APPENDIX A

AMENDMENT REQUEST

AND SUPPORT MATERIALS

1. GRADE LEVEL CHANGE TO CHARTER AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS
    a. Narrative
    b. Enrollment Matrix
    c. Staffing Chart
    d. Additional Documentation

Grade Level Change to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
BASIS Charter Schools, Inc.

CTDS:
07-82-82-000

Mailing Address:
7975 North Hayden Road
Suite B121
Scottsdale, AZ 85258

› View detailed info

Representative

Name:
Shannon Chavez

Phone Number:
480-767-7696

Downloads

Download all files

Current Grade Levels

Current Grade Levels Served

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

Curriculum Samples

Download File — 5th Grade ELA Curriculum Sample
Download File — 5th Grade Math Curriculum Sample

Effective Date
07/01/2020

Attachments

Board Minutes

Download File — Single document includes resolutions for 5th grade expansion and enrollment cap.

Narrative — Download File

Additional Information

Download File — Staffing Chart
Download File — Enrollment Matrix
Download File — Fire Inspection Report

Enrollment Cap

Is an Enrollment Cap Increase being added to this request?
Yes, an Enrollment Cap Increase is also being requested.

From:
420

To:
540

Occupancy Documentation — Download File

Feedback

Feedback
This request is organized in conformity with the ASBCS "Grade Level Change to Charter Amendment" instructions.

Signature

Charter Representative Signature
Shannon Chavez 01/29/2020

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BASIS Phoenix South Primary

BASIS Phoenix South Primary Amendment Request

BASIS Charter Schools, Inc. requests approval to: (1) Add grade 5 to BASIS Phoenix South Primary and (2) Increase the enrollment cap for BASIS Phoenix South Primary from 420 students to 540 students.

Rationale

BASIS Phoenix South Primary opened in 2017, serving students in grades K-2. In the current school year 2019-2020, the third year of operation for BASIS Phoenix South Primary, the campus serves a little over 300 students in grades K-4.

Add Grade 5

The campus is currently serving students in grades K-4. We are requesting to add grade 5 so BASIS Phoenix South Primary grade 4 students can remain on the same campus for the 2020-2021 school year.

Increase Enrollment Cap from 420 to 540

We also request an increase to the BASIS Phoenix South Primary enrollment cap from 420 students to 540 students. This will allow BASIS Phoenix South Primary to serve 90 students per grade level K-5 at full enrollment. Full enrollment will be reached in school year 2024-2025, but the campus will exceed the 420 student enrollment cap in school year 2021-2022. We are including the request for an increase in the enrollment cap with the request to add grade 5 so that BASIS Phoenix South will be set-up to grow as anticipated in future years.

Staffing

As indicated on the staffing chart included as Exhibit 1, relatively minor additions to staffing are necessary to accommodate the new grade level and the gradual increase in total students. The staffing additions happen progressively over time and represent 3-4 additional total staff members each year. The BASIS Curriculum is built around Subject Expert Teachers (SETs) and it is common for SETs to teach across multiple grade levels if the number of sections for a specific subject in a specific grade level does not create a full-time teaching position. For example, a math SET may teach both grade 4 and grade 5 students. BASIS Phoenix South Primary has been operating smaller class sizes than the typical BASIS Charter School based on actual student enrollment. Therefore, most of the projected increase in students will be able to be served by the current staff.

The BASIS.ed Human Resources team will remain proactive in its hiring of excellent teachers to ensure BASIS Phoenix South Primary is adequately staffed to serve the students. New staff will be held to the same rigorous standards employed across the BASIS Charter Schools network and any necessary hiring will be done with the same amount of care. The recruiting and hiring plan used to find talent for BASIS Charter Schools includes a variety of strategies to ensure a strong pool of candidates apply and are considered. These include: (1) a university communication campaign that reaches out to traditional and non-traditional education majors at hundreds of universities; (2) social media campaigns; (3) a strategic digital marketing campaign that targets major markets, niche sites, and promotes in-house job fairs; (4) most postings appear as "Featured" ads on major job boards, such as Indeed, ZipRecruiter, Linkedin, etc.; (5) a teacher recruitment taskforce to assist with reviewing candidates' application materials and conducting first-round interviews. The comprehensive and creative recruitment and hiring practices utilized by Human Resources has resulted in a very high percentage of teaching positions being filled across the BASIS Charter Schools network, with only a few vacant teaching positions network-wide.

Comprehensive annual training is provided to all staff. As the onsite representative for Human Resources, the Head of Operations (HOPS) orients new staff and ensures they participate in annual training, which includes a wide variety of topics, such as information about curriculum and instruction, compliance with the Family Educational Rights and Privacy Act, mandatory reporting responsibilities, Sexual Harassment, and Child Find, to name a few. Staff who are hired after the annual training are provided the necessary training by the HOPS during the onboarding process and ongoing sessions of certain topics are provided via webinar by HR. In addition to the annual training that all staff take part in, the network offers regular training and technical assistance to staff through webinars, conference calls, newsletters, and group emails.

Enrollment

The enrollment targets provided for BASIS Phoenix South Primary, shown in the Enrollment Matrix included as Exhibit 2, represent actual FY20 enrollment and historical retention rates while also progressively backfilling seats with new students to eventually achieve three sections of 30 students each per grade level. The campus is in its third year of operation. Therefore, retention rates are available for two years of operation, from school year 2017-18 to school year 2018-19 and from school year 2018-19 to school year 2019-20. For both of these years, individual grade level retention rates ranged from 84% to 94%, with campus-wide retention

averaged 91% for each of these years. For school year 2020-2021, BASIS Phoenix South Primary will offer seats to new students at grade levels K and 1 to achieve 90 students enrolled at each of those grade levels. Based on current school year 2020-21 K enrollment and historical retention rates, we anticipate enrolling approximately 16 new students in grade 1 to reach 90 students total at grade 1 for school year 2020-21. The school year 2020-2021 enrollment at grades 2-5 is based on historical retention rates for the campus. We do not anticipate enrolling new students at these grade levels in school year 2020-21. Then, in school year 2021-2022, BASIS Phoenix South Primary will offer seats to new students at grade levels K-2 to achieve 90 students enrolled at each of those grade levels. The school year 2021-2022 enrollment at grades 3-5 is based on historical retention rates for the campus. This pattern will continue until BASIS Phoenix South Primary achieves full enrollment at 90 students per grade level K-5, or 540 total students, in school year 2024-2025. The number of returning students and new students in future years will depend on future retention rates, which we will continuously assess. By using a progressive backfill approach, BASIS Phoenix South Primary will grow at a reasonable rate, allowing the campus to best serve both current and new families.

A variety of methods will be used to build awareness and generate applications for BASIS Phoenix South Primary, including social media ads, other digital ads, Blasts, magazines and print ads. BASIS Phoenix South Primary conducts Open Houses and School Tours to provide prospective families with opportunities to learn more about the BASIS Curriculum and the BASIS Phoenix South Primary campus. The approach to marketing and events is assessed and adjusted on a continual basis to ensure the campus meets its enrollment targets.

Concrete Resources

The academic program and instruction is identical to that taught at BASIS Phoenix South Primary for the previous three years with the addition of grade 5 curriculum. The academic program is consistent with the academic excellence across all BASIS Charter Schools. The same resources for grades K – 4 will continue to be utilized. BASIS Charter Schools' curriculum and assessment resources and promotion criteria that are used by associated BASIS schools will be utilized for grade 5.

Instructional Model: Middle (Intermediate) Grades

Grade 5 is considered the beginning of the "Intermediate Grades" in the BASIS.ed academic model. The curriculum is consistent with the highest international academic standards and is designed to help students develop the academic and organizational skills that will prepare them for the rigorous BASIS.ed curriculum in later grades. By introducing high-level content standards in lower grade levels, we

ensure students are exposed to these concepts early and often. The BASIS.ed middle school curriculum also includes interdisciplinary courses designed to help students deepen and contextualize their knowledge in the core courses. Such interdisciplinary courses include Classics and Latin in Grade 5, which are complemented by three Fine Arts courses and Physical Education. The BASIS.ed curriculum for grades 5 exceeds the scope, sequence, and concepts/skills identified for this grade in the Arizona K-12 Standards.

Tablet-based Math: Introduction to Pre-Algebra provides students with knowledge of general mathematics by practicing addition, subtraction, multiplication, and division of whole numbers, fractions, mixed numbers, decimals, and negative numbers; as well as introducing them to pre-algebra concepts before entering 6th grade.

English: 5th grade English introduces students to the basic elements of reading, writing, grammar, and literary concepts, thereby preparing students for BASIS.ed curricula in following years. It consists of five major components: Conventions, Reading, Writing, Scholarship, and Reasoning.

Physical Geography: This course develops an understanding of planet Earth, both the physical world and how it affects the people and cultures on it. It combines classical geography—the study of landforms, inhabitants, and maps—with Earth science concepts. Students learn states and countries around the world, and be introduced to cultural geography topics including languages, religions, trade, populations, and natural resources. History topics are split between Physical Geography and Classics.

Introduction to Science: 5th Grade Introduction to Science is a survey course designed to prepare students for the intensive middle school science curriculum at BASIS.ed-managed schools. Students study basic principles in Biology, Space Science, Geology, Chemistry, and Physics.

Learning effective organizational skills, study skills, and time-management skills at an early age is an important part of managing the number of subjects the students take. It is crucial preparation for high school and is thus an integral part of our middle school curriculum. To promote these organizational skills, students are required to use planners common to all BASIS students, called Communication Journals. Students learn to take responsibility for their assignments in part through these planners, and they are encouraged to help each other stay accountable for homework and studying. Study skills are explicitly taught in the middle grades, as in

the primary grades. BASIS.ed believes that students can hold themselves accountable for their learning, and can manage their progress in increasingly autonomous ways—these are critical components of what our students accomplish in our middle grades.

Promotion Criteria and Demonstration of Mastery

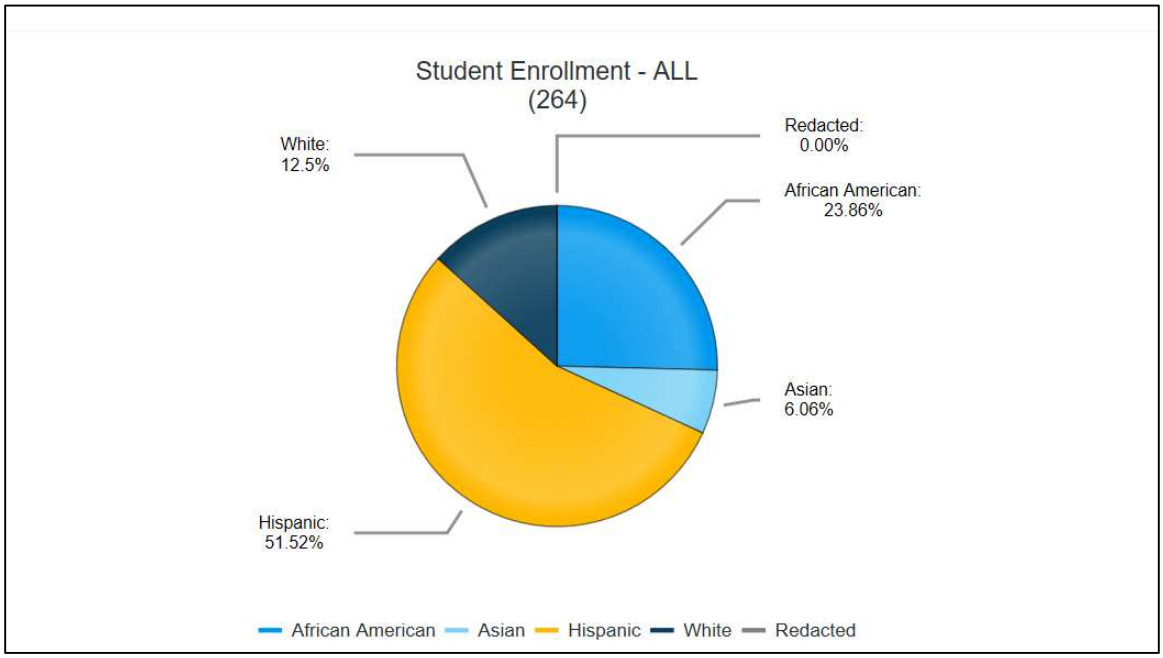
The level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next is the same criteria that is described in the approved application and the BASIS Phoenix South Primary Parent-Student Handbook, which specify:

The proficiency level of each student will be based on the student's performance on multiple sources of assessment, including homework, class participation, quizzes, tests, and state assessments, which will be aligned with Arizona K-12 Academic Standards. A Course Progress Grade reflects a student's performance in a course during a given grading period (out of five total grading periods in the year). It is calculated according to a teacher's grading policy published in the course syllabus and the policies in the BASIS Charter Schools Parent-Student Handbook (hereafter, "Handbook"), as well as any grading period-specific regulations.

To be promoted to the next grade level in K-5, a student must earn a minimum cumulative average of 60% in each of the core courses, and/or Grade P (Pass) in all courses or projects taken during the year. Students who fail to meet their cumulative 60% requirement do not qualify for promotion status. Their parents/guardians must request, in writing and within two weeks, permission to obtain conditional promotion status. A School Director will then meet with these students and their parents/guardians to discuss the conditions required (summer projects, significant makeup work, etc.) before promotional status can be granted.

Students who fail to earn promotional status are retained. Additionally, third grade students who fall Below Expectations on the AzMERIT Reading assessment will be retained, per Arizona Revised Statute 15-701, provided they do not meet the acceptable exceptions for this statute (e.g., English Language Learners or students who are currently or in the process of becoming eligible for special education). In all other cases, BASIS abides by the Handbook, which states that the Head of School will make the final determination for promotion and retention based on teacher recommendation and passing grades.

Diverse Student Population



Source: https://azreportcards.azed.gov/schools/detail/139682

BASIS Phoenix South Primary boasts a racially and culturally diverse student population with close ties to the surrounding neighborhoods. With a Free and Reduced Lunch population around 60%, BASIS Phoenix South Primary is a Title I school that provides a variety of programs for students and their families designed to foster academic, social and behavioral, and extracurricular success.

Family Engagement

Family engagement programs include a variety of in-person meetings with parents throughout the school year and frequent communication and information provided via the ParentSquare online parent portal. The annual meeting, known as "Curriculum Night" includes information regarding Title I programs and activities, the school's curriculum and assessments, and information about ongoing efforts to engage parents in school activities. Periodic "BOSS Nights" highlight topics such as literacy, empowering parents, organizational skills, and future college opportunities.

Academic Excellence

BASIS Charter Schools have a demonstrated history of excellence that is already evident in BASIS Phoenix South Primary in only its third year of operation. Students are taught content as well as the necessary organizational, time management, and study skills. The curriculum includes a wide array of classes ranging from English, to math and science, physical education, music, and drama. The BASIS Curriculum empowers its teachers to make waves, creating generational change through education. By providing a world class education to all, BASIS Phoenix South Primary will allow its students to dream big, and to pursue their dreams of attending top universities worldwide.

Although the school has yet to receive a letter grade, 2018-2019 3rd grade AzMERIT scores and internal assessment data show that the BASIS Curriculum and instructional model have resulted in a strong academic performance among a diverse group of students. The AzMERIT data included in the below tables reveal that BASIS Phoenix South Primary 3rd graders performed better than the State in both English Language Arts (ELA) and Mathematics (Math) and on par with or better than the surrounding 10 elementary schools—both district schools and charter schools. Furthermore, BASIS Phoenix South Primary performed the same or better than all charter schools serving grades K – 4 within a five mile radius.

BASIS Phoenix South Primary's Move on When Reading (MOWR) data reported to the Arizona Department of Education (ADE) during the fall of the current school year shows that by the first reporting period 62% of current 3rd graders were already at benchmark. FastBridge reading assessments conducted by the school demonstrate that the number of students designated as high risk during the 2018-2019 school year have been cut in half according to current year results. Thus, growth from last school year to now shows the number of students classified as low risk for reading concerns has grown from 47% in 2018-2019 to 70% for the 2019-2020 school year.

2018 – 2019 Grade 3 AzMERIT District School Comparisons

State	C J Jorgensen Elementary School	John R Davis Elementary School	Ignacio Conchos Elementary School	Ed & Verma Pastor Elementary School	BASIS Phoenix South Primary
Distance to BASIS Phoenix South Primary					
Statewide	0.5 miles	0.8 miles	0.8 miles	0.8 miles	★
Grades Served					
PreK – 12	PreK – 8	PreK – 8	PreK – 8	PreK – 8	K – 4
ELA Grade 3 – All Students					
46%	18%	*	*	*	64%
Math Grade 3 – All Students					
51%	*	*	*	36%	55%
ELA Grade 3 – Income Eligibility 1 and 2					
34%	18%	*	*	*	59%
Math Grade 3 – Income Eligibility 1 and 2					
39%	*	*	*	36%	59%

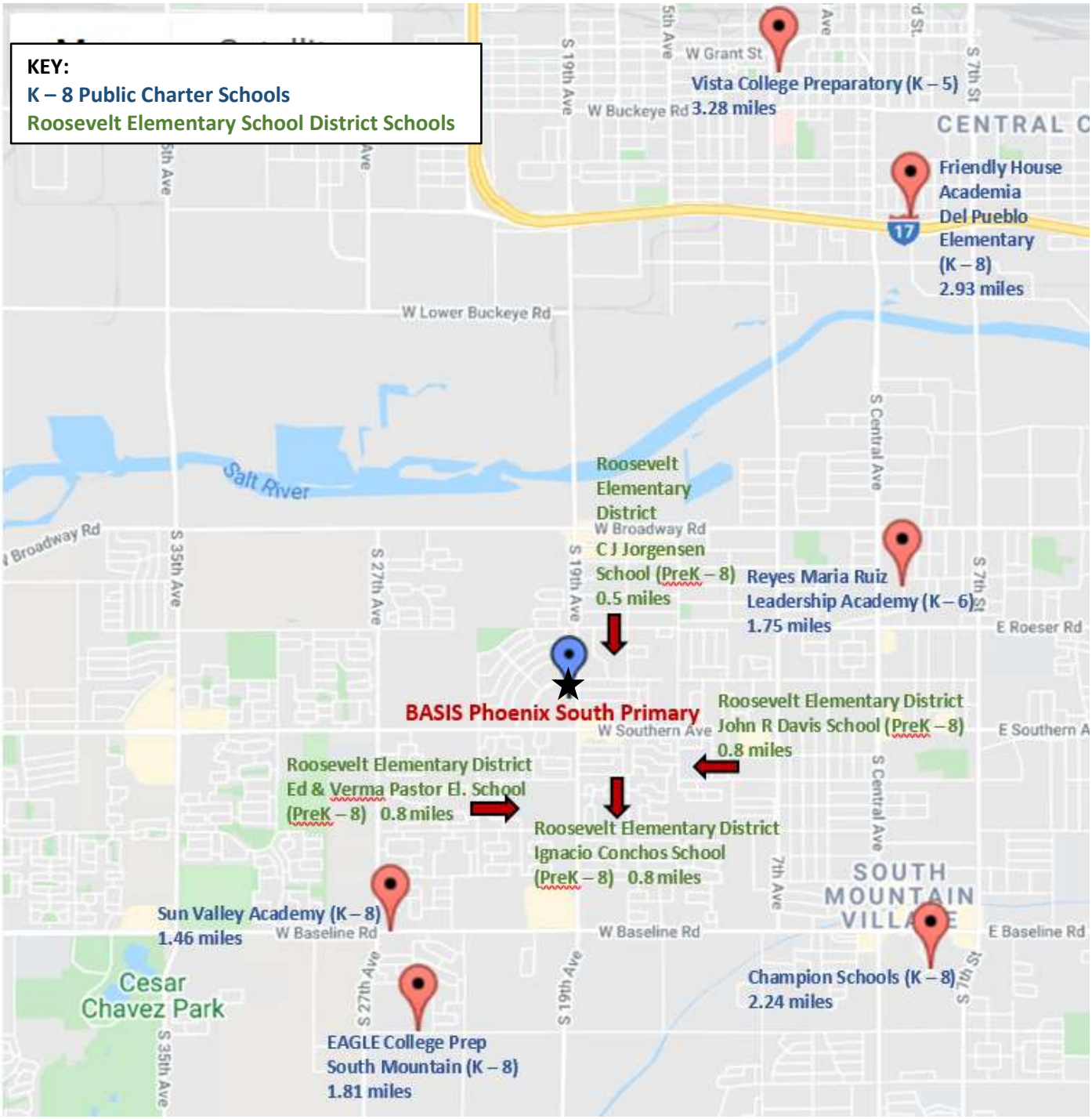
2018 – 2019 Grade 3 AzMERIT Charter School Comparisons

State	Vista College Preparatory	Friendly House Academia Del Pueblo Elementary	Reyes Maria Ruiz Leadership Academy	Champion Schools	EAGLE College Prep South Mountain	Sun Valley Academy	BASIS Phoenix South Primary
Distance to BASIS Phoenix South Primary							
Statewide	3.28 miles	2.93 miles	1.75 miles	2.24 miles	1.81 miles	1.46 miles	★
Grades Served							
PreK – 12	K – 5	K – 8	K – 6	K – 8	K – 8	K – 8	K – 4
ELA Grade 3 – All Students							
46%	50%	*	36%	40%	41%	30%	64%
Math Grade 3 – All Students							
51%	57%	31%	41%	49%	56%	36%	55%
ELA Grade 3 – Income Eligibility 1 and 2							
34%	50%	No Data^	No Data^	40%	37%	*	59%
Math Grade 3 – Income Eligibility 1 and 2							
39%	57%	No Data^	No Data^	49%	58%	*	59%

Key:
* – Indicates small N size or 100% or 0% passing
^ – Indicates no data for the subgroup was available
% – Indicates above State passing rate
% – Indicates below State passing rate

Source: Arizona Department of Education https://www.azed.gov/accountability-research/data/

Map of BASIS Phoenix South Primary and the 10 Surrounding Schools



Clear Form

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:				
BASIS Phoenix South Primary				
Number of Students				
Grade Level	Current - FY 20	Target - FY 21	Target - FY 22	Target - FY 23
Kindergarten	**81**	**90**	**90**	**90**
1st Grade	**79**	**90**	**90**	**90**
2nd Grade	**78**	**71**	**90**	**90**
3rd Grade	**34**	**68**	**64**	**90**
4th Grade	**34**	**31**	**61**	**58**
5th Grade	**0**	**31**	**28**	**55**
6th Grade	**0**	**0**	**0**	**0**
7th Grade	**0**	**0**	**0**	**0**
8th Grade	**0**	**0**	**0**	**0**
9th Grade	**0**	**0**	**0**	**0**
10th Grade	**0**	**0**	**0**	**0**
11th Grade	**0**	**0**	**0**	**0**
12th Grade	**0**	**0**	**0**	**0**
Total Enrollment	306	381	423	473

*To view an example of a completed Enrollment Matrix, please see The Guide *(Attachment Guidelines).*

Clear Form

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:				
BASIS Phoenix South Primary				
Number of Staff Members				
Position	Current - FY 20	Anticipated - FY 21	Anticipated - FY 22	Anticipated - FY 23
Administration	12	12	12	12
Teachers/Instructional Staff				
Kindergarten	6	6	6	6
1st Grade	7	7	7	7
2nd Grade	7	7	7	7
3rd Grade	4	5	5	7
4th Grade	4	3	4	4
5th Grade	0	3	4	4
6th Grade	0	0	0	0
7th Grade	0	0	0	0
8th Grade	0	0	0	0
9th Grade	0	0	0	0
10th Grade	0	0	0	0
11th Grade	0	0	0	0
12th Grade	0	0	0	0
Specialty Staff (Music, Art, PE, etc.)	3	3	4	4
Special Education	4	4	4	4
Paraprofessional	3	3	3	4
Additional Staff				
List title: Health Coordinator	1	1	1	1
List title: Auxiliary Programs Coordinator	1	1	1	1
List title: Front Office Coordinator	1	1	1	1
Total Number of Staff Members	48	51	54	57

Continue on page 2: Leadership Staffing Chart

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:				
BASIS Phoenix South Primary				
Leadership Team				
Title	Current - FY 20	Anticipated - FY 21	Anticipated - FY 22	Anticipated - FY 23
Head of School	Michelle Astwood	Michelle Astwood	Michelle Astwood	Michelle Astwood
Head of Operations	Ornina Namo	Ornina Namo	Ornina Namo	Ornina Namo
Director of Student Affairs (Academics)	TBD	TBD	TBD	TBD
Director of Student Affairs	Daniel Harris	Daniel Harris	Daniel Harris	Daniel Harris
Dean of Students	Rebekah Horton	Rebekah Horton	Rebekah Horton	Rebekah Horton
Manager of Assessment & Data	Julie Escalante	Julie Escalante	Julie Escalante	Julie Escalante
SPED Coordinator	Taylor Williams	Taylor Williams	Taylor Williams	Taylor Williams
SPED Coordinator	Dorothy Killmeyer	Dorothy Killmeyer	Dorothy Killmeyer	Dorothy Killmeyer
Registrar	Monique Rutkowski	Monique Rutkowski	Monique Rutkowski	Monique Rutkowski
Auxiliary Programs Coordinator	Carlos Valenzuela	Carlos Valenzuela	Carlos Valenzuela	Carlos Valenzuela
Health Coordinator	Amanda Locklair	Amanda Locklair	Amanda Locklair	Amanda Locklair
Front Office Coordinator	Maria Rodriguez	Maria Rodriguez	Maria Rodriguez	Maria Rodriguez

*To view an example of a completed Staffing Chart, review The Guide.

Curriculum Sample Template - 8 Pages Max. (12 pages for integrated ELA sample).

Grade Level	5	**Content Area**	ELA - Reading and Writing
Course Title (grades 9–12 Only)	English 5		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.*	This sequence of lessons, which would be taught during a novel study of *The Hobbit* by J. R. R. Tolkien in the English 5 course, engages students in comprehending accelerated literature and producing strong writing. During these lessons, students are encouraged to develop autonomy through independent reading of assigned chapters and independent written work in class which is done in preparation for class discussions. The teacher provides support as students develop their reading comprehension and writing skills, also exhibiting a consistent passion for teaching the content that encourages students to develop their own passion for learning it. During these lessons, students are assessed through in-class writing and discussion, summative writing tasks, and homework, which are aligned with Arizona's English Language Arts Standards for Grade 5.		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* ***one is clearly identified as the focus of review*** *by having* ***(M)*** *before the standard number.*	**Reading Standards for Literature** Key Ideas and Details **5.RL.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **Writing Standards** Text Types and Purposes **(M) 5.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. **(M)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. **(M)** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Teacher: copy of *The Hobbit*, packet of student questions (prepared for class discussion with expected answers and time stamps for lesson parts) Students: copy of *The Hobbit*, packet with questions listed in the following lessons		

Lesson (add as needed)	**Instructional Strategies—***Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.*	**Student Activities—***Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.* *Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.*

1

Do Now

The teacher circulates as students work on the Do Now, answering questions and providing hints to individual students as necessary. The teacher leads a discussion to go over the answers, ensuring that students have gotten the most important points. (The teacher has prepared for the lesson by answering all questions that the students will answer and taking note of the most important things for them to get from each question.)	Students independently complete the following Do Now questions on their paper, reviewing discussions from the previous class aimed to prepare them to read The Hobbit. • Identify several common myth and folktale motifs. • What are some things that may be lost when an oral narrative is transcribed? Students offer their answers during class discussion. As needed, students change their answers to ensure that they have the most important pieces of information written down.

Vocabulary Introduction

Teacher introduces the vocabulary words audacious, obstinately, and prudent, discussing the definitions and a sample of the word being used using the chart below. The teacher leads a short discussion about the images for each vocabulary word, ensuring that students understand the connection between the two.	Students write down how each picture demonstrates the vocabulary word. (For example, "Walking on only a rope across a deep canyon is **audacious**.")

Vocabulary: audacious, obstinately, flummoxed

Word	Definition	Related Parts of Speech	Situations	Image
audacious	showing a willingness to take surprisingly bold risks	audaciously (adverb) audaciousness (noun)	• It was **audacious** of him to speak up in the middle of such a quiet and fragile situation. • _____ _____	
obstinately	stubbornly adhering to an opinion, purpose, or course in spite of reason, arguments, or persuasion	obstinate (adjective) obstinateness (noun)	• The boy was grounded after **obstinately** refusing to do his homework and clean his room as his parents had asked. • _____ _____	
flummoxed	utterly confused or perplexed		• Today, researchers are **flummoxed** as to the whereabouts of some cultural artifacts. • _____ _____	

Vocabulary Active Practice

	The teacher gives directions for students to turn and talk to answer the first three active practice vocabulary questions on their papers. The teacher circulates around the room as students talk and work. The teacher leads a short discussion of the answers to the first three questions. The teacher gives directions for students to independently answer the next active practice vocabulary questions on their papers. The teacher circulates around the room as students work. The teacher leads a short discussion of the answers to the questions, ensuring that students are understanding the most important ideas.	Students turn and talk to a partner to answer the following three active practice questions on their papers: • Do you think of yourself as **audacious**? Why or why not. • If someone **obstinately** believed they could not ride a bike, what might they do when given the opportunity to try? • In which situation would <u>you</u> be more likely to feel **flummoxed**? Why? a) putting together a 1,000 piece puzzle b) attempting to do a trick on a skateboard Students offer their answers during the class discussion of answers, making changes to their answers as necessary. Students independently answer the following three active practice questions on their paper: • When might it be beneficial to have an **obstinate** friend? • In what situation do you think your teacher might feel **flummoxed**? Explain. • Give an example of time when you felt **audacious**. Students offer their answers during the class discussion of answers, making changes to their answers as necessary.
	Book Discussion	
	For each question in the students' packets, the teacher will give students a designated amount of time to work on the question independently before the class discusses the question. The teacher will serve as a guide during the book discussion, ensuring that appropriate time is spent on each question so that all questions can be covered. The students will do the cognitive work during the discussion, sharing their ideas and building off of each other to ensure understanding of important ideas in the chapter. If needed, the teacher will help guide students to the correct answers and/or most important points by selectively calling on students to share. (The teacher will know which students to call on because throughout worktime the teacher circulates and looks at students answers.) The teacher will highlight specifics that all students should make sure to write down, especially when the teacher has noticed that many students are missing an important idea. Key things the teacher will be looking for students to demonstrate understanding of: • Bilbo has two contrasting sides that motivate him in very different ways. • The story takes place in an fantasy world; the familiarity comes in the character of Bilbo, as hobbits have many similarities with humans	• What is Gandalf's reputation? How involved do you expect him to be during the adventure? • What kind of mark does Gandalf put on Bilbo's door? • How many dwarves come to tea? What does Thorin wear to distinguish himself from the other dwarves? • What two things does Gandalf give Thorin? • How did the dwarves lose their treasure and kingdom? • What about adventures awakens Bilbo's Tookish side (pp. 15–16)? What causes his Baggins side to reemerge (pp. 16, 27)? Explain the difference between Bilbo's Tookish side and his Baggins side. • Re-read the last page of the chapter. Then complete the following sentence stem: Thorin's hummings made Bilbo uncomfortable because _____. • World-Building in Science Fiction *Science Fiction text transports the reader to new and strange places. The task of creating these unusual settings is called world-building, when authors use language to construct the characteristics of an imagined reality.* *Two common types of world in Science Fiction texts are:*

	• The different character types – hobbits, dwarves, wizards – have unique distinguishing habits, motivations, etc.	*Fantasy World – an entirely unreal setting that bears little resemblance to our world* *Alternate Reality – a "re-imagining" of the familiar; a distortion of the real world* *Writers often begin to create their world by asking "what if" questions. For example, what is people invented a machine that let them read minds? What if there were an alien war happening in outer space? The popular book A Wrinkle in Time considers the question, "What if people could travel to other dimensions?" By engaging with these hypothetical scenarios, authors begin to craft the details that will make their settings come to life.* *Once an author has imagined the world they want to create, they must introduce this world to the reader. Sometimes, authors use their beginning chapters to give a lot of exposition; that is, they include direct explanations and background information to help the reader understand the world. Alternatively, an author might capitalize on suspense and ambiguity, withholding details and contrasting the familiar with the strange in order to purposefully disorient the reader. In these cases, it's not so much what the author says as what they don't say that forces the reader to imagine the unusual details of the world.* Does the world of *The Hobbit* seem more like a fantasy world or an alternate reality? Why? How would you describe Tolkien's world-building in these pages? • Even this early in the book, we can see some of the characteristics of magical creatures in *The Hobbit*. Think of at least one physical trait and one character trait about hobbits, dwarves, and wizards. Using these traits, write a possible topic sentence about each magical creature.
	Summative Writing	
	See Summative Assessment Items and Scoring section at end of document.	
	Homework	
	Read Chapter 2.	

2	Do Now	
	The teacher circulates as students work on the Do Now, answering questions and providing hints to individual students as necessary.	Students independently complete the following Do Now questions on their paper:

The teacher leads a discussion to go over the answers, ensuring that students have gotten the most important points. (The teacher has prepared for the lesson by answering all questions that the students will answer and taking note of the most important things for them to get from each question.)	• What is an adventure? Is it something that happens, or is it the way we react to what happens? Can we live without adventures? • What is "magic"? Is there any "magic" so far in this book? (We will return to these questions as the book progresses.) Students offer their answers during class discussion. As needed, students change their answers to ensure that they have the most important pieces of information written down.

Vocabulary Introduction

Teacher introduces the vocabulary words esteemed, paraphernalia, and applicable, discussing the definitions and a sample of the word being used using the chart below. The teacher leads a short discussion about the images for each vocabulary word, ensuring that students understand the connection between the two.	Students write down how each picture demonstrates the vocabulary word. (For example, "MLK is an **esteemed** individual."

Vocabulary: esteemed, paraphernalia, applicable

Word	Definition	Related Parts of Speech	Situations	Image
esteemed	to regard highly or favorably, regard with respect or admiration	esteem (noun)	• The findings in the paper were anxiously awaited because the writer was an **esteemed** Harvard scientist. • _____	
paraphernalia	miscellaneous articles, especially the equipment needed for a particular activity	paraphernal (adjective)	• At the store we found toy trains, tracks, and other train **paraphernalia**. • _____	
applicable	relevant, suitable, appropriate	applicably (adverb) applicability, applicableness (noun)	• Although the book was written hundreds of years ago, the messages it contains are still **applicable** today. • _____	

Vocabulary Active Practice

The teacher gives directions for students to turn and talk to answer the first three active practice vocabulary questions on their papers. The teacher circulates around the room as students talk and work. The teacher leads a short discussion of the answers to the first three questions.	Students turn and talk to a partner to answer the following three active practice questions on their papers: • Name someone who is **esteemed**. • If a house had baby toys, bottles, blankets, and other baby **paraphernalia**, what assumption would you make?

	The teacher gives directions for students to independently answer the next active practice vocabulary questions on their papers. The teacher circulates around the room as students work. The teacher leads a short discussion of the answers to the questions, ensuring that students are understanding the most important ideas.	• Name a piece of advice that you think is **applicable** for a fourth grader. Students offer their answers during the class discussion of answers, making changes to their answers as necessary. Students independently answer the following active practice questions on their paper: • What is one thing that you have learned in school that is **applicable** to life outside of school? • Do you think Bilbo has the potential to be highly **esteemed**? Explain why or why not. Students offer their answers during the class discussion of answers, making changes to their answers as necessary.
	Book Discussion	

	For each question in the students' packets, the teacher will give students a designated amount of time to work on the question independently before the class discusses the question. The teacher will serve as a guide during the book discussion, ensuring that appropriate time is spent on each question so that all questions can be covered. The students will do the cognitive work during the discussion, sharing their ideas and building off of each other to ensure understanding of important ideas in the chapter. If needed, the teacher will help guide students to the correct answers and/or most important points by selectively calling on students to share. (The teacher will know which students to call on because throughout worktime the teacher circulates and looks at students answers.) The teacher will highlight specifics that all students should make sure to write down, especially when the teacher has noticed that many students are missing an important idea.
	
	Key things the teacher will be looking for students to demonstrate understanding of:
	• Bilbo was not completely bought into being part of the adventure; he was pulled into it unprepared.
	• The presence and absence of Gandalf plays an important role in the plot, and also the development of Bilbo.
		• What are the terms of Bilbo's contract? Do you think they are fair terms?
		• What is one word that describes Bilbo when he arrives for the start of the adventure?
		• How does Bilbo know that the three people are trolls?
		• Think of any other stories (especially children's stories and fairy tales) you know about trolls.
		  • How are Tolkien's trolls similar to trolls in other stories?
		  • How are they different?
		• Finish the sentence stem:
		  • Unlike dwarves, trolls _____.
		• What does Bilbo decided to do that causes him to be caught?
		• How does Gandalf rescue Bilbo and the dwarves?
		• Complete the following sentence stems starting with subordinating conjunctions:
		  • Although Bilbo did not want to be near the trolls, _____.
		  • Even though Bilbo and the dwarves got caught, _____.
		  • Before Gandalf came back to help with the trolls, _____.
		
		• Compare and contrast how Bilbo and Gandalf deal with the trolls.
		  Bilbo | Gandalf	

		• Why is it important that Gandalf is not present when the expedition meets the trolls?
		• Write one general statement and one focused statement about Gandalf's presence in the story.
		  • General statement: _____
		  • Focused statement: _____
		• Myths, legends, and folktales often reflect the values of a given culture. At this point in the story, what can you infer about the character traits that Tolkien considers positive? What character traits are viewed in a negative light? What is more important at this point: intelligence or physical strength?
		• What do they take from the trolls' hoard?

	Summative Writing	
	See Summative Assessment Items and Scoring section at end of document.	
	Homework	
	Read Chapter 3.	

	Do Now	

3	The teacher circulates as students work on the do now, answering questions and providing hints to individual students as necessary.
	
	The teacher leads a discussion to go over the answers, ensuring that students have gotten the most important points. (The teacher has prepared for the lesson by answering all questions that the students will answer and taking note of the most important things for them to get from each question.)
		Students independently complete the following Do Now questions on their paper, reviewing discussions from the previous class.
		
		• Complete the following sentence stems starting with subordinating conjunctions:
		  • If Gandalf had not been leading the way, _____.
		  • Although Bilbo enjoys the trolls singing, _____.
		  • When Elrond looked at the swords taken from the trolls, _____.
		• Rewrite the following paragraph, adding *four* Change of Direction transitions. (Change of Direction transitions: however, even though, in contrast, otherwise, on the other hand, although, but, yet, instead, on the contrary)
		
		Keeping track of the mythical creatures in *The Hobbit* is not an easy job. You always have to pay close attention to what is said about different characters even if you just want to read fast. You can't forget who is a hobbit, a wizard, a dwarf, or another kind of creature when you're reading. This is difficult when you're also trying to understand the story's events. The hardest part is that the creatures are not always easy to picture because they are not real. It is fun because you can be creative in how you visualize the

character. It is worth the hard work of keeping track of the mythical creatures because if you learn how to understand the creatures in *The Hobbit*, you enjoy the story more.

Students offer their answers during class discussion. As needed, students change their answers to ensure that they have the most important pieces of information written down.

Vocabulary Introduction

Teacher introduces the vocabulary words drear, palpitating, and cleave, discussing the definitions and a sample of the word being used using the chart below. The teacher leads a short discussion about the images for each vocabulary word, ensuring that students understand the connection between the two.

Students write down how each picture demonstrates the vocabulary word. (For example, "The weather is **drear**."

Vocabulary: drear, palpitating, cleave

Word	Definition	Related Parts of Speech	Situations	Image
drear	dreary, dull, bleak, depressing	dreary (adjective)	• The garden looks a little drear because it has not rained for two months. • _____ _____	
palpitating	beating rapidly and strongly	palpitate, palpitated (verb) palpitation (noun)	• He awoke from his nightmare sweating, heart palpitating, and breathing heavily in a frantic state. • _____ _____	
cleave	to split, to separate into parts	cleaved, cleaving (verb)	• We will cleave each document with the paper cutter to turn it into four handouts. • _____ _____	

Vocabulary Active Practice

The teacher gives directions for students to turn and talk to answer the first three active practice vocabulary questions on their papers. The teacher circulates around the room as students talk and work.

The teacher leads a short discussion of the answers to the first three questions.

Students turn and talk to a partner to answer the following three active practice questions on their papers:

- What kind of feelings would typically be associated with a **drear** setting?
- In what positive situation might someone's heart be **palpitating**?

	The teacher gives directions for students to independently answer the next active practice vocabulary questions on their papers. The teacher circulates around the room as students work. The teacher leads a short discussion of the answers to the questions, ensuring that students are understanding the most important ideas.	• What kind of natural phenomenon might cause the earth to **cleave**? Students offer their answers during the class discussion of answers, making changes to their answers as necessary. Students independently answer the following active practice questions on their paper: • Why do you think heart **palpitations** might be of interest to a doctor? • If someone's pants **cleaved** unexpectedly, how might you expect them to react? Students offer their answers during the class discussion of answers, making changes to their answers as necessary.
	Book Discussion	
	For each question in the students' packets, the teacher will give students a designated amount of time to work on the question independently before the class discusses the question. The teacher will serve as a guide during the book discussion, ensuring that appropriate time is spent on each question so that all questions can be covered. The students will do the cognitive work during the discussion, sharing their ideas and building off of each other to ensure understanding of important ideas in the chapter. If needed, the teacher will help guide students to the correct answers and/or most important points by selectively calling on students to share. (The teacher will know which students to call on because throughout worktime the teacher circulates and looks at students answers.) The teacher will highlight specifics that all students should make sure to write down, especially when the teacher has noticed that many students are missing an important idea. Key things the teacher will be looking for students to demonstrate understanding of: • Bilbo and the dwarves got a refreshing break in their journey in Rivendale, although they did not all take in the experience the same way. • A beginning understanding of Gandalf's role in relation to Bilbo.	• Why is Rivendell hard to find? • Re-read pages 46–48. Based on the imagery that Tolkien uses to describe the forest, what sort of creatures do you think live there? • Who are the enemies of the elves? • Bilbo notices that it "smells like elves" when they are near the Last Homely House. Based on Bilbo's experience with Elrond and the other elves, what do you think elves might smell like? • What important discovery does Elrond make regarding Thorin's map? What does it suggest about Thorin that he owns the map for years and never notices what Elrond notices right away? • When is Durin's Day? What is significant about this day as it relates to Bilbo's quest? • Elrond plays a significant role in the Lord of the Rings trilogy. How does the way that Tolkien introduces him help set up his importance in later stories? How does this sort of backstory contribute to Tolkien's world building?
	Summative Writing	
	See Summative Assessment Items and Scoring section at end of document.	
	Homework	
	Read Chapter 4.	

S.A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student*	The summative assessment items that will allow students to demonstrate mastery of **5.RL.3** and **5.W.2** (broad objective, plus a. and c.) in the context of *The Hobbit* will be administered at the end of each lesson detailed above.

	Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	These summative writing tasks incorporate both reading and writing skills, and are separate from the guided and independent practice in the other parts of the lessons. The assessment items assess students understanding of literature and writing skills beginning at the sentence-level. By lesson two, students must use sentence-level skills in the context of a paragraph, composing a topic and closing sentence and turning an outline into a paragraph. By the end of the third lesson, students must plan and write a multi-paragraph essay comparing and contrasting two characters in the story – Bilbo and the dwarves – and how they react to the events in Chapter 3, incorporating specific vocabulary, sentence, transition, and paragraph skills.

Summative Assessment Items and Scoring:

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

Lesson 1 - Summative Writing (2 tasks, 10 pts)	

The teacher will distribute the summative writing assessments to students following lesson 1 detailed above.
(This assesses **5.RL.3**, **5.W.2**, **5.W.2 a.** and **5.W.2 c. -** link ideas *within* categories of information)
 	
1. Students will be graded as follows:
  ○ 6 pts for 3 strong topic sentences with accurate content
  ○ 3 - 5 pts for 3 topic sentences that lack a clear focus
  ○ 0 -2 pts for 3 sentences that could not serve as topic sentences or are incomplete and/or inaccurate
2. Students will be graded as follows:
  ○ 4 pts for a well-crafted sentence with a Change of Direction transition and an accurate explanation
  ○ 2 pts for a complete sentence with a Change of Direction transition and a reasonable explanation
  ○ 0 pts for an incomplete or poorly written sentence with a weak explanation
	1. Write one focused topic sentence (thesis statement) about each of the following:
	  • Bilbo
	  • Gandalf
	  • dwarves
	2. In one carefully crafted sentence that includes a Change of Direction transition, explain the difference between Bilbo's Tookish side and his Baggins side. (Change of Direction transitions: however, even though, in contrast, otherwise, on the other hand, although, but, yet, instead, on the contrary)

Lesson 2 - Summative Writing (1 task, 15 pts)	
The teacher will distribute the summative writing assessments to students following lesson 2 detailed above. (This assesses **5.RL.3**, **5.W.2**, **5.W.2 a.** and **5.W.2 c.**)	Students will independently respond to the following prompts. Students will turn in their answers as an Exit Ticket.

When grading student writing, the teacher will look for:

- a topic sentence is focused uses a topic sentence strategy (includes an appositive or starts with a subordinating conjunction) and
    - 4 pts if topic sentence is focused, clearly introduces the topic, and uses a topic sentence strategy
    - 2 pts if topic sentence is general and attempts to use a topic sentence strategy
    - 0 pts if topic sentence does not clearly introduce the topic or attempt to use a topic sentence strategy
- a concluding sentence that restates the idea of the topic sentence in a different way
    - 4 pts if done correctly with accurate content
    - 2 pts if attempted by not done correctly/inaccurate content
    - 0 pts if concluding sentence does not clearly attempt to restate the idea of the topic sentence or exactly repeats the topic sentence
- the use of linking words, phrases, and clauses, including two or more Change of Direction transitions in the paragraph
    - 4 pts for correctly using two or more Change of Direction transitions
    - 2 pts for attempting to use one or two Change of Direction transition with a mistake or mistakes
    - 0 pts for using one or no Change of Direction transitions with a mistake or mistakes
- full sentences that expand the notes given in the outline
    - 4 pts for all complete sentences that expand on the given outline details
    - 2 pts for mostly complete sentences and/or sentences barely expand on the given outline details
    - 0-1 pts for mostly incomplete sentences and/or given details are hardly expanded on

Write a topic and closing sentence for the single paragraph outline below comparing and contrasting the different parts of the journey so far. Then turn the single paragraph outline into a paragraph.

- Create a focused topic sentence (thesis statement).
- Link ideas within and across categories of information using words, phrases, and clauses, including Change of Direction transitions. (Change of Direction transitions: however, even though, in contrast, otherwise, on the other hand, although, but, yet, instead, on the contrary)

T.S. _____
_____
_____

1. Bilbo - slept late, unprepared, unsure
2. rode horses / told stories / sang songs
3. rainy / uncomfortable / no place to camp
4. trolls – captured, saved by Gandalf

C.S _____
_____
_____

Lesson 3 - Summative Writing (1 task, 20 points)	
The teacher will distribute the summative writing assessments to students following lesson 3 detailed above. (This assesses **5.RL.3**, **5.W.2**, **5.W.2 a.** and **5.W.2 c.**)	**Directions**: Write an explanatory essay comparing and contrasting the way Bilbo and the dwarves react to Rivendell. Plan your writing by completing a multi-paragraph outline. Then turn your outline into an essay. *Think about how Elrond feels about the expedition and what he says about the dwarves' love of gold and the wickedness of dragons. Think about what values are important to the elves.*

Essay Rubric

	Content	Organization	Sentence Variety & Vocabulary	Linkage of Ideas
5	accurate and insightful content comparing and contrasting Bilbo and the dwarves	compelling introductory paragraph, information is logically organized, facts are conveyed clearly and concisely	one (ore more) sentence correctly begins with a subordinating conjunction, correct use of two or more vocabulary words	ideas are linked within and across categories of information, use of two or more specified linkage words, clauses, and phrases
4 **3**	solid, accurate comparison and contrast with little elaboration	solid introduction and some supporting details, information is mostly organized, facts are clear but not well-crafted	one sentence begins with a subordinating conjunction, use of one or two vocabulary words	some ideas are linked within categories of information, one or two attempts to use specified linkage words, clauses, and phrases
2 **1**	weak comparison and contrast, inaccurate content or content used does not capture the most important ideas	organization of information is mostly clear, details may not support the main idea, facts are poorly described	no clear attempt to begin a sentence with a subordinating conjunction, weak attempt to include one vocabulary word	one attempt to us specified linkage words, clauses, and phrases, but ineffectively to link ideas within categories of information
0	lacking and/or inaccurate content	paragraph structure not evident, information not logically organized, facts are unclear or incorrect	no clear attempt to use subordinating conjunctions or vocabulary words	ideas are not linked within or across categories of information, no linkage words, clauses, or phrases

- Introduce the topic clearly, providing a general observation (topic) and focus (thesis statement).
- Group related information logically.
- Link ideas within and across categories of information using words, phrases, and clauses, including Change of Direction transitions. (Change of Direction transitions: however, even though, in contrast, otherwise, on the other hand, although, but, yet, instead, on the contrary)
- Include at least one sentence that starts with a subordinating conjunction. (Even though or although would work great.)
- Include at least two of the following vocabulary words, and circle them in your writing.

obstinately	**flummoxed**	**esteemed**
paraphernalia	**applicable**	**drear**

Multi-Paragraph Outline (4 paragraphs)

Topic: _____

Thesis Statement: _____

Main Idea	Details
Introduction ¶ 1	…… …… …… ……
¶ 2	…… …… …… ……
¶ 3	…… …… …… ……
Conclusion ¶ 4	…… …… …… ……

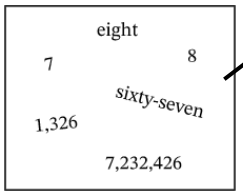
Students will demonstrate mastery by scoring 36 points or more out of 45 total possible points. *(Students scoring below this would attend the teacher's student hours for extra support.)*

Curriculum Sample Template - 8 Pages Max. (12 pages for integrated ELA sample).

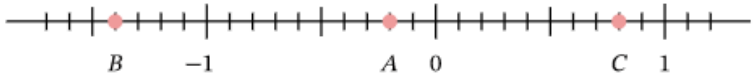
Grade Level	5	**Content Area**	Mathematics
Course Title (grades 9–12 Only)	Arithmetic B		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.*	This sequence of lessons, which would be taught throughout the first unit of Arithmetic B in grade 5, engages students in accelerated math, helps students grow a deep knowledge base while building off of prior mathematical knowledge, and encourages students to develop autonomy (through independent practice and homework) and organization skills (through notetaking, in particular). The teacher provides support as students master some of the basics of math, also exhibiting a passion for teaching that encourages students to develop their own passion for learning. During these lessons, students are assessed using homework and tests, which are aligned with Arizona's Math Standards for Grade 5.		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, **one is clearly identified as the focus of review** by having **(M)** before the standard number.*	**Number and Operations in Base Ten** **5.NBT.A.3** Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **Standards for Mathematical Practice** **5.MP.1** Make sense of problems and persevere in solving them. **5.MP.6** Attend to precision. **5.MP.8** Look for and express regularity in repeated reasoning.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Teacher materials: tablet, projector Student materials: tablet		

Lesson (add as needed)	**Instructional Strategies—***Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.*	**Student Activities—***Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.* *Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.*
1	**Do Now**	
	Teacher projects review problems from previous lesson on the board.	Students complete review problems independently.
	The class discusses the review problems. Discussion includes the process to get answers as well as the correct answers.	
	Direct Instruction	
	Teacher projects lesson content, including visuals, on the board and leads instruction orally.	Students follow along with the content and visuals on individual tablets. Students take notes on paper.
	Using projected visuals and a scripted lesson framework on their own tablet, the teacher leads direct instruction that covers the following content (5.MP.6): • digits are separated in groups of threes by commas • the value represented by a digit depends on its place in the number • if all the values represented by the digits are added up, the answer is the number; this is called expanded notation • the difference between standard notation and expanded notation	Students take notes on paper. Students complete the following problems and take notes on both as part of class instruction: • Determine the place value for each digit in the number 3,406. • Write 7,860 in expanded notation.

	• There are times in life when numbers need to be written out in words
	• Rules for writing and reading numbers
	  • Hyphenate compound numbers connecting tens and ones (forty-three, seventy-seven).
	  • There is no "and" between anything (we will start to use "and" when we get to decimals).
	  • Divide the number by commas in the same way as when it is written using digits.
	  • Read or write the number between commas together with the name of the group, like trillion, billion, million, or thousand (twenty-five thousand, two hundred seventy-five).
		Students ask questions and offer answers to the problem and the teacher's explanations of content. (5.MP.6)

	Guided Practice	
	Teacher projects the following problem on the board and allows students time to work on it: • Write the number "four hundred twenty-five million, six hundred seven" in standard notation. Teacher allows students time to answer the problem. Teacher then models how to answer the problem, incorporating student input. (5.MP.1, 5.MP.6, 5.MP.8) In the same way, the teacher guides practice on the following problems. • Write in expanded notation: 5,999 • Read the number: 63,508	Students follow along with problems on the board and on their tablets. Students work on problems on note paper, and offer solutions as the class discusses answers. (5.MP.1, 5.MP.6, 5.MP.8)
	Independent Practice	
	Teacher projects practice problems for students and circulates around the room as students work to offer support as needed.  	Students complete the following problems independently (5.MP.1, 5.MP.6, 5.MP.8): • How many numbers and how many digits are in the picture? (left) • Write in standard notation: (3 x 100,000) + (3 x 10,000) + (1 x 1,000) + (5 x 100) + (8 x 10) + (9 x 1) • Write in standard notation: (4 x 10,000) + (3 x 100) + (2 x 1) • Write in expanded notation: 5,324 • Write in expanded notation: 700,007,301 • Read the number 587,907 and write it in words. • Read the number 7,877 and write it in words. • Write the number "eight billion, seven hundred fifty-five million, seventy-two" in standard notation. • Write the number "thirty-nine million, four hundred fifty thousand, seven" in standard notation. During and after work time, students ask questions and share explanations of problems with others as needed. (5.MP.1, 5.MP.6, 5.MP.8)
	Homework	
	Teacher assigns homework. (below)	Students preview homework on their tablet.

1) Write in expanded notation: 71,035
2) Write in standard notation: (2 x 10,000,000) + (7 x 100,000) + (4 x 10,000) + (3 x 1,000) + (5 x 100)
3) Write the number “seven hundred thirty-six million, eight thousand, two” in standard notation.
4) Read the number 426,329,108 and write it in words.
5) Draw a number line and graph the following numbers: 0/4, 1 2/3, -2 ½, ¾, -1/2
6) What are the coordinates of points A, B, and C? Write your answers as decimal numbers.



7) To what sets do the following numbers below? -1/4, ¼, -4, and 4
8) Is -7 a Natural Number?
9) Which is a true statement?
   a. Every Integer is a Whole Number.
   b. Every Whole Number is an Integer.
10) You had a five dollar bill. How much money do you have now is you bought a pack of chewing gum for $1.67?
11) Divide 8196 ÷ 12
12) Write the next three numbers of the number series and describe the pattern. 3, 6, 12, 24, …
13) Add: $3.58 + $0.67
14) List all even multiples of 9 that are less than 60.
15) If you have one and a half dozen eggs, how many eggs do you have?

2	**Do Now**	
	Teacher projects review problems from previous lesson on the board.	Students complete review problems independently.
	The class discusses the review problems. Discussion includes the process to get answers as well as the correct answers.	
	Direct Instruction	
	Teacher projects lesson content, including visuals, on the board and leads instruction orally.	Students follow along with the content and visuals on individual tablets. Students take notes on paper.
	Using projected visuals and a scripted lesson framework on their own tablet, the teacher lead direct instruction that covers the following content (5.MP.6): • One penny has the value of one cent. One hundred cents make one dollar. • Decimal place values are similar to whole digit place values, but they do to the right of the zero and are separated from the whole number by a decimal point. • As you move from left to right after the decimal point, the place value decreases by 10 times; each place has a value that is one-tenth of the value of the place to its left. • Each decimal place value can be expressed as a decimal number or as a fraction. • If all the values represented by the digits are added up, the answer is the number; this is called expanded notation. • When reading decimal numbers, we use the following rules:	Students take notes on paper. Students complete the following problem and take notes on it as part of class instruction: • Simplify and write the answer in dollars: $60 – 60¢ + $3 + 25¢ • Write in expanded notation: 0.949 Students ask questions and offer answers to the problem and the teacher’s explanations of content. (5.MP.6)

	• We read the number before the decimal point as the whole number. • We read the decimal point as “and.” • We read the decimal part as if it formed a whole number • We read the place value of the last digit. • Commas are not used to separate digits in the decimal part.	
	Guided Practice	
	Teacher projects the following problem on the board and allows students time to work on it: • Read the numbers and write them in words: • a. 0.9 • b. 0.06 • c. 3.87 • d. 1,205.0704 • e. 6.700 Teacher allows students time to answer the problem. Teacher then models how to answer the problem, incorporating student input. (5.MP.1, 5.MP.6, 5.MP.8) In the same way, the teacher guides practice on the following problem. • Use digits to write: • zero and five hundredths • two hundred fifty and fifty-seven ten-thousandths • five and four hundred six thousandths • Write in expanded notation: • 0.607 • 1.008 • 61.385	Students follow along with problems on the board and on their tablets. Students work on problems on note paper, and offer solutions as the class discusses answers. (5.MP.1, 5.MP.6, 5.MP.8)
	Independent Practice	
	Teacher projects practice problems for students and circulates around the room as students work to offer support as needed.	Students complete the following problems independently (5.MP.1, 5.MP.6, 5.MP.8): • Read the number and write it in words: • 1.5 • 1.05 • 1.005 • 21.12 • 21.120 • 21.1200 • 305.016 • 2,000.002 • 99.99

		• Use digits to write the number:
		  • zero and fifty-seven thousandths
		  • six and eight hundredths
		  • one and five hundred five ten-thousandths
		• Read the decimal number and write it in words:
		  • 0.05
		  • 0.033
		• Write in expanded notation:
		  • 11.405
		  • 8,005.067
		  • 454.109
		
		During and after work time, students ask questions and share explanations of problems with others as needed. (5.MP.1, 5.MP.6, 5.MP.8)

	Homework	
	Teacher assigns homework. (below)	Students preview homework on their tablet.

	1) Write the number "twelve billion, seven hundred thirty-three million, five hundred thousand, sixteen" in standard notation.
	2) Write in standard notation: (8 x 10,000) + (5 x 1,000) + (9 x 100) + (2 x 10)
	3) Read the number and write it in words:
	  a. 3.02
	  b. 3.002
	  c. 3.2
	4) Use digits to write the number: fifty-eight and eight thousandths
	5) Use digits to write the number: seven hundred eighty-nine and seventy-five hundredths
	6) Write the following in expanded notation:
	  a. 3,208.304
	  b. 48.955
	  c. 0.061
	7) Add: 20.304 + 59 + 4.793
	8) Subtract: 9,601 – 6,923
	9) Divide: 1,702 ÷ 37
	10) Multiply: 96 x 243
	11) Draw a number line and graph the following numbers: 0.7, -0.3, -1.2, 1.2
	12) Which of the following numbers are rational numbers? -1.3, 1 ¾, 0, 609
	13) Compare: 76¢ + 59¢ and $2 – 61¢
	14) Which of the following statements are true?
	  a. All natural numbers are whole numbers.
	  b. All even numbers are integers.
	  c. All negative numbers are integers.	

	Do Now	
	Teacher projects review problems from previous lesson on the board.	Students complete review problems independently.
	The class discusses the review problems. Discussion includes the process to get answers as well as the correct answers.	

3	**Direct Instruction**	
	Teacher projects lesson content, including visuals, on the board and leads instruction orally.	Students follow along with the content and visuals on individual tablets. Students take notes on paper.
	Using projected visuals and a scripted lesson framework on their own tablet, the teacher lead direct instruction that covers the following content (5.MP.6): • If the whole parts differ, than the order of the decimal numbers can be determined by comparing these whole parts. • If the whole parts are the same, the decimal parts will be compared. • If the first digits of the decimal part are the same, continue by comparing the next digits to the right. This procedure is repeated until the two digits differ. • Decimal number can be compared on a number line. When the numbers are read from left to right, they are in ascending order.	Students take notes on paper. Students complete the following problem and take notes on it as part of class instruction: • Simplify and write the answer in dollars: $60 – 60¢ + $3 + 25¢ Students ask questions and offer answers to the problem and the teacher's explanations of content. (5.MP.6)
	Guided Practice	
	Teacher projects the following problem on the board and allows students time to work on it: • Compare the numbers: 1.24 and 1.26 Teacher allows students time to answer the problem. Teacher then models how to answer the problem, incorporating student input. (5.MP.1, 5.MP.6, 5.MP.8) In the same way, the teacher guides practice on the following problem. • Which of the numbers 0.01 and 0.09 is smaller? • Compare 1.01 and 1.019 • Compare 2.1 and 2.0875 • Arrange the numbers in descending order: 3.2, 3.4, and 3.1 • Arrange the numbers is ascending order: 4.16, 2.81, 4.05, and 4.19 • Graph the numbers on a number line and then arrange them in descending order: 2.4, 3.5, 3.1, and 4.25	Students follow along with problems on the board and on their tablets. Students work on problems on note paper, and offer solutions as the class discusses answers. (5.MP.1, 5.MP.6, 5.MP.8)
	Independent Practice	
	Teacher projects practice problems for students and circulates around the room as students work to offer support as needed.	Students complete the following problems independently (5.MP.1, 5.MP.6, 5.MP.8): • Which of the numbers, 9.41 and 9.45, is larger? • Which of the numbers, 3.15 and 3.11, is smaller? • Write the following numbers in descending order: 0.4, 0.9, 0.7 • Which of the following numbers is the greatest? 1.11, 7.6, 2.02, 7.69 • Graph the numbers on a number line and then arrange them in ascending order: 8.6, 7.5, 9.8, 8.25 • Compare: 3.05 and 3.052 • Compare: 1.0958 and 1.1 During and after work time, students ask questions and share explanations of problems with others as needed. (5.MP.1, 5.MP.6, 5.MP.8)

	Homework	
	Teacher assigns homework. (below)	Students preview homework on their tablet.
	1) Compare: 4.061 and 4.06 2) Choose the largest number: 11.09, 11.89, 11.9 3) Graph the numbers on a number line and then arrange them in ascending order: 2.3, 2.7, 2.5 4) Divide 20.4 by 1.7 5) Divide: 28.48 ÷ 8 6) Divide: 0.185 ÷ 0.05 7) Add: 3.5 + 0.72 + 4 8) Multiply: 1.37 x 2.3 9) Subtract: 34,406 – 998 10) Emmanuel plays soccer. His mother drives him 4.73 miles to the game. Then, she goes to the grocery store that is 2.32 miles away from the soccer field. After she's done with shopping, she picks up Emmanuel and drives back home. What is the total distance Emmanuel's mom drove? 11) Use digits to write "sixteen thousandths". 12) Write the number "two billion, three hundred thrity-five million, seven thousand, four hundred fifty-eight." 13) Which of the following statements are true? a. Rational Numbers can be negative. b. Zero is a natural number. c. All Integers are also Whole Numbers. d. ½ is a Rational Number.	

S.A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.*	The Summative Assessment Items (detailed below) that will allow students to demonstrate mastery of **5.NBT.A.3** assess student's abilities to read and write decimals to the thousandths using number names, base-ten numerals, and expanded form, graph and compare decimal numbers on a number line, and compare two decimals to the hundred thousandths using >, =, and < symbols. These items will be administered in the context of a longer end-of-unit exam following ten separate lessons, three of which are explained above.

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

Summative Assessment Items	**Answer Key**
1. Read 2.003 and write it in words: a) Two and three thousandths b) Two and three hundredths c) Two and three d) Two and three thounsands	Correct answer: a) Two and three thousandths *One point for the correct answer, no points for any incorrect answers*
2. Use digits to write three and fourteen ten thousandths. a) 3.014 b) 3.14	Correct answer: c) 3.0014 *One point for the correct answer, no points for any incorrect answers*

c) 3.0014 d) 314,000	
3. Write 2,024.665 in expanded notation. a) (2,024) + (0.600) + (0.060) + (0.005) b) (2,000) + (24) + (4) + (0.600) + (0.060) + (0.005) c) (2,200) + (20) + (4) + (0.660) + (0.060) + (0.005) d) (2,000) + (20) + (4) + (0.600) + (0.060) + (0.005)	Correct answer: d) (2,000) + (20) + (4) + (0.600) + (0.060) + (0.005) *One point for the correct answer, no points for any incorrect answers*
4. (400) + (5) + (.06) + (.003) is equal to: a) 45.063 b) 405.063 c) 45.63 d) 405.63	Correct answer: b) 405.063 *One point for the correct answer, no points for any incorrect answers*
5. Graph the numbers on a number line and then arrange them in **ascending** order: -1.2, 2.0, -0.2, 0.8, 1.1  a) 2.0, 1.1, 0.8, -0.2, -1.2 b) -1.2, -0.2, 0.8, 1.1, 2.0 c) 1.1, 0.8, 2.0, -0.2, -1.2 d) -0.2, 0.8, 1.1, -1.2, 2.0	Correct answer: b) -1.2, -0.2, 0.8, 1.1, 2.0 *One point for the correct answer, no points for any incorrect answers*  -1.2 -0.2 0.8 2.0 *Four points to the fully correct answer, 2 points for partially correct, and 0 for none correct. (It is not possible to get only one number correct on the number line since their correct placement relies on the other numbers.)*
6. Compare: 2.10 ◯ 2.09859 a) = b) < c) > d) 2.09859	Correct answer: c) > *One point for the correct answer, no points for any incorrect answers*

Students will demonstrate mastery by scoring 8 out of 10 points correct or more. *(Students scoring below this would attend the teacher's student hours for extra support.)*

BASIS Charter Schools

ACTION BY UNANIMOUS WRITTEN CONSENT
OF THE BOARD OF DIRECTORS OF
BASIS CHARTER SCHOOLS, INC.
IN LIEU OF MEETING

January 9, 2020

BCSI20-UC01

The undersigned, constituting all of the members of the Board of Directors of BASIS Charter Schools, Inc., an Arizona non-profit corporation, pursuant to A.R.S. § 10-3704 and Section 4.9 of the Bylaws of BASIS Charter Schools, Inc., as amended, hereby consent to the taking of the actions set forth below and approve and adopt the following resolution by this unanimous written consent in lieu of meeting effective on the date set forth above:

RESOLVED, that the Board of Directors of BASIS Charter Schools, Inc. approves the addition of 5th grade to the charter contract for BASIS Phoenix South Primary.

I HEREBY CERTIFY that the foregoing Resolution was adopted by unanimous consent of the Board of Directors of BASIS Charter Schools, Inc.

BASIS Charter Schools, Inc.

Craig Barrett, Chairman	Mittida Raksanaves, Director
Don Budinger, Secretary	Terry Sarvas, Director
Shelly Esque, Director	Steve Twist, Director
John Morton, Treasurer	

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Donald V. Budinger

Don Budinger, Secretary

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ACTION BY UNANIMOUS WRITTEN CONSENT
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January 9, 2020

BCSI20-UC01

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BASIS Charter Schools

ACTION BY UNANIMOUS WRITTEN CONSENT
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IN LIEU OF MEETING

January 9, 2020

BCSI20-UC01

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RESOLVED, that the Board of Directors of BASIS Charter Schools, Inc. approves the addition of 5th grade to the charter contract for BASIS Phoenix South Primary.

I HEREBY CERTIFY that the foregoing Resolution was adopted by unanimous consent of the Board of Directors of BASIS Charter Schools, Inc.

BASIS Charter Schools, Inc.

Craig Barrett, Chairman	Mittida Raksanaves, Director
Don Budinger, Secretary	Terry Sarvas, Director
Shelly Esque, Director	Steve Twist, Director
John Morton, Treasurer	

BASIS Charter Schools

ACTION BY RESOLUTION
OF THE BOARD OF DIRECTORS

February 28, 2019

RESOLUTION
BCSI19-R12

It is hereby resolved that BASIS Charter Schools, Inc. Board of Directors approves the submission of amendments for the purpose of modifying charter contracts with the authorizer as necessary to provide the maximum optimal enrollment for school operations in a given fiscal year. The enrollment cap may be revised to be 10% above the budgeted enrollment, but never exceeding the capacity stated on the School's Certificate of Occupancy.

I HEREBY CERTIFY that the foregoing Resolution was adopted by the Board of Directors of **BASIS Charter Schools, Inc.** at its meeting held February 28, 2019.

Don Budinger

Don Budinger
Secretary
BASIS Charter Schools, Inc.

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

ARIZONA STATE FIRE MARSHAL - Monday, May 07, 2018 4:20:22 PM (**Robert Merigan**)

User Name	Robert Merigan
User #	5203491025
Form Started	5/7/2018 4:20:22 PM
Form Submitted	5/7/2018 4:31:08 PM
Inspection Date	Monday, May 07, 2018
OSFM Facility ID	17519
Occupancy Classification	E
Ownership	Private Property
Property Usage	School
School Type	Elementary
Fire Alarm Coverage	Full Coverage
Fire Alarm System Monitored	Yes
Fire Sprinkler Coverage	Full Sprinkler Coverage
Facility Name	BASIS PHOENIX SOUTH
Facility Address	5630 S. 19TH AVE
City	PHOENIX
County	Maricopa
Contact for Inspection	ELKE DUNCAN
Contact Phone Number	480-589-3198
Fire Marshal Contact	Arizona State Fire Marshal's Office 1110 West Washington St. Suite 100 Phoenix, Arizona 85007 (O) 602.771.1400
DEPUTY FIRE MARSHAL:	Robert Merigan: 80

Inspector Signature	[Signature]
Phone	(602) 620-4292
Permit Inspection	No
Type of Inspection	Other
Inspection	Consultation
Inspection Results	
1 Subject of Consultation	FIRE DRILL OBSERVATION
Determination	PASS
Comments	GREAT JOB
Tag	Pass
Inspection Time	1.0
Travel Time	1.0
Mileage From Office	4.5
Fire Code Compliance Status	The items noted above, unless otherwise stated, are in compliance with the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 37-1307. This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.
Report received by	[Signature]
Send Email To:	ELKE.DUNCAN@BASISED.COM
Date	Monday, May 07, 2018

City of Phoenix

CERTIFICATE OF OCCUPANCY

CHASSE BUILDING TEAM
JUL 11 2018
RECEIVED

MAIL TO: **JEREMY KECK**
CHASSE BUILDING TEAM INC
2400 W BROADWAY RD
MESA, AZ 85202

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official. A change in ownership or tenancy does not require a new Certificate of Occupancy. However, no change in occupancy, character or use is allowed without obtaining a new Certificate of Occupancy.

SUBJECT ADDRESS: 5700 S 19TH AVE
OWNER: BASIS SCHOOLS INC
7975 N HAYDEN RD # B-121
SCOTTSDALE, AZ 85258

CERTIFICATE #: 1803782 **BUILDING PERMIT:** BLD 18001079
ISSUED: 05-JUL-2018 **PERMIT DESC:** OFFICE AND CLASSROOM ADDITION
PROJECT: 16-3390 - BASIS CHARTER SCHOOL SOUTH

FLOOR AREA: 3,186
AUTHORIZED USE AND OCCUPANCY: I:E
DESCRIPTION OF USE: COMMERCIAL ADDITION

EFFECTIVE BUILDING CODES: 2012 IRC, 2012 IECC, 2012 IBC, 2011 NEC, 2012 IMC, 2012 IPC, 2012 IFC, 2012 IFGC.
TYPE OF BUSINESS: BASIS SCHOOL LOG#: LPRN 1706138 PROJECT#: 16-3390 SPRINKLERS: (Y) FIRE ALARM (EMERGENCY VOICE/ALARM COMMUNICATION SYSTEM): (Y) EMERGENCY LIGHTING: (Y) ELEVATORS:(N) SPECIAL EGRESS CONTROL:(N) SPECIFIC BUILDING INFO:(N) DEFFERED SUBMITTAL:(Y) PLYWOOD WEB JOISTS (FIELD INSPECTOR REVIEW) SPECIAL INSPECTIONS (1705): STRUCTURAL (Y) EIFS, EXPANSION/ EPOXY ANCHORS/ POST INSTALLED ANCHORS, AND SOILS, ELECTRICAL (N), MECHANICAL (N), PLUMBING (N) OBSERVATION (1704): STRUCTURAL (N) ELECTRICAL(N) MECHANICAL(N)PLUMBING(N)
WATER SUPPLY:EXISTING 1-1/2" DOMESTIC WATER METER SECONDARY BACKFLOW: (Y) ZONING:
TEAM LEADER: KAL, PLAN REVIEWERS - IBC/STRUC: DSA, ELEC: LTA, MECH/PLUM: BKA, LSC: BMOS, SITE: EVAL, CIVIL: JRHO, TRAFFIC: MMIL
PROFESSIONAL REGISTRANTS - ARCHITECTURAL: PHILIP CARHUFF, RA#28908, STRUCTURAL: BRENT WOODS, PE#19792, MECHANICAL/ PLUMBING: DAVID MCCARTHY, PE#28205, ELECTRICAL: CHRIS SARMIENTO, PE#27677, GEOTECHNICAL: KIP REESE, PE# 49948, CIVIL: DANIEL MANN, PE#46857
JOB CONTACT NAME: TERE PORTILLO PH: 480-510-2255
DESCRIPTION OF WORK: 3,186 SF CLASSROOM AND OFFICE ADDITION TO AN EXISTING 18,398 SF SCHOOL BUILDING GIVING A TOTAL BUILDING AREA = 21,584 SF. THE NEW ADDITION IS DESIGNED TO INCREASE THE EXISTING EXIT OCCUPANT LOAD OF 793 WITH ANOTHER 99 OCCUPANTS GIVING A TOTAL DESIGN EXITING OCCUPANT LOAD OF 892. THE BUILDING ADDITION CONSTRUCTION CONSISTS OF THE FOLLOWING: COMBUSTIBLE WOOD ROOF WITH PLYWOOD SHEATHING OVER PLYWOOD WEB JOISTS SUPPORTED BY GLULAM BEAMS, WOOD POSTS, INTERIOR AND EXTERIOR WOOD STUD WALLS AND SPREAD CONCRETE FOUNDATIONS.
The following construction permits are required to be obtained per Phoenix Fire Code:
1-Installation/modification of automatic sprinkler system, 2-Installation/modification of fire alarm system (Emergency Voice/Alarm Communication System).

phrp0101 rev 1.1 ki