



FEBRUARY 13, 2017

Grade Level Change Amendment

Recommendation Report

Amendment Request for Scottsdale Country Day School

AGENDA ITEM: Grade Level Change Amendment Request—Scottsdale Country Day School

Request and Eligibility

Scottsdale Country Day School (“the Charter Holder”) submitted an expansion amendment request on November 7, 2016 to add grades 7 and 8 to the charter contract, beginning in FY 2018.

The Charter Holder was granted a charter in 2013, which is currently approved for grades K–6, and operates one school: Scottsdale Country Day School (“the School”).

School Name	Month/Year Open	Location	Grade Levels Served	Current Status	FY2017 40 th Day ADM
Scottsdale Country Day School	July 2013	Scottsdale	K–6	Open	118.977

The Board’s academic framework uses two measures to calculate overall academic ratings, letter grades and state designations for school improvement. There has been a moratorium on letter grades until school year 2016-2017; therefore, the Board has not calculated overall ratings for FY 2015 and 2016. As it relates to school improvement, the School has not been designated for school improvement in FY 2017 and is therefore eligible to submit an expansion request.

As stated in Board policy, prior to an expansion request being considered by the Board, staff conducts a compliance check. The Charter Holder was found to be in compliance when the compliance check was completed according to staff’s amendment request process. Subsequent to this compliance check, the Charter Holder’s fiscal year 2016 audit was reviewed. On January 19, 2017, staff notified the Charter Holder that a corrective action plan is required because the audit included a qualified auditor’s opinion on the financial statements. The deadline for submitting the corrective action plan is February 21, 2017.

The Charter Holder meets the Board’s Operational Performance Expectations.

I. Staff Recommendation

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

The Grade Level Change Amendment Request submitted by the Charter Holder **meets 3 of the 6 criteria** required to receive a staff recommendation under the guidelines set forth in the request instructions. Details regarding items that met are provided in Appendix A. Staff Recommendation Criteria Chart. The table below provides an analysis of the information reviewed by staff regarding the 3 criteria the Charter Holder did not meet.

Staff Recommendation Criteria	Analysis
Rating of “Meets” on the Financial Performance Dashboard in the most recent year	The Charter Holder received an Overall Rating of “Does Not Meet” on the Financial Performance Dashboard in FY 2016.
Previous grade level cohorts are at capacity or could fill enrollment for new grades requested	According to the Charter Holder’s contract, the teacher to student ratio is 20:1. The enrollment matrix submitted by the Charter Holder in November 2016, indicates student enrollment for 5 th grade was 8 students and 7 students in 6 th grade. As of January 12, 2017, the Arizona Department of Education (“ADE”) school finance reports indicate average daily membership (“ADM”) of 9.058 for 5 th grade and 8.5 for 6 th grade. Based on these enrollment numbers and a classroom size of 20 students, neither 5 th nor 6 th grade are at capacity nor sufficient to fill enrollment for the new grades being requested for FY 2018.



	The projected enrollment provided by the Charter Holder in the Enrollment Matrix indicates an enrollment increase that will result in all grade levels at capacity by FY 2019. The narrative states that applications for over 180 students have been received for the 2017/2018 school year. This would be an increase of 62 students from the current year. ADM data from ADE shows an increase of 48 students from FY 2016 to FY 2017. A comparable increase in enrollment for the FY 2018 and the addition of 7 th and 8 th grade classrooms could result in enrollment near the projected 180 students by FY 2019.
ADM is within 85% of current enrollment cap	<p>The Charter Holder currently serves 120 students, according to ADE school finance. The current enrollment cap is 220. The Charter Holder is within 55% of its current enrollment cap.</p> <p>The projected enrollment provided by the Charter Holder in the Enrollment Matrix indicates an enrollment increase that will meet the enrollment cap in FY 2019.</p>

II. Request Summary and Analysis

Summaries of the documentation and narrative provided by the Charter Holder are accompanied by Board staff's analysis to demonstrate how the Charter Holder has met the substantive requirements for this request.

Rationale

The narrative provided states that current families will be able to continue their education at the School for two more years and are in favor of this increase. The addition of grades 7 and 8 allows the School to provide what the Charter Holder describes as a “rigorous and well-rounded academic program to students in a nurturing, structured environment” for both current and new students for an additional two grade levels.

Board Minutes

The submitted minutes indicate that on August 8, 2016, the Charter Holder’s Board of Directors unanimously approved the addition of grades 7 and 8 for the 2017–18 school year.

Staffing Plan

The Staffing Plan provided by the Charter Holder indicates a plan to recruit, hire, and train additional instructional staff to provide sufficient support for the new grade levels. According to its narrative, the School will hire four additional staff members: one 1st grade teacher, one 6th grade teacher, one 7th grade teacher, and one 8th grade teacher. The 7th and 8th grade teachers will fill the positions for the new grades. The 1st grade teacher is needed as there will be an additional 1st grade classroom in FY 2018. The 6th grade teacher will be needed as there will be a designated 6th grade class in FY 2018, in comparison to the combination 5th/6th grade classroom for FY 2017. The completed Staffing Chart submitted with the request can be found in Appendix B. Amendment Request Materials.

Enrollment Targets

The enrollment targets, as described in the narrative, are consistent with the enrollment tables provided below. The Charter Holder has demonstrated a plan for meeting these targets. The narrative provided states that “As of January 2017, SCDS has received applications from over 180 students for the 2017/18 school year.” Reaching this enrollment target would result in Kindergarten through 4th grade to be at capacity or near capacity (20 students per class) for FY 2018. Fourth grade students will move to 5th grade in FY 2018 bringing 5th grade to capacity. The Charter Holder estimates that 6th grade will be at 15 students, 7th grade at 10 students, and 8th grade at 10 students for FY 2018, but reach full capacity in FY 2019. Kindergarten will decrease to one classroom for FY 2019, but 1st grade will increase to two classrooms (as the previous year’s kindergarten students are promoted). Additionally, 2nd grade will increase to two classrooms (as the previous year’s first graders are promoted). For FY 2020, the School will have one Kindergarten, one 1st grade, two 2nd grade, and two 3rd grade classrooms. The Charter Holder anticipates reaching its enrollment cap of 220 in FY 2019.



Table 1: Current and Target Student Enrollment by Year

School Name: Scottsdale Country Day School				
	Number of Students			
Grade Level	Current—FY17	Target—FY18	Target—FY19	Target—FY20
Kindergarten	37	40	20	20
1 st	18	40	40	20
2 nd	19	20	40	40
3 rd	20	20	20	40
4 th	19	20	20	20
5 th	8	20	20	20
6 th	7	15	20	20
7 th		10	20	20
8 th		10	20	20
9 th				
10 th				
11 th				
12 th				
Total Enrollment	128	195	220	220

Concrete Resources

The narrative demonstrates that the Charter Holder has considered the resource needs for implementing the request. Teacher salaries are estimated at \$180,000. New curriculum and support materials for an increase in 1st, 6th, 7th, and 8th grade students would cost approximately \$22,000. Approximately \$1,200 will be allocated to new teacher training purposes. Galileo assessment materials are estimated at \$480. These resources would be needed to accommodate the addition of the 7th and 8th grade classrooms, as well as the additional 1st and 6th grade classrooms addressed in the Enrollment Matrix for FY 2018.

Promotion Criteria

The promotion criteria narrative describes the current criteria in place to determine if students have demonstrated mastery of core content. The narrative provided indicates that students must be performing at 80% or higher on standards-based summative assessments, and pass AzMERIT. For grade levels not tested by AzMERIT, students are required to score 80% or higher on Galileo assessments in order to be promoted.

III. Academic Performance & School Choices

The School received a letter grade of C for FY 2014 and is located in Scottsdale near Shea Boulevard and North 56th Street. The following information identifies additional schools within a five-mile radius of the School and the academic performance of those schools.

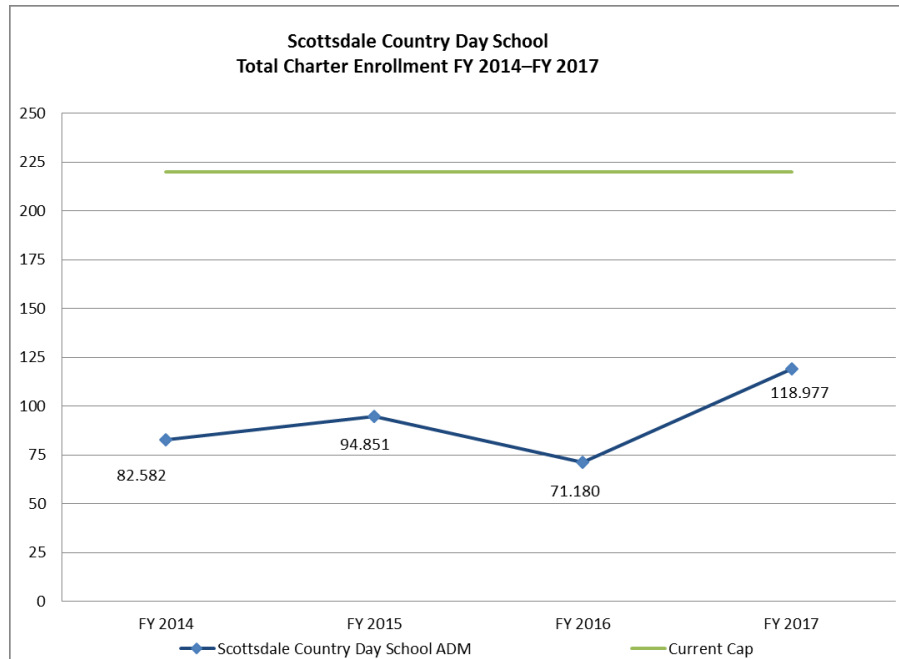
There are 11 schools that received an A–F letter grade in 2014 serving 7th and 8th grades within a five-mile radius of the School. The table below provides a breakdown of those schools. The schools are identified by their A–F letter grades assigned by the ADE in 2014. The table identifies if those schools scored above average on the AzMERIT, had higher scores than those of the School, and the number of schools that are charter schools.

Scottsdale Country Day School				2016 AzMERIT ELA 73%	2016 AzMERIT Math 73%	
2014 Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	Charter Schools
A	6	6	6	2	2	5
B	3	3	3	0	0	2
C	2	1	0	0	0	0

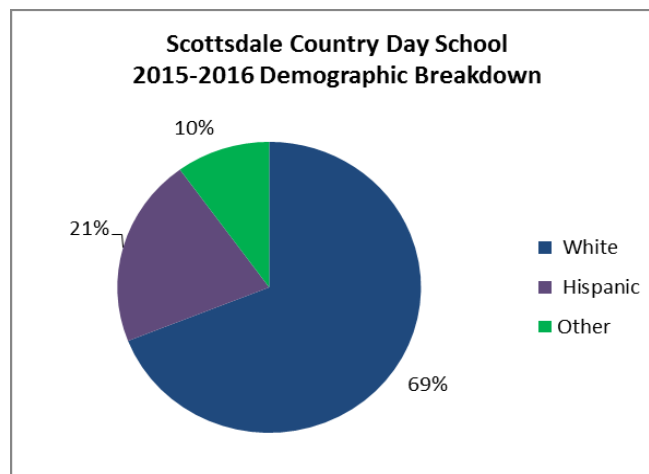


IV. Enrollment and Demographic Data

The enrollment cap for the Charter Holder is 220. The table below shows ADM for the Charter Holder based on 100th day ADM for fiscal years 2014–2016, and 40th Day ADM for FY 2017.



The demographic data for the Charter Holder from the 2015–2016 fiscal year is represented in the chart below.¹



No data was available for the percentage of students served by the School in the 2015–2016 fiscal year who are classified as students eligible for Free or Reduced Price Lunch (“FRL”), English Language Learners (“ELL”), or are classified as students with disabilities.²

¹ Information provided by the Research and Evaluation division of the ADE.

² Information provided by the Research and Evaluation division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



V. Board Options

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

I move, based on the information contained in the Board materials and presented today, to approve the request to add grades 7 and 8 to the charter contract of Scottsdale Country Day School beginning in FY 2018.

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

I move, based on the information contained in the Board materials and presented today, to deny the request to add grades 7 and 8 to the charter contract of Scottsdale Country Day School, for the reasons that: (Board member must specify reasons the Board found during its consideration.)



APPENDIX A

STAFF RECOMMENDATION

CRITERIA CHART


Staff Recommendation Criteria Chart

Grade Level Change to Charter Amendment Request


Staff Recommendation Criteria	Satisfies Criteria	Justification/Summary
In operation for three years	<input checked="" type="checkbox"/>	The Charter Holder has been in operation for 4 years.
Rating of “Meets” on the Operational Performance Dashboard in the most recent year	<input checked="" type="checkbox"/>	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2016.
Rating of “Meets” on the Financial Performance Dashboard in the most recent year	<input type="checkbox"/>	The Charter Holder received an Overall Rating of “Does Not Meet” on the Financial Performance Dashboard in FY 2016.
Previous grade level cohort(s) is/are at capacity and/or could fill enrollment for new grade(s) requested	<input type="checkbox"/>	<p>According to the Charter Holder’s contract, the teacher to student ratio is 20:1. The enrollment matrix submitted by the Charter Holder in November 2016, indicates student enrollment for 5th grade was 8 students and 7 students in 6th grade. As of January 12, 2017, the Arizona Department of Education (“ADE”) school finance reports indicate average daily membership (“ADM”) of 9.058 for 5th grade and 8.5 for 6th grade. Based on these enrollment numbers and a classroom size of 20 students, neither 5th nor 6th grade are at capacity nor sufficient to fill enrollment for the new grades being requested for FY 2018.</p> <p>The projected enrollment provided by the Charter Holder in the Enrollment Matrix indicates an enrollment increase that will result in all grade levels at capacity by FY 2019. The narrative states that applications for over 180 students have been received for the 2017/2018 school year. This would be an increase of 62 students from the current year. ADM data from ADE shows an increase of 48 students from FY 2016 to FY 2017. A comparable increase in enrollment for the FY 2018 and the addition of 7th and 8th grade classrooms could result in enrollment near the projected 180 students by FY 2019.</p>
ADM is within 85% of current enrollment cap	<input type="checkbox"/>	<p>The Charter Holder currently serves 120 students, according to ADE school finance. The current enrollment cap is 220. The Charter Holder is within 55% of its current enrollment cap.</p> <p>The projected enrollment provided by the Charter Holder in the Enrollment Matrix indicates an enrollment increase that will meet the enrollment cap in FY 2019.</p>
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five-mile radius of the school’s location; <u>or</u> the proposed school offers a unique program of instruction within a five-mile radius of the target area.	<input checked="" type="checkbox"/>	<p>The Charter Holder had a passing score of 73% in both Math and ELA on the FY 2016 AzMERIT.</p> <p>Only 2 of the 16 schools serving grades 7-8 in a five-mile radius had a greater percentage of students receiving passing scores in Math and Reading on the FY 2016 AZMERIT.</p>


APPENDIX B

AMENDMENT REQUEST MATERIALS



Arizona State Board for Charter Schools





AZ.GOV
Arizona's Official Web Site


DashboardAlertsBulletin BoardCharter HoldersDMSEmailTasksSearchReportsHelpOther

Grade Level Change to Charter Amendment Request

Charterholder Info

Charter Holder	Representative
Name: Scottsdale Country Day School	Name: Steve Prahcharov
CTDS: 07-82-43-000	Phone Number:
Mailing Address: 4322 East Mulberry Drive Phoenix, AZ 85018 View detailed info	

Downloads

 [Download all files](#)

Current Grade Levels

Current Grade Levels Served

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade

New Grade Levels

Identify the total grades to be served which include the current grades served and the new grades that are requested.

New Grade Levels Served

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade


5th Grade


6th Grade


7th Grade


8th Grade


Curriculum Samples

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

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

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

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

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



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



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

Effective Date
08/07/2017

Attachments

Board Minutes



[Download File](#) — August 2016 SCDS board minutes approving application to add grades 7 & 8

Narrative — [Download File](#)

Additional Information



[Download File](#) — Enrollment Matrix



[Download File](#) — Staffing Chart

Signature

Charter Representative Signature
Steve Prahcharov 10/20/2016



Scottsdale Country Day School

Minutes of Meeting of the Board of Directors

August 8, 2016 - 4:00 p.m.

10460 North 56th Street, Scottsdale AZ 85253

Office of Steve Prahcharov

1. Call to order

The Meeting of the SCDS Board of Directors was called to order at 4:02 p.m. by Board of Director Kathy Prahcharov.

2. Roll Call

Kathy Prahcharov took roll call with the following board members present: Steve Prahcharov, Kathy Prahcharov, Mary Alpaugh (telephonically) and Robert Hill (telephonically). Board member Heidi Ungar was not present and there were no members of the public present.

3. Approval of Agenda

Steve Prahcharov moved to approve the agenda of the Board of Directors; seconded by Kathy Prahcharov. The motion carried unanimously.

4. Approvals of Minutes from Last Meeting

Steve Prahcharov moved to approve the minutes for the June 24, 2016 meeting of the Board of Directors; seconded by Robert Hill. The motion passed unanimously.

5. Limited Call to Public

There were no members of the public present.

6. Discussion and Action Items

- a. Declaration of curriculum aligned to standards. Approve the outlined curriculum aligned to standards.

The Governing Board of the Scottsdale Country Day School District/Charter affirms that it has adopted a curriculum that is aligned with the Arizona Academic Standards, including Arizona's Common Core Standards, and adopted an educator evaluation system that is aligned with the Arizona State Board of Education adopted framework, all associated educator evaluation legislations and assesses whether teachers are integrating the Standards into their instructional practices. These policies are in effect for the 2016-2017 school year.

Steve Prahcharov moved to approve the declaration of curriculum alignment to standards; seconded by Robert Hill. The motion passed unanimously.

- b. Contracts

Vote to approve the employee contracts issued during the summer

Kathy Prahcharov made a recommendation to approve the employee contracts for Renee Gallegos, Emily Tanner, Amberlie Soderberg, and Bridget Larkman. Robert Hill made a motion to approve which was seconded by Mary Alpaugh. The motion passed unanimously.



Scottsdale Country Day School

c. Jr. High Charter Application

Kathy Prahcharov made a recommendation to submit a Jr. High Charter Application to add grades 7 and 8 for the 2017/2018 school year. Steve Prahcharov made a motion to approve a Jr. High Charter Application to add grades 7 and 8 for the 2017/2018 school year which was seconded by Robert Hill. The motion passed unanimously.

7. Principal's Report

a. Enrollment

Steve Prahcharov reported the breakdown of student enrollment. No vote necessary report stands as is.

KG- 20 students

KG #2- 18 students

1st- 17 students

2nd – 18 students

3rd – 20 students

4th – 17 students

5th & 6th – 13 students

2) Financial Report

a. P&L

Kathy Prahcharov reviewed the P&L report. Report stands as is and no vote was necessary.

3) Announcements/Adjournment

Steve Prahcharov recommended changing the next scheduled meeting date to October 4, 2016 at 4 p.m. due to break. Kathy Prahcharov moved to change the meeting to Oct. 4th at 4pm; seconded by Robert Hill. The motion passed unanimously. Steve Prahcharov moved to adjourn the meeting; seconded by Robert Hill. The motion passed unanimously. The meeting was adjourned at 4:35 p.m.

Minutes prepared by:

Kathy Prahcharov

Date Posted: __8/29/16__ Time Posted: __2:01am__

Posted By: Kathy Prahcharov, Director of Operations, SCDS

Scottsdale Country Day School
Narrative for Adding Grades 7 and 8

1) Describe the rationale for the increase in grade levels served.

Scottsdale Country Day School (SCDS) is a K-6 Charter school in its 4th year of operation, currently serving 128 students. SCDS was founded and operated for 2 years as a private school prior to this from 2011-2013. The SCDS Board recently voted to apply with the Arizona Charter Board for an extension of grades to serve students in grades 7 and 8 for the 2017/18 school year and beyond.

The last 2 years of AIMS and AzMerit Standardized test scores highlight the tremendous work and progress that is happening at Scottsdale Country Day School.

The 2015 AIMS and AzMerit test scores rank Scottsdale Country Day School extremely high, when compared to all other schools in Arizona as being in the:

Top 1% of all AZ schools for Math with an 83% pass rate (Arizona average – 40%)

Top 5% of all AZ schools for ELA with a 67% pass rate (Arizona average – 38%)

Top 1% of all AZ schools for Science with a 100% pass rate (Arizona average – 59%)

Scottsdale Country Day School also outperformed the Charter School average pass rate for 2015 by 39% in math and 22% in ELA.

The 2016 AIMS and AzMerit test scores rank Scottsdale Country Day School very high, when compared to all other schools in Arizona as being in the:

Top 5% of all AZ schools for Math with a 73% pass rate (Arizona average – 44%)

Top 5% of all AZ schools for ELA with a 73% pass rate (Arizona average – 38%)

Top 1% of all AZ schools for Science with a 100% pass rate (Arizona average – 65%)

Scottsdale Country Day School also outperformed the Charter School average pass rate for 2016 by 20% in math and 29% in ELA. These results are testament to the outstanding work that is being done at SCDS, and which will be done for grades 7 and 8 if successful with this application.

Scottsdale Country Day School has made great progress thus far and the latest state test scores from the 2014/15 and 2015/16 school year support this. By adding grades 7 & 8, more families can receive a great education at SCDS and our current families may continue all the way through 8th grade. This will bolster the enrollment at SCDS by approximately 15% overall. Current SCDS families are very much in favor of adding 7th and 8th grade and there are unused classrooms in the current building occupied by SCDS to accommodate this expansion.

It is the mission and educational philosophy of SCDS to provide a rigorous and well-rounded academic program to students in a nurturing, structured environment. By adding grades 7 and 8, students will be able to serve its current student population for an additional 2 years as well as bringing in new students to benefit from the excellent service which SCDS provides.

The existing methods of instruction currently used at SCDS will prepare students to be successful in the next grade level, which will serve potential new 7th and 8th graders. As stated above, the standardized test scores for student at SCDS were significantly higher than the state averages, which is testament to the excellent work being done by the staff at SCDS.

2) Provide a detailed staffing plan consistent with each Staffing Chart submitted this request. Describe how administrative, instructional, and non-instructional staff will be:

Only two additional staff members need to be hired for the 2017/18 school year to accommodate the addition of 7th and 8th grade. These would be for instructional staff for a 7th grade teaching position and an 8th grade teaching position. No additional administrative or non-instructional staff would need to be hired to accommodate the addition of 7th and 8th grade. However, 2 additional teachers would be required to be hired due to the increase in projected enrollment for the 2017/18 year and beyond. This would be an extra 1st grade teacher as there will be two 1st grade classes in the 2017/18 school year, and a 6th grade teacher as the 5th and 6th graders will be separated for the 2017/18 school year whereas they are currently combined into one class with one teacher.

Advertisements would be placed for these job opportunities, once approval is granted from the Charter Board to add grades 7 and 8. Once resumes were received the Principal, Executive Director, and lead teachers would select appropriate candidates for interview.

Interviews would then be conducted by the Principal, Executive Director, and lead teachers to determine suitable candidates. Once suitable candidates were discovered, each candidate would then be required to teach a designated lesson to students while being observed by the Principal, Executive Director, and lead teachers. Once successful candidates passes this selection process, a job offer will be presented. Any teacher hired will need to be Highly Qualified per the Highly Qualified federal guidelines.

Training will be given to the newly recruited teachers by the Executive Director and professional development classes offered by the Arizona Charter Association.

3) Provide a justification for the enrollment targets identified in each Enrollment Matrix submitted.

With a current enrollment of 128 students, SCDS is confident that the overall enrollment will continue to grow with wait lists now established. As of January 2017, SCDS has received applications from over 180 students for the 2017/18 school year. K-4th grade for the 2016/17

school year are either on a wait list or have 1 space available. This should result in 20 students (SCDS Maximum per class) per each of these classes for 2017/18 school year and beyond. Kindergarten tours for the 2017/18 school year are very popular thus far with 30+ families having already toured, so the 2 Kindergarten classes should be full again for 2017/18 school year.

The 4th grade has 19 students this school year which leads into our 5th grade for next year which should also be full at 20 students. 6th, 7th, and 8th grade for the 2017/18 school year have been estimated at 15, 10, and 10 respectively as it is not anticipated these grades will be full until the 2018/19 school year.

SCDS will have two KG and two 1st grade classes for the 2017/18 school year. For the 2018/19 school year, SCDS will have one KG class, two 1st grade classes, and two 2nd grade classes. For the 2019/20 school year SCDS will have one KG class, one 1st grade class, two 2nd grade classes, and two 3rd grade classes.

Per the enrollment matrix, SCDS anticipates being at 220 students for the 2018/19 and 2019/2020 school years which is the cap for the SCDS Charter.

4) Identify the concrete resources if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response.

To hire a 7th and 8th grade teacher

Approximately \$600 would be needed for training purposes for the new teachers to be hired. This would cover professional development costs to the Arizona Charter Association Educator summit held each year in July.

Approximately \$7,000 would be needed for new curriculum and support materials for the 7th and 8th grade students. This would allow for purchase of new textbooks for math, ELA, science, and social studies. Teaching materials for setting up the classroom would also be in this budget.

Approximately \$160 would be needed for assessment materials with Galileo for the new 7th and 8th grade students. This is currently priced at \$8 per student and with 20 students is equal to \$160.

Approximately \$90,000 would be needed to hire the 2 new teachers for 7th and 8th grade. This would cover salaries, benefits, and taxes. This would be equivalent to \$39,000 per salary, \$3,000 for benefits, and \$3,000 for taxes.

These concrete resources needed would be funded by the additional income generated by adding 20 7th and 8th grade students. This extra income through State Equalization, 301 monies,

and local revenue would be approximately \$140,000. After the costs are deducted from the extra income, there would be an additional \$42,000 left over.

To hire a 1st and 6th grade teacher

Approximately \$600 would be needed for training purposes for the new teachers to be hired. This would cover professional development costs to the Arizona Charter Association Educator summit held each year in July.

Approximately \$15,000 would be needed for new curriculum and support materials for the 1st and 6th grade students. This would allow for purchase of new textbooks for math, ELA, science, and social studies. Teaching materials for setting up the classroom would also be in this budget.

Approximately \$320 would be needed for assessment materials with Galileo for the new 1st and 6th grade students. This is currently priced at \$8 per student and with 40 students is equal to \$320.

Approximately \$90,000 would be needed to hire the 2 new teachers for 1st and 6th grade. This would cover salaries, benefits, and taxes. This would be equivalent to \$39,000 per salary, \$3,000 for benefits, and \$3,000 for taxes.

These concrete resources needed would be funded by the additional income generated by adding 30 1st and 6th grade students. This extra income through State Equalization, 301 monies, and local revenue would be approximately \$210,000. After the costs are deducted from the extra income, there would be an additional \$104,080 left over.

5) Present clear criteria for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.

Students must be performing at 80% or higher on summative assessments conducted throughout the school year and achieve a passing score on the Arizona AIMS and/or AZmerit standardized tests. Students not tested by the State of Arizona will need to show a passing score of 80% or higher on the Galileo assessments which are conducted at SCDS throughout the school year.

Students entering SCDS for the first time may also be asked to take a placement test using Galileo Assessments to help determine the correct grade level placement.



Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Scottsdale Country Day School				
	Number of Students			
Grade Level	Current—FY17	Target—FY18	Target—FY19	Target—FY20
Kindergarten	37	40	20	20
1 st	18	40	40	20
2 nd	19	20	40	40
3 rd	20	20	20	40
4 th	19	20	20	20
5 th	8	20	20	20
6 th	7	15	20	20
7 th		10	20	20
8 th		10	20	20
9 th				
10 th				
11 th				
12 th				
Total Enrollment	128	195	220	220

For the 2017/18 school year, FY18, and beyond, the numbers are projected based on being approved for the addition of 7th and 8th grade.

*To view an example of a completed enrollment matrix, review page 10 of The Guide to Amending a Charter.



Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Scottsdale Country Day School				
Position	Number of Staff Members			
	Current— FY17	Anticipated— FY18	Anticipated— FY19	Anticipated— FY20
Administration	2	2	2	2
Teachers/Instructional Staff				
Kindergarten	2	2	1	1
1 st	1	2	2	1
2 nd	1	1	2	2
3 rd	1	1	1	2
4 th	1	1	1	1
5 th	0.5	1	1	1
6 th	0.5	1	1	1
7 th	0	1	1	1
8 th	0	1	1	1
9 th	0	0	0	0
10 th	0	0	0	0
11 th	0	0	0	0
12 th	0	0	0	0
Specialty Staff (Music, Art, PE, etc.)	5	5	5	5
Special Education	1	1	1	1
Paraprofessional	0	0	0	0
Additional Staff				
List title: Office Staff	1	1	1	1
List title: _____				
List title: _____				
List title: _____				
Total Number of Staff Members	16	20	20	20

*To view an example of a completed staffing chart, review page 14 of The Guide to Amending a Charter.

Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Scottsdale Country Day School				
	Leadership Team			
Title	Current—FY17	Anticipated—FY18	Anticipated—FY19	Anticipated—FY20
Principal	Steve Prahcharov	Steve Prahcharov	Steve Prahcharov	Steve Prahcharov
Executive Director	Kathy Prahcharov	Kathy Prahcharov	Kathy Prahcharov	Kathy Prahcharov
7 th Grade Lead	N/A	TBD	TBD	TBD
8 th Grade Lead	N/A	TBD	TBD	TBD

Curriculum Sample for 7th Grade Math

Grade Level	7	Content Area	Math
Course Title (grades 9-12 Only)	N/A		
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.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
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 for review by having (M) before the Standard number.</i>	7.EE.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Teacher's Edition Glencoe Math book, Course 2, Volume 2 Student Edition, Course 2, Volume 2 Math Notebook Pencil Quiz Answer Key		

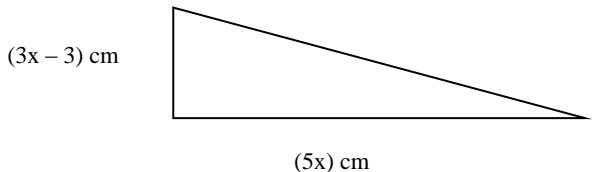
***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>The teacher explains to the students that they are going to learn how to apply properties of operations as strategies to add, subtract, factor and expand linear expressions with rational coefficients.</p> <p>The teacher poses the essential question, "how can you use numbers and symbols to represent mathematical ideas?" The teacher tells the students that at the end of this chapter, they will know how to answer this question and demonstrate how to answer it.</p> <p>The teacher writes "Distributive Property" on the board and says, "you have all hear of this term before, but we are going to learn how to use it to evaluate expressions." The teacher continues, "Distributive Property states that to multiply a sum or difference by a number, multiply each term inside the parentheses by the number outside the parentheses." The teacher writes the following expressions on the board:</p> <p style="margin-left: 40px;">a. $4(6 + 2) = 4 \bullet 6 + 4 \bullet 2$ b. $2(x + 2) = 2x + 4$</p> <p>The teacher explains to the students how the distributive property is used. The teacher models this by drawing arrows to show what two numbers are being multiplied. "In the first example, 4 is multiplied by 6 and 4 is multiplied by 2. In the second example, 2 is multiplied by x and 2 is multiplied by 2." The teacher tells the students, "these expressions are equivalent expressions because no matter what x is, the expressions have the same value."</p> <p>Next, the teacher tells the students to take out their math notebooks. The teacher writes the following expressions on the board and says, "for each expression, use the Distributive Property to rewrite each expression."</p> <p style="margin-left: 40px;">1) $4(x + 7)$ 2) $6(p - 5)$ 3) $5(-3x + 7y)$ 4) $8(m + 3n)$</p>	<p>Students listen to the teacher's introduction.</p> <p>Students listen to the essential question for this chapter.</p> <p>Students listen to the teacher's explanation.</p> <p>Students listen to the teacher's explanation.</p> <p>Students listen to the teacher's instructions. Students take out their math notebooks and write the expressions down. Students evaluate the expressions.</p>

	<p>5) $10(w - 4)$</p> <p>The teacher walks around the classroom and guides where needed. The teacher calls on students to show their work on the board.</p> <p>The teacher highlights that this method can be turned into a real-world mathematical problem. For example, "A sports club rents dirt bikes for \$37.50 each. Find the total cost for the club to rent 20 bikes." Using the Distributive Property, the teacher writes:</p> <p>Step 1: $20(\\$37.00 + \\$0.50)$ Step 2: $20(\\$37.00) + 20(\\$0.50)$ Step 3: $\\$740.00 + \\10.00 Step 3: $\\$750.00$</p> <p>Students are told to write in their notebooks a real-world mathematical problem for each of the 5 previous equations. Students are also told to do the guided practice, pg. 378, in their math textbooks.</p>	<p>Students ask for help if needed. Students show their work on the board.</p> <p>Students write in their notebooks a real-world mathematical problem for each of the 5 previous equations. This allows the teacher to check for understanding and mastery of the standard.</p> <p>Students do the guided practice in their math textbooks.</p>
2	<p>The teacher states, "Today we will learn how to simplify algebraic expressions."</p> <p>The teacher tells the students to open their math book to page 388. The teacher reads the section titled, "Identify Parts of an Expression." Next, the teacher writes the following on the board:</p> <p>$-4x + 12 + x$</p> <p>The teacher points out the parts of this expression:</p> <ul style="list-style-type: none"> • terms: $-4x$, 12, x • like terms: $-4x$, x • coefficients: -4, 12, 1 • Constants: 12 <p>The teacher writes the following on the board:</p> <ul style="list-style-type: none"> • $9y - 4 - 11y + 7$ • $3x + 2 - 10 - 3x$ <p>The teachers says, "identify the parts of these expressions and list them just as I did in the example."</p> <p>The teacher tells the students, "an algebraic expression is in simplest form if it has no like terms and no parentheses." The teacher reminds students to use the Distributive Property to combine like terms.</p> <p>The teacher writes the following on the board:</p>	<p>Student's listen to the teacher's introduction.</p> <p>Students listen to the teacher's instructions.</p> <p>Students write the expressions in the math notebook and identify the parts of each expression.</p> <p>Students listen to teacher's instructions.</p>

	<div>1) $4z - z$</div> <div>2) $6 - 3n + 3n$</div> <div>3) $2g - 3 + 11 - 8g$</div> <div>4) $4y + y$</div> <div>5) $7x - 2 - 7x + 6$</div> <div>The teacher tells the students to write these expressions down in the math notebook and simplify. Students are also told to do the guided practice on pg. 390 in their math textbooks.</div>	<div>Students listen to teacher’s instructions.</div> <div>Students write the expressions in their math notebook and simplify. Students also do the guided practice in their math textbooks.</div>								
3	<div>The teacher states, “today we will learn how to add and subtract linear expressions.”</div> <div>The teacher tells the students to open their math textbook to page 396. The teacher reads the definition of a linear expression: “A linear expression is an algebraic expression in which the variable is raised to the first power.”</div> <div>The teacher shows the students examples by making the following table:</div> <table><tr><th>Linear Expressions</th><th>Nonlinear Expressions</th></tr><tr><td>$5x$</td><td>$5x^2$</td></tr><tr><td>$3x + 2$</td><td>$3x^3$</td></tr><tr><td>$x - 7$</td><td>$x^4 - 7$</td></tr></table> <div>The teacher writes the following expressions on the board:</div> <div>1) $(3x - 5) + (2x - 3)$</div> <div>2) $(2x - 4) + (3x - 7)$</div> <div>3) $(5x - 9) - (2x - 7)$</div> <div>4) $(6x - 10) - (2x - 8)$</div> <div>The teacher instructs the students to write these linear expressions in the math notebook and simplify by adding or subtracting. The teacher walks around the classroom to guide where needed. The teacher calls on students to show their work on the board.</div> <div>The teacher poses the following challenge question: “Write a linear expression in simplest form to represent the perimeter of the triangle. Find the perimeter if the value of x is 5 centimeters.”</div>	Linear Expressions	Nonlinear Expressions	$5x$	$5x^2$	$3x + 2$	$3x^3$	$x - 7$	$x^4 - 7$	<div>Students listen to teacher’s instructions.</div> <div>Students open their math textbooks and follow along with the teacher’s instructions.</div> <div>Students copy the table down in their math notebook.</div> <div>Students listen to the teacher’s instructions.</div> <div>Students write the expressions in the math notebook and simplify by adding or subtracting. Students ask for guidance if needed. Students volunteer to show their work on the board.</div> <div>Students solve the challenge question in their math notebooks.</div>
Linear Expressions	Nonlinear Expressions									
$5x$	$5x^2$									
$3x + 2$	$3x^3$									
$x - 7$	$x^4 - 7$									

$$2x + 9) \text{ cm}$$

	 <p>The teacher guides students where needed. The teacher asks for student volunteers to solve the problem on the board. The teacher tells students to do the guided practice on pgs. 398 & 406.</p>	<p>Students ask for guidance if needed. Students volunteer to show their work on the board. Students do the guided practice on pgs. 398 and 406.</p>
4	<p>The teacher states, "Today we will learn how to factor linear equations." The teacher reminds the students that factoring is using the GCF. The teacher tells the students, "a monomial is a number, variable, or a product of a number and one or more variables." The teacher continues, "we will find the GCF of two monomials."</p> <ul style="list-style-type: none"> a. $4x, 12x$ b. $18a, 20ab$ c. $12cd, 36cd$ <p>The teacher explains, "to find the GCF we need to write the prime factorization of each pair of monomials." The teacher writes on the board: $4x = 2 \cdot 2 \cdot x$ and $12x = 2 \cdot 2 \cdot 3 \cdot x$ The teacher says, "the GCF of $4x$ and $12x$ is $2 \cdot 2 \cdot x$ or $4x$."</p> <p>The teacher tells students to open their math textbook to pg. 416 and do the "got it?" problems. The teacher also tells them to do the guided practice on pg. 418 in their math textbook. The teacher walks around the classroom and guides where needed.</p>	<p>Students listen to the teacher's instructions.</p> <p>Students find the GCF of the monomials listed.</p> <p>Students do the "got it?" problems and guided practice in their math textbooks. Students ask for guidance if needed.</p>
5	<p>The teacher will instruct the students to take an assessment, individually, on what they learned in class during the past few math lessons.</p> <p>The teacher passes out the test.</p> <p>The teacher collects the tests when students are finished.</p>	<p>Students will take the assessment to show competency in applying properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p>

Summative Assessment Item 1 (7.EE.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.)

1. $3(2y + 4z)$
2. $-8(a + b)$
3. $(2b + 8)5$
4. $10(5g + 2h - 3) - 4(3g - 4h + 2)$
5. $3(4x - 5) + 4(2x + 6)$

Answer Key

There are 5 points total possible on the assessment; 4 points or higher = mastery.

1. $6y + 12z$
2. $-8a - 8b$
3. $10b + 40$
4. $38g + 36h - 38$
5. $20x + 9$

Mastery is an acceptable score

Total Points = /5

Points	Percentage
5/5	100% *mastery
4/5	80%*mastery
3/5	60%
2/5	40%
1/5	20%

Question 1 = 1 point;
Question 2 = 1 point;
Question 3 = 1 point;
Question 4 = 1 point;
Question 5 = 1 point;

Summative Assessment Item 2 (7.EE.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.)

1) $-8(2a - 3b) - 5(6b - 4a)$

2) $(-x + 10) + (-3x + 6)$

3) $(4x + 10) - (-3x + 5)$

4) Find GCF of 40x, 60x

5) Find GCF of 54gh, 72g

Answer Key

There are 5 points total possible on the assessment; 4 points or higher = mastery.

1) $4a - 6b$

2) $-4x + 16$

3) $7x + 5$

4) $20x$

5) $18g$

Mastery is an acceptable score

Total Points = _____/5

Points	Percentage
5/5	100% *mastery
4/5	80%*mastery
3/5	60%
2/5	40%
1/5	20%

Question 1 = 1 point;
Question 2 = 1 point;
Question 3 = 1 point;
Question 4 = 1 point;
Question 5 = 1 point;

Summative Assessment Item 3 (7.EE.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.)

1) Amelia bought roast beef for \$6.85 per pound. Find the total cost if Amelia bought 4 pounds of roast beef. Justify your answer by using the Distributive Property.

2) At a concert, you buy some T-shirts for \$15.00 each and same number of CDs for \$9.50 each. Write an expression in simplest form that represents the total amount spend.

3) The angle measures of a triangle are $(x - 7)^\circ$, $(x)^\circ$, and $(3x + 2)^\circ$. Write an expression in simplest form to represent all of the measures of the angles of the triangle.

4) The area of a rectangular dance floor is $(4x - 8)$ square units. Factor $4x - 8$ to find possible dimensions of the dance floor.

Mastery is an acceptable score

Total Points = ____/8

Points	Percentage
8/8	100% *mastery
7/8	88 %*mastery
6/8	75%
5/8	63%
4/8	50%

Question 1 = 2 points;
Question 2 = 2 points;
Question 3 = 2 points;
Question 4 = 2 points;
*1 point for correct
answer and 1 point
for correct
calculations for each
question.*

Curriculum Sample for 7th Grade Reading

Grade Level	7	Content Area	Reading
Course Title (grades 9-12 Only)	N/A		
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.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
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 for review by having (M) before the Standard number.</i>	7.RI.8 – Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Collections, 7 th Grade Student Edition; Collections, 7 th Grade Teacher Edition; Assessment; Paper, pencil		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.																				
1	<p>The teacher explains to the students that they are going to learn how to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient to support the claims. The teacher writes this on the board and asks students to identify its meaning.</p> <p>The teacher explains to the students that they must determine what the main part of the particular section is about, what claims are made within the section, and which of the claims are supported with reasons and evidence that is relevant and sufficient.</p> <p>The teacher writes the following on the board, “When American Michael Phelps won his eighth gold medal at the Beijing Olympics, it was the first time in history that it had been done. The event was broadcast on national television and was a remarkable achievement by Michael Phelps and one in which his family was very proud.” The teacher then asks the students to read the passage to themselves to trace and evaluate the argument and specific claims, assessing whether the reasoning is sound and the evidence is relevant and sufficient. Students work individually. <i>The teacher tells the students that in order for an arguments reasoning to be sound, it must be valid and factually correct.</i></p> <p>When the students are finished, the teacher explains that they will now discuss the passage as a group. The teacher asks, “What is the argument in the text?”</p> <p>The teacher then asks, “What are the specific claims made in the text?” The teacher then tells the students to copy the following table from the board and complete it.</p> <table><tr><th>Argument</th><th>Claims</th><th>Type of Evidence (Fact or Opinion)</th><th>Is the reasoning sound?</th><th>Relevant and Sufficient?</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Argument	Claims	Type of Evidence (Fact or Opinion)	Is the reasoning sound?	Relevant and Sufficient?						<p>The students listen and raise their hands to share their feelings on this.</p> <p>The students listen to the teacher.</p> <p>As the students work on this, the teacher circulates and offers assistance where necessary.</p> <p>The students listen and answer that the argument is a man from America that won eight gold Olympic medals.</p> <p>The students answer that the specific claims made in the text are that Michael Phelps won his eighth gold medal, it was a remarkable achievement, and that his family was very proud.</p> <p>Students copy the table from the board and complete it.</p> <table><tr><th>Argument</th><th>Claims</th><th>Reasoning Sound?</th><th>Type of Evidence (Fact or Opinion)</th><th>Relevant and Sufficient?</th></tr><tr><td>A man from America winning a lot of gold Olympic</td><td>Won eight gold Olympic medals.</td><td>YES</td><td>Fact – The event was broadcast on national television.</td><td>YES</td></tr></table>	Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?	A man from America winning a lot of gold Olympic	Won eight gold Olympic medals.	YES	Fact – The event was broadcast on national television.	YES
Argument	Claims	Type of Evidence (Fact or Opinion)	Is the reasoning sound?	Relevant and Sufficient?																		
Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?																		
A man from America winning a lot of gold Olympic	Won eight gold Olympic medals.	YES	Fact – The event was broadcast on national television.	YES																		

						medals.				
						Remarkable Achievement	YES	Fact – This had never been done before. He was the first man to win this many Olympic gold medals.	YES	
	The teacher discusses the table and allows students the opportunity to show their understanding of the given standard.					His family was proud of him.	NO	Opinion – We don't really know how his family felt.	NO	
						Students listen and answer questions while participating in the class discussion.				
2	At the start of lesson 2, the teacher tells the students that they will continue with their studies that will allow them to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient to support the claims.					Students listen to the teacher and ask questions if necessary.				
	<p>The teacher tells the students that they will be reading an editorial titled, “Ship of Fools.” The teacher explains to the students that an editorial is an opinion piece that appears in the part of a newspaper that has other opinions. <i>The teacher reminds students that an opinion is a statement of belief or feeling. It is not a fact. The teacher also reminds students that a fact is a statement that can be proved. Facts can be used to support a person’s opinions.</i> The teacher explains to the students that there are many examples throughout the editorial of specific claims being made in the text that are supported with reasons and evidence that are relevant and sufficient, and others that are not. The teacher selects students to read 1 – 2 paragraphs each, switching the students, for pages 24 – 26.</p> <p>After reading page 24, the teacher asks the students to trace the argument and the specific claims.</p> <p>The teacher will then ask the students to identify the claims in the argument that have reasons to support them.</p> <p>The teacher then writes a passage on the board from page 24. “Here’s a proposed rule of thumb: any record that requires more than 10 syllables to explain does not need to be broken.” The teacher asks the students if this argument and claim is supported with any reasons. The teacher asks if this statement can stop records from being broken. The students are then told to</p>					<p>The students read and follow along.</p> <p>The students will know or be guided to answer that the argument is an introduction to Abby Sunderland’s six month voyage around the world.</p> <p>The students will know or be guided to answering that the claim the writer is making is that letting Abby go on her solo voyage was a foolish and dangerous decision by Abby’s parents. The writer gives reasons, such as the danger the rescue workers were exposed to and talks about the “uninspiring” image of Abby alone surrounded by threatening waves.</p> <p>The students listen to the teacher, discuss this, and then write the passage, answering the teacher’s questions. The teacher circulates during this time and</p>				

	<p>copy the passage into their book and then write a paragraph explaining the argument, its claims, and the lack of evidence and reasons that make it relevant and sufficient to support the claim.</p> <p>The teacher then tells students to come up with 2 other examples of claims that are supported by reasons and evidence and 2 that are not, using the following table.</p> <table><tr><th>Argument</th><th>Claims</th><th>Reasoning Sound?</th><th>Type of Evidence (Fact or Opinion)</th><th>Relevant and Sufficient?</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>The teacher circulates, checking for understanding and then holds a class discussion on the students' findings.</p>	Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?																					<p>asks the students to explain what they are writing and why in order to check for understanding of and progress on the required standard.</p> <p>The students use the table to follow the teacher's directions.</p> <table><tr><th>Argument</th><th>Claims</th><th>Reasoning Sound?</th><th>Type of Evidence (Fact or Opinion)</th><th>Relevant and Sufficient?</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>After completing the table, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p>	Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?															
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Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?																																											
3	<p>The teacher introduces lesson 3 by reminding the students of the standard they are learning and by recapping some of the main concepts thus far. The teacher reminds students of the arguments and claims they found and whether they were supported or not with relevant and sufficient reasons and/or evidence. The teacher asks students to take out their notes from the previous lessons.</p> <p>The teacher and students read page 25, taking turns to read. The teacher writes on the board, "Choose a detail from page 25 that supports the writers claim that society has a certain responsibility to intercede in situations like Abby's." The teacher tells the students to write this down in their book and answer it independently. Once finished, the students are told to get a partner, compare their work, and discuss their findings.</p> <p>The students are then told to complete the table which they started in the last lesson. The teacher then tells the students to work individually and identify 2 other examples of claims that are supported by reasons and evidence and 2 that are not, for page 25 using the table.</p> <table><tr><th>Argument</th><th>Claims</th><th>Reasoning Sound?</th><th>Type of Evidence (Fact or Opinion)</th><th>Relevant and Sufficient?</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?						<p>The students listen and ask questions accordingly. The students take out their notes from the previous lessons.</p> <p>The students first work independently to answer the question and then with a partner. The teacher circulates and talks with students about their answers and checks for understanding of the given standard.</p> <p>The students use the table to follow the teacher's directions.</p> <table><tr><th>Argument</th><th>Claims</th><th>Reasoning Sound?</th><th>Type of Evidence (Fact or Opinion)</th><th>Relevant and Sufficient?</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?																														
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4	<p>After recapping the lessons so far on tracing and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient to support the claims, the teacher and students read the final page of the editorial together, page 26.</p> <p>The teacher tells the students to discuss with a partner the details that show why Abby’s voyage around the world should not be seen as heroic. The teacher tells the students to look for evidence and reasons that may support this argument and claim. The teacher tells the students that writers may make counterarguments to respond to different opinions. The teacher tells students to reread lines 63 – 69 on page 26 and cite a counterargument to some people’s opinion that Abby was a hero.</p> <p>The teacher explains to the students that they will now complete their table for the last page of the book. After completing their table, students are told to write an explanation for each claim as to why it is or why it is not supported with evidence and/or reasons that are relevant and sufficient in the text. The teacher summarizes the lessons by giving examples of the arguments and claims in the text, which ones were supported by and which ones were not supported by reasons and/or evidence that is relevant and sufficient in the text.</p>	<p>The students listen to the recap and then read along with the teacher.</p> <p>The students work with a partner to discuss the activity.</p> <p>The students complete their table individually and then write their explanations for each claim as to why it is or is not supported by and which ones were not supported by reasons and/or evidence that is relevant and sufficient in the text.</p> <p>The students listen and ask/answer questions where appropriate.</p>																														
5	<p>The teacher explains to the students that they will now be tested to see how well they can explain how an author uses sound reasoning and evidence that is relevant and sufficient to support particular points in a text. The teacher and students read the story, “Finding Your Everest,” by Robert Medina. The teacher gives the students a “Quiz” to complete individually and determine their understanding and master of the given standard per the outlined scoring</p>	<p>The students and teacher read, “Finding Your Everest,” by Robert Medina.</p> <p>The students then complete the “Quiz” individually by writing their answers on the quiz sheet.</p>																														

	section.	
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Summative Assessment Item 1 (7.RI.8 – Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). **Mastery is set at 80% but students must score 2/2 on the sound reasoning section and 4/4 on the relevant and sufficient section while amassing the overall required 80% to show mastery.**

Read the story, “Finding Your Everest,” by Robert Medina and complete the following table for questions 1 – 4 to determine whether you can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

For questions 1-2, complete the table with the argument and 2 claims. Claim A should be supported by evidence and Claim B should have not been supported in the text. In the third column, write whether the reasoning was sound. In the fourth column, write the type of evidence and whether it is a “fact” or “opinion.” In the last column, state whether the evidence is relevant and sufficient.

1) On page 13, find the claims, determine if the reasoning is sound, find the type of evidence supporting the claims, and whether the evidence is relevant and sufficient.

	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?
	A			
	B			

2) For question 1 above, explain why one claim is relevant & sufficient in supporting the argument & why the other claim is not relevant & sufficient in supporting the argument.

Answer Key:

	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?
	A) Between the ages of 10 and 15, Jordan climbed the highest mountain on every continent. (1 pt.)	YES (1 pt.)	Fact – The parents climbed with him and documented the adventure. (1 pt.)	YES (1 pt.)
	B) Jordan’s father was taken by surprise when his son firmly announced his intention to climb “the seven summits.” (1 pt.)	NO (1 pt.)	Opinion – We do not really know what Jordan’s father was feeling. (1 pt.)	NO (1 pt.)

2) Claim A is relevant and sufficient because it states how young he is and at this age he is still under his parents’ care. Claim B is not relevant and sufficient because we don’t really know what his father was feeling. (2 points)

Total: _____/10

Points	Percentage	Mastery is set at 80% (8/10) but students must score 2/2 on the sound reasoning section and 4/4 on the relevant and sufficient section while amassing the overall required 80% to show mastery.
8	80 *mastery	
9	90 *mastery	
10	100 *mastery	

Summative Assessment Item 2 (7.RI.8 – Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). Mastery is set at 80% but students **must score 2/2 on the sound reasoning section and 3/3 on the relevant and sufficient section** while amassing the overall required 80% to show mastery.

Read the story, “Finding Your Everest,” by Robert Medina and complete the following table for questions 1 – 2 to determine whether you can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

For questions 1, complete the table with the argument and 2 claims. Claim A should be supported by evidence and Claim B should have not been supported in the text. In the third column, write whether the reasoning was sound. In the fourth column, write the type of evidence and whether it is a “fact” or “opinion.” In the last column, state whether the evidence is relevant and sufficient.

1) On page 14, trace the argument, find the claims, determine if the reasoning is sound, find the type of evidence supporting the claims, and whether the evidence is relevant and sufficient.

Argument	Claims	Reasoning Sound?	Type of Evidence (Fact of Opinion)	Relevant and Sufficient?
1)	A			
	B			

2) For question 1 above, explain why one claim is relevant & sufficient in supporting the argument & why the other claim is not relevant & sufficient in supporting the argument.

Answer Key:

Argument	Claims	Reasoning Sound?	Type of Evidence (Fact of Opinion)	Relevant and Sufficient?
1) Teach your kids to think big and things will happen (1 pt.)	A) Jordan’s father began training his son so that he could understand what mountaineering was. (1 pt.)	YES (1 pt.)	Fact – Practiced carrying packs on long treks. (1 pt.)	YES (1 pt.)
	B) Jordan’s father pushed him to want to climb. (1 pt.)	NO (1 pt.)	Opinion – We don’t really know if he pushed or encouraged. (1 pt.)	

2) Claim A is relevant and sufficient because it states that the father started training his son to climb, at a young age. Claim B is not relevant and sufficient because we don’t really know if the father pushed Jordan to climb. (2 points)

Total: _____/10

Points	Percentage	Mastery is set at 80% (8/10) but students must score 2/2 on the sound reasoning section and 3/3 on the relevant and sufficient section while amassing the overall required 80% to show mastery.
8	80 *mastery	
9	90 *mastery	
10	100 *mastery	

Summative Assessment Item 3 (7.RI.8 – Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).

Read the story, “Finding Your Everest,” by Robert Medina and complete the following table for questions 1 – 3 to determine whether you can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

For questions 1 – 2, complete the table with the argument and 2 claims. Claim A should be supported by evidence and Claim B should have not been supported in the text. In the third column, write whether the reasoning was sound. In the fourth column, write the type of evidence and whether it is a “fact” or “opinion.” In the last column, state whether the evidence is relevant and sufficient.

- 1) On page 15, trace the argument, find the claims, find whether the reasoning is sound, find the type of evidence supporting the claims, and whether the evidence is relevant and sufficient.
- 2) On page 16, trace the argument, find the claims, find whether the reasoning is sound, find the type of evidence supporting the claims, and whether the evidence is relevant and sufficient.

Argument	Claims	Reasoning Sound?	Type of Evidence (Fact of Opinion)	Relevant and Sufficient?
1)	A			
	B			
2)	A			
	B			

- 3) For question 2 above, explain why one claim is relevant & sufficient in supporting the argument & why the other claim is not relevant & sufficient in supporting the argument.

Answer Key:

Argument	Claims	Reasoning Sound?	Type of Evidence (Fact of Opinion)	Relevant and Sufficient?
1) There are many risks involved for a 13 year-old boy. (1 pt.)	A) He does not have the cognitive ability to make life-and-death decisions or to truly understand what his signing on for. (1 pt.)	YES (1 pt.)	Fact – Dr. Michael Bradley of the NIH noted this. (1 pt.)	YES (1 pt.)
	B) It is just a publicity stunt and not worth the risk. (1 pt.)	NO (1 pt.)	Opinion – We don’t really know if it’s a publicity stunt for Jordan. (1 pt.)	NO (1 pt.)
2) Encouraging young people to pursue their dreams. (1 pt.)	A) Find Your Everest is Jordan’s mission in getting young people active and healthy. (1 pt.)	YES (1 pt.)	Fact – Documented travel and climbs with other young people. (1 pt.)	YES (1 pt.)
	B) Life is short so you should do as much as possible. (1 pt.)	NO (1 pt.)	Opinion – We don’t really know how long our lives are. (1 pt.)	NO (1 pt.)

- 3) Claim A is relevant and sufficient because a qualified doctor confirmed the risks for young boys. Claim B is not relevant and sufficient because we don’t know the real reasons behind wanting to climb. It may not be a publicity stunt to Jordan and his family. (2 points)

Total: _____/20

Points	Percentage	Mastery is set at 80% (16/20) but students must score 4/4 on the sound reasoning section and 6/6 on the relevant and sufficient section while amassing the overall required 80% to show mastery.
16	80 *mastery	
17	85 *mastery	
18	90 *mastery	
19	95 *mastery	
20	100 *mastery	

Curriculum Sample for 7th Grade Writing

Grade Level	7	Content Area	Writing
Course Title (grades 9-12 Only)	N/A		
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.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
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 for review by having (M) before the Standard number.</i>	<p>(7.W.2) <u>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u></p> <ol style="list-style-type: none"> (M) <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (M) <u>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</u> Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Collections, 7 th Grade Student Edition Collections, 7 th Grade Teacher Edition Copies of Poems: “Problems with Hurricanes” by Victor Hernandez Cruz and “Tornado at Talladega” by Gwendolyn Brooks, “IF” by Rudyard Kipling and “Nothing Gold Can Stay” by Robert Frost, “Still I Rise” by Maya Angelou and “Mother to Son” by Langston Hughes Venn Diagram Worksheet (copy for each student) Internet access, laptops, iPads Paper, pencil		

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>The teacher writes the following on the board, "What makes a great poetry analysis?"</p> <p>The teacher instructs students to discuss the characteristics of a successful poetry analysis. Using Collections, Unit 3, p. 179, ask volunteers to read what makes a successful poetry analysis. The teacher reminds students that when you analyze a poem, you look at its different parts to understand the poem's meaning and to appreciate the poet's craft. The teacher explains to students how having the checklist on p. 179 helps remind writers of the key elements in a successful poetry analysis, and when they write their papers they should include all the key elements.</p> <p>The teacher instructs students to work in pairs and utilize the classroom laptops to access the Internet, to research further characteristics of a well-written poetry analysis.</p> <p>When finished, teacher instructs students to share any new characteristics with the entire class.</p> <p>Teacher explains to students to focus on using appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts. In addition, the teacher explains how the topic should be introduced clearly, with a preview of what is to follow. Teacher also demonstrates how students should organize their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect.</p>	<p>Students will discuss the characteristics of a successful poetry analysis. Using Collections, Unit 3, p. 179, students volunteer to read what makes a successful poetry analysis.</p> <p>Students participate in whole group discussion.</p> <p>Students are to work in pairs and utilize the classroom laptops to access the internet, to research further characteristics of a well-written poetry analysis. When finished, students will share any new characteristics with the entire class.</p> <p>Students take notes as the teacher is explaining this and are then given time to discuss their notes/teacher's lesson with a partner to highlight and support the key details needed when writing their piece.</p>
2	<p>The teacher instructs students to reread each poem, "Ode to Enchanted Light" and "Sleeping in the Forest." The teacher instructs the students to jot down stylistic elements of each poem as they read. The teacher tells the students to look at the questions on p. 179 to help them identify the stylistic elements of each poem.</p> <p>The teacher tells students to use the following academic vocabulary words when sharing ideas:</p> <ul style="list-style-type: none"> affect, element, ensure, participate, specify <p>The teacher hands out a Venn Diagram worksheet to the students. The teacher</p>	<p>Students reread each poem, "Ode to Enchanted Light" and "Sleeping in the Forest." As the students read, they will jot down stylistic elements of each poem. The students will use the questions on p. 179 to help them identify the stylistic elements of each poem.</p> <p>Students use the academic vocabulary when sharing ideas.</p>

<p>instructs the students that they will fill out the Venn Diagram to compare and contrast elements of each poet's style.</p> <div data-bbox="243 428 993 610" data-label="Diagram"> </div> <p>The teacher instructs the students to do the following after they have completed the Venn Diagram:</p> <ul style="list-style-type: none"> • Use a compare/contrast structure, and arrange your ideas in order of importance. • Support your ideas with evidence, including details and quotations from the poems. <p>The teacher tells students that this will help make their analysis clear.</p> <p>The teacher writes the following on the board, "What is a controlling idea?" The teacher tells the students that a controlling idea identifies the main points of your analysis. It states what you want to say about the topic. The teacher also tells the students that a good controlling idea engages the reader's curiosity and lets the reader know what is to follow.</p> <p>The teacher has the students consider their purpose and audience. The teacher tells the students to think about who their audience is as they prepare to write. The teacher reminds students that the purpose is to share ideas about the effects of each poet's stylistic elements.</p> <p>Teacher tells the students to focus on using appropriate transitions to create</p>	<p>Students fill out the Venn Diagram worksheet. Students then arrange their ideas in order of importance and highlight evidence in each poem that supports their ideas.</p> <p>Students ponder the question, "What is a controlling idea?" Students participate in a class discussion on what a controlling idea is.</p> <p>Students consider who their audience is by answering the following questions:</p> <ul style="list-style-type: none"> • How will you support your ideas so they appeal to readers who might have different views? • What will people who haven't read the poems need to know? <p>When completing the activities in this lesson, students focus on how the poems use appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts. In addition, students should write about and discuss how the poems introduce the topic clearly, previewing what is to follow for this writing lesson.</p> <p>Students work independently to complete the tasks set by the teacher. In particular students will be addressing how they will introduce a topic clearly, with a preview in the introduction of what is to follow. Students will also need to focus on using appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Students also work with a partner on organizing their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect.</p> <p>Students are given the opportunity to present their ideas and rationales for writing this way to the rest of the class, with full group discussions to follow.</p>
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	cohesion and to clarify the relationships among ideas and concepts. In addition, teacher tells the students how they students should organize their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect.	
3	<p>The teacher instructs the students that they will be starting their first drafts of the poetry analysis. The teacher suggests to the students that they use their graphic organizers as a guide for writing the drafts of their analyses.</p> <p>The teacher reminds students to use separate paragraphs for each of their main points to make their analyses easier to understand.</p> <p>The teacher instructs the students to use the checklist on p. 180 – 181.</p> <p>In addition, the focus on the analysis should be focus on how the authors use appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts. In addition, teacher reinforces to the students and recaps the work form the previous lesson for how the students should organize their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect.</p>	<p>Students listen to the teachers instructions.</p> <p>Students get paper and a pencil to start their drafts. Students use their graphic organizers as a guide for writing their drafts.</p> <p>Students are completing the analysis on how the authors use appropriate transitions to create cohesion and organizing their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect.</p>
4	<p>The teacher instructs the students that they will be revising their drafts. The teacher pairs the students up and each pair will review each other’s analysis, performing peer editing.</p> <p>The teacher instructs the students to use the checklist on p. 181 as they read their peers analysis. The teacher tells the students that the checklist will determine whether their analysis is effective.</p> <p>The teacher reminds students that they don’t have to worry about every little grammatical detail as they begin to revise. The teacher tells them to focus on improving the content, organization, and style of their analyses first, and then they can correct grammar, spelling, and punctuation as they prepare the final version of their analyses.</p>	<p>Students listen to the teachers instructions.</p> <p>Students read their partners analysis and give feedback using the checklist on p. 181, using peer editing.</p> <p>Students work in pairs to perform the final editing and review process. A full class discussion will address and student questions or concerns and will highlight the essential areas that need to be included such as using appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts. In addition, teacher reinforces to the students and recaps the work form the previous lesson for how the students should organize their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect.</p>
5	<p>The teacher tells the students that they will be writing their final drafts.</p> <p>The teacher guides and helps where needed as this is a formative assessment.</p>	<p>Students write their final draft and may seek assistance from the teacher when needed to help them address the areas of the standard they need to master.</p>
6	<p>The teacher tells the students they will be sharing analyses in small groups.</p> <ul style="list-style-type: none"> The teacher divides the class into small groups of four students. The teacher gives the following instructions to each group: Take turns reading your analyses aloud. Then discuss the most interesting insights each analysis offers. 	<p>Students share their analysis with their peer group.</p> <p>Students discuss the most interesting insights each analysis offers.</p> <p>Students discuss any key areas addressed or nor addressed per the requirements of the standard.</p>
S.A.	<p>The teacher instructs the students to read the “Seventh Grade Writing Assignment.” Teacher continues, “Do the best you can writing a poetry analysis on the two poems provided using all of the skills you learned throughout the week. Good luck!”</p>	<p>Students write a poetry analysis on the two poems provided.</p> <p>Students turn in papers.</p>

Summative Assessment Item 1 - Read “Problems with Hurricanes” by Victor Hernandez Cruz and “Tornado at Talladega” by Gwendolyn Brooks. Write a poetry analysis using both poems. Use the checklist below to guide your writing:

- You may use classroom materials as well as classroom computers to obtain information and for producing charts, graphs, tables etc.
- Write a 5-6 paragraph, 5 – 6 sentences per paragraph, poetry analysis on the poems.
- Use appropriate transitions to create cohesion, previewing what is to follow and clarify the relationships among ideas and concepts.
- Introduce the topic clearly, previewing what is to follow using correct formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.
- Conveys your ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (mastery level of 90 % or higher). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

Criteria/Skills	Scores				Score/ Level
	3	2	1	0	
Writing	Text is informative/explanatory and examines the topic all of the time	Text is informative/explanatory and examines the topic most of the time	Text is informative/explanatory and examines the topic some of the time	Text is not informative/explanatory and does not examines the topic	
Transitions	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts all of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts most of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts some of the time	Appropriate transitions are not used, making the literary analysis difficult to understand with no cohesion present.	
Organization	Introduces the topic very clearly, previewing what is to follow.	Introduces the topic with some clarity and some previewing of what is to follow.	Introduces the topic with some clarity but with no previewing of what is to follow.	The topic is not introduced and there is no previewing of what is to follow.	
Organization	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout all of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout most of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout only some of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect is not evident.	
Language and Vocabulary	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content some of the time.	Does not conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

Formatting, graphing, and multimedia.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension most of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension some of the time.	Does not include formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension.	
					___/18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.	
16	89	18	100 *mastery		
17	94 *mastery				

Summative Assessment Item 2

Read “IF” by Rudyard Kipling and “Nothing Gold Can Stay” by Robert Frost. Write a poetry analysis. Use the checklist below to guide your writing:

- You may use classroom materials as well as classroom computers to obtain information and for producing charts, graphs, tables etc.
- Write a 5-6 paragraph, 5 – 6 sentences per paragraph, poetry analysis on the poems.
- Use appropriate transitions to create cohesion, previewing what is to follow and clarify the relationships among ideas and concepts.
- Introduce the topic clearly, previewing what is to follow using correct formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.
- Conveys your ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (mastery level of 90 % or higher). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

Criteria/Skills	Scores				Score/ Level
	3	2	1	0	
Writing	Text is informative/explanatory and examines the topic all of the time	Text is informative/explanatory and examines the topic most of the time	Text is informative/explanatory and examines the topic some of the time	Text is not informative/explanatory and does not examines the topic	
Transitions	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts all of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts most of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts some of the time	Appropriate transitions are not used, making the literary analysis difficult to understand with no cohesion present.	

Organization	Introduces the topic very clearly, previewing what is to follow.	Introduces the topic with some clarity and some previewing of what is to follow.	Introduces the topic with some clarity but with no previewing of what is to follow.	The topic is not introduced and there is no previewing of what is to follow.	
Organization	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout all of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout most of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout only some of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect is not evident.	
Language and Vocabulary	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content some of the time.	Does not convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Formatting, graphing, and multimedia.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension most of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension some of the time.	Does not include formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension.	
					<u> </u> /18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.
16	89	18	100 *mastery	
17	94 *mastery			

Summative Assessment Item 3 - Read “Still I Rise” by Maya Angelou and “Mother to Son” by Langston Hughes. Write a poetry analysis. Use the checklist below to guide your writing: Use the checklist below to guide your writing:

- You may use classroom materials as well as classroom computers to obtain information and for producing charts, graphs, tables etc.
- Write a 5-6 paragraph, 5 – 6 sentences per paragraph, poetry analysis on the poems.
- Use appropriate transitions to create cohesion, previewing what is to follow and clarify the relationships among ideas and concepts.
- Introduce the topic clearly, previewing what is to follow using correct formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.
- Conveys your ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (mastery level of 90 % or higher). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

Criteria/Skills	Scores				Score/ Level
	3	2	1	0	
Writing	Text is informative/explanatory and examines the topic all of the time	Text is informative/explanatory and examines the topic most of the time	Text is informative/explanatory and examines the topic some of the time	Text is not informative/explanatory and does not examines the topic	
Transitions	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts all of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts most of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts some of the time	Appropriate transitions are not used, making the literary analysis difficult to understand with no cohesion present.	
Organization	Introduces the topic very clearly, previewing what is to follow.	Introduces the topic with some clarity and some previewing of what is to follow.	Introduces the topic with some clarity but with no previewing of what is to follow.	The topic is not introduced and there is no previewing of what is to follow.	
Organization	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout all of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout most of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout only some of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect is not evident.	
Language and Vocabulary	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content some of the time.	Does not conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Formatting, graphing, and multimedia.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension most of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension some of the time.	Does not include formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension.	
					__/18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.
16	89	18	100 *mastery	
17	94 *mastery			

Curriculum Sample for 8th Grade Math

Grade Level	8	Content Area	Math
Course Title (grades 9-12 Only)	N/A		
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.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
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 for review by having (M) before the Standard number.</i>	8.EE.1 – Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Teacher's Edition Glencoe Math book, Course 3, Volume 1 Student Edition, Course 3, Volume 1 Math Notebook Pencil Quiz Answer Key		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.																								
1	<p>The teacher explains to the students that they are going to learn how to apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</p> <p>The teacher poses the essential question, "Why is it helpful to write numbers in different ways?" The teacher tells the students that at the end of this chapter, they will know how to answer this question and demonstrate how to answer it.</p> <p>The teacher says, "A product of repeated factors can be expressed as a <i>power</i>, that is, using an exponent and a base. Powers are read in a certain way." The teacher shows the following table:</p> <table border="1" data-bbox="216 724 884 1088"> <thead> <tr> <th colspan="3">Read and Write Powers</th></tr> <tr> <th>Power</th><th>Words</th><th>Factors</th></tr> </thead> <tbody> <tr> <td>3^1</td><td>3 to the first power</td><td>3</td></tr> <tr> <td>3^2</td><td>3 to the second power</td><td>$3 \bullet 3$</td></tr> <tr> <td>3^3</td><td>3 to the third power</td><td>$3 \bullet 3 \bullet 3$</td></tr> <tr> <td>3^4</td><td>3 to the fourth power</td><td>$3 \bullet 3 \bullet 3 \bullet 3$</td></tr> <tr> <td>$\vdots$</td><td>$\vdots$</td><td>$\vdots$</td></tr> <tr> <td>$3^n$</td><td>3 to the <i>n</i>th power or 3 to the <i>n</i>th</td><td>$\underbrace{3 \bullet 3 \bullet 3 \bullet \dots \bullet 3}_{n \text{ factors}}$</td></tr> </tbody> </table> <p>The teacher says, "in 2^4, the number 2 is the base (the common factor) and the number 4 is the exponent (how many times the base is used as a factor).</p> <p>The teacher gives the students the following expressions and tells them to write them in their math notebook. The teacher tells them to write each expression using exponents.</p> <ol style="list-style-type: none"> $\frac{1}{2} \bullet \frac{1}{2} \bullet \frac{1}{2} \bullet \frac{1}{2}$ $4 \bullet 4 \bullet 4 \bullet 5 \bullet 5$ $m \bullet m \bullet n \bullet n \bullet m$ 	Read and Write Powers			Power	Words	Factors	3^1	3 to the first power	3	3^2	3 to the second power	$3 \bullet 3$	3^3	3 to the third power	$3 \bullet 3 \bullet 3$	3^4	3 to the fourth power	$3 \bullet 3 \bullet 3 \bullet 3$	\vdots	\vdots	\vdots	3^n	3 to the <i>n</i> th power or 3 to the <i>n</i> th	$\underbrace{3 \bullet 3 \bullet 3 \bullet \dots \bullet 3}_{n \text{ factors}}$	<p>Students listen to the teacher's introduction.</p> <p>Students listen to the essential question for this chapter.</p> <p>Students listen to the teacher's explanation.</p> <p>Students listen to the teacher's explanation.</p> <p>Students listen to the teacher's instructions. Students take out their math notebooks and write the expressions down. Students evaluate the expressions using exponents.</p>
Read and Write Powers																										
Power	Words	Factors																								
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\vdots	\vdots	\vdots																								
3^n	3 to the <i>n</i> th power or 3 to the <i>n</i> th	$\underbrace{3 \bullet 3 \bullet 3 \bullet \dots \bullet 3}_{n \text{ factors}}$																								

	<p>The teacher gives the students more expressions and tells them to evaluate them in their math notebook.</p> <ol style="list-style-type: none"> 1) 4^4 2) $(-2)^6$ 3) $(\frac{1}{5})^3$ <p>The teacher highlights that this method can be turned into a real-world mathematical problem. For example, "A school basketball court has an area of $2^3 \cdot 3 \cdot 5^2 \cdot 7$ square feet. What is the area of a school basketball court?" The teacher tells the students to solve this equation. The teacher then asks for volunteers to demonstrate how they solved it, on the board.</p> <p>The teacher tells the students to do the guided practice on pg. 18 in the math textbook.</p>	<p>Students listen to the teacher's instructions. Students take out their math notebooks and write the expressions down. Students evaluate the expressions using exponents.</p> <p>Students write in their notebooks a real-world mathematical problem for each of the 3 previous equations. This allows the teacher to check for understanding and mastery of the standard.</p> <p>Students do the guided practice in their math textbooks.</p>
2	<p>The teacher states, "Today we will learn how to multiply and divide monomials."</p> <p>The teacher says, "The key concept in today's lesson is: to multiply powers with the same base, add their exponents."</p> $2^4 \cdot 2^3 = 2^7$ <p>The teacher says, "A monomial is a number, a variable, or a product of a number and one or more variables. You can use the Laws of Exponents to simplify monomials. If you look at the example, you will notice that the sum of the original exponents is the exponent in the final product."</p> <p>The teacher gives the students five problems to simplify, in their math notebooks.</p> <ol style="list-style-type: none"> 1) $5^2 \cdot 5$ 2) $c^3 \cdot c^5$ 3) $9^3 \cdot 9^2$ 4) $a^3 \cdot a^2$ 5) $-3x^2 \cdot 4x^5$ <p>The teacher says, "Now that you know how to multiply powers, you need to learn how to divide powers. To divide powers with the same base, subtract their exponents."</p> $\frac{3^7}{3^3} = 3^{7-3} \text{ or } 3^4$	<p>Student's listen to the teacher's introduction.</p> <p>Students listen to the teacher's instructions.</p> <p>Students write the problems in their math notebooks and simplify.</p> <p>Students listen to teacher's instructions.</p>

	<p>The teacher gives the students five problems to simplify, in their math notebooks.</p> <ol style="list-style-type: none"> 1. $\frac{5^7}{5^4}$ 2. $\frac{x^{10}}{x^3}$ 3. $\frac{12w^5}{2w^2}$ 4. $\frac{4^8}{4^2}$ 5. $\frac{2^7}{2^2}$ <p>The teacher walks around the classroom and guides where needed. The teacher goes over the problems on the board. The teacher tells the students to do the guided practice on pg. 26.</p>	<p>Students write the expressions in their math notebook and simplify.</p> <p>Students ask for help if needed. Students do the guided practice in their math textbooks.</p>
3	<p>The teacher states, "Today we will learn how to find the power of a power and the power of a product."</p> <p>The teacher tells the class, "To find the power of a power, multiply the exponents." Example: $(5^2)^3 = 5^{2 \cdot 3}$ or 5^6</p> <p>The teacher gives the students five problems to simplify, in their math notebooks.</p> <ol style="list-style-type: none"> 1) $(8^4)^3$ 2) $(k^7)^5$ 3) $(2^5)^2$ 4) $(w^4)^6$ 5) $(6^4)^5$ <p>The teacher walks around the classroom and guides where needed. The teacher goes over the problems on the board.</p> <p>The teacher tells the class, "To find the power of a product, find the power of each factor and multiply." Example: $(6x^2)^3 = 6^3 \cdot (x^2)^3$ or $216x^6$.</p> <p>The teacher gives the students five problems to simplify, in their math notebooks.</p> <ol style="list-style-type: none"> 1) $(8b^9)^2$ 	<p>Students listen to teacher's instructions.</p> <p>Students write the expressions in their math notebook and simplify.</p> <p>Students ask for guidance if needed.</p> <p>Students listen to teacher's instructions.</p>

	<p>2) $(4p^3)^4$</p> <p>3) $(-2m^7n^6)^5$</p> <p>4) $(6x^5y^{11})^4$</p> <p>5) $(-5w^2z^8)^3$</p> <p>The teacher walks around the classroom and guides where needed. The teacher goes over the problems on the board. The teacher tells the students to do the guided practice on pg. 34.</p>	<p>Students write the expressions in their math notebook and simplify.</p> <p>Students ask for guidance if needed.</p> <p>Students do the guided practice on pgs. 398 and 406.</p>
4	<p>The teacher states, "Today we are going to learn to write and evaluate expressions using negative exponents."</p> <p>The teacher tells the class, "Any nonzero number to the zero power is 1. Any nonzero number to the negative power is the multiplicative inverse of its nth power." Examples: $5^0 = 1$ $7^{-3} = \frac{1}{7} \cdot \frac{1}{7} \cdot \frac{1}{7}$ or $\frac{1}{7^3}$ $\frac{1}{5^2} = 5^{-2}$</p> <p>The teacher gives the students five problems to simplify, in their math notebooks.</p> <p>1) $\frac{1}{8^5}$</p> <p>2) $\frac{1}{c^5}$</p> <p>3) $3^{-8} \cdot 3^2$</p> <p>4) $n^9 \cdot n^{-4}$</p> <p>5) $\frac{11^2}{11^4}$</p> <p>The teacher walks around the classroom and guides where needed. The teacher goes over the problems on the board. The teacher tells the students to do the guided practice on pg. 46.</p>	<p>Students listen to the teacher's instructions.</p> <p>Students write and simplify the five problems in their math notebook.</p> <p>Students ask for guidance if needed. Students do the guided practice on pg. 46.</p>
5	<p>The teacher will instruct the students to take an assessment, individually, on what they learned in class during the past few math lessons.</p> <p>The teacher passes out the test.</p> <p>The teacher collects the tests when students are finished.</p>	<p>Students will take the assessment to show competency and knowledge in applying the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</p>

Summative Assessment Item 1 (8.EE.1 – Know and apply the properties of integer exponents to generate equivalent numerical expressions).

Directions: Please solve all problems to demonstrate that you know how to apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

1. $s \cdot (7) \cdot s \cdot (7) \cdot (7)$
2. $(-\frac{5}{6})(-\frac{5}{6})(-\frac{5}{6})$
3. $(c^3 + d^4)^2 - (c + d^3)$, if $c = -1$ and $d = 2$
4. $(3x^8)(5x)$
5. $\frac{h^7}{h^6}$

Answer Key

There are 5 points total possible on the assessment; 4 points or higher = mastery.

1. $7^3 \cdot s^2$
2. $(-\frac{5}{6})^3$
3. 224
4. $15x^9$
5. h^1 or h

Mastery is an acceptable score

Total Points = _____ **/5**

Points	Percentage
5/5	100% *mastery
4/5	80%*mastery
3/5	60%
2/5	40%
1/5	20%

Question 1 = 1 point;
Question 2 = 1 point;
Question 3 = 1 point;
Question 4 = 1 point;
Question 5 = 1 point;

Summative Assessment Item 2 (8.EE.1 – Know and apply the properties of integer exponents to generate equivalent numerical expressions).

Directions: Please solve all problems to demonstrate that you know how to apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

- 1) $(8w^4)(-w^7)$
- 2) $(2^2)^7$
- 3) $(z^{11})^5$
- 4) 6^{-8}
- 5) $(-10)^{-4}$

Answer Key

There are 5 points total possible on the assessment; 4 points or higher = mastery.

- 1) 6. $-8w^{11}$
- 2) 2^{14}
- 3) z^{55}
- 4) $\frac{1}{6^8}$
- 5) $\frac{1}{10,000}$

Mastery is an acceptable score

Total Points = _____/5

Points	Percentage
5/5	100% *mastery
4/5	80%*mastery
3/5	60%
2/5	40%
1/5	20%

Question 1 = 1 point;
Question 2 = 1 point;
Question 3 = 1 point;
Question 4 = 1 point;
Question 5 = 1 point;

Summative Assessment Item 3 (8.EE.1 – Know and apply the properties of integer exponents to generate equivalent numerical expressions).

- 1) Interstate 70 stretches almost $2^3 \cdot 5^2 \cdot 11$ miles across the United States. About how many miles long is Interstate 70?
- 2) One meter is 10^3 times longer than on millimeter. One kilometer is 10^6 times longer than one millimeter. How many times longer is one kilometer than one meter?
- 3) A shipping box is in the shape of a cube. Each side measures $3c^6d^2$ inches. Express the volume of the cube as a monomial.
- 4) A blood cell has a diameter of about 5^{-5} inches. Write 5^{-5} using positive exponents.

Answer Key

There are 8 points total possible on the assessment; 7 points or higher = mastery.

- 1) 2,200 miles
- 2) 10^3
- 3) $27c^{18}d^6$
- 4) $\frac{1}{5^5}$

Mastery is an acceptable score

Total Points = _____/8

Points	Percentage
8/8	100% *mastery
7/8	88 %*mastery
6/8	75%
5/8	63%
4/8	50%

Question 1 = 2 points;
 Question 2 = 2 points;
 Question 3 = 2 points;
 Question 4 = 2 points;
*1 point for correct
 answer and 1 point
 for correct
 calculations for each
 question.*

Curriculum Sample for 8th Grade Reading

Grade Level	8	Content Area	Reading
Course Title (grades 9-12 Only)	N/A		
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.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
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 for review by having (M) before the Standard number.</i>	8.RI.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Collections, 8 th Grade Student Edition; Collections, 8 th Grade Teacher Edition; Assessment; Paper, pencil		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>The teacher explains to the students that they are going to learn how to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. The teacher writes this on the board and asks students to identify its meaning.</p> <p>The teacher explains to the students that they must determine what the main part of the particular section is about, what claims are made within the section, and which of the claims are supported with reasons and evidence that is relevant and sufficient, and recognize which evidence is irrelevant, if any.</p> <p>The teacher tells the students that they will be reading an article titled, "Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens," by Allison Aubrey. The teacher explains to the students that there are many examples throughout the article of specific claims being made in the text that are supported with reasons and evidence that are relevant and sufficient, and others that are not. The teacher instructs the students to point out any irrelevant information. The teacher selects students to read 1 paragraph each, switching the students, for pages 256 – 257.</p> <p>After reading page 256, the teacher asks the students to trace the argument and the specific claims.</p> <p>The teacher will then ask the students to identify the reasoning used in the argument. The teacher tells the students that there are 2 types of reasoning: deductive and inductive. The teacher writes the following definitions on the board: <i>Deductive reasoning begins with a general statement and then presents a specific situation and provides facts and evidence toward a logical conclusion. Inductive Reasoning starts with observations, examples, and facts and moves toward a conclusion.</i></p>	<p>The students listen and raise their hands to share their feelings on this.</p> <p>The students listen to the teacher.</p> <p>The students read and follow along.</p> <p>The students will know or be guided to answer that the argument is "tougher state licensing laws have led to a decrease in fatal accidents, at least among 16-year-olds, but have caused other issues in the licensing process."</p> <p>The students will know or be guided to answering that the type of reasoning the author is using is inductive. Students will know or be guided to respond that the author presents observations, "they don't have to jump through hoops"; examples, "they can opt out of driver's ed"; and facts, "they are not subject to nighttime driving restrictions," to reach the conclusion that teens are waiting until they are old enough to get a license without restrictions."</p>

	<p>The teacher then writes a passage on the board from page 256. “Although tougher licensing laws have led to fewer deaths for 16-year-old drivers, fatal crashes involving 18-year-old drivers have increased.” The teacher asks the students if this argument and claim is supported with any reasons, and if so, is it relevant and sufficient? The students are then told to copy the passage into their book and then write a paragraph explaining the argument, its claims, and the lack of evidence and reasons that make it relevant and sufficient to support the claim.</p> <p>The teacher tells the students that they are going to organize their information in the table below.</p> <table><tr><th>Argument</th><th>Claims</th><th>Type of Reasoning (Inductive or Deductive)</th><th>Evidence is Relevant and Sufficient</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>The teacher discusses the table and allows students the opportunity to show their understanding of the given standard.</p>	Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient													<p>The students listen to the teacher, discuss this, and then write the passage, answering the teacher’s questions. The teacher circulates during this time and asks the students to explain what they are writing and why in order to check for understanding of and progress on the required standard.</p> <p>Students fill in the table below with the information they have thus far.</p> <table><tr><th>Argument</th><th>Claims</th><th>Type of Reasoning (Inductive or Deductive)</th><th>Evidence is Relevant and Sufficient</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>After completing the table, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p>	Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient								
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2	<p>The teacher introduces lesson 2 by reminding the students of the standard they are learning and by recapping some of the main concepts thus far. The teacher reminds students of the arguments and claims they found and whether they were supported or not with relevant and sufficient reasons and/or evidence. The teacher asks students to take out their notes from the previous lessons.</p> <p>The teacher and students read page 257, taking turns to read. The teacher writes on the board, “Choose a detail from page 257 that supports the authors claim that, “tougher state licensing laws have led to a decrease in fatal accidents, at least among 16-year-olds, but have caused other issues in the licensing process.” The teacher tells the students to find the type of reasoning the author is using. The teacher tells the students to write this down in their book and answer it independently. Once finished, the students are told to get a partner,</p>	<p>The students listen and ask questions accordingly. The students take out their notes from the previous lessons.</p> <p>The students first work independently to answer the question and then with a partner. The students will know or be guided to answering that the type of reasoning the author is using is deductive. Students will know or be guided to respond that the author’s first statement is a fact, and the next is a situation being considered; the last sentence is a conclusion. The students will know or be guided to answering that the reasoning supports the author’s claim because it includes a quotation from an expert to explain why more 18-year-olds are involved in fatal crashes.</p>																												

	<p>compare their work, and discuss their findings.</p> <p>The students are then told to complete the table which they started in the last lesson. The teacher then tells the students to work individually and identify 2 other examples of claims that are supported by reasons and evidence and 2 that are not, for page 256 – 257 using the table.</p> <table><tr><th>Argument</th><th>Claims</th><th>Type of Reasoning (Inductive or Deductive)</th><th>Evidence is Relevant and Sufficient</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>The teacher then circulates, checking for understanding and then holds a class discussion on the students’ findings.</p> <p>A discussion takes place with the teacher and students talking about:</p> <ul style="list-style-type: none">• How well does the writer support the reasons and arguments?• Why does the writer include a reason or some evidence to support a claim?• Why should the reasons or evidence the writer uses to support a claim be relevant and/or sufficient?• Why does the author choose not to include any reasons or evidence to support a claim?• Does the author use irrelevant evidence?	Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient																	<p>The teacher circulates and talks with students about their answers and checks for understanding of the given standard.</p> <p>The students use the table to follow the teacher’s directions.</p> <table><tr><th>Argument</th><th>Claims</th><th>Type of Reasoning (Inductive or Deductive)</th><th>Evidence is Relevant and Sufficient</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>After completing the table, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding.</p> <p>The students listen to the teacher, discuss the answers as a group, and then write down the answer to the questions.</p>	Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient																
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3	<p>The teacher introduces lesson 3 by reminding the students of the standard they are learning and by recapping some of the main concepts thus far. The teacher reminds students of the arguments and claims they found and whether they were supported or not with relevant and sufficient reasons and/or evidence. The teacher asks students to take out their notes from the previous lessons.</p>	<p>The students listen and ask questions accordingly. The students take out their notes from the previous lessons.</p>																																								

	<p>The teacher tells the class that they are going to read the article, “Is 16 Too Young to Drive a Car?” The teacher explains to the students that there are many examples throughout the article of specific claims being made in the text that are supported with reasons and evidence that are relevant and sufficient, and others that are not. The teacher instructs the students to point out any irrelevant information. The teacher selects students to read 2 – 3 paragraphs each, switching the students, for pages 247 – 254.</p> <p>After reading page the article, the teacher asks the students to trace the argument and the specific claims found throughout. The teacher will then ask the students to identify the claims in the argument that have reasons to support them. The teacher assigns partners for this assignment.</p> <p>The teacher tells the students to fill out the table below with the information they find.</p> <table><tr><th>Argument</th><th>Claims</th><th>Type of Reasoning (Inductive or Deductive)</th><th>Evidence is Relevant and Sufficient</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient									<p>The students listen to the teacher’s instructions.</p> <p>The students first work with a partner to answer the question. The teacher circulates and talks with students about their answers and checks for understanding of the given standard.</p> <p>The students use the table to follow the teacher’s directions.</p> <table><tr><th>Argument</th><th>Claims</th><th>Type of Reasoning (Inductive or Deductive)</th><th>Evidence is Relevant and Sufficient</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient								
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Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient																							
4	<p>After recapping the lessons so far on delineating and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient to support the claims; recognize when irrelevant evidence is introduced, the teacher and students go over the author’s conclusion of the article.</p> <p>The teacher explains to the students that they will now complete their table for the last page of the book. After completing their table, students are told to write an explanation for each claim as to why it is or why it is not supported with evidence and/or reasons that are relevant and sufficient in the text. The teacher summarizes the lessons by giving</p>	<p>The students listen to the recap and to the teacher’s instructions.</p> <p>The students complete the final table individually and then write their explanations for each claim as to why it is or is not supported by and which ones were not supported by reasons and/or evidence that is relevant and sufficient in the text. They also list any irrelevant evidence.</p>																								

	examples of the arguments and claims in the text, which ones were supported by and which ones were not supported by reasons and/or evidence that is relevant and sufficient in the text.	The students listen and ask/answer questions where appropriate.
S.A.	The teacher explains to the students that they will now be tested to see how well they can explain how an author uses reasons and evidence that are relevant and sufficient to support particular points in a text. The teacher and students read the editorial, “Teens at Work.” The teacher gives the students a “Quiz” to complete individually and determine their understanding and master of the given standard per the outlined scoring section.	The students and teacher read, “Teens at Work.” The students then complete the “Quiz” individually by writing their answers on the quiz sheet.

Summative Assessment Item 1 (8.RI.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced).

Read the story, “Teens at Work,” and complete the following table for question 1 to determine whether you can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

For questions 1, complete the table with the argument and 2 claims. Claim A should be supported by evidence and Claim B should have not been supported in the text. In the third column write the type of evidence and whether it is a “fact” or “opinion.” In the last column, state whether the evidence is relevant and sufficient.

1) On page 422 delineate and evaluate the argument, find the claims, find the type of reasoning supporting the claims, and whether the reasoning is relevant and sufficient.

Argument	Claims	Evidence	Relevant and Sufficient?
1)	A		
	B		

Answer Key:

Argument	Claims	Evidence	Relevant and Sufficient?
1) National unemployment rate for teens is high. (1 pt.)	A) Lawmakers must create more jobs for teens. (1 pt.)	Unemployment for 16 – 19-year olds is 24.4 percent (1 pt.)	Relevant (1 pt.)
	B) Too much position-filling at newer generations’ expense is detrimental long term. (1 pt.)	NO EVIDENCE (1 pt.)	Irrelevant (1 pt.)

Total: ____/7

Points	Percentage	Students scoring a minimum of 6/7 will be judged to have mastered the standard.
5	7	
6	85 *mastery	
7	100 *mastery	

Summative Assessment Item 2 (8.RI.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced).

Read the story, “Teens at Work,” and complete the following table for questions 1 – 2 to determine whether you can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

For questions 1, complete the table with the argument & 2 claims. Claim A should be supported by evidence & Claim B should have not been supported in the text. In the third column write the type of evidence & whether it is a “fact” or “opinion.” In the last column, state whether the evidence is relevant & sufficient.

1) On page 423, delineate and evaluate the argument, find the claims, find the type of reasoning supporting the claims, and whether the evidence is relevant and sufficient.

Argument	Claims	Evidence	Relevant and Sufficient?
1)	A		
	B		

Answer Key:

Argument	Claims	Evidence	Relevant and Sufficient?
1) Teens choosing work over other school or sports activities. (1 pt.)	A) Youths who want discretionary money must instead request finances from mom, dad or guardians. (1 pt.)	Studies have shown that entire families can suffer when wages are not available for older kids. (1 pt.)	Relevant (1 pt.)
	B) Early part-time work is important in developing a person’s life-long career prospects. (1 pt.)	NO EVIDENCE (1 pt.)	Irrelevant(1 pt.)

Total: ____/7

Points	Percentage	Students scoring a minimum of 6/7 will be judged to have mastered the standard.
5	71	
6	85 *mastery	
7	100 *mastery	

Summative Assessment Item 3 (8.RI.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. *Students will use their answers from Summative Assessments 1 & 2 to complete this*).

1) From your table in summative assessment 1, explain why one claim is relevant and sufficient in supporting the argument and why the other claim is not relevant and sufficient in supporting the argument. Explain why the type of reasoning used is important in supporting the claim (4 points).

2) From your table in summative assessment 2, explain why one claim is relevant and sufficient in supporting the argument and why the other claim is not relevant and sufficient in supporting the argument. Explain why the type of reasoning used is important in supporting the claim (4 points).

Answer Key

1) Claim A is relevant and sufficient because the author uses statistics to show factual information. Claim B is not relevant because there are no statistics that show it is detrimental long term. The type of reasoning used to support this claim is deductive reasoning. The author started with a general statement on national unemployment, and then presented a specific situation, and provided facts and evidence toward a logical conclusion, such as from the U.S. Bureau of Labor Statistics. (4 points)

2) Claim A is relevant and sufficient because the author uses studies that show how families have suffered when their teen was not working. Claim B is not relevant because there is no evidence or studies on whether early work is important in developing a person's life-long career prospects. This is the author's opinion. The type of reasoning used to support this claim is inductive reasoning. The author started with observations on families suffering, and then presented studies found that show that families can suffer when older kids do not work. (4 points)

Total: ____/8

Points	Percentage	Students scoring a minimum of 7/8 will be judged to have mastered the standard.
6	75	
7	88 *mastery	
8	100 *mastery	

Curriculum Sample for 8th Grade Science

Grade Level	8	Content Area	Science
Course Title (grades 9-12 Only)	N/A		
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.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
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 for review by having (M) before the Standard number.</i>	Concept 2: Motion and Forces Understand the relationship between force and motion. Strand 5: Physical Science PO 1. Demonstrate velocity as the rate of change of position over time.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Science Fusion Student Edition, Teacher Edition, and Lab Manual Materials for all labs: ball, safety goggles, balance, wood board, books, clay, film canister lids, stopwatch, straw, string, toothpicks, ruler, scissors, calculator, marble, meter sticks, masking tape		

**Standard Number: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>The teacher explains to the students that they will learn how to “demonstrate velocity as the rate of change of position over time.” The teacher explains to the students that to do that, they are going to analyze how distance, time, and speed are related. The teacher writes this on the board as the “essential question.” The teacher instructs students to turn to page 4 in their Science Fusion workbook and underline the essential question.</p> <p>The teacher instructs the students to complete questions 1 – 3 on page 5. The teacher discusses student answers to the questions and uses this to assess their understanding of speed and motion. The teacher writes the following terms on the board: <i>position, reference point, motion, speed, vector, velocity, acceleration, and centripetal acceleration</i>. The teacher explains that these are the key vocabulary words that they will learn throughout the four lessons. The teacher gives each student a blank sheet of paper and directs them to make a Key-Term FoldNote with eight tabs. The teacher explains to the students that on the outside of each tab, they write a vocabulary term; underneath, they write the term's definition as it is learned.</p> <p>The teacher asks, <i>How can you describe the location of an object?</i> The teacher instructs students to look at page 6 in their workbook. The teacher calls on students to read aloud. The teacher points out that you need two pieces of information: a position and a reference point. The teacher has students underline this in their workbook. The teacher then asks the students to read the section about positions and reference points. The teacher instructs the students to write the definitions of the two terms in their FoldNote.</p> <p>When the students are finished, the teacher asks, <i>If someone gives you a location in relation to a reference point, will you be able to find that location?</i> The teacher listens to student answers. The teacher then</p>	<p>Students listen and underline the essential question in their workbook.</p> <p>Students listen and follow directions to complete questions 1 – 3 on page 5. Students make a Key-Term FoldNote (students have made these before and understand how to make one). <i>The teacher circulates and offers assistance where necessary.</i> After completing the questions, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p> <p>Students listen and turn to page 6 in their workbook. Students volunteer to read aloud. Students underline in the workbook. Students read the sections about positions and reference points. Students write the definitions of the two terms in their FoldNote.</p> <p>Students respond to teachers questions. <i>Sample answer to first question: It depends on how well you know the reference point. Sample answer to second question: It is easy to leave out a turn, or forget to</i></p>

	<p>asks, <i>Has someone ever given you directions that you thought were clear, but then got lost? Why do you think this happens?</i> The teacher listens to student answers.</p> <p>The teacher instructs students to answer questions 5 – 7 in their book to practice using position and reference point. The teacher then instructs students to look at the map on page 7. The teacher asks the following questions: <i>From the Information Booth, how would you get to the closest place to eat? Without going back the way you just came, how do you get to the nearest restroom? How do you get to the carousel from the entrance to the Red Panda house?</i></p> <p>The teacher informs the students that they will be doing a “quick lab” titled, “Investigate Changing Positions.” The teacher hands out the lab worksheet. The teacher assigns lab partners for this lab. The teacher reminds students to review all safety cautions and icons before beginning this lab. The teacher reminds students to use caution when walking and throwing a ball.</p> <p>The teacher tells students that they will investigate how a change in your reference point affects how a ball appears to move. The teacher goes over the instructions of the lab: <i>First, you will toss the ball to yourself while you are walking. Then, you’ll stay in one place and watch your partner toss the ball while they are walking.</i> The teacher models an appropriate throw while walking forward. The teacher instructs students to complete the lab worksheet, starting with procedure 1 and continuing through all procedures on worksheet.</p>	<p><i>describe a reference point. Someone following directions might miss a reference point, especially if it is dark.</i></p> <p>Students answer questions 5 – 7 in their book. The students use the map to respond to the questions. <i>The teacher circulates and offers assistance where necessary.</i> After completing the questions, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard. Sample answer to first question: <i>Go east two blocks, south one block, and east two more blocks.</i> Sample answer to second question: <i>Go three blocks north and two blocks east.</i> Sample answer to third question: <i>Go two blocks west, one block south, and then one block west.</i></p> <p>Students listen to instructions.</p> <p>Students listen and watch as the teacher models an appropriate throw. Students participate in the lab and complete the procedures in the order on the lab worksheet.</p>
2	<p>At the start of lesson 2, the teacher tells the students that they will continue their lesson on how to “demonstrate velocity as the rate of change of position over time.”</p> <p>The teacher instructs students to turn to page 8 in their book. The teacher asks for volunteers to read, “What is Motion?” The teacher instructs students to write the definition of “motion” in their FoldNote. The teacher tells the students, <i>that an object that is not moving in relation to one reference point might be moving in relation to a different reference point because a reference point can also move.</i> The teacher encourages students to imagine that they are seated on an airplane</p>	<p>Students listen to the teacher and ask questions if necessary.</p> <p>Students turn to page 8 in their book and volunteer to read “What is Motion?” Students write the definition of “motion” in their FoldNote. Students will listen to the teacher and imagine they are on an airplane. Sample student responses to imagery: <i>Reference point: the cockpit of the plane; no, I am not moving in relation to the cockpit of the plane. Reference point: the school; yes, I am moving in relation to the school.</i></p>

	<p>with their seat belts on during a flight. The teacher then them to pick different reference points and discuss whether they are moving in relation to that reference point.</p> <p>The teacher asks for volunteers to read, “What is Speed?” on pages 9 and 10. The teacher instructs students to write the definition of “speed” in their FoldNote. The teacher explains that <i>speed is a rate, that is, a measure of how one quantity (distance) changes compared with another (time)</i>. The teacher explains that there are many other types of rates that we use in our everyday lives. The teacher encourages students to think of other types of rates. The teacher instructs students to answer questions 8 – 11 in book.</p> <p>The teacher models how average speed is calculated: by dividing the distance an object travels by the time it takes to cover the distance. Speed is shown in the formula as the letter <i>s</i>, distance as the letter <i>d</i>, and the time as the letter <i>t</i>. <i>average speed = distance/time; $s = d/t$</i>. The teacher explains that they will practice calculating average speed by completing “Do the Math” on page 10.</p> <p>The teacher instructs students to turn to page 15 in their book. The teacher asks for volunteers to read, “What is Velocity?” The teacher instructs students to write the definition of “vector” and “velocity” in their FoldNote. The teacher reiterates that <i>because velocity includes direction, it is possible for two objects to have the same speed but different velocities</i>. The teacher uses the example of the chair lift on page 15. The teacher instructs students to complete the Venn diagram for “speed and velocity” on page 15.</p>	<p>Students volunteer to read, “What is Speed?” on pages 9 and 10. Students write the definition of “speed” in their FoldNote. Students listen to the teacher and respond with examples of other types of rates. Sample answers: <i>Heart rate or pulse is a measure of the number of heartbeats per minute; fuel efficiency of cars is measured in miles per gallon</i>. Students answer questions 8 – 11 in book. <i>The teacher circulates and offers assistance where necessary</i>. After completing the questions, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p> <p>Students practice calculating average speed. <i>The teacher circulates and offers assistance where necessary</i>.</p> <p>Students volunteer to read, “What is Velocity?” on page 15. Students write the definition of “vector” and “velocity” in their FoldNote. Students complete the Venn diagram on page 15. <i>The teacher circulates and offers assistance where necessary</i>. After completing the Venn diagram, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p>
3	<p>After recapping the lessons so far on how distance, time, and speed are related, the teacher instructs the students that they will complete a S.T.E.M. Lab titled, “Investigate Average Speed.” The teacher will hand out the lab worksheets pgs. 13 – 15. The teacher will explain the lab. <i>In this lab, you will build a simple model car. You will then race your car against a classmate’s car and record the time it took for each car to travel a certain distance. These measurements will help you compute the average speed of your car (and your classmate’s). As you design your procedures, keep in mind that the car design should be the only variable you test; this means that all other variables, including slope and</i></p>	<p>Students will listen to instructions of the S.T.E.M. lab. The students will complete the lab following the procedures on the lab worksheets pgs. 13 – 15. <i>The teacher circulates and offers assistance where necessary</i>. After completing the S.T.E.M. lab, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p>

	distance, should be the same for each trial. The teacher will remind students of safety cautions.	
4	<p>The teacher introduces lesson 4 by asking the question, “How does motion change?” The teacher instructs students to turn to page 20 in their book and complete questions 1 – 3. After discussing their answers to the questions, the teacher instructs the students to look at the image on page 20. The teacher asks the following: <i>Based on what you already know about speed and velocity, (1) what can you determine about the people on the roller coaster? (2) What does acceleration mean to you? (3) Do the people on this roller coaster speed up? (4) Do the people on this roller coaster slow down?</i> The teacher explains that <i>slowing down is a type of acceleration too, and that they will learn more about this type of acceleration in this lesson.</i></p> <p>The teacher instructs students to turn to page 22 in their book. The teacher asks for volunteers to read, “Getting Up to Speed.” The teacher instructs students to write the definition of “acceleration” in their FoldNote.</p> <p>The teacher models how average acceleration is calculated on page 23: $\text{average acceleration} = \frac{(\text{final velocity} - \text{starting velocity})}{\text{time}} \quad a = \frac{(V_2 - V_1)}{t}$</p> <p>The teacher will tell students that acceleration is measured in meters per second squared (m/s^2). The teacher will instruct students to complete questions 7 and 8 to practice calculating average acceleration.</p> <p>The teacher instructs students to turn to page 24 in their book. The teacher asks for volunteers to read, “What a Drag.” The teacher instructs students to write the definition of “centripetal acceleration” in their FoldNote. The teacher instructs students to complete questions 9 – 11 on pages 24 and 25.</p>	<p>Students turn to page 20 and answer questions 1 – 3. <i>The teacher circulates and offers assistance where necessary.</i> After completing the questions, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard. Students volunteer to answer questions about speed and velocity. Sample answer to first question: <i>Their direction changes as they go down and then up, so their velocity changes. Their speed probably also changes. They probably go faster when they are going down and slower when they are going up.</i> Sample answer to second question: <i>It means speeding up.</i> Sample answer to third question: <i>Yes, when they go downhill.</i> Sample answer to fourth question: <i>Yes, when they go uphill.</i></p> <p>Students volunteer to read “Getting up to Speed” on page 22. Students write the definition of “acceleration” in their FoldNote. Students follow along on page 23 and practice calculating average acceleration by doing questions 7 and 8.</p> <p>Students volunteer to read “What a Drag” on pages 24 and 25. Students write the definition of “centripetal acceleration” in their FoldNote. Students complete questions 9 – 11 on pages 24 and 25. <i>The teacher circulates and offers assistance where necessary.</i> After completing the questions, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p>
S.A.	The teacher explains to the students that they will now be tested to show that they can demonstrate velocity as the rate of change of position over time. The teacher gives the students the assessment to determine their understanding and mastery of the given standard per outlined in the scoring section.	Students complete the assessment by writing their answers on the assessment sheet.

Summative Assessment Item 1 – Demonstrate velocity as the rate of change of position over time.

For questions 1 – 4 fill in each blank with the term that best completes the following sentences. For questions 5-8, answer the questions in the space provided. Each question is worth 1 point.

1. The _____ of an object describes the speed and the direction in which it is going.
2. _____ is a measure of how far something moves in a given amount of time.
3. The _____ is a location to which you compare other locations.
4. _____ describes the location of an object.

Short answer:

5. What information do you need to describe an objects location?

6. How would decreasing the time it takes you to run a certain distance affect your speed?

7. Juan lives 100 m away from Bill. What is Juan’s average speed if he reaches Bill’s home in 50 s?

8. What do you need to know to describe the velocity of an object?

Answer Key:

1. velocity 2. speed 3. reference point 4. position
5. An objects location is described using a position and a reference point.
6. It would increase your speed.
7. 2 m/s
8. distance, time, and direction

Total: _____/8

Points	Percentage	Students scoring a minimum of 7/8 will be judged to have mastered the standard.
6	75	
7	88 *mastery	
8	100 *mastery	

Summative Assessment Item 2 - Demonstrate velocity as the rate of change of position over time. Answer questions 1-8 in the space provided. Each question is worth 1 point.

Do the Math Question:

A runner completed a 100-meter race with a time of 13.75 seconds. What was her average speed?

Complete the following:

- 1. What do you know? _____
- 2. What do you want to find out? _____
- 3. Draw and label a sketch: _____
- 4. Write the formula: _____
- 5. Substitute into the formula: _____
- 6. Calculate and simplify: _____
- 7. Check that your units agree: _____
- 8. Answer: _____

Answer Key:

- 1. distance = 100 m; time = 13.75 s
- 2. average speed
- 3. Sketches should include both the distance and time given in the problem
- 4. $s = d/t$
- 5. $s = 100 \text{ m}/13.75 \text{ s}$
- 6. $s = 100 \text{ m}/13.75 \text{ s} = 7.27 \text{ m/s}$
- 7. Units is m/s. Unit of speed is distance/time. Units agree.
- 8. 7.27 m/s

Total: _____/8

Points	Percentage	Students scoring a minimum of 7/8 will be judged to have mastered the standard.
6	75	
7	88 *mastery	
8	100 *mastery	

Summative Assessment Item 3 – Demonstrate velocity as the rate of change of position over time. For questions 1 – 4 fill in each blank with the term that best completes the following sentences. For questions 5-10, answer the questions in the space provided. Each question is worth 1 point.

1. Acceleration is a change in _____.
2. _____ occurs when an object travels in a curved path.
3. A decrease in the magnitude of velocity is called _____.
4. An increase in the magnitude of velocity is called _____.

Short Answer:

5. The units for acceleration are _____.
6. In the equation $a = \frac{V_2 - V_1}{t}$, what do V_2 and V_1 represent? _____.
7. What is the acceleration experienced by a car that takes 10 s to reach 27 m/s from rest? _____.
8. Acceleration can be a change in speed or _____.
9. A helicopter flying west begins experiencing an acceleration of 3 m/s^2 east. Will the magnitude of its velocity increase or decrease?
10. Describe a situation when you might travel at a high velocity, but with low acceleration.

Answer Key:

1. velocity
2. centripetal acceleration
3. negative acceleration
4. positive acceleration
5. meters per second squared , or m/s^2
6. V_1 is the starting velocity, V_2 is the final velocity
7. 2.7 m/s^2
8. direction
9. decrease
10. Student work will vary; example: traveling in a car at 60 miles per hour without slowing down or speeding up.

Total: _____/10

Points	Percentage	Students scoring a minimum of 8/10 will be judged to have mastered the standard.
8	80*mastery	
9	90 *mastery	
10	100 *mastery	

Curriculum Sample for 8th Grade Writing

Grade Level	8	Content Area	Writing
Course Title (grades 9-12 Only)	N/A		
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.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
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 for review by having (M) before the Standard number.</i>	<p>(8.W.2) <u>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u></p> <ul style="list-style-type: none"> a. (M) <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u> b. (M) <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u> c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Collections, 8 th Grade Student Edition Collections, 8 th Grade Teacher Edition Copy of “The Whistle” by Anne Estevis Graphic Organizer (copy for each student) Internet access, laptops, iPads Paper, pencil		

**Standard Number: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>The teacher writes on the board, "What makes a great literary analysis?"</p> <p>The teacher instructs students to discuss the characteristics of a successful literary analysis. Using Collections, Unit 4, p. 269, ask volunteers to read what makes a successful literary analysis. The teacher reminds students that literary analysis will use evidence from the text to support the main points a writer wants to make. The teacher explains to students how having the checklist on p. 269 helps remind writers of the key elements in a successful literary analysis, and when they write their papers they should include all the key elements.</p> <p>The teacher instructs students to work in pairs and utilize the classroom laptops to access the Internet, to research further characteristics of a well-written literary analysis. When finished, teacher instructs students to share any new characteristics with the entire class.</p> <p>Teacher highlights students should organize ideas, concepts, and information into broader categories when writing their piece.</p> <p>Teacher further demonstrates that when students are using relevant facts for their writing, the facts should be well-chosen and highly relevant to the writing piece.</p>	<p>Students will discuss the characteristics of a successful literary analysis. Using Collections, Unit 4, p. 269, students volunteer to read what makes a successful literary analysis.</p> <p>Students participate in whole group discussion.</p> <p>Students are to work in pairs and utilize the classroom laptops to access the internet, to research further characteristics of a well-written literary analysis. When finished, students will share any new characteristics with the entire class.</p> <p>Students engage in a class discussion of how to organize ideas, concepts, and information into broader categories when writing their piece.</p> <p>Students are presented with a list of 10 facts from a story they read in their textbook earlier in the year and are asked to select the 5 most relevant facts.</p>
2	<p>The teacher instructs students to reread, "Marigolds," p. 213 – 224, to review the lesson or theme that stands out to them.</p> <p>The teacher guides students through the planning checklist on p. 269.</p> <p>The teacher tells students to take notes, while they read, about evidence from the text that reveals the story's theme and to look for clues that represent ideas and feelings.</p> <p>Teacher discusses with students how they should organize ideas, concepts, and information into broader categories when writing their piece.</p> <p>Teacher further demonstrates that when students are using relevant facts for their writing, the facts should be well-chosen and highly relevant to the writing piece.</p>	<p>Students reread, "Marigolds," p. 213 – 224.</p> <p>Students use the checklist on p. 269 to help guide their reading.</p> <p>Students take notes, while they read, about evidence from the text that reveal's the story's theme and to look for clues that represent ideas and feelings.</p> <p>Students ask for guidance from the teacher when needed.</p>

3	<p>The teacher instructs the students to make 2 columns on a piece of paper. The teacher instructs the students to label one column “Marigold’s Theme” and the other column “Modern Trends/Teens.” The teacher opens a discussion on how the two topics are connected. The teacher asks students to find evidence in the text to support their claim.</p> <p>After this activity, the teacher tells students to think about their readers and what they need to know to understand and appreciate their literary analysis. Remind students that even though this story was set in the 1930’s, many adolescents today can recognize something of themselves in Lizbeth’s feelings or actions.</p> <p>The teacher hands out the following graphic organizer.</p> <div><div>Central Idea:</div><div>Theme:</div><div><div>Story Evidence:</div><div>Why it Matters Today:</div></div><div><div>Story Evidence:</div><div>Why it Matters Today:</div></div><div><div>Story Evidence:</div><div>Why it Matters Today:</div></div></div> <p>The teacher gives instructions on how to fill in the map. The teacher tells students that this will help show how different aspects of the story might resonate with modern teenagers.</p> <p>The teacher circulates the room and helps where needed.</p> <p>Teacher highlights students should organize ideas, concepts, and information into broader categories when writing their piece.</p> <p>Teacher further demonstrates that when students are using relevant facts for their writing, the facts should be well-chosen and highly relevant to the writing piece.</p>	<p>Students will make 2 columns on a piece of paper. They will label one column, “Marigold’s Theme” and the other column “Modern Trends/Teens.”</p> <p>Students will participate in the discussion on how the two topics are connected.</p> <p>Students will listen to the teacher’s instructions.</p> <p>Students will use the graphic organizer to help plan their writing.</p> <p>Students ask the teacher for guidance if needed.</p> <p>Students will focus on:</p> <table><tr><td>Organizes ideas, concepts, and information using definitions</td></tr><tr><td>Organizes ideas, concepts, and information using classification.</td></tr><tr><td>Organizes ideas, concepts, and information using comparison/contrast.</td></tr><tr><td>Organizes ideas, concepts, and information using cause/effect.</td></tr><tr><td>Organizes ideas, concepts, and information into broader categories and include formatting, multimedia and graphics.</td></tr><tr><td>Uses concrete details and quotations for examples</td></tr><tr><td>Develops the topic with relevant, well-chosen facts and definitions.</td></tr></table>	Organizes ideas, concepts, and information using definitions	Organizes ideas, concepts, and information using classification.	Organizes ideas, concepts, and information using comparison/contrast.	Organizes ideas, concepts, and information using cause/effect.	Organizes ideas, concepts, and information into broader categories and include formatting, multimedia and graphics.	Uses concrete details and quotations for examples	Develops the topic with relevant, well-chosen facts and definitions.
	Organizes ideas, concepts, and information using definitions								
	Organizes ideas, concepts, and information using classification.								
	Organizes ideas, concepts, and information using comparison/contrast.								
	Organizes ideas, concepts, and information using cause/effect.								
Organizes ideas, concepts, and information into broader categories and include formatting, multimedia and graphics.									
Uses concrete details and quotations for examples									
Develops the topic with relevant, well-chosen facts and definitions.									

4	<p>The teacher instructs students to begin writing the first draft of their literary analysis. The teacher tells students to use the checklist on p. 270 to help guide their writing.</p> <p>The teacher tells students that writers often come up with new ideas about a topic when they begin writing. It may be helpful to incorporate any new ideas into their graphic organizer to help guide the writing of their drafts. The teacher explains that this will help clarify how these new ideas fit with the organization students have created and make their drafts flow more logically. Teacher highlights students should organize ideas, concepts, and information into broader categories when writing their piece.</p> <p>Teacher further demonstrates that when students are using relevant facts for their writing, the facts should be well-chosen and highly relevant to the writing piece.</p>	<p>Students begin writing the first drafts of their literary analysis. They use the checklist on p. 270 to help guide their writing.</p> <p>Students add any new ideas to their graphic organizers.</p> <p>Students ask for guidance if needed.</p>
5	<p>The teacher pairs students to review their drafts. The teacher writes the following points to check, on the board:</p> <ul style="list-style-type: none"> • Examine your central idea to decide whether it clearly represents the focus you have chosen. • Review the flow of ideas in your analysis to be sure the organization is clear and logical. • Check whether you have introduced the topic clearly and organized ideas, concepts, and information into broader categories. • Evaluate whether your conclusion restates your main points and offers insight about the theme's relevance. • Check to see if you have developed the topic with relevant, well-chosen facts. 	<p>Students work in pairs to revise each other's drafts.</p> <p>Students use the points on the board, to check that their partner has covered each one.</p> <p>Students then make revisions to their writing based on the feedback and discussions.</p>
6	<p>The teacher tells the students that they will be writing their final drafts. The teacher guides and helps where needed.</p> <p>The teacher calls on students to share their literary analysis to their classmates.</p>	<p>Students write their final draft.</p> <p>Students share their analysis with their peer group.</p> <p>Students discuss the most interesting insights each analysis offers.</p>
S.A.	<p>The teacher instructs the students to read the "Eighth Grade Writing Assignment." Teacher continues, "Do the best you can writing a literary analysis on the story provided, using all of the skills you learned throughout the week. Good luck!"</p>	<p>Students write a literary analysis on the story provided.</p> <p>Students turn in papers.</p>

Summative Assessment Item 1 - Read "The Whistle" by Anne Estevis. Write an informative/explanatory text using the checklist below to guide your writing.

- Write a 5 – 7 paragraph, 6 – 7 sentences per paragraph, informative/explanatory text on the poem.
- Write a literary analysis that organizes your ideas, concepts, and information into broader categories.
- Develop the topic with quotations, or other information and examples.
- Develop the topic with concrete details.
- Organize your ideas, concepts, and information which includes formatting, multimedia and graphics to aid comprehension.
- Develops the topic with definitions.
- Develops the topic with relevant, well-chosen facts.

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (**mastery level of 90 % or higher**). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

Criteria/Skills	Scores				Score/Level
	3	2	1	0	
Writing	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic all of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic most of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic some of the time	Does not introduce the topic clearly, previewing what is to follow and text is not informative/explanatory and does not examines the topic	
Organization	Organizes ideas, concepts, and information into broader categories all of the time.	Organizes ideas, concepts, and information into broader categories most of the time.	Organizes ideas, concepts, and information into broader categories all some the time.	Does not organizes ideas, concepts, and information into broader categories rarely.	
Organization	Develops the topic with relevant quotations, or other information and examples all of the time.	Develops the topic with relevant quotations, or other information and examples most of the time.	Develops the topic with relevant quotations, or other information and examples some the time.	Does not develop the topic with relevant quotations, or other information and examples.	
Writing	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content some the time.	Does not conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Organization	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension all of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension most of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension some the time.	Does not organize ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension.	
Writing	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts all of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts most of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts some the time.	Does not develop the topic with relevant definitions, concrete details and relevant, well-chosen facts.	
					<u> </u> /18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.	
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16	89	18	100 *mastery	
17	94 *mastery			

Summative Assessment Item 2 Read “The Adventures of Tom Sawyer” by Mark Twain on p395. Write an informative/explanatory text using the checklist below to guide your writing.

- Write a 5 – 7 paragraph, 6 – 7 sentences per paragraph, informative/explanatory text on the poem.
- Write a literary analysis that organizes your ideas, concepts, and information into broader categories.
- Develop the topic with quotations, or other information and examples.
- Develop the topic with concrete details.
- Organize your ideas, concepts, and information which includes formatting, multimedia and graphics to aid comprehension.
- Develops the topic with definitions.
- Develops the topic with relevant, well-chosen facts.

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (**mastery level of 90 % or higher**). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

Criteria/Skills	Scores				Score/Level
	3	2	1	0	
Writing	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic all of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic most of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic some of the time	Does not introduce the topic clearly, previewing what is to follow and text is not informative/explanatory and does not examines the topic	
Organization	Organizes ideas, concepts, and information into broader categories all of the time.	Organizes ideas, concepts, and information into broader categories most of the time.	Organizes ideas, concepts, and information into broader categories all some the time.	Does not organizes ideas, concepts, and information into broader categories rarely.	
Organization	Develops the topic with relevant quotations, or other information and examples all of the time.	Develops the topic with relevant quotations, or other information and examples most of the time.	Develops the topic with relevant quotations, or other information and examples some the time.	Does not develop the topic with relevant quotations, or other information and examples.	
Writing	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content	Does not conveys ideas, concepts, and information through the selection, organization, and analysis of	

	of the time.	of the time.	some the time.	relevant content.	
Organization	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension all of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension most of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension some the time.	Does not organize ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension.	
Writing	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts all of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts most of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts some the time.	Does not develop the topic with relevant definitions, concrete details and relevant, well-chosen facts.	
					___/18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.
16	89	18	100 *mastery	
17	94 *mastery			

Summative Assessment Item 3 Read “The Drummer Boy of Shiloh” by Ray Bradbury on p167. Write an informative/explanatory text using the checklist below to guide your writing.

- Write a 5 – 7 paragraph, 6 – 7 sentences per paragraph, informative/explanatory text on the poem.
- Write a literary analysis that organizes your ideas, concepts, and information into broader categories.
- Develop the topic with quotations, or other information and examples.
- Develop the topic with concrete details.
- Organize your ideas, concepts, and information which includes formatting, multimedia and graphics to aid comprehension.
- Develops the topic with definitions.
- Develops the topic with relevant, well-chosen facts.
- **Answer Key/Scoring Rubric:** Students will be graded out of 9 points on the Eighth Grade Writing Assessment Rubric. Students must score 8/9 points to demonstrate mastery (mastery level of 80 % or higher).

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (**mastery level of 90 % or higher**). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

	Scores	Score/Level
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Criteria/Skills	3	2	1	0	
Writing	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic all of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic most of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic some of the time	Does not introduce the topic clearly, previewing what is to follow and text is not informative/explanatory and does not examines the topic	
Organization	Organizes ideas, concepts, and information into broader categories all of the time.	Organizes ideas, concepts, and information into broader categories most of the time.	Organizes ideas, concepts, and information into broader categories all some the time.	Does not organizes ideas, concepts, and information into broader categories rarely.	
Organization	Develops the topic with relevant quotations, or other information and examples all of the time.	Develops the topic with relevant quotations, or other information and examples most of the time.	Develops the topic with relevant quotations, or other information and examples some the time.	Does not develop the topic with relevant quotations, or other information and examples.	
Writing	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content some the time.	Does not conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Organization	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension all of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension most of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension some the time.	Does not organize ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension.	
Writing	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts all of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts most of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts some the time.	Does not develop the topic with relevant definitions, concrete details and relevant, well-chosen facts.	
					__/18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.
16	89	18	100 *mastery	
17	94 *mastery			