

APPENDIX B
REQUIRED
DOCUMENTATION

NOTICE AND DRAFT MINUTES OF THE
THE BOARD OF DIRECTORS
OF FLAGSTAFF ARTS & LEADERSHIP ACADEMY, INC.

Pursuant to A.R.S. 38-431.02, notice is hereby given to the members of the Board of Directors of Flagstaff Arts & Leadership Academy, Inc. and to the general public that the board will hold a meeting open to the public on **Wednesday, October 18, 2017 at 5:00 pm. at 3401 N. Ft Valley Road, Flagstaff, Az 86001, Room #4.** The Board of Directors may consider any item on this agenda in any order and at any time during the meeting. Pursuant to A.R.S. § 38-431.4, members of the Board of Directors may participate either in person or by telephone, video or internet conferencing speakerphone or other technological devices.

The Board may vote to hold an executive session for the purpose of obtaining legal advice from the Board's attorney on any matter listed on the agenda pursuant to A.R.S. § 38-431.03(A)(3).

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Ms. Deidre Crawley, Dean of the Academy at 928-779-7223. Requests should be made as early as possible to arrange the accommodation.

Materials for the Board of Directors Meeting are available on our website in the NEWS section. Materials are also available for public inspection at Flagstaff Arts & Leadership Academy, Inc., 3401 N. Ft. Valley Road, Flagstaff, AZ.

Our mission is to provide a transformative educational experience by developing leadership and cultivating academic excellence in the arts, sciences, and humanities. The individual growth of each student is supported and animated through our nurturing educational community.

I. Call To Order - meeting called to order at 5:07pm

II. Roll Call

- A. Dr. Laura Umphrey, President - present
- B. Judy Jordan, Vice President - absent
- C. Heather Pierce, Secretary - present
- D. Eli Cohen, Treasurer - present
- E. Dr. Sharon Gorman - present

III. Approval of Agenda - Heather moves to approve, Sharon seconds, all approve, no abstentions, motion carries.

IV. Call to the Public

"This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. § 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date."

No public comment

V. **Summary of Current Events** - Items to be heard only; the Board will not propose, discuss, or take legal action during the meeting unless the specific matter is properly noticed for legal action.

A. Directors -

Heather ran a press release workshop in September for FALA students and it went well. The workshop was attended by 7 or 8 students. Students learned the process of writing a press release, the best distribution methods, and thinking creatively about how to find other people to get them in front of. She updated us on her new connections at the Americans for the Arts via her VP Marketing at Aetna who is on their board. The VP invited Heather to attend their annual conference in Denver next year as well as the possibility of speaking at a breakout session at the event. He also connected her with the VP of Private Sector Initiatives and discussing a session topic. She was invited to meet the VP and attend a speaking engagement in Phoenix, the Phoenix Creative City Symposium put on by the Phoenix Community Alliance and Art Link organizations. She'll be there on November 1st.

B. Executive Director (ED) - Larry would like to continue having students come in to report on the various trips and programs, including CAVIAT. Primary focus is getting the 6th grade application in. We need to be ready to start recruiting in February. Our letter grades will not impact this. Larry talked about the letter grades and impact of graduation rates. He talked about math and improving those scores. The 10th grade geometry scores were not loaded in for some reason (Larry submitted an appeal). Middle school is weighted more on growth where high school is weighted more on proficiency.

C. Dean of Academy (DA) - Deidre stated that sometimes what happens here is not quantifiable (e.g., in a test). There are opportunities that can't be measured. Deidre gave a reminder about going to the PLATE event this Saturday. These students are given a real world situation around writing a grant and seeking community partners, and learning those pieces about overcoming obstacles. Deidre stated that sometimes we have to create the obstacles for them so they can see/learn how to deal with it.

D. FALA Volunteers - Deidre attended a brainstorming session with FALA volunteers. They have 4 or 5 people that were committed to doing some work but it's not an indicator of who is interested in helping.

VI. **Consent Agenda - Sharon moves to approve, Eli seconds, all were in favor, motion carries.**

A. Approval of Minutes of Board Meeting - [September 20, 2017](#)

B. Approval of Personnel Actions

1. Approval of Job Description - [Paraprofessional](#) - Special Education Scheduler
2. Guest Teacher - Emily Davalos
3. Accept Resignation of Dean Merrell - SPED [Coordinator](#)
4. Approval to Offer Contract to [Dean Merrell](#) - ½ Social Studies Teacher

VII. **Action Items**

A. Discussion and Possible [Action](#) to hear a report from CAVIAT students

Scott Sutton, a 10th grader gave a presentation about his experiences taking a class through CAVIAT. He goes from 2:35-5:15 to a medical professions (basics) class to become a nurse's assistant. They are teaching how to administer IVs on dummy arms and finger sticks for glucose on selves, and practice taking heart rates and blood pressure. He attends the program with

students from other schools. It was helpful to have FALA support him in leaving school early and missing a class to be there during the day.

Two more students from FALA also attend CAVIAT but are in different programs (vet assistant and bio science programs); 11 engineering students in addition to other students from other schools go as well. The program is all year.

One student reported that she is in the CAVIAT engineering sciences program. She joined robotics and does attend CAVIAT programs so she'll enter college with 6 credits in engineering. Another student has been attending bio-sciences and will graduate as a senior with her CNA thanks to taking classes at CCC/CAVIAT.

Another student, Dakota, in the vet assistant program came to speak. She explained how they've learned to do respiration rate, vital signs of a horse (on the vet's actual horse), and resuscitation of a dog. In November they're going to the TGEN lab where they'll teach them about their plague lab. At the end of the program they'll be certified vet assistants through NAFTA. She would like to work with wildlife as well as mixed practice (large/small animal vet care). They're learning about continuing education, what schools to go to and programs offered, who to know, etc, so it goes beyond just learning how to be a vet assistant but preparing them for the industry.

B. Discussion and Possible [Action](#) to hear presentation from FALA students who traveled to France

Three students gave a presentation on their trip to France. Kate, Sydney and Jemma traveled to France in September. They discussed their experiences within the French culture. They tied this trip to the 5 habits:

- a) Investment in learning the language
- b) Experiencing and adapting to new cultures
- c) Spending 10 days with students and teachers helped develop our personal understanding of other people and their needs
- d) Use of creativity to navigate around towns and cities
- e) Connecting with teachers and students from different grade levels, they didn't really know one another so they had to learn about each other and it brought them closer together as a group

C. Discussion and Possible [Action](#) to approve the September 2017 Financial Report, Enrollment and Budget Information

John explains we're down @40k the first quarter. The budget was based on 320 students. If we end up in the 290 range it will be quite a deficit by the time we get to the end of the year. We are looking at different ways to cut back on expenses. The good news is that we're starting the year with a good cash balance. We may go into that funding since student count is down, but adding 6th grade could replenish the balance. We're not in dire straits with our cash flow. 7th grade is down 20. That's the biggest piece, likely due to not having the 6th grade and its creating a gap. We're hoping to have 50 students in 6th grade but will be asking for 10 more in the charter application.

Eli motions to approve, Sharon seconds, all were in favor, motion carries.

D. Discussion and Possible [Action](#) to discuss a Bond Proposal for FALA

John gave a presentation to the Board regard a potential Bond proposal. He reported that we didn't get the appraisal needed for the loan from Compass so we need an investor. Different options for paying down the loan and debt were discussed.

Larry reported that he will contact the Magnus folks to see if they would be open to discussing the loan terms. Eli will join Larry for any meeting that may occur. John to write up the concept to talk to potential investors. Next we need to start approaching potential investors, conversations at this point then probably a more formal presentation if shows serious interest. At that point we should also refer them to Jason our contact at Compass (since they'll be in first position as lender).

E. Discussion and Possible [Action](#) to revise the 2018 budget for 1.06% increase

The state approved the bonus in May. The increase total for FALA is \$8,333.00. John is going to upload this to the state tomorrow. Once the money comes to us we'll distribute the money to all the teachers, @ approximately \$350 per teacher.

Eli moves to approve, Heather seconds, all were in favor, motion carries.

F. Discussion and Possible [Action](#) to certify the Annual Financial Report for SY 2017

The report has already been filed, we're approving the charter school annual financial report, all members of the board have signed and dated - Heather moves to approve, Sharon seconds, all in favor, motion carries.

G. Discussion and Possible Action to hear report from the Finance Advisory Committee

All items have been covered so far. No action required.

H. Discussion and Possible [Action](#) to request an exception to the Personal Time Off Policy for Mr. John Mistler for 5 days in November

Deidre explains it was too much time for him to be taking off before coming to her for approval of the PTO. Common practice that teachers do not take off before/after a holiday. Mr. Mistler has purchased travel tickets prior to notifying/asking for the time off. Deidre reported that after reviewing written policy that taking the 5 days does not violate the written policy. The board recommends that we create a new policy addressing this issue and/or update the existing PTO policy to include this.

The history of this issue, per Dustin Kuluris (teacher at FALA attending meeting), we use to have a total of 15 days and then the previous Board of Directors reduced it to 10 days. Supposedly, it was banked but it wasn't tracked.

Motion to approve his appeal for the PTO request - Eli moves to approve, Sharon seconds, All in favor, motion carries.

Deidre and Larry will review and revise the PTO policy as necessary to ensure we're not making any exceptions due to favoritism. Larry indicates under the new wage laws, that PT teachers earn PTO as well. They will come back with an addendum at a later board meeting.

- I. Discussion and Possible [Action](#) to authorize the Executive Director to Apply for a Grade Level Change to Charter Amendment Request to add 6th Grade To FALA

Laura moves to approve, Sharon seconds, all were in favor, motion carries.

- J. Discussion and Possible [Action](#) to approve the revision of the 2017-2018 Student Handbook to a Gender Neutral Dress Code

Deidre reports that there was an impression she was picking on girls so we decided to move to a gender neutral policy. Sharon suggested changing it to “All FALA students” dress code instead of “gender neutral”. With this change to the name of the dress code and also an edit in the 3rd paragraph, last line to remove the reference of “gender neutral” as well.

With revisions noted above, Heather moves to approve, Eli seconds, all were in favor, motion carries.

- K. Discussion and Possible [Action](#) to replace the FALA Educator Evaluation and Effectiveness as adopted on August 16, 2017 with the 2013-2014 Teacher Effectiveness Program (Revised) for SY2018

Teachers Dustin and Nadege presented the teacher evaluation framework. There was a lot of pushback from the staff that the approved teaching evaluation framework did not reflect who FALA was. The problem boils down to how we measure and evaluate teachers. A lot of the things we do are not easy to assess with an evaluation. We still need a rigorous and valid evaluation tool while meeting FALAs needs and statutory requirements. Some discussion around incorporating the Danielson method into this evaluation. Laura suggests holding a special meeting to review and discuss this more closely. Laura acknowledges that Dustin and Nadege have done a great deal of work on this. Nadege confirms this is still a draft so we can still make edits. It’s a great step to a formal and final document. Dustin says it will be difficult to implement it in one year: we need to train the teachers, but going forward, there are certain things we can start doing this year and go into full implementation of the evaluation mechanism August 2018. A special session was proposed to work on FALA Educator Evaluation. The meeting is proposed for November 1st, @ 5pm.

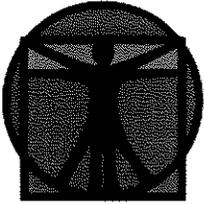
VIII. Adjournment: Heather moves to adjourn the meeting, Laura seconds, all in favor, motion carries. Adjourned at 8:05pm

Agenda Posted: 2017-10-16 4:30pm

Revised Agenda Posted:

Draft Minutes Posted: 2017-10-22 7:30am

Next Meeting: Wednesday, November 15th, 5pm



FALA FLAGSTAFF ARTS & LEADERSHIP ACADEMY

December 4, 2017

RE: Documentation that current facilities can accommodate requested capacity

The following supports the increase in capacity from 340 to 350:

1. Building 1 - Current Certificate of Occupancy, dated September 7, 2011, from the City of Flagstaff for max occupant load of 291.
2. Email dated June 3, 2014 from the Arizona State Fire Marshal. He cites the new modular classrooms having a room size of 900 square feet will allow a maximum calculated occupancy of 45 persons per room.

Building 2 - Classrooms 1 and 2	45 students
Building 3 - Classrooms 3 and 4	45 students
Building 4 - Classrooms 5 and 6	45 students
Building 5 - Classrooms 7 and 8	45 students
Building 6 - Classrooms 9 and 10	<u>45 students</u>
Sub - Total	<u>225 students</u>

Building 1	291 students
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Total	<u>516 students</u>
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1. Attached is the most recent Arizona Fire Marshal report dated Monday, April 24, 2017 for the modular classrooms.

Respectfully,


Larry E. Wallen,
Executive Director

Certificate of Occupancy

City of Flagstaff Building and Safety

This certificate, issued pursuant to the requirements of the City of Flagstaff Building Codes, certifies that at the time of issuance this structure was in compliance with the various ordinances of the City of Flagstaff regulating building construction or use, for the following:

Description New Charter School

Bldg. Permit No. BCBL 2010 024

Occupancy Group EI Type Construction V/B

Use Zone SC Max. Occupant Load 291

Owner of Building Fort Valley/ Fremont Properties, LLC

Address 3 N. Leroux St., Ste. 201, Flagstaff, AZ

Building Address FLAGSTAFF ARTS & LEADERSHIP ACADEMY
3401 NORTH FORT VALLEY ROAD

Locality Flagstaff, AZ

By *[Signature]*

Date September 7, 2011

[Signature]

Building Official

From: Frederick Durham <Frederick.Durham@dfbls.az.gov> 
Subject: classroom occupancy
Date: June 3, 2014 1:38:28 PM MST
To: "bdaggett@flagarts.com" <bdaggett@flagarts.com>

1 Attachment, 3 KB

Becky,

For your classrooms the determination for your maximum occupancy will be as follows.

From the 2003 International Fire Code:

1004.1 Design occupant load. In determining means of egress requirements, the number of occupants for whom means of egress facilities shall be provided shall be established by the largest number computed in accordance with Sections 1004.1.1 through 1004.1.3.

1004.1.1 Actual number. The actual number of occupants for whom each occupied space, floor or building is designed.

1004.1.2 Number by Table 1004.1.2. The number of occupants computed at the rate of one occupant per unit of area as prescribed in Table 1004.1.2.

From table;

Educational

Classroom area 20 net

Shops and other vocational room areas 50 net

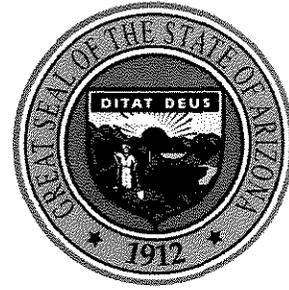
In other words, your new modular classrooms, having a room size of 900 square feet will allow a maximum calculated occupancy of 45 persons per room.



Frederick M. Durham
Assistant Arizona State Fire Marshal
Phone 520-338-4425
Fax 520-628-6930
fred.durham@dfbls.az.gov



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

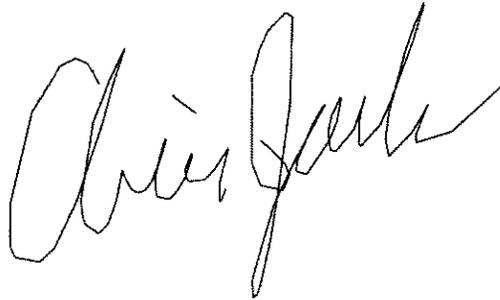


ARIZONA STATE FIRE MARSHAL - Monday, April 24, 2017 1:42:46 PM (Christopher Jack)

User Name	Christopher Jack	
User #	6025823645	
Form Started	4/24/2017 1:42:46 PM	
Form Submitted	4/24/2017 1:52:14 PM	
Inspection Date	Monday, April 24, 2017	
OSFM Facility ID	843	
Occupancy Classification	E	
Ownership	Public Property	
Property Usage	School	
School Type	High School	
Fire Alarm Coverage	Full Coverage	
Fire Alarm System Monitored	Yes	
Fire Sprinkler Coverage	Partial Sprinkler Coverage	
Facility Name	FLAGSTAFF ARTS AND LEADERSHIP ACADEMY	
Facility Address	3401 NORTH FORT VALLEY ROAD	
City	FLAGSTAFF	
County	Coconino	
Contact for Inspection	DEIDRE CRAWLEY	
Contact Phone Number	928-779-7223	
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100 Phoenix, Arizona 85007	1110 West Washington St. (O) 602.364.1003
DEPUTY FIRE MARSHAL	Christopher Jack 85	

Inspector Signature

cjack@dffm.az.gov



Phone

(928) 300-4108

Permit Inspection

No

Type of Inspection
Inspection

Re-Inspection

Periodic Fire Safety Inspection

Inspection Results

1 Violation Type

Fire Resistance

Code

IFC 703.3 Ceilings. The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly, shall be prohibited.

Violation Type

Violation

Correction Time

This Hazard Is A Violation Of The State Fire Code, And Must Be Corrected Within Ten Working Days.

Instructions

NOTHING SHALL BE HUNG FROM ACOUSTICAL CEILING ASSEMBLY

2 Violation Type

General Precautions

Code

IFC 315.2.1 Ceiling clearance. Storage shall be maintained 2 feet (610 mm) or more below the ceiling in nonsprinklered areas of buildings or a minimum of 18 inches (457 mm) below sprinkler head deflectors in sprinklered areas of buildings

Violation Type

Violation

Correction Time

This Hazard Is A Violation Of The State Fire Code, And Must Be Corrected Within Ten Working Days.

Instructions

STORAGE HEIGHTS SHALL BE MAINTAINED TO CODE REQUIREMENTS

3 Violation Type

Building Services and Features

Code

605.5 Extension cords. Extension cords and flexible cords shall not be a substitute for permanent wiring

Violation Type

Violation

Correction Time

This Hazard Is A Violation Of The State Fire Code, And Must Be Corrected Within Ten Working Days.

Instructions

EXTENSION CORDS ARE FOR TEMPORARY USE ONLY

Tag

Fail

Inspection Time

1.0

Travel Time

2.0

Mileage From Office

147.0

Fire Code Compliance
Status

The items noted above, unless otherwise stated, are in violation of the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 41-2146. This is an official notice of violation requiring correction. Failure to comply with these requirements may lead to legal action (A.R.S. 41-2163A). This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.
[Signature]

Report received by

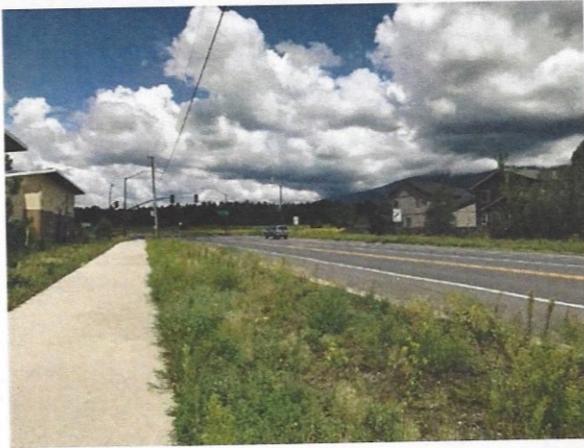


Send Email To:

LWALLEN@FLAGARTS.COM,DCRAWLEY@FLAGARTS.COM

Date

Monday, April 24, 2017



Looking NW – Fort Valley Road ROW



Looking SE – Fort Valley Road ROW



Looking N – Fremont Boulevard ROW



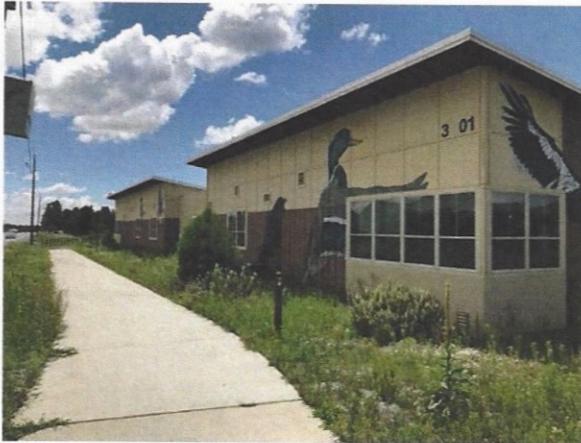
Looking SW – Fremont Boulevard ROW



Typical Open Parking Spaces



Looking SW – Building 1 Exterior



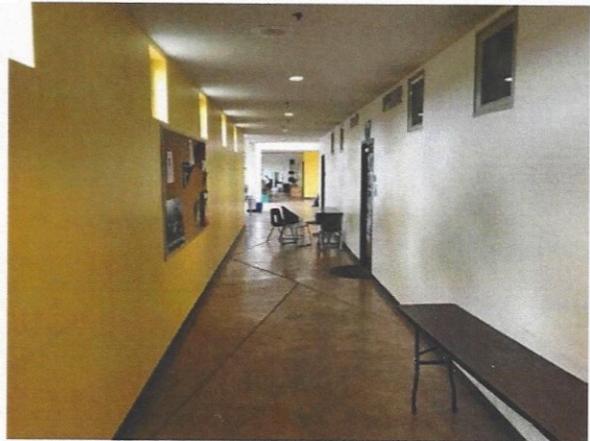
Looking S – Building 1 Exterior



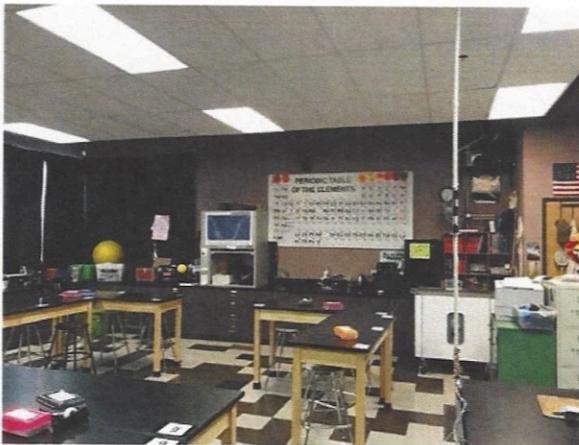
Looking NW – Building 1 Exterior



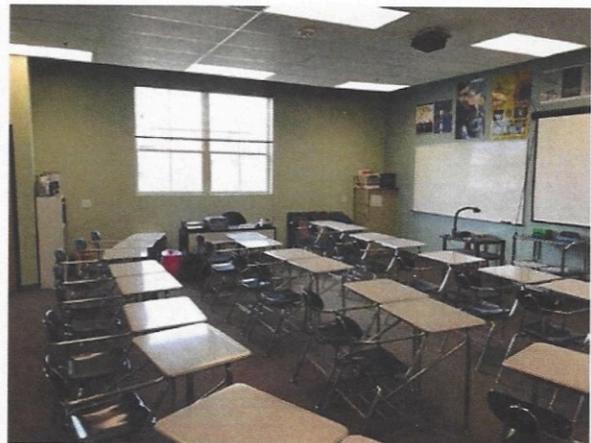
Looking NE – Building 1 Exterior



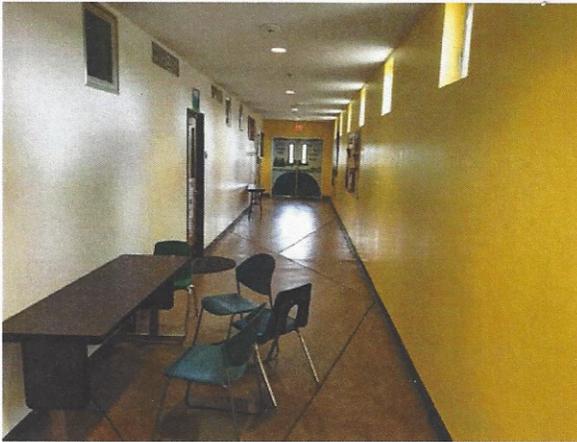
Building 1 Interior



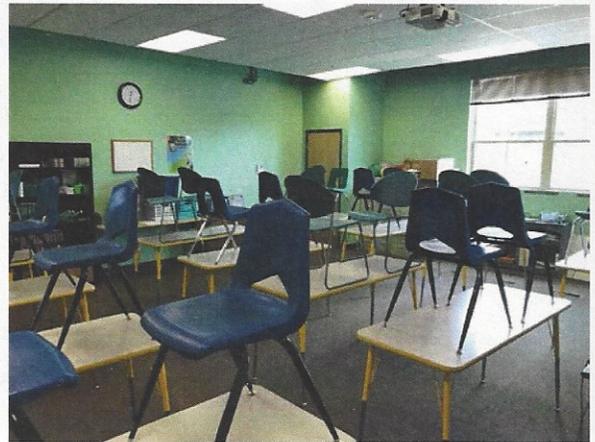
Building 1 Interior



Building 1 Interior



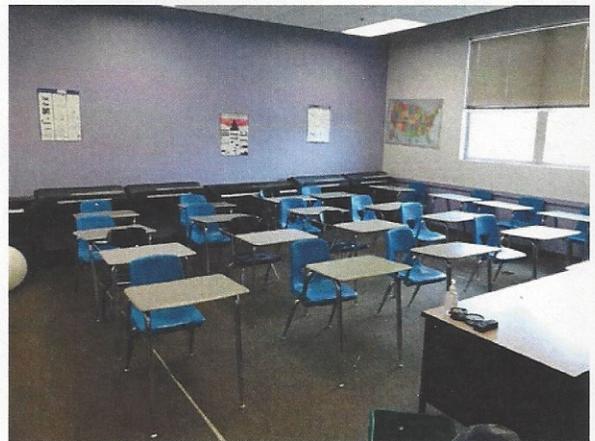
Building 1 Interior



Building 1 Interior



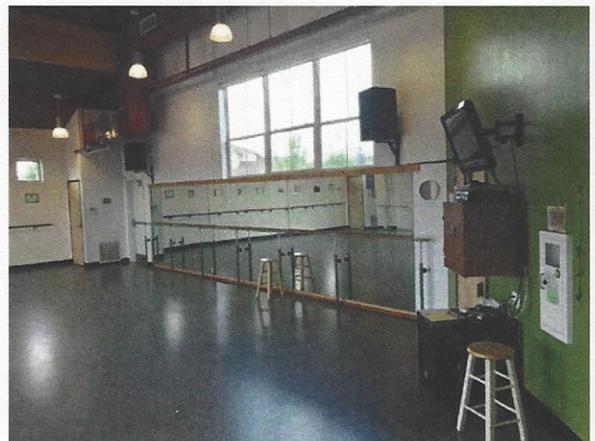
Building 1 Interior



Building 1 Interior



Building 1 Interior



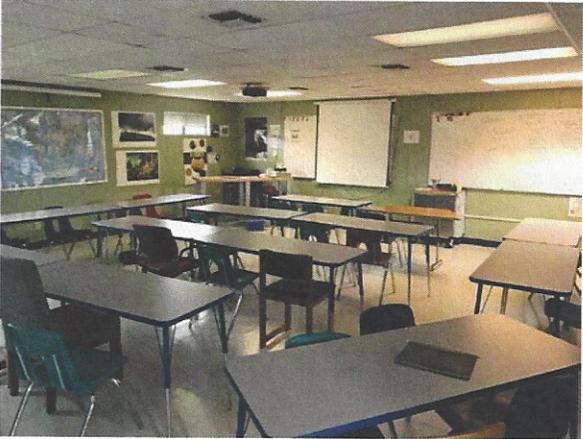
Building 1 Interior



Looking NW – Building 2 Exterior



Building 2 Interior



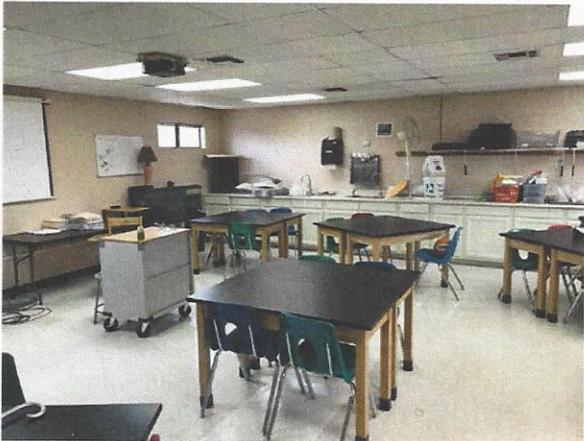
Building 2 Interior



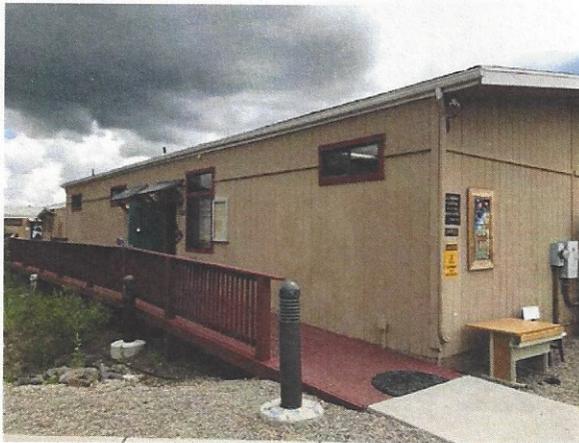
Looking SW – Building 3 Exterior



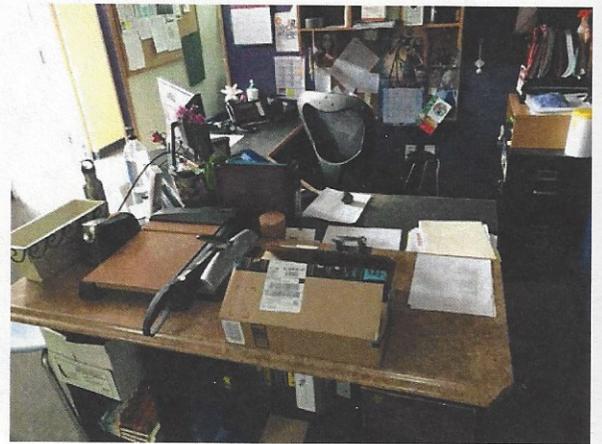
Building 3 Interior



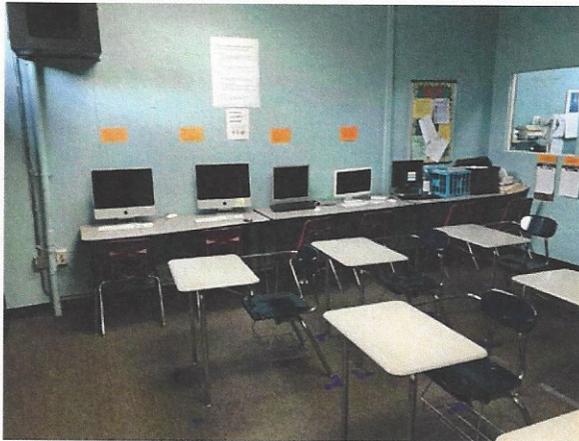
Building 3 Interior



Looking SE – Building 4 Exterior



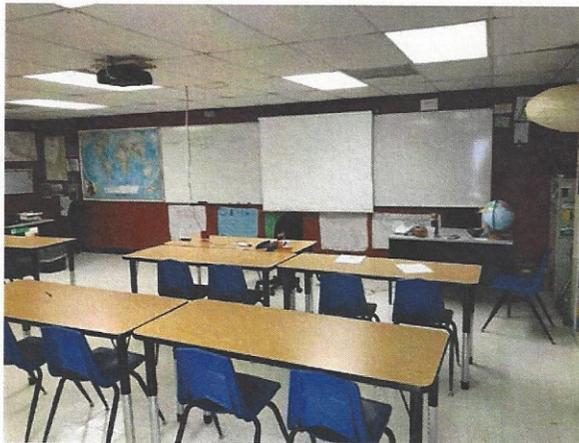
Building 4 Interior



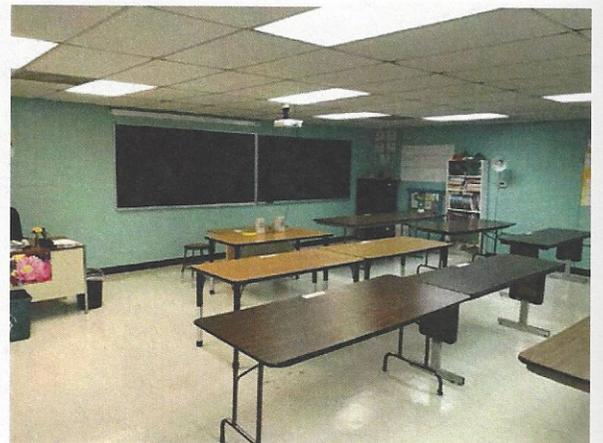
Building 4 Interior



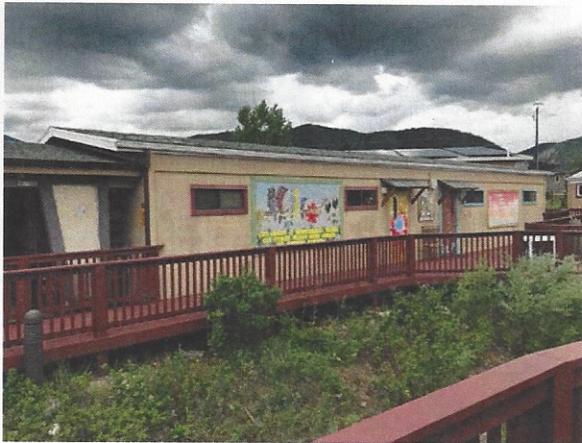
Looking SW – Building 5 Exterior



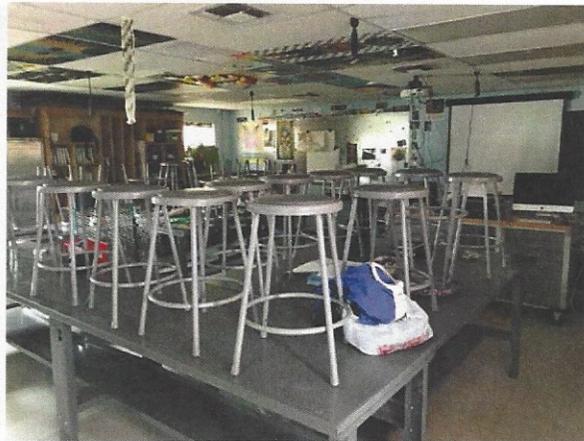
Building 5 Interior



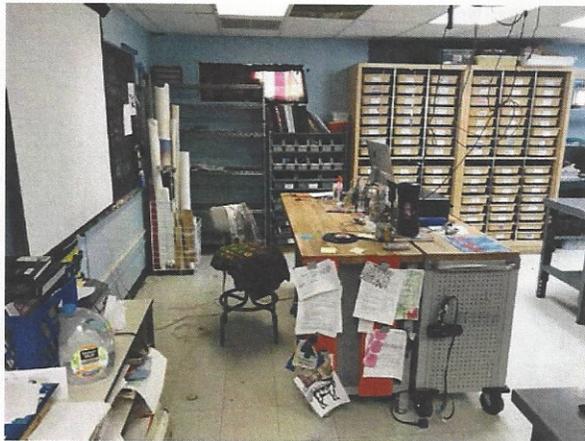
Building 5 Interior



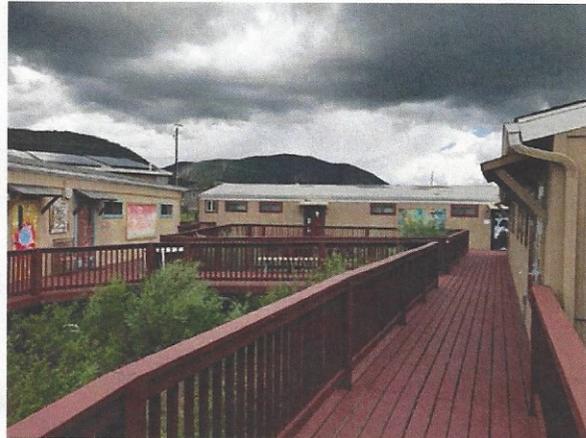
Looking NE – Building 6 Exterior



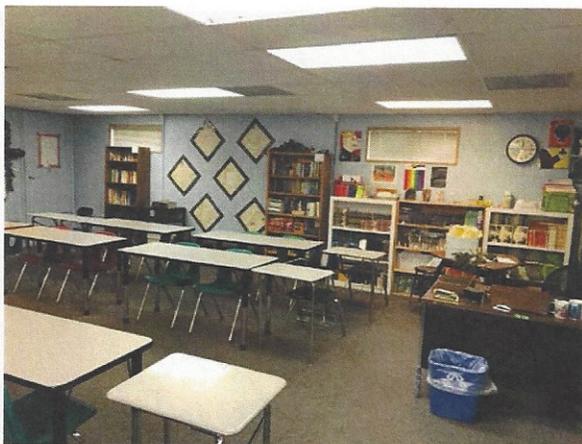
Building 6 Interior



Building 6 Interior



Looking E – Building 7 Exterior



Building 7 Interior



Building 7 Interior



Looking E – Building 8 Exterior



Building 8 Interior



Building 8 Interior



Outdoor Stage



Outdoor Seating Area



Outdoor Seating Area

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

Grade Level	6th Grade	Content Area	English/Language Arts
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction	<p>Our college preparatory curriculum seeks to prepare students to think critically, communicate effectively, analyze issues, and develop leadership abilities. Our college preparatory course of study let’s all of our students combine artistic expression with rigorous academic study. Our courses are premised on high expectations and follow a sequence that aims to prepare all students for college. Our rigorous academic and art courses combined with our service learning program provide a strong foundation of content knowledge, real-world application, leadership development, and opportunities for individual expression and creativity. Students in our English and math courses learn ways of knowing knowledge from multiple perspectives. In addition to supporting more standard modes of instruction, such as lecture and discussion, we also support instruction that is activity-based and challenges students to apply concepts from class to meaningful and individualized endeavors. Our assessments include formal tests, quizzes, lab reports, papers, informal discussions and questions, culminating projects, presentations and performances.</p>		
Standard Number and Description	<p>ELA Literacy - Standard 6.R.RI.02 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Main Idea Web 1, Main Idea Web 2, Main Idea Web Worksheet Rosa Parks: <i>My Story</i> by Rosa Parks. Academy Summative Assessment		

Lesson <small>(add as needed)</small>	Instructional Strategies	Student Activities
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<p>1</p>	<p>Main Idea:</p> <ol style="list-style-type: none"> 1. Texts have central ideas. 2. A summary of the central idea can be written without including personal opinion <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is a central idea? How is a central idea evaluated? 2. How is a central idea evaluated to summarize without using personal opinions or judgments? <u>What is connotation (What is intended or implied?) What is denotation? (What is explicitly stated?)</u> <p>Set1 – Write this excerpt on the board and cover. Reveal and ask: What is this excerpt mostly about?</p> <p>Set2 – What is the excerpt mostly about? “Aisha and Jason never wanted children, or Aisha and Jason are great parents?”</p> <p>Set3 – What is the excerpt mostly about? “The couple’s daughter went through chemo, or the family helps each other?”</p> <p><u>Students will label their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?)</u></p>	<p>Show the first excerpt: “Sixteen years ago, Aisha and Jason met while at a beach in Italy. They fell madly in love and got married within a month. The couple hasn’t been apart for more than a day.”</p> <p>Show the second excerpt: “Aisha and Jason now have three children, even though they couldn’t picture themselves as partners. Their love for their children is evident. Aisha and Jason are great parents who would do anything for their kids.”</p> <p>Show the third excerpt: “When their oldest daughter lost her hair from chemo, Aisha shaved her brown locks off too. When their son needed a kidney, Jason gave his.”</p>
<p>2</p>	<p>Modeling – I will explain that in each excerpt there is a main idea, or what the text was mostly about. Each of these main ideas helped us determine the overall main idea of the passage. Similarly, autobiographies have an overall main idea for the book. A good way to understand the autobiography main idea is to figure out the main idea of each chapter. <u>I will ask students to work in small groups to label and summarize important supporting details of the text. Students will filter their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied)</u></p>	<p>I will identify the topic of each chapter, and the supporting details.</p> <p>Chapter 1: “How it All Started,” in <i>Rosa Parks: My Story</i>. <u>I will skim or reread the chapter and I will list the topics discussed in the text on chart paper.</u> I will think about, “What did I learn about in this chapter? I learned about Rosa Parks’ childhood, her family, and slavery. <u>“I will write each topic in a circle that will help me create Main Idea Web 1.</u> Note: See Main Idea Web 1 for a sample chart and responses. <u>For each topic, I will cluster key supporting details around the topic.</u> For example, under the topic circle, “childhood,” I will connect a line draw and a detail circle. Inside the detail circle, I will write that Rosa was raised in her grandparents house in Alabama and that she had a younger brother. <u>I will identify words that based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?).</u></p>

		After I cluster all the supporting details around each topic, I will think aloud: "what is the main idea of this chapter? What do all these clusters have in common? What does the author want me to know overall? Using my clusters, I can figure out that the big idea this chapter is that the author wants to explain her family background and introduce significant people in her childhood." I will write the main idea on Main Idea Web 1. <u>Students will underline words based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?).</u>
3	Checking for Understanding: Ask: "How can I identify the main idea in an autobiography?"	<u>Students should answer that they can read a chapter by providing a short written summary and creating a list of the topics in the text. Next, they can identify the main details for each topic. They can use the list to draw a conclusion about the chapter's main idea. Students will filter their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?).</u>
4	Guided Practice: Read chapter 2 aloud: "Not Just Another Little Girl" aloud to identify the main idea. Note: topics can include the authors schooling, segregation, the Ku Klux Klan, and/or cotton picking. See Main Idea Web 2 for specific examples. For example, under the topic circle, "the authors schooling," we will connect a line and draw a detail circle. Inside the detail circle, we will write that Rosa attended a one-room schoolhouse and she liked to read.	As we read, we will create a Main Idea Web about the topics that are discussed. We will connect the supporting details to these topics. We will examine the topics and details we have written down to draw a conclusion about the main idea. We will draw a conclusion that the main idea of this chapter is that the author's childhood was difficult because she grew up around violence, hard work, and little school or play. We will record the main idea on Main Idea Web 2. <u>Students will filter their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?).</u>
5	Independent Practice: Read chapter 3: "Schooling in Montgomery."	On the Main Idea Web Worksheet, we will record topics identified in the chapter and we will write down details from the text that support each topic. We will then analyze the information on our worksheet to determine the overall main idea. We will draw a conclusion about the chapters main idea and prepared to share with the class. <u>Students will filter their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?).</u>
6.	Practice: We will continue identifying the main idea of each chapter and fill out a Main Idea Web Graphic Organizer for each chapter if time	When we are finished reading the book, we will refer to Main Idea Web Graphic Organizer to draw a conclusion about the entire book's main idea. What does the author want to come away with when we have

	permits. Note: use the Main Idea Web Graphic Organizer as a worksheet for each chapter.	finished reading the autobiography? Students will filter their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?)
	Continue the lessons as outlined above until all 12 chapters are analyzed.	
7	Summative Assessment	
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	Students will read an article “Ice Harvest” by Edward I. Maxwell. Students will evaluate the central idea of the article and how it is conveyed through particular details by answering 3 multiple choice questions and two extended response questions. Independent assessment with mastery as %.

Summative Assessment Items and Scoring: Given a passage, determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

1. What is the central idea of the article?
 - a. Harvested ice was used to build refrigerators.
 - b. Ice was used to keep food cold.**
 - c. Ice was harvested to keep waterways clear.
 - d. Ice was harvested to make ice sculptures.
2. Which detail best supports the difference between the icebox and the in-ground method used by the buffalo hunter?
 - a. The icebox required ice while the in-ground method did not use ice.
 - b. The ice in an icebox was expected to melt while the ice used in-ground by the buffalo hunters was intended to stay frozen well into the summer.**
 - c. The icebox required ice while the in-ground method did not use ice.
 - d. The icebox did not use ice from the ice harvesters while the buffalo hunters did.
3. Which detail best supports the central idea of the text?
 - a. Before refrigerators were invented to keep our food fresh, people needed to find more creative ways to preserve their food.
 - b. In the early 1900's, there were many large businesses built around the harvesting, storage, and distribution of ice.
 - c. During the wintertime, in places like Pennsylvania, freshwater lakes and streams would freeze.

d. Before the refrigerator was invented, people harvested ice to keep food fresh and cold.

4. Using examples from the text, how did increased population in cities effect ice harvesting business?

Answers may vary. Sample Answer:

As the population in cities increased, the need for ice to keep food fresh also increased. This meant that there would be more jobs and businesses created to meet the needs. The evidence from the ext can be found here: “In the early 1900’s there were many large businesses built around the harvesting, storage, and distribution of ice. There was a lot of money to be made by ice businessmen as cities grew larger and more people needed to keep food fresh in a single city block.”

5. Write a paragraph summarizing the article using a central idea and critical details?

Answers may vary. Be sure the central idea (Before the invention of refrigeration, ice was harvested and used to keep food cold.) and specific details are used. Sample Answer

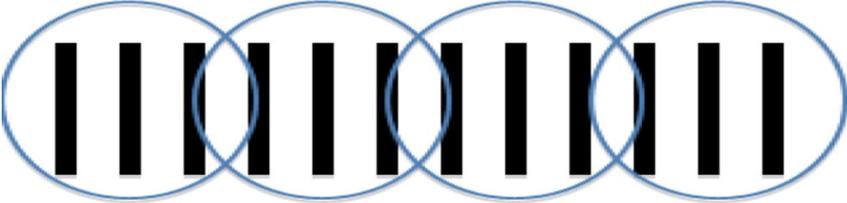
Before the refrigerator was invented, people harvested ice to keep food fresh and cold. Ice was harvested from frozen fresh-water lakes and streams. After using special tools to collect the ice, the harvesters would load a sled with blocks of ice to bring back to the icehouse in town. Delivery men, would deliver ice to home and businesses for using in wooden ice boxes where food was placed to keep cold and fresh. Buffalo hunters used harvested ice in a different way when they used an in-ground method to store and freeze the buffalos they killed. After an initial growth in the harvesting business caused by increased population in cities during the 1900’s, the business became mostly obsolete with the invention of the refrigerator.

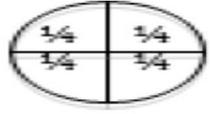
<u>Minimally Proficient (1)</u>	<u>Partially Proficient (2)</u>	<u>Proficient (3)</u>	<u>Highly Proficient (4)</u>
<u>Identifies a central idea of the text; provides a basic list of events in the text</u>	<u>identifies a central idea of the text; provides a simple summary of the text distinct from personal opinion or judgement</u>	<u>determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinion or judgement</u>	<u>evaluates central ideas and how they are conveyed through particular details; provides a comprehensive summary of the text distinct from personal opinion or judgement</u>

Grade Level	6th Grade	Content Area	Mathematics
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction	<p>Our math curriculum seeks to prepare students to think critically, communicate effectively, analyze issues, and develop leadership abilities. Our college preparatory course of study let’s all of our students combine artistic expression with rigorous academic study. Our courses are premised on high expectations and follow a sequence that aims to prepare all students for college. Our rigorous academic and art courses combined with our service learning program provide a strong foundation of content knowledge, real-world application, leadership development, and opportunities for individual expression and creativity. Students in our English and math courses learn ways of knowing knowledge from multiple perspectives. In addition to supporting more standard modes of instruction, such as lecture and discussion, we also support instruction that is activity-based and challenges students to apply concepts from class to meaningful and individualized endeavors. Our assessments include formal tests, quizzes, lab reports, papers, informal discussions and questions, culminating projects, presentations and performances.</p>		
Standard Number and Description	<p>M 6NS.1.1 - Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual models and equations to represent the problem.</p> <p>6.A.1.2 - Multiply and divide fractions efficiently</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<ul style="list-style-type: none"> ● 5 - 2 stick freezer pops for each class. (Used for demonstration at the beginning of class.) ● 1 set of circle fraction pieces for each pair of students. ● 1 set of Pattern Blocks - for each pair of students. (Used for extension) ● Formative Assessment - Dividing Whole Numbers by a fraction ● How do we mathematically derive the process of dividing fractions? (Handout) ● Attachment A: Informal Assessment of Dividing Whole Numbers by a fraction (Handout) ● Independent Practice - Dividing by Fractions/Discovery (Handout) ● Dividing Fractions - Summative Assessment (Handout) 		

Lesson (add as needed)	Instructional Strategies—	Student Activities—.
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<p>1</p>	<p>Learning Objectives: Students will represent division of fractions using models. Students will discover the algorithm from these examples and solve problems using fractions.</p> <p>Prior knowledge: What prior knowledge should students have for this lesson?</p> <ol style="list-style-type: none"> 1. Students should have an understanding of the following vocabulary: dividend, divisor, quotient, numerator, denominator, mixed numbers, improper fraction, and simplest form. 2. Students should be able to represent whole numbers and fractions using rectangular bar models. 3. Students be able to convert between mixed numbers and improper fractions, multiply fractions use cross cancellation when appropriate and write fractions in simplest form. <p>Guiding Questions: What are the guiding questions for this lesson?</p> <ul style="list-style-type: none"> ● How many whole rectangles did you start with? ● How did you represent that? ● What size group are you making? ● How did you model that? ● How many groups of that size did you make? ● How would you write a mathematical sentence to represent the model you have drawn? ● Do you see a pattern? ● What conjecture can you make? <p>Set: <u>Ask 5 volunteers to come to the front of the classroom. Give each student a freezer pop (use pops with two sticks) and ask if they have ever eaten one. Ask if they had eaten the entire freezer pop or split in half? Because of the two sticks, one student may answer that he/she splits the freezer pop in half. Ask students to split the pops in half and have a student count the total number of halves</u></p>	<p>MP1, MP2, MP6</p> <ul style="list-style-type: none"> ❑ Ask students if they notice anything about the size of the ten pieces compared to the original 5 freezer pops. Student should note that they are smaller. Elicit that they are half the size of the original freezer pops. ❑ Ask a volunteer to write a number sentence to represent the 5 freezer pops divided in half and the answer on the board. ($5 \div 1/2 = 10$) If students need help determining the number sentence, ask “How many half-size freezer pops were contained in the original five hole freezer pops? Then, remind the class that when we ask how many of something is in something else, that is a division situation (e. g., If we want to know how many groups of 3 are in 12, we divide 12 by 3). Students will enjoy eating freezer pops before moving onto the next examples.
<p>2</p>	<p>Formative Assessment: In the beginning of class to set the tone for who needs to learn the concept and algorithm for dividing fractions using four corners activity. <u>Ask students to choose a corner, give them two minutes to discuss with other students. Share. Monitor responses</u></p>	<p>Four corners activity: use the statement “I know how to divide by a fraction, I understand the meaning of dividing by a fraction and I could teach the algorithm.” Students will choose a corner: A – strongly agree, B – agree, C – disagree, D – strongly disagree. Once students find themselves in their chosen corner, give them two minutes to discuss</p>

	<p><u>to gain insights into depth of understanding of dividing fractions. Use information to guide next activity.</u></p>	<p>with other students in the same corner why they placed themselves there. Call on a few students to share why they placed themselves in the corner they did. As students share, you will gain some insight into how versed in dividing fractions your students are.</p>																
<p>3</p>	<p>Activating prior knowledge - Ask students to write the equation, $12/3=4$. Draw the model while dividing students into groups of 3. Model a couple of other whole number division sentences to strengthen prior knowledge.</p> <p>Ask students to whole numbers divided by a fraction. Select one group to the Board to draw whole numbers divided by a fraction. Ask students to draw rectangle. Divide the rectangle into fractional parts. See example. Model two more examples using whole numbers divided by a fraction to strengthen prior knowledge.</p> <p><u>While these three examples are on the board, the students have the visual of the models you drew and they can read the mathematical sentence written, ask them to talk with their shoulder partners and discuss what patterns they see.</u></p>	<p>MP1, MP4, MP6 - Begin lesson by activating prior knowledge of division with whole numbers, asking if students agree that $12 \div 3 = 4$. Draw a model by drawing twelve sticks. Make groups of 3 by circle three sticks at a time. Count the number of groups to confirm the model matches the mathematical statement.</p>  <p>Once students agree, you can model a couple of other whole number division sentences. Examples: $24 \div 3 = 8$, $15 \div 5 = 3$.</p> <p>Next move onto whole numbers being divided by a fraction. Start with drawing rectangles to model the whole number. Divide each rectangle into the fractional parts described. For example:</p> <p>$3 \div \frac{1}{4}$</p> <table border="1" data-bbox="1108 927 1955 992"> <tr> <td style="width: 25%; height: 40px;"></td> </tr> </table> <p>How many $\frac{1}{4}$'s are there in 3 whole rectangles? Yes, there are 12.</p> <table border="1" data-bbox="1108 1068 1707 1325"> <tr> <td style="width: 25%; height: 40px;"></td> </tr> <tr> <td style="width: 25%; height: 40px;"></td> </tr> <tr> <td style="width: 25%; height: 40px;"></td> </tr> </table> <p>Above are 3 rectangles. Then model two more examples using rectangles. $4 \div \frac{1}{2} = 2$</p>																

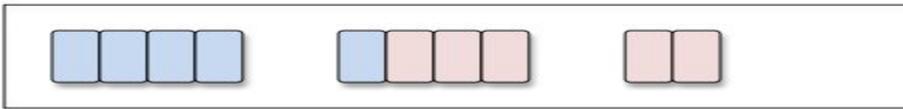
		<p>Yes, that would be twelve. Here are 5 whole circles. Draw circles.</p>  <p>$5 \div 1/4 = 20$ Yes, that would be twenty. While these three examples are on the board, the students have the visual of the models you drew and they can read the mathematical sentence written, ask them to talk with their shoulder partners and discuss what patterns they see. Students should see 1: <i>the quotients are larger than the dividend or the divisor.</i> (Discuss how this is different than the body whole numbers and try to solicit why students feel this is. Students will deduce that fractions are part of a whole number so when grouping by fractions you will have more.) Students should see 2: <i>if you multiply the denominator of the fraction with the whole number you get the resulting quotient.</i> This is interesting because we're going to learn how to divide today, and instead what are we doing?? Oh, we are multiplying.</p> 
4	<p>Checking for understanding. - <u>Working in pairs, use circle fractions to solve the two problems on the display. Monitor students work.</u></p>	<p>MP1, MP2, MP6 - Working in pairs. Use circle fractions to solve the following two problems. $4 \div 3/4 =$ $5 \div 2/3 =$ Students can cover the whole circle with groups of $3/4$, so as to count how many whole groups of $3/4$'s are in 4. The identify what part of another group of $3/4$'s is left, giving them the answer of $5 1/4$. Do the second problem, walk around the room checking work.</p>
5	<p>Instructional phase - <u>Introduction of reciprocals. Ask the questions, "What is the reciprocal of a number?" The definition of reciprocals is two numbers whose product is one. Model the examples verbally rehearsing your thinking. Introduce the keys to dividing fractions.</u></p>	<p>MP4, MP7 - Introduction of reciprocals - Everything we have done today . . . leads us to inverting the second number or fraction and multiplying. What is the reciprocal of a number? (Yes, it is when you invert that number.) The definition of reciprocals is two numbers whose product is</p>

		<p>one. Does $2/3 \times 3/2 = 1$? Yes, using cross cancellation everything is one, so the product is one.</p> <p>Examples: $1/3 \times _ = 1$ $5/7 \times _ = 1$ What is the reciprocal of $2/3$? -----($3/2$) What is the reciprocal of $5/7$? _____($7/5$) What is the reciprocal of 5? _____($1/5$ - Yes, $5=5/1$, so it's reciprocal is $1/5$). What is the reciprocal of $2 \frac{1}{2}$? Now that we have discovered what to really do when dividing fractions, I am going to give you my little keys to help you remember: Step 1: Anchor the first fraction. (You're on the boat.) Step 2: Flip-flop. (Use the reciprocal) of the second fraction. (You need the flip flops on your boat.) Step 3: Multiply. (Have a good time (x) on your boat).</p>
<p>6.</p>	<p>Guided Practice. <u>Divide students into pairs and practice 1, and 2. Give students two situations to answer by first drawing a model for the problem and then write a sentence to solve 1, 2, and 3. Ask a volunteer to share their number sentence by explaining the drawing, then explaining the number sentence.</u></p>	<p>MP1, MP2, MP4, MP5, MP6, MP7 - Give students two situations to answer by first drawing a model and then writing a number sentence to solve.</p> <p>1.) Sienna has 3 yards of ribbon she wants to cut into strips of $3/8$ yard. How many strips will she get from the 3 yards of ribbon? 2.) Winton has $3 \frac{1}{2}$ cups of chocolate chips to make cookies. The recipe uses $1/3$ cup of chips in each batch. How many batches of cookies can Winton make?</p> <p>Place students in pairs and pose another situation. I have a half a pound of candy and want to make $1/4$ pound bags. How many $1/4$ pound bags can I make? Model this situation and write a number sentence. Monitor partners working on the task and ask the same type of guiding questions when students appear to be struggling with how to represent the situation. The solution should resemble the following example: $1/2 \div 1/4 = 2$</p>  <p>$1/2 =$ the shaded part. There are 2 - $1/4$'s in a half Ask the partners to write a number sentence for the problem ($1/2 \div 1/4 = 2$). Ask for a volunteer to share their number sentence. Ask the student</p>

		why he/she placed the numbers in that order. $\frac{1}{2}$ = the shade part. There are 2 - $\frac{1}{4}$'s in a half.
7	Guided Practice - Continue in pairs and pose a new situation with candy. Monitor partners working on the task and ask the same type of guiding questions when students appear to be struggling with how to represent the situation. Students should be multiplying second denominator by first numerator, then dividing by product of first denominator and second numerator.	MP1, MP2, MP4, MP5, MP6, MP7 - Place students in pairs and pose another situation. I have a half a pound of candy and want to make $\frac{1}{4}$ pound bags. How many $\frac{1}{4}$ pound bags can I make? Model this situation and write a number sentence. Monitor partners working on the task and ask the same type of guiding questions when students appear to be struggling with how to represent the situation. There are two $\frac{1}{4}$'s in $\frac{1}{2}$. Ask the partners to write a number sentence for the problem ($\frac{1}{2} \div \frac{1}{4} = 2$). Ask for a volunteer to provide the number sentence. Ask the student why he/she placed the numbers in that order. Students will do another problem: I have two thirds of a rectangle and I want to divide it by one half. How many pieces will I have? $\frac{2}{3} \div \frac{1}{2} = \frac{4}{3}$, and $\frac{4}{3} = 1 \frac{1}{3}$. Once again students should be multiplying second denominator by first numerator, then dividing by product of first denominator and second numerator.
8	Independent Practice - Ask students to move to their seats for independent practice. Ask students to first draw a model, then write a mathematical sentence and solve the sentence using the algorithm discovered. Provide students with keys to help them remember the process. Ask students to identify the steps in their problems as you review.	MP1, MP2, MP4, MP5, MP6, MP7 - Students will do the following exercises independently and teacher will circulate to assist. Students will draw a model first, then write the mathematical sentence and finally solve the sentence using the algorithm discovered. Independent practice: <ol style="list-style-type: none"> Sienna has 3 yards of ribbon she wants to cut into strips of $\frac{3}{8}$ yard. How many strips will she get from the 3 yards of ribbon? Winton has $3 \frac{1}{2}$ cups of chocolate chips to make cookies. The recipe uses $\frac{1}{3}$ cup of chips in each batch. How many batches of cookies can Winton make? Answers: <ol style="list-style-type: none"> $3 \div \frac{3}{8} = 3/1 \times 8/3 = 24/3 = 8$ $3 \frac{1}{2} \div \frac{1}{3} = 7/2 \times 3/1 = 21/2 = 10 \frac{1}{2}$
9	Closure	Now that we understand what to do when dividing fractions, I will give you my little keys to help you remember. Step 1: Anchor the first fraction. (You are on a boat.) Step 2: Flip-flop (use the reciprocal) of the

		second fraction. (You need the flip-flops on your boat.) Step 3: Multiply (Have a good time (x) on your boat).
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	Dividing Fractions 1-4 Using visual models and equations to represent the problem $\frac{3}{4}$ 5-8 Convert between mixed numbers and improper fractions, multiply fractions, reduce to simplest form and draw the model. $\frac{3}{4}$ 9-10 Draw a model and write a number sentence $\frac{1}{2}$ Assessment - independent at desk. Mastery - $\frac{3}{3}$

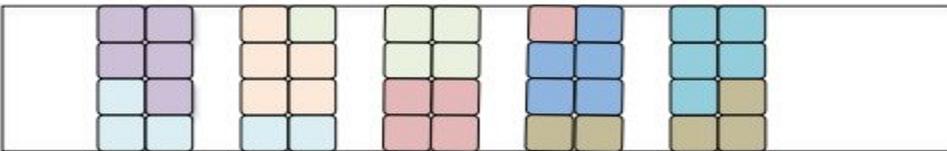
Summative Assessment Items and Scoring: 1. Two children share $2\frac{1}{2}$ chocolate bars with each child getting the same amount. How much does each child get? Solve with a drawing.



Write a number sentence for this problem. $2\frac{1}{2} \div 2 = \frac{5}{2} \cdot \frac{1}{2} = \frac{5}{4} = 1\frac{1}{4}$

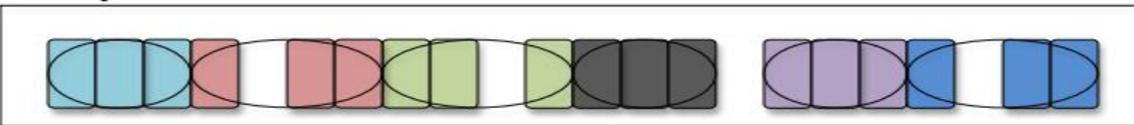
$\frac{1}{4}$

2. Five large cookies are shared equally among 8 children. What part of a cookie does each child receive? Draw a picture to solve.



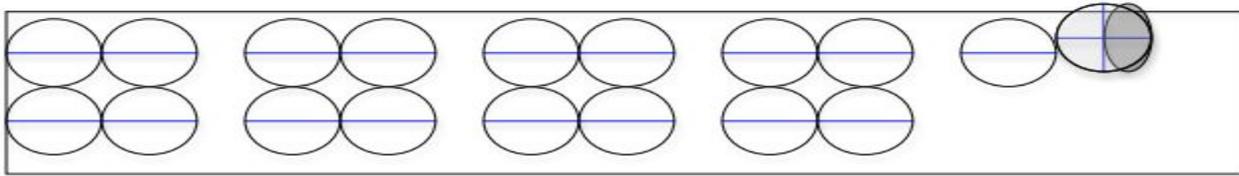
Write a number sentence for this problem. $5 \div 8 = \frac{5}{1} \cdot \frac{1}{8} = \frac{5}{8}$

3. Peter has $4\frac{1}{2}$ yards of wood. He is making shelves. One shelf requires $\frac{3}{4}$ of a yard of wood. How many shelves can Peter make from the wood he has? Draw a picture to solve.



Write a number sentence for this problem. $4\frac{1}{2} \div \frac{3}{4} = \frac{9}{2} \cdot \frac{4}{3} = \frac{36}{6} = 6$

4. Susie has $8\frac{3}{4}$ of a yard of ribbon. She is going to make bows for a fundraiser event. Each bow needs $\frac{1}{2}$ yard of ribbon. How many bows can Susie make? Draw a picture to solve.



Write a number sentence for this problem. $8\frac{3}{4} \div \frac{1}{2} = 35/4 * 2/1 = 70/4 = 17\frac{1}{2}$

Write a word problem for each number sentence and then solve it. (Word problems may vary, but the solution should be the same)

5. $5\frac{1}{2} \div \frac{1}{4} =$ Tony had $5\frac{1}{2}$ yards of wood. He would like to make shelves that are $\frac{1}{4}$ of a yard long. How many shelves can he make?

$$5\frac{1}{2} \div \frac{1}{4} = 11/2 * 4/1 = 44/2 = 22$$

6. $6 \div 3/4 =$ Maria is making bags of candy for the first day of school. She has 6 lbs of candy and will make bags of $\frac{3}{4}$ lbs each. How many bags can she make.

$$6 \div \frac{3}{4} = 6/1 * 4/3 = 24/3 = 8$$

7. $2\frac{2}{5} \div \frac{3}{8} =$ If Zachary had $2\frac{2}{5}$ feet of ribbon and needs $\frac{3}{8}$ of a foot for each poster, how many posters can Zachary hang with the ribbon? Zachary can hang 6 whole posters with the ribbon he has. $2\frac{2}{5} \div \frac{3}{8} = 12/5 \div \frac{3}{8} = 12/5 * 8/3 = 96/15 = 6\frac{2}{5}$ (Interpret remainder)

8. $7 \div 4/5 =$ Riley has 7 yards of material. She is going to make some aprons which require only $\frac{4}{5}$ of a yard each. How many aprons can Riley make?

$$7 \div \frac{4}{5} = 7/1 * 5/4 = 35/4 = 8\frac{3}{4}$$
 She can make 8 whole aprons.

Write the number sentence and solve.

9. Molly has $3\frac{3}{8}$ cups of raisins. She is making cookies that call for $\frac{3}{4}$ of a cup of raisins for each batch of cookies. How many batches of cookies can Molly make?

$$3\frac{3}{8} \div \frac{3}{4} = 27/8 * 4/3 = 108/24 = 4\frac{1}{2}$$
 Molly can make $4\frac{1}{2}$ batches of cookies.

10. Riley is trying to raise money by selling key chains. Each key chain costs \$2.50. If Riley is trying to raise \$60, how many key chains will he have to sell?

$$60 \div 2\frac{1}{2} = 60/1 * \frac{2}{5} = 120/5 = 24$$

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

Grade Level	6th Grade	Content Area	Writing & Language Standard
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction	<p>Our college preparatory curriculum seeks to prepare students to think critically, communicate effectively, analyze issues, and develop leadership abilities. Our college preparatory course of study let’s all of our students combine artistic expression with rigorous academic study. Our courses are premised on high expectations and follow a sequence that aims to prepare all students for college. Our rigorous academic and art courses combined with our service learning program provide a strong foundation of content knowledge, real-world application, leadership development, and opportunities for individual expression and creativity. Students in our English and math courses learn ways of knowing knowledge from multiple perspectives. In addition to supporting more standard modes of instruction, such as lecture and discussion, we also support instruction that is activity-based and challenges students to apply concepts from class to meaningful and individualized endeavors. Our assessments include formal tests, quizzes, lab reports, papers, informal discussions and questions, culminating projects, presentations and performances.</p>		
<p>Standard Number and Description</p> <p><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>	<p>Writing</p> <ul style="list-style-type: none"> ● 6.W.01 - Write arguments to support arguments with clear reasons and relevant evidence ● Ma. Introduce argument(s) and organize the reasons and evidence clearly. ● b. Support argument(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ● Mc. Use words, phrases, and clauses to clarify the relationships among argument(s) and reasons. ● d. Establish and maintain a formal style. ● e. Provide a concluding statement or section that follows from the argument presented <p>Prior Knowledge</p> <ul style="list-style-type: none"> ● Students should know the definition of a argument and evidence. ● Students should be able to identify supporting evidence in a text. ● Students should know how to use evidence to support arguments. ● Students should know how to write a summary paragraph with a topic sentence and supporting details. ● Students should know how to paraphrase. <p>Guiding Questions</p> <ul style="list-style-type: none"> ● What is the central or main idea of a passage? ● What are synonyms for "main"? ● What are strategies for finding the central or main idea of a text? ● What is text coding? ● How can text coding be used to identify the meaning of text? ● What makes paraphrasing such an effective tool for finding the central or main idea? 		

Materials/Resources Needed	<ul style="list-style-type: none"> • Letter Tile Puzzle on Central Idea (Handout) • Summary Paragraph Worksheet (Handout) • Central Idea Summary Rubric (Handout)
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Lesson (add as needed)	Instructional Strategies—	Student Activities—
1	<p><u>Anticipatory Set - Groups -I will put students in groups of 3 - 4 and give each group a Letter Tile Puzzle on Central or Main Idea. The students will cut the tiles and then place them together to define "central idea". The first group to unscramble the tiles, will be the winner and should be rewarded. Answer: The central idea is what the text is mostly about.</u></p>	<p>I will put students in groups of 3 - 4 and give each group a Letter Tile Puzzle on Central or Main Idea. The students will cut the tiles and then place them together to define "central idea". The first group to unscramble the tiles, will be the winner and should be rewarded. Answer: The central idea is what the text is mostly about.</p>
2	<p><u>Introduce arguments supported in evidence (o1.a) - "chunking." Model the strategy of "chunking" as a technique identifying supporting evidence. Read the passage out loud asking questions. Explain chunking - breaking the passage into logical pieces. Model numbering the paragraphs and list them on the Text Meaning Worksheet.</u></p>	<p>I will introduce the strategy of "chunking" and a passage to better understand it. Chunking is taking a passage and dividing it into sections or "chunks". It can be divided by sentences, paragraphs, sections, etc., depending on the passage. The teacher will model this strategy with a sixth grade text exemplar, which is an excerpt from Harriet Tubman: Conductor on the Underground Railroad (from Chapter 3: "Six Years Old").</p> <p>I read the passage out loud, asking these questions:</p> <ol style="list-style-type: none"> 1. What does Harriet know about all of her family members? 2. What was she taught about the North Star? 3. Why did she learn to fear the patrollers? <p>I will explain that the first thing you do is to "chunk" the passage or break it into logical pieces. In this case, the logical way to "chunk" it is by paragraphs. There are 4 paragraphs and he shows the students how he numbers them and then lists them on the Text Meaning Worksheet.</p>
3	<p><u>Modeling - how to support a argument using "chunking" - Model how to paraphrase each of four (4) chunks. Probe relationship between paraphrasing small chunks back to evidence supporting arguments.</u></p>	<p>I will model how to paraphrase each "chunk", using the Text Meaning Worksheet.</p> <ol style="list-style-type: none"> 1. Chunk #1: At 6 years old, Harriet was aware that she was a slave.

	<p>Modeling - how to support a argument using “text coding.” <u>Model the use of text coding to support an argument and organize reasons and evidence clearly.</u></p>	<ol style="list-style-type: none"> 2. Chunk #2: Harriet knew that all of her family members were slaves and that she was taught to speak a certain way to white people. 3. Chunk #3: Harriet was taught the importance of using the North Star as a guide. 4. Chuck #4: Harriet learned about fear and learned to fear the patrollers who went after runaway slaves <p>I will ask:</p> <ol style="list-style-type: none"> 1. How does paraphrasing help you understanding a passage? 2. How does it help to paraphrase small "chunks"? <p>I will model one more strategy: text coding. This is a strategy where you use codes to mark and analyze text. In this lesson, we are going to use 3 text codes:</p> <ol style="list-style-type: none"> 1. A star will be used to mark any word, sentence or part of the text that seems important. 2. A question mark (?) will be use to mark anything in the text that raises a question. 3. A box will be put around any word or phrase that is repeated, seeming important. <p>I will go through the text and code it with these 3 codes. It will then be documented on the Text Meaning Worksheet. If a SmartBoard is available, that is an excellent way for the students to observe the process of text coding. (See sample Harriet Tubman Exemplar - Conductor on the Underground Railroad CODED)</p>
4	<p>Guided Practice: <u>Identifying arguments using words, phrases, and clauses to build relationships among argument and reasons. After identifying the arguments and reasons using chunking and text coding, combine in a summative paragraph.</u></p>	<p>After looking at all the clues,I show students how to put it all together to identify the argument and reasons. In this passage, when you put it all together, the argument is that Harriet Tubman has learned a lot about life in her six years and the lessons are not easy. (See Text Meaning Worksheet Harriet Tubman - SAMPLE)</p>
5	<p>Introduction - Formulating an argument, organizing the reasons and evidence using words, phrases, and clauses to clarify the relationship. <u>Model for student how to use the text meaning worksheet to write a summary of the arguments and reasons. Model the procedure by writing a summary using the 3 required elements, showing the students how to use the Text Meaning Worksheet that was completed first. Expand the lesson by</u></p>	<p>Explain to the students that the last part of this activity is writing a summary paragraph that states the argument and reasons with supporting details of the argument. Define a summary for them: A SUMMARY IS SHORT VERSION OF A PASSAGE THAT IDENTIFIES THE ARGUMENT AND REASONS WRITTEN IN YOUR OWN WORDS. A SUMMARY AND REASONS OF A PASSAGE SHOULD INCLUDE:</p> <ul style="list-style-type: none"> ○ A CLEARLY STATED ARGUMENT WITH REASONS IN A TOPIC SENTENCE

	<p><u>leading the class using the Central Idea Summary Rubric to complete an argument.</u></p>	<ul style="list-style-type: none"> ○ DETAIL SENTENCES THAT SUPPORT THE ARGUMENT (USE THE PARAPHRASING ON TEXT MEANING WORKSHEET FOR DETAILS) ○ A STRONG CONCLUSION SENTENCE THAT RESTATES THE ARGUMENT <p>Using a SmartBoard, if it is available, show students how to use the Text Meaning Worksheet for Harriet Tubman - SAMPLE to write a summary of the arguments and reasons of the passage read. (Alternatives to the SmartBoard can be an overhead projector or a chartpad.) Model the procedure by writing a summary using the 3 required elements, showing the students how to use the Text Meaning Worksheet that was completed first:</p> <ul style="list-style-type: none"> ○ ARGUMENT - Harriet Tubman learned some difficult lessons in the first 6 years of her life. ○ DETAIL (Reasons) SENTENCES - A. First of all, she became very aware that she and her family were slaves and had to talk to white people differently. B. In addition, she was taught how to use the North Star as a guide so she would not get lost. C. Harriet also learned about fear and knew to fear the Patrollers, who hunted runaway slaves. ○ CONCLUSION SENTENCE - These lessons could not have been easy for Harriet Tubman, a 6 year old little girl. <p>Show them how, by putting these sentences together, you have just completed a summary of the arguments and reasons of this passage about Harriet Tubman. See Harriet Tubman Central Idea Summary.</p> <p>Using the Central Idea Summary Rubric, have the class go through it with you, assigning points in each of the traits, based on the work that was done.</p>
<p>6.</p>	<p>Guided Practice - Grouping - Cooperative pairs - <u>It is important to pair students with reading difficulties with strong readers, who can help them. The teacher will pass out the poem and read it together as a class. The teacher will discuss with them how they would "chunk this". S/he will explain that there is not just one "right way". Assist students with paraphrasing and have them write their responses on the Text Meaning Worksheet. Provide instructions for text coding to identify words, phrases, and clauses to clarify the relationships among arguments and reasons. Draft a summary paragraph on the main arguments and reasons. Assist students with paraphrasing their responses on the Text Meaning Worksheet. Provide instructions for text coding and ask students to code the poem. Share ideas from the summary workshop to a summary paragraph.</u></p>	<p>I will explain to students that he is going to work with them through the next passage, which is "The Road Not Taken", a poem by Robert Frost.</p> <ol style="list-style-type: none"> 1. The students will be put in cooperative pairs. It is important to pair students with reading difficulties with strong readers, who can help them. Then I will pass out the poem and read it together as a class. I will discuss with them how they would "chunk this". I will explain that there is not just one "right way". This one can be best "chunked" using end punctuation with: <ul style="list-style-type: none"> ○ Chunk #1 ending after "undergrowth" ○ Chunk #2 ending after "trodden black" ○ Chunk #3 ending after "come back" ○ Chunk #4 ending after "difference"

		<ol style="list-style-type: none"> 2. Students may do it differently and that is fine, as long as they can tell the teacher their reasoning. 3. Work with the students on paraphrasing and have them write their responses on the Text Meaning Worksheet. 4. I will then give the instructions for text coding and students will attempt it, asking for assistance, if needed, to complete text coding, recording on the Text Meaning Worksheet. (See the Text Meaning Worksheet Road Not Taken - SAMPLE and "The Road Not Taken" - CODED) 5. I will ask students to put all of the clues together to get the <u>ARGUMENTS</u> in the poem. <u>ARGUMENT</u> - By choosing a path that most people did not choose, this man made a huge difference in his life. It is important to be willing to take a risk and be different. 6. The final part of the activity is for the students to write a summary paragraph on the <u>ARGUMENTS</u> and reasons of this poem. Do this with them. Have them use their Text Meaning Worksheet and have them identify the three parts of a summary on the Summary Paragraph Worksheet. They must identify: <ul style="list-style-type: none"> o A CLEARLY STATED <u>ARGUMENT</u> AND REASONS IN A TOPIC SENTENCE o DETAIL SENTENCES THAT SUPPORT THE <u>ARGUMENT</u> (USE THE PARAPHRASING ON TEXT MEANING WORKSHEET FOR DETAILS) o A STRONG CONCLUSION SENTENCE THAT RESTATES THE arguments 7. Note: They may do this individually or in pairs, depending on the needs of the group. 8. As a class, have them share their ideas from the Summary Paragraph Worksheet to write a summary argument. (See Road Not Taken Central Idea Summary for a sample.) 9. As a class, complete a Arguments Summary Rubric to see how well the group did in creating a quality argument.
7	<p>Independent Practice - arguments and evidence - <u>instruct the students that they will do one more passage and use their new strategies to identify the arguments and evidence. They will analyze a text exemplar which is an excerpt from Linda Monk's Words We Live By: Your Annotated Guide to the Constitution from "We the People . . ."</u></p>	<p>I will now instruct the students that they will do one more passage and use their new strategies to identify the <u>ARGUMENT</u> and supporting evidence. They will analyze a text exemplar which is an excerpt from Linda Monk's Words We Live By: Your Annotated Guide to the Constitution from "We the People . . ." The students are to go through the entire process, using text coding and a Text Meaning Worksheet. The end result will be the identification of the <u>ARGUMENTS</u> and evidence of the passage. Remember to communicate to</p>

		<p>students that everyone's text coding and Text Meaning Worksheet will not necessarily look the same.</p> <ol style="list-style-type: none"> 1. Upon completion, I will instruct the students to use the completed Text Meaning Worksheet and a Summary Paragraph Worksheet to write an argument from this passage. The summary will identify and include: <ul style="list-style-type: none"> ○ A CLEARLY STATED <u>ARGUMENT</u> IN A TOPIC SENTENCE ○ EVIDENCE USING DETAIL SENTENCES THAT SUPPORT THE <u>ARGUMENT</u> (USE THE PARAPHRASING ON TEXT MEANING WORKSHEET FOR DETAILS) ○ A STRONG CONCLUSION SENTENCE THAT RESTATES THE <u>ARGUMENT</u> 2. (See Words We Live By Central Idea Summary for a sample.) 3. The summary will be assessed using the <u>ARGUMENT</u> and Evidence Summary Rubric. Have the students peer edit each others work, using the rubric. They will then complete a final draft of their summary.
9	<p>Closure - <u>As a Closure activity, I will conduct an oral review of the arguments and evidence from the passage. This can be effectively done by working through the Text Meaning Worksheet, as a class. The students will describe how they "chunked" the passage and paraphrase the "chunks".</u></p>	<p>As a Closure activity, I will conduct an oral review of the arguments and evidence from the passage. This can be effectively done by working through the Text Meaning Worksheet, as a class. The students will describe how they "chunked" the passage and paraphrase the "chunks". They will then share how they used text coding, comparing and contrasting their results, with each other. They will discuss their identification of the argument and supporting evidence and then share the final drafts of their argument with the class. This will reinforce the process they used.</p>
8	<p>Summative Assessment</p>	<p>THE <u>ARGUMENT</u> for this lesson will be from the text exemplar <i>Words We Live By: Your Annotated Guide to the Constitution</i> by Linda R. Monk. The student will use the information from the Text Meaning Worksheet to organize the ARGUMENT. The <u>ARGUMENT</u> should include specific evidence that leads to the identification of the passage. An <u>ARGUMENT</u> Summary Rubric will be used to assess the student's effective use of strategies to identify the evidence from the passage</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 organize an <u>ARGUMENT</u> supported by clear reasons and relevant evidence.</p> <p>Chunking - the passage is divided into logical "chunks" or sections and numbered - 4 points</p> <p>Paraphrasing - Each "chunk" is paraphrased in own words - 4 points</p> <p>Text Coding Results Recorded - Important facts - Questions raised - Word or phrases repeated - 4 points</p>

		ARGUMENT Identified - Stated clearly - 4 points Summary Organization - 4 points 12/20 points for master.
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Summative Assessment Items and Scoring:

Given the exemplar *Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk students will use the information to organize a written argument with clear reasons and relevant evidence. Mastery is 12/20.

Category	4	3	2	1
Chunking	Passage is divided into logical “chunks” or sections and numbered.	Several “chunks” or sections with some numbered.	Few “chunks” or sections and no numbering.	Not clear and no sections or numbers.
Paraphrasing	Each “chunk” is paraphrased in own words and paraphrasing is aligned.	Several “chunks” are paraphrased in own words is mostly aligned.	Few “chunks” are paraphrased in own words and/or paraphrasing is somewhat aligned.	No “chunk” is paraphrased in own words or paraphrasing is unclear.
Text Coding Results Recorded	Uses codes to mark and analyze text, identifying important evidence, text that raises questions, and words or phrases that are repeated.	Evidence of a coding structure to mark and analyze text, identify important evidence, text raises questions, and repeated words or phrases.	Few codes used to analyze text, identify facts, and repeated words or phrases.	No evidence of text coding.
<u>ARGUMENTS</u> Identified	Introduces solid <u>ARGUMENT</u> and organizes the reasons and evidence clearly and logically.	Introduces <u>ARGUMENT</u> and organizes the reasons and evidence clearly.	Introduces <u>ARGUMENT</u> and organizes the reasons and evidence with purpose.	Introduces <u>ARGUMENT</u> with no reasons or evidence.
Summary Organization	Writes <u>ARGUMENT</u> with clear reasons and relevant evidence.	Writes <u>ARGUMENT</u> with clear reasons and relevant evidence.	Writes arguments supported by reasons and evidence. Summary states an idea,	Writes argument.. Summary lacks a main idea,

	<u>ARGUMENT</u> identifies three details to support theme, and provides a well-developed concluding section that clearly and logically follows from the passage.	Summary states the <u>ARGUMENT</u> identifies three details to support theme, and provides a concluding statement or section that follows from the summary presented.	lacks details to support theme, and provides a concluding statement or section that partially follows from the summary presented.	no details identified to support argument, and provides a concluding statement or section that logically follows from the summary presented.
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