the class their report and field questions from their classmates.</p> <p>Hook: Students discuss the variety of screens (cell phone, iPad, Kindle, Nintendo Switch, Wii, tv, etc.), amount of time spent on them and the health impact it may have.</p> <p>“Kids Still Getting Too Much Screen Time?” CLOSE Read: Students will follow teacher model and CLOSE read the article in groups.</p> <p>Students will number paragraphs</p> <p>Students will follow along and track their reading as the teacher reads aloud.</p> <p>Students will copy teacher high lighting in the first paragraph</p>

	<p>Teacher will model highlight and annotation of strong citations to support opinion with first paragraph.</p> <p>Teacher will arrange students in groups of four and assign students to high lights and annotate the remaining paragraphs</p> <p>Teacher will number students and re-arrange them into new groups according to number for them to share and discuss their annotations and arguments for support.</p>	<p>Students will participate in group reading of the article, “Kids Still Getting Too Much Screen Time?”, highlighting, and annotations for the remainder of the article.</p> <p>Student will work with re-arranged group and share what their original group highlighted and annotated.</p> <p>Students will discuss the claims and counter claims and supporting evidence of the text in their new groups after sharing what was annotated and highlighted.</p>
2	<p>Credibility of Sources video “How to Know If a Source Is Reliable by Shmoop” Teacher will show video, then highlight main points so students understand credible vs. unreliable sources.</p> <p>“Social Media as Community” Compare and Contrast Teacher reads article and together with students create a Venn diagram comparing and contrasting the articles “Social Media as a Community” and “Kids Still Getting Too Much Screen Time”</p> <p>Argument Writing Checklist Teacher will distribute the Engage NY Argument Writing Checklist</p>	<p>Credibility of Sources: Students will view the video “How to Know If a Source Is Reliable by Shmoop” and ask questions as the teacher explains the main points of the video.</p> <p>“Social Media as Community” Compare and Contrast Students will Quick Write, choosing a specific claim in the text, and assess whether the reasoning is valid, and the evidence is relevant and sufficient. Students will contribute information to the class Venn diagram.</p> <p>Argument Writing Checklist: Students will place the Argument Writing Checklist in their Individual Student Notebook (ISN) to refer to when writing their persuasive letter.</p>
3	<p>“Attached to Technology and Paying a Price” Jigsaw Teacher introduces the article “Attached to Technology and Paying a Price”.</p> <p>Terms to use when writing a persuasive letter Teacher facilitates students as they brainstorm powerful terms and phrases to use in a letter to persuade the audience to believe an opinion.</p> <p>Building an argument ‘The Edible Argument – Battle Bars’ Teacher proposes that there are only two candy bars in the world for purchase.</p> <p>Teacher randomly passes out one candy bar to each student to begin preparation for ‘The Edible Argument – Battle Bars’.</p>	 <p>“Attached to Technology and Paying a Price” Jigsaw In small groups, student’s jigsaw the article (each student reads one paragraph independently, then students come together to share their portion of reading with the entire group)</p>

	<p>Teacher monitors and gauges student interactions to determine adequate preparation time.</p>	<p>Terms to use when writing a persuasive letter Students write as many powerful terms or phrases for persuasion as they can on post-its to display around the room. Students are challenged with covering the room completely.</p> <p>Building an argument ‘The Edible Argument – Battle Bars’ Students construct viable arguments for why their candy bar is the best and should be purchased over the other. Students must provide logical and valid reasons for supporting the claim using terms from activity ‘Terms to use when writing a persuasive letter’. After adequate preparation time, students form debate setup where they take turns providing an argument for why their candy bar should be purchased (or eaten!).</p>
4	<p>Letter Writing Techniques: The teacher prepares and shares with student’s letter writing techniques PowerPoint.</p> <p>Teacher solicits student response regarding claim, tone, and evidence.</p> <p>Introduction (Claim statement), body, conclusion, tone Pre-Writing Chart</p> <p>Teacher provides a graphic organizer</p> <p>Teacher monitors student progress and intervenes when misunderstandings are identified.</p>	<p>Letter Writing Techniques: Students write notes in their ISN on Letter Writing Techniques</p> <p>Students respond to teacher questions related to claim, tone, and evidence.</p> <p>Introduction (Claim statement), body, conclusion, tone Pre-Writing Chart</p> <p>Students fill out graphic organizer to guide the letter writing technique to emphasize strong claims, tone and evidence for persuasion writing.</p>
5	<p>Peer Edit/ Revise Teacher provides opportunity for students to peer edit and revise using a teacher provided peer editing form</p> <p>Writer’s Conference Teacher meets one-on-one with students to provide feedback and offer suggestions for revising letter.</p>	<p>Peer Edit/Revise Students partner to peer edit and revise using the peer editing form then swap and find another partner for further revision improvements.</p>

		 <p>Writer's Conference Student utilizes feedback in the revision of their letter for the final draft.</p>
<p>S.A.</p>	<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>Students will write a persuasive letter addressing the prompt: "Your state legislature is considering a bill that would require a person to earn a high school diploma before he or she could receive a driver's license. What is your position on this issue? Write a letter to convince your state legislature to accept your point of view."</p> <p>Students will need to score 4 out of 5 points on three sections of the included rubric for a total of 12 out of 15 points to demonstrate mastery on the standards being reviewed.</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.

Prompt: “Your state legislature is considering a bill that would require a person to earn a high school diploma before he or she could receive a driver's license. What is your position on this issue? Write a letter to convince your state legislature to accept your point of view.”

Summative Assessment 1:

	Mastery/Highly Proficient 5 points	Developing Proficiency 3 points	Minimally Proficient 1 points
Claim	<ul style="list-style-type: none"> • Writer introduces precise, knowledgeable claim(s) focused on persuasive topic. • Writer distinguishes claim(s) from alternate or opposing claims. • Writer fairly and thoroughly points out the strengths and limitations of both claims and counterclaims. 	<ul style="list-style-type: none"> • Writer introduces claim(s) focused on persuasive topic, but they may not be precise or knowledgeable. • Writer addresses alternate or opposing claims but does not clearly distinguish them from claim(s). • Writer is not always fair or thorough in pointing out the strengths and limitations of claims and counterclaims 	<ul style="list-style-type: none"> • Writer does not include a statement of a claim focused on the persuasive topic. • Writer does not distinguish claim(s) from alternate or opposing claims. • Writer does not point out the strengths and limitations of claims or counterclaims fairly or thoroughly.

Summative Assessment 2:

	Mastery/Highly Proficient 5 points	Developing Proficiency 3 points	Minimally Proficient 1 points
Evidence and Reasoning to Support Argument/ Opinion	<ul style="list-style-type: none"> • Writer provides relevant, accurate data and evidence through use of direct quotations, from credible sources to support reasoning behind the claim(s). • Writer organizes the reasons with valid, relevant and sufficient evidence clearly and logically. • Arguments demonstrate a deep understanding of the topic and effectively persuade the reader. • Writer uses words, phrases and clauses to create cohesion and clarify relationships among claim, 	<ul style="list-style-type: none"> • Writer provides data and evidence that supports reasoning behind claim(s), but not all of the data and evidence is relevant or accurate and/or from credible sources. • Some organization present with relevant evidence • Writer demonstrates some understanding of the argument and partially persuades the reader. • Writer creates some cohesion among claim, counterclaim and reasons and evidence. 	<ul style="list-style-type: none"> • Data and evidence are not relevant or accurate and/or not from credible sources. • Writer does not provide evidence from texts that support the writer’s analysis. • Arguments do not demonstrate an understanding of the topic, therefore does not persuade the reader. • Writer does not create cohesion among claim, counterclaim and reasons and evidence.

	counterclaim and reasons and evidence.		
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Summative Assessment 3:

	Mastery/Highly Proficient 5 points	Developing Proficiency 3 points	Minimally Proficient 1 points
Style and Tone	<ul style="list-style-type: none"> Letter’s organization establishes a clear relationship among the claim, counterclaim, reasons and evidence, and persuades the reader to support their view. Writer maintains a formal style and objective tone while attending to the norms and conventions of the discipline throughout the letter. 	<ul style="list-style-type: none"> Writer has some organization that establishes relationships between only some of the following: claim, counterclaim, reasons and evidence. Writer maintains one of: formal style or objective tone while still attending to the norms and conventions of the discipline. 	<ul style="list-style-type: none"> Essay does not have organization of the claim, counterclaim, reasons and evidence. Writer does not use formal style nor objective tone. Does not attend to the norms and conventions of the discipline.



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

C AND M HOMES L L C
P O BOX 20456
FOUNTAIN HILLS, AZ 85269

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

SUBJECT ADDRESS: 42101 N 41ST DR
OWNER: K2H DESERT NORTH LLC
348-1917 W 4TH AVE
VANCOUVER BC, BC V6J 1M7

CERTIFICATE #: 1202811 **BUILDING PERMIT:** BLD 12011129
ISSUED: 26-JUL-2012 **PERMIT DESC:** STE # 140 & 148
PROJECT: AFP I-0563 - K2H DESERT NORTH - AFP

FLOOR AREA: 3,106

AUTHORIZED USE AND OCCUPANCY: I:E

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2006 IRC, 2006 IECC, 2006 IBC, 2003 NEC, 2006 IMC, 2006 UPC, 2006 IFC, 2006 IFGC

TYPE OF BUSINESS:GREAT HEARTS ANTHEM **LOG#:**LPRR 1201709 **PROJECT#:**I-563

SITE INSP(N) **SPECIAL EGRESS CONTROL (N)**

SPRINKLERS (Y) **FIRE ALARM (Y)** **EMERGENCY LIGHTING (Y)** **ELEVATORS (N)**

DEFERRED SUBMITTAL (N)

SPEC PER PCC SEC. 1704 (N) **STR SEC. 1709 (N)** **ELEC PCC SEC. 2703 (N)** **ELEC OBS PCC SEC. 2704 (N)**

WATER METERS: **SECONDARY BACKFLOW (N)**

SCOPE OF WORK: BLDG PLMB MECH ELEC

ZONING:

REVIEWER:RICHARD ROSS 602-501-1136

DESCRIPTION OF WORK:SMALL TENANT IMPROVEMENT OF TWO SUITES IN EXISTING SHELL BUILDING. REWORK LIGHTING, GRID, AND MECHANICAL. INSPECTIONS TO BE DONE BY AFP INSPECTORS.



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

C 3 CONSTRUCTION INC
3335 E INDIAN SCHOOL RD
PHOENIX, AZ 85018

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

SUBJECT ADDRESS: 42101 N 41ST DR 101
OWNER: GUST ROSENFELD HOLDING COMPANY V LLC
2535 ROUNDHILL DR
BLOOMINGTON, IN 47408

CERTIFICATE #: 1002270 **BUILDING PERMIT:** BLD 10006411
ISSUED: 03-JUN-2010 **PERMIT DESC:** GREAT HEARTS ACADEMIES-STE 101
PROJECT: 98-9277 - ANTHEM

FLOOR AREA: 14,874

AUTHORIZED USE AND OCCUPANCY: I:E

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2006 IRC, 2006 IECC, 2006 IBC, 2009 NEC, 2006 IMC, 2006 UPC, 2006 IFC, 2006 IFGC

TYPE OF BUSINESS: SCHOOL SUITE 101 LOG#:LPRR 1000397

PROJECT#: 98-9277 **SITE INSP:** (N) **SPECIAL EGRESS CONTROL:** (N) **SPRINKLERS:** (Y)
FIRE ALARM: (Y) **EMERGENCY LIGHTING:** (Y) **ELEVATORS:** (N) **DEFERRED SUBMITTAL:** (N)
SPEC PER PCC SEC. 1704: (N) **STR SEC. 1709:** (N) **ELEC PCC SEC. 2703:** (N)
ELEC OBS PCC SEC. 2704: (N)
WATER METERS: N/A **SECONDARY BACKFLOW:** (N)

SCOPE OF WORK: BLDG PLMB MECH ELEC

ZONING: C-2 PCD

REVIEWER: KAL/CJI

DESCRIPTION OF WORK: COMBINING PREVIOUS APPROVED SUITES 101, 116, 124, & 132 FOR A CHANGE OF OCCUPANCY TO AN "E" OCCUPANCY SCHOOL AS SUITE 101. REMODEL EXISTING INTERIOR SPACE TO INCLUDE DEMO OF EXISTING INTERIOR PARTITIONS, CONSTRUCTION OF NEW INTERIOR PARTITIONS, AND M, P & E TO SUIT NEW FLOOR PLAN.

*****FIRE ALARM SYSTEM REQUIRED: **A FIRE ALARM SYSTEM IS REQUIRED PER IBC 907.2.3. CONTACT THE PHOENIX FIRE DEPARTMENT AT (602) 262-6771 TO DETERMINE THE SEPARATE FIRE DEPARTMENT PERMITS THAT MAY BE REQUIRED FOR THIS PROJECT PRIOR TO APPROVAL OF THE CERTIFICATE OF COMPLETION OR CERTIFICATE OF OCCUPANCY*****



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

AZ SHADE DESIGN & CONSULTING LLC
2416 W CLEARVIEW TRL
ANTHEM, AZ 85086

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

SUBJECT ADDRESS: 42101 N 41ST DR
OWNER: K2H DESERT NORTH LLC
348-1917 W 4TH AVE
VANCOUVER BC, BC V6J 1M7

CERTIFICATE #: 1401322 **BUILDING PERMIT:** S 14003666
ISSUED: 28-MAR-2014 **PERMIT DESC:** VALLEY CHRISTIAN- STE 101 SHADE CAN
PROJECT: AFP I-0563 - K2H DESERT NORTH - AFP

FLOOR AREA: 722

AUTHORIZED USE AND OCCUPANCY: I:E

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2012 IRC, 2012 IECC, 2012 IBC, 2011 NEC, 2012 IMC, 2012 UPC OR 2012 IPC, 2012 IFC, 2012 IFGC.

TYPE OF BUSINESS: SCHOOL- STE 101 **LOG#:** LPRM 1400027 **PROJECT#:** AFP I-563

SITE INSP(N) SPECIAL EGRESS CONTROL (N)

SPRINKLERS (Y) FIRE ALARM (Y) EMERGENCY LIGHTING (Y) ELEVATORS (N)

DEFERRED SUBMITTAL (N)

SPEC PER PCC SEC. 1704 (Y: PIER FOUNDATIONS, SOILS, INSPECTION OF FABRICATORS, STEEL CONSTRUCTION, CONCRETE CONSTRUCTION, EXPANSION/EPOXY ANCHOR BOLTS) FIELD PROCESS CERTIFICATE STR SEC. 1709 (N) ELEC PCC SEC. 2703 (N)

ELEC OBS PCC SEC. 2704 (N) WATER METERS: SECONDARY BACKFLOW (N)

SCOPE OF WORK: BLDG STRUC **ZONING:** C-2 **REVIEWER:** JLIN
INSPECTOR: RICHARD ROSS 602-501-1136

DESCRIPTION OF WORK: CONSTRUCTION OF A 19'X38' SHADE SAIL USED FOR CHILDREN TO PLAY UNDER OCCUPUYING 8-10 YOUNG CHILDREN ALONG THE EAST WALL OF SUITE 101.

OCC:E INDOOR SQUARE FOOTAGE: 14,940 SF = 479 OCC - EXT. CANOPY 722/50= 15 OCC



**Department of Forestry
and Fire Management**
Office of the State Fire Marshal



ARIZONA STATE FIRE MARSHAL - Monday, October 30, 2017 11:07:25 AM (Jacob Avila)

User Name	Jacob Avila	
User #	6027856942	
Form Started	10/30/2017 11:07:25 AM	
Form Submitted	10/30/2017 11:11:30 AM	
Inspection Date	Monday, October 30, 2017	
OSFM Facility ID	15456	
Occupancy Classification	E	
Ownership	Public Property	
Property Usage	School	
School Type	Elementary	
Fire Alarm Coverage	Full Coverage	
Fire Alarm System	Yes	
Monitored		
Fire Sprinkler Coverage	Full Sprinkler Coverage	
Facility Name	CAURUS ACADEMY	
Facility Address	42101 N 41ST DRIVE	
City	PHOENIX	
County	Maricopa	
Contact for Inspection	HEATHER CAMPBELL	
Contact Phone Number	623-466-8187	
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100 Phoenix, Arizona 85007	1110 West Washington St. (O) 602.771.1400
DEPUTY FIRE MARSHAL:	Jacob Avila: 81	

Inspector Signature

[Signature]



Phone (602) 785-8699

Permit Inspection No

Type of Inspection Scheduled

Inspection Periodic Fire Safety Inspection

Inspection Results

1 Violation Type No Violations

Congratulations At time of inspection this facility had no vilations of the Arizona State Fire Code noted.,Approved for DES licensure for three years.,Approved for DHS licensure for three years. ,Approved for state licensure.

Violation Type N/A

Comments CHECKLIST SIGNED AND COMPLETED. (HEATHER CAMPBELL)

Tag Pass

Inspection Time 2.0

Travel Time 1.0

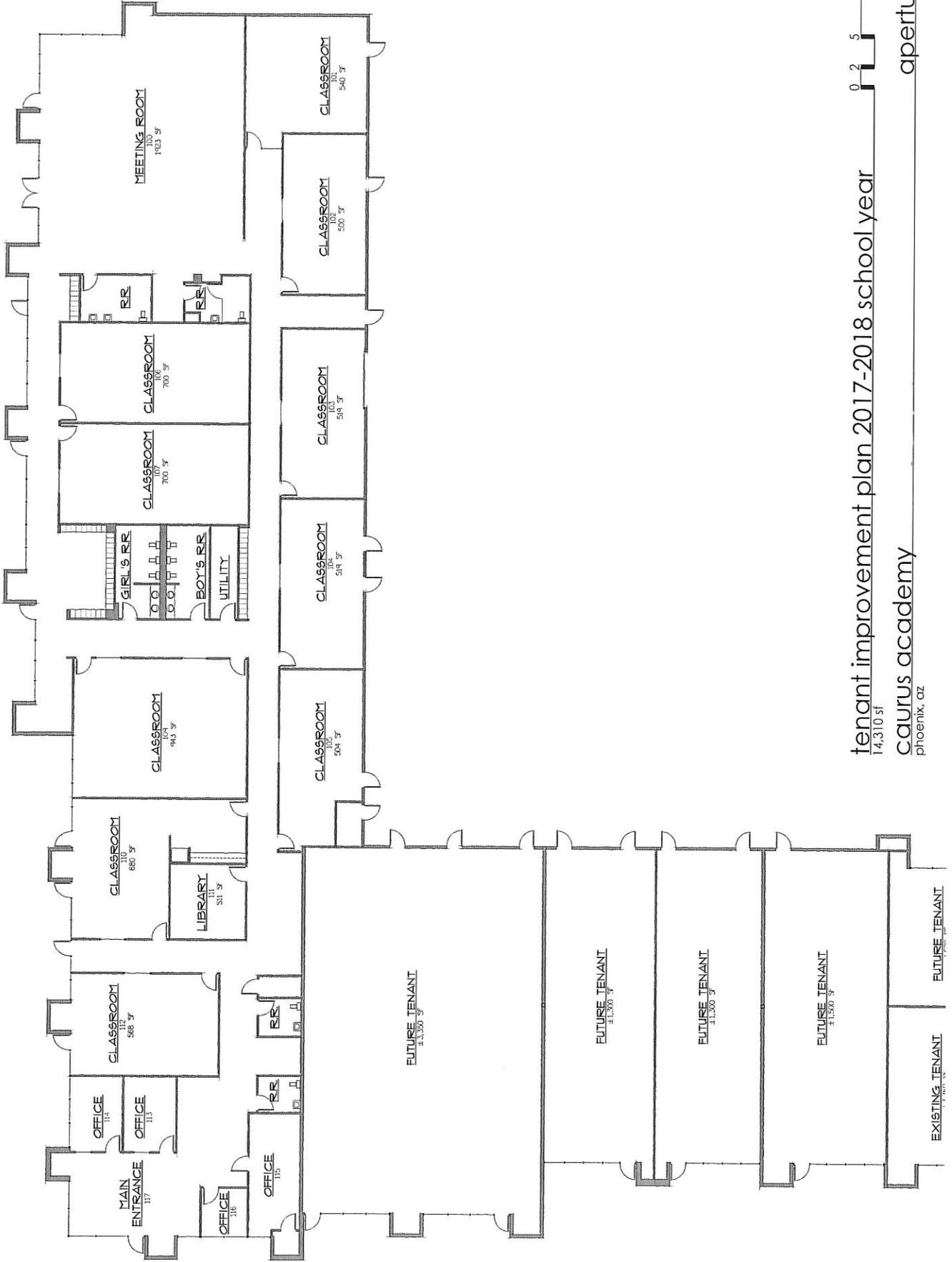
Mileage From Office 31.0

Fire Code Compliance Status The items noted above, unless otherwise stated, are in compliance with the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 37-1307. This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.

Report received by HEATHER CAMPBELL

Send Email To: HEATHER.CAMPBELL@CAURUSACADEMY.ORG

Date Monday, October 30, 2017



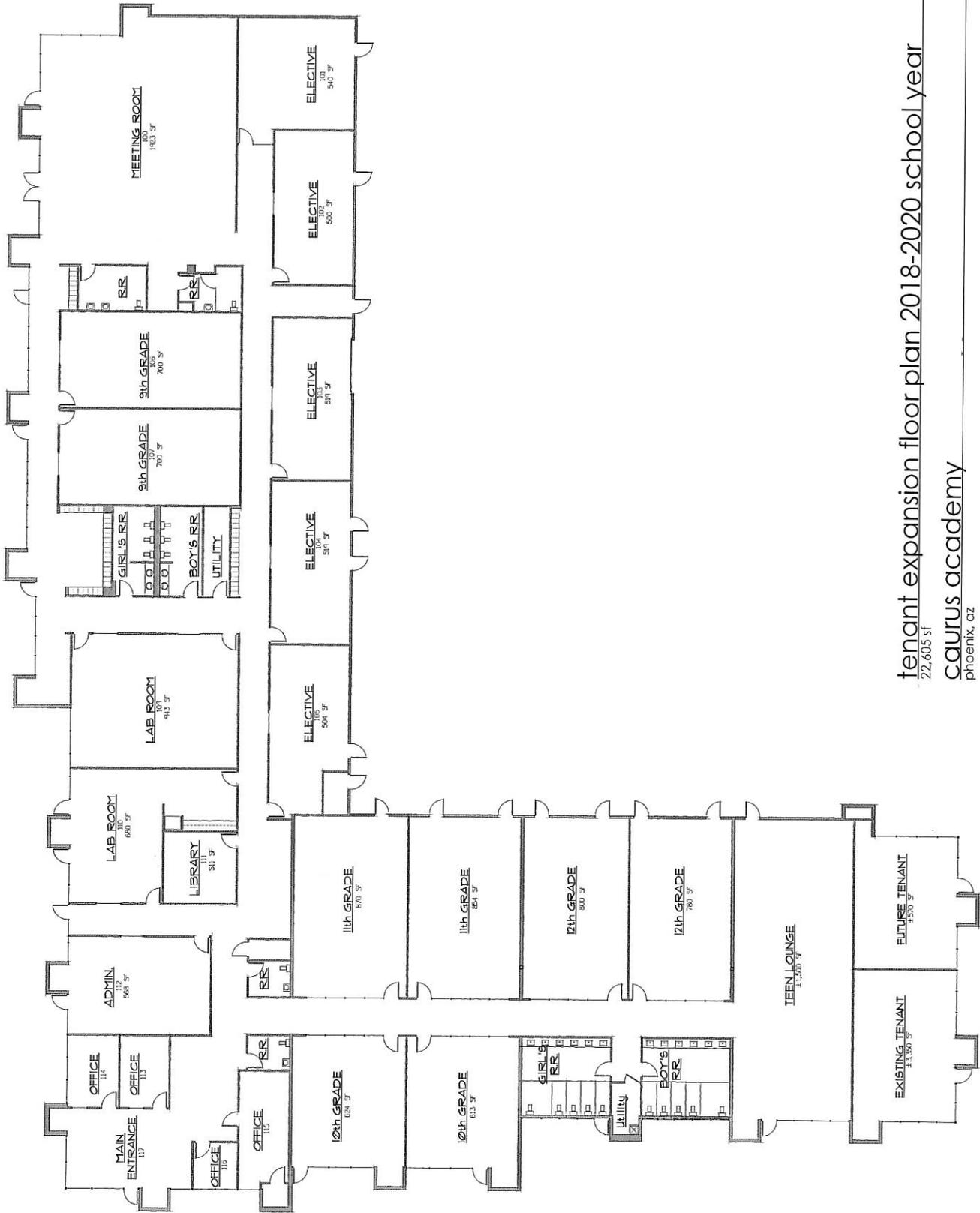
tenant improvement plan 2017-2018 school year

14,310 SF

caurus academy
phoenix, az



aperture design



tenant expansion floor plan 2018-2020 school year 0 2 5 10 20

22,605 sq ft
 CAURUS ACADEMY
 PHOENIX, AZ
 aperture design